

# Afghanistan - SABER Service Delivery 2017, Measuring Education Service Delivery

**World Bank - WBG**

Report generated on: March 4, 2019

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# Sampling

## Sampling Procedure

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Using estimates of Grade 4 enrollment rates by gender, we used sampling with probability proportional to size for all public school sampling. For CBE schools, we did not have this information and therefore, this sample is not representative of the universe of CBE schools in Afghanistan.

### First stage — provinces

Six provinces were sampled mechanically: three because of their political importance (Kabul City and Kabul Province in the Central region; Nangarhar in the East region); and three because they represented such a disproportionate fraction of their region that a PPS (probability proportional to size) strategy would always sample them anyway (Balkh in the North; Khost in the South; and Hirat in the West). Of the remaining 28 provinces, 15 were randomly sampled via stratified PPS, with strata simply defined as regions, yielding a total of 21 sampled provinces.

### Second stage — public schools

Within the sampled provinces, we assigned public schools to strata defined by three characteristics: region (one of five); rural/urban; and gender (male, female, or coed). The gender category was defined empirically from enrollments reported in the sample frame: if the numbers of either males or females was zero or was very small in both absolute and proportional terms, we considered the school single-sex. If in either absolute or proportional terms neither sex dominated, we considered the school co-educational. We then did stratified PPS to sample 170 public schools, along with a number of replacements in case schools had been closed or the sample frame was in some other way erroneous.

### Third stage — gender

Within the sampled mixed (“coed”) schools, we had to decide in advance whether to sample girls or boys. We set the overall fraction of these schools in which we would sample girls (equivalently, boys) to be equal to the overall fraction of the enrollment across all these mixed sex schools that girls (equivalently, boys) comprised. We then randomized so that at each school, the probability of girls (equivalently, boys) being sampled was roughly proportional to the fraction of that school’s enrollment that girls (equivalently, boys) comprised.

### Fourth step — CBE schools

Six months after drawing the original sample, we received a final list of CBE schools in the relevant provinces. Unlike typical public data, and specifically unlike Afghanistan’s public school sample frame, this CBE school list did not include enrollments. We thus sampled 30 of these schools in numbers proportional to the number of CBE schools in each sampled province.

### Fifth step — Revised security for CBE schools in Khost

A few weeks after drawing the CBE sample, it was revealed that only one in every six CBE schools in Khost province was sufficiently safe for the field teams to visit. This meant re-drawing the CBE sample in Khost among the small minority of schools that were safe enough to visit.

## Deviations from Sample Design

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Sampling in Afghanistan had several special features: high logistical costs, CBE schools, fluid security concerns, and a very specific type of gendered schools.

1. It was concluded early in the process that to sample a subset of provinces to be visited, since visiting each province brought its own logistical costs that made little sense to incur for a small number of schools.
2. CBE schools, meant that a fraction of the sample frame dealt with schools run by NGOs. These schools were disproportionately important to SABER-SD (in relation to their actual numbers), so a portion of the sample was reserved for schools of this type. However, the sample frame for these non-public-operated schools came from disparate sources and could not be assembled until six months after the sample frame for the public schools.
3. Fluid security concerns had three implications: One implication was that though the team had a list of public schools covering just over 1.1 million students in 34 provinces, the SABER SD team reduced that list to a set of schools that still included all 34 provinces but covered just under 900,000 students. This smaller set was the one we could sample from. The next implication was that we did not know at the time of sampling which schools would be in areas safe enough to visit at the actual survey time. This ultimately meant re-sampling CBE schools in one of the provinces, Khost, where security proved much more restrictive than had initially been thought. The last implication is that the resulting sample is representative, to the extent possible, of the places in Afghanistan that were secure enough for the teams to visit.
4. The fourth feature of this environment, gendered schools, meant that while there were both exclusively boys schools and

exclusively girls schools, there were also co-educational schools that nonetheless kept classrooms sex-segregated. This implied that for each sampled school, the team had to decided in advance whether a male or female classroom would be sampled.

## Response Rate

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100% response rate from all the 200 schools in the sample. No reserve schools were activated.

## Weighting

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The final weighting was conducted at the school level.

## Questionnaires

No content available

## Data Collection

### Data Collection Dates

Start	End	Cycle
2017	2017	N/A

### Time Periods

Start	End	Cycle
2017	2017	N/A

### Data Collection Mode

Computer Assisted Personal Interview [capi]

#### DATA COLLECTION NOTES

The SABER SD survey was carried out in Afghanistan from April to August 2017. The SABER SD team worked closely with the local survey firm (Rahman Safi International (RSI), who was hired to implement the field survey. The team coordinated with RSI throughout the sates of the survey including survey preparation, data collection, managing the quality assurance of the survey process and data entry. The questions in each of the six SABER SD modules were reviewed carefully prior to the training of enumerator teams and adapted to the Afghanistan context. These were further revised after the field testing to ensure that they could be easily understood and the intended meaning could be communicated accurately in the Dari Language to all interviewers. The field data collection was conducted from the months of April to August 2017 in 200 schools across 21 provinces in Afghanistan.

### Data Collectors

Name	Abbreviation	Affiliation
Rahman Safi International	RSI	

#### SUPERVISION

Fieldwork supervision was conducted by Rahman Safi International (RSI) and the World Bank team based in both Kabul, Afghanistan and Washington, D.C.

## Data Processing

No content available

## Data Appraisal

### Estimates of Sampling Error

Estimated sampling error: 3.5% (proportionally sampled) and 3.9% (actual with oversampling).



## File Description

## Variable List

## m1s

Content	Module 1: School Information
Cases	200
Variable(s)	201
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1	schid	School code	contin	numeric	
V2	m1siq1	I1. Did the respondent agree to be interviewed?	discrete	numeric	
V3	m1siq2	I2. If refused, reason for refusal.	discrete	character	
V4	m1q1	1. First Visit Enumerator (s) (Code)	contin	numeric	
V5	m1q2	2. Second Visit Enumerator (s) (Code)	contin	numeric	
V6	m1q3	3. Province	contin	numeric	
V7	m1q3n	3. Province name	discrete	character	
V8	m1q4	4. District	contin	numeric	
V9	m1q4n	4. District name	discrete	character	
V10	m1q5	5. Urban/Rural	discrete	numeric	
V11	m1q9d	9. Date of 1st Visit (day)	contin	numeric	
V12	m1q9m	9. Date of 1st visit (month)	discrete	numeric	
V13	m1q9y	9. Date of 1st visit (year)	discrete	numeric	
V14	m1q10d	10. Date of 2nd Visit (day)	contin	numeric	
V15	m1q10m	10. Date of 2nd visit (month)	discrete	numeric	
V16	m1q10y	10. Date of 2nd visit (year)	discrete	numeric	
V17	m1q11ar	11a. Enumerator result	discrete	numeric	
V18	m1q11ad	11a. Enumerator (day)	contin	numeric	
V19	m1q11am	11a. Enumerator (month)	discrete	numeric	
V20	m1q11ay	11a. Enumerator (year)	discrete	numeric	
V21	m1q11br	11B. Supervisor result	discrete	numeric	
V22	m1q11bd	11B. Supervisor` (day)	contin	numeric	
V23	m1q11bm	11B. Supervisor (month)	discrete	numeric	
V24	m1q11by	11B. Supervisor (year)	discrete	numeric	
V25	m1q12h	12. 1st visit. At what time did you arrive at the school? (hour)	discrete	numeric	
V26	m1q12m	12. 1st visit. At what time did you arrive at the school? (min)	contin	numeric	
V27	m1q13h	13. 1st visit. At what time did you leave at the school? (hour)	discrete	numeric	
V28	m1q13m	13. 1st visit. At what time did you leave at the school? (min)	contin	numeric	

ID	Name	Label	Type	Format	Question
V29	m1q14h	14. 2nd visit. At what time did you arrive at the school? (hour)	discrete	numeric	
V30	m1q14m	14. 2nd visit. At what time did you arrive at the school? (min)	contin	numeric	
V31	m1q15h	15. 2nd visit. At what time did you leave at the school? (hour)	discrete	numeric	
V32	m1q15m	15. 2nd visit. At what time did you leave at the school? (min)	contin	numeric	
V33	m0s0q0	Completed questionnaire	discrete	numeric	
V34	m1saq2	2. Which Position do you occupy in this facility	discrete	numeric	
V35	m1saq2_o	2. Which Position do you occupy in this facility - other	discrete	character	
V36	m1saq3	3. What's this school's ownership type	discrete	numeric	
V37	m1saq3_o	3. What's this school's ownership type - other	discrete	character	
V38	m1saq4	4. How many shifts does the school have?	discrete	numeric	
V39	m1saq5	5. What is the school category	discrete	numeric	
V40	m1saq6	6. When did this school begin operating	discrete	numeric	
V41	m1saq7	7. Do you have any pupils with disabilities	discrete	numeric	
V42	m1saq7a	7a. Does this school offer any classes specifically for children with disabilities	discrete	numeric	
V43	m1saq7b	7b. Does this school offer any services for pupils to cope with post-traumatic stress	discrete	numeric	
V44	m1saq7c	7c. What kind of PTSD support is available?	discrete	numeric	
V45	m1saq8	8. can we have your mobile phone number?	discrete	numeric	
V46	m1sbq1	1. Does the school have toilets for pupils?	discrete	numeric	
V47	m1sbq2	2. Are the toilets designated for boys and/or girls?	discrete	numeric	
V48	m1sbq3	3. How many toilet holes does the school have?	discrete	numeric	
V49	m1sbq4	4. Are the toilets clean?	discrete	numeric	
V50	m1sbq5	5. How many boys' toilets does the school have?	discrete	numeric	
V51	m1sbq5a	5a. Are the boy' toilets clean?	discrete	numeric	
V52	m1sbq5b	5b. Are the boys' toilets private (have doors that can be locked or separating	discrete	numeric	
V53	m1sbq5c	5c. Are the boys' toilets useable (unlocked, not overflowing, etc.)?	discrete	numeric	
V54	m1sbq5d	5d. Does the boys' bathroom have soap and water to wash hands?	discrete	numeric	
V55	m1sbq6	6. How many girls' toilets does the school have?	discrete	numeric	
V56	m1sbq6a	6a. Are the girls' toilets clean?	discrete	numeric	
V57	m1sbq6b	6b. Are the girls' toilets private (have doors that can be locked..'	discrete	numeric	
V58	m1sbq6c	6c. Are the girls' toilets useable (unlocked, not overflowing, etc.)?	discrete	numeric	
V59	m1sbq6d	6d. Does the girls' bathroom have soap and water to wash hands?	discrete	numeric	
V60	m1sbq7	7. How many separate staff/teacher toilet does the school have?	discrete	numeric	
V61	m1sbq8	8. How many toilet for pupils with special needs/disabilities does the school have	discrete	numeric	
V62	m1sbq9	9. What is the main pupil toilet facility used at the school?	discrete	numeric	
V63	m1sbq9_o	9. What is the main pupil toilet facility used at the school? - other	discrete	character	
V64	m1sbq10	10. What is the main source of drinking water used at this school?	discrete	numeric	
V65	m1sbq10_o	10. What is the main source of drinking water used at this school? - other	discrete	character	

ID	Name	Label	Type	Format	Question
V66	m1sbq11	11. Is there a boundary wall around the school to provide extra protection?	discrete	numeric	
V67	m1sbq12	12. Are there security guards posted at the gate?	discrete	numeric	
V68	m1sbq13	13. Is there a safe, designated shelter on campus the students can assemble in,	discrete	numeric	
V69	m1sbq14	14. This school is accessible by what type of road?	discrete	numeric	
V70	m1sbq15	15. What means of transport do you usually use to get to the district education	discrete	numeric	
V71	m1sbq15_o	15. What means of transport do you usually use to get to the district education	discrete	character	
V72	m1sbq16	16. Using this method of transport, what is the approximate traveling time from	discrete	numeric	
V73	m1sbq17a	17. Are there programs provided by, either the school or other organizations tha	discrete	numeric	
V74	m1sbq17b	17. Are there programs provided by, either the school or other organizations tha	discrete	numeric	
V75	m1sbq18	18. Does this school have at least one computer?	discrete	numeric	
V76	m1sbq18a	18a. Does the computer(s) have internet connectivity?	discrete	numeric	
V77	m1sbq18b	18b. Who is the computer intended to be used by?	discrete	numeric	
V78	m1sbq18b_o	18b. Who is the computer intended to be used by? - others	discrete	character	
V79	m1scq0_id_1	Class code	discrete	numeric	
V80	m1scq0_id_2	Class code	discrete	numeric	
V81	m1scq0_id_3	Class code	discrete	numeric	
V82	m1scq0_id_4	Class code	discrete	numeric	
V83	m1scq0_id_5	Class code	discrete	numeric	
V84	m1scq0_id_6	Class code	discrete	numeric	
V85	m1scq0_id_7	Class code	discrete	numeric	
V86	m1scq0_id_8	Class code	discrete	numeric	
V87	m1scq0_d_1	Clase description	discrete	character	
V88	m1scq0_d_2	Clase description	discrete	character	
V89	m1scq0_d_3	Clase description	discrete	character	
V90	m1scq0_d_4	Clase description	discrete	character	
V91	m1scq0_d_5	Clase description	discrete	character	
V92	m1scq0_d_6	Clase description	discrete	character	
V93	m1scq0_d_7	Clase description	discrete	character	
V94	m1scq0_d_8	Clase description	discrete	character	
V95	m1scq1_1	How many streams are there per class?	discrete	numeric	
V96	m1scq1_2	How many streams are there per class?	discrete	numeric	
V97	m1scq1_3	How many streams are there per class?	discrete	numeric	
V98	m1scq1_4	How many streams are there per class?	discrete	numeric	
V99	m1scq1_5	How many streams are there per class?	discrete	numeric	
V100	m1scq1_6	How many streams are there per class?	discrete	numeric	
V101	m1scq1_7	How many streams are there per class?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V102	m1scq1_8	How many streams are there per class?	discrete	numeric	
V103	m1scq2_1_1	Boys	contin	numeric	
V104	m1scq2_1_2	Boys	contin	numeric	
V105	m1scq2_1_3	Boys	contin	numeric	
V106	m1scq2_1_4	Boys	contin	numeric	
V107	m1scq2_1_5	Boys	contin	numeric	
V108	m1scq2_1_6	Boys	contin	numeric	
V109	m1scq2_1_7	Boys	discrete	numeric	
V110	m1scq2_1_8	Boys	contin	numeric	
V111	m1scq2_2_1	Girls	contin	numeric	
V112	m1scq2_2_2	Girls	contin	numeric	
V113	m1scq2_2_3	Girls	contin	numeric	
V114	m1scq2_2_4	Girls	contin	numeric	
V115	m1scq2_2_5	Girls	contin	numeric	
V116	m1scq2_2_6	Girls	contin	numeric	
V117	m1scq2_2_7	Girls	contin	numeric	
V118	m1scq2_2_8	Girls	contin	numeric	
V119	m1scq2_3_1	Total	contin	numeric	
V120	m1scq2_3_2	Total	contin	numeric	
V121	m1scq2_3_3	Total	contin	numeric	
V122	m1scq2_3_4	Total	contin	numeric	
V123	m1scq2_3_5	Total	contin	numeric	
V124	m1scq2_3_6	Total	contin	numeric	
V125	m1scq2_3_7	Total	contin	numeric	
V126	m1scq2_3_8	Total	contin	numeric	
V127	m1scq3	3. Are there any multi-grade classes in your school?	discrete	numeric	
V128	m1scq4a1	4A. Which grades are grouped together? (group 1)	discrete	numeric	
V129	m1scq4a2	4A. Which grades are grouped together? (group 1)	discrete	numeric	
V130	m1scq4a3	4A. Which grades are grouped together? (group 1)	discrete	numeric	
V131	m1scq4b1	4B. Which grades are grouped together? (group 2)	discrete	numeric	
V132	m1scq4b2	4B. Which grades are grouped together? (group 2)	discrete	numeric	
V133	m1scq4b3	4B. Which grades are grouped together? (group 2)	discrete	numeric	
V134	m1scq4c1	4C. Which grades are grouped together? (group 3)	discrete	numeric	
V135	m1scq4c2	4C. Which grades are grouped together? (group 3)	discrete	numeric	
V136	m1scq4c3	4C. Which grades are grouped together? (group 3)	discrete	numeric	
V137	m1scq5a	5a. During the last school year, how many of your pupils successfully completed	discrete	numeric	During the last school year, how many of your pupils successfully completed grade 6 primary school?

ID	Name	Label	Type	Format	Question
V138	m1scq5_s	5. Number of shifts	discrete	numeric	What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for Standards 3, 4, and 5?
V139	m1scq6	6. During the last school year, how many days were the school closed due to rain	discrete	numeric	
V140	m1scq6a	6a. During this school year, how many days were the school closed due to rain, s	discrete	numeric	During the last school year, how many days were the school closed due to rain, snow, natural disasters (such as earthquake and/or flood), bombing, attacks, explosions, etc.?
V141	m1scqcomm	Module 1C comments	discrete	character	
V142	m1scq5_id_1	Class id	discrete	numeric	
V143	m1scq5_id_2	Class id	discrete	numeric	
V144	m1scq5_id_3	Class id	discrete	numeric	
V145	m1scq5_co_1	Class code	discrete	character	
V146	m1scq5_co_2	Class code	discrete	character	
V147	m1scq5_co_3	Class code	discrete	character	
V148	m1scq5_1sh_1	Shift 1. Start time hour	discrete	numeric	
V149	m1scq5_1sh_2	Shift 1. Start time hour	discrete	numeric	
V150	m1scq5_1sh_3	Shift 1. Start time hour	discrete	numeric	
V151	m1scq5_1sm_1	Shift 1. Start time min	contin	numeric	
V152	m1scq5_1sm_2	Shift 1. Start time min	contin	numeric	
V153	m1scq5_1sm_3	Shift 1. Start time min	contin	numeric	
V154	m1scq5_1eh_1	Shift 1. End time hour	discrete	numeric	
V155	m1scq5_1eh_2	Shift 1. End time hour	discrete	numeric	
V156	m1scq5_1eh_3	Shift 1. End time hour	discrete	numeric	
V157	m1scq5_1em_1	Shift 1. End time min	contin	numeric	
V158	m1scq5_1em_2	Shift 1. End time min	contin	numeric	
V159	m1scq5_1em_3	Shift 1. End time min	contin	numeric	
V160	m1scq5_1bh_1	Shift 1. Break and lunch Hours	discrete	numeric	
V161	m1scq5_1bh_2	Shift 1. Break and lunch Hours	discrete	numeric	
V162	m1scq5_1bh_3	Shift 1. Break and lunch Hours	discrete	numeric	
V163	m1scq5_1bm_1	Shift 1. Break and lunch min	contin	numeric	
V164	m1scq5_1bm_2	Shift 1. Break and lunch min	contin	numeric	
V165	m1scq5_1bm_3	Shift 1. Break and lunch min	contin	numeric	
V166	m1scq5_2sh_1	Shift 2. Start time hour	discrete	numeric	

ID	Name	Label	Type	Format	Question
V167	m1scq5_2sh_2	Shift 2. Start time hour	discrete	numeric	
V168	m1scq5_2sh_3	Shift 2. Start time hour	discrete	numeric	
V169	m1scq5_2sm_1	Shift 2. Start time min	contin	numeric	
V170	m1scq5_2sm_2	Shift 2. Start time min	contin	numeric	
V171	m1scq5_2sm_3	Shift 2. Start time min	contin	numeric	
V172	m1scq5_2eh_1	Shift 2. End time hour	discrete	numeric	
V173	m1scq5_2eh_2	Shift 2. End time hour	discrete	numeric	
V174	m1scq5_2eh_3	Shift 2. End time hour	discrete	numeric	
V175	m1scq5_2em_1	Shift 2. End time min	contin	numeric	
V176	m1scq5_2em_2	Shift 2. End time min	contin	numeric	
V177	m1scq5_2em_3	Shift 2. End time min	contin	numeric	
V178	m1scq5_2bh_1	Shift 2. Break and lunch hours	discrete	numeric	
V179	m1scq5_2bh_2	Shift 2. Break and lunch hours	discrete	numeric	
V180	m1scq5_2bh_3	Shift 2. Break and lunch hours	discrete	numeric	
V181	m1scq5_2bm_1	Shift 2. Break and lunch min	discrete	numeric	
V182	m1scq5_2bm_2	Shift 2. Break and lunch min	discrete	numeric	
V183	m1scq5_2bm_3	Shift 2. Break and lunch min	discrete	numeric	
V184	m1scq5_3sh_1	Shift 3. Start time hour	discrete	numeric	
V185	m1scq5_3sh_2	Shift 3. Start time hour	discrete	numeric	
V186	m1scq5_3sh_3	Shift 3. Start time hour	discrete	numeric	
V187	m1scq5_3sm_1	Shift 3. Start time min	contin	numeric	
V188	m1scq5_3sm_2	Shift 3. Start time min	contin	numeric	
V189	m1scq5_3sm_3	Shift 3. Start time min	contin	numeric	
V190	m1scq5_3eh_1	Shift 3. End time hour	discrete	numeric	
V191	m1scq5_3eh_2	Shift 3. End time hour	discrete	numeric	
V192	m1scq5_3eh_3	Shift 3. End time hour	discrete	numeric	
V193	m1scq5_3em_1	Shift 3. End time min	contin	numeric	
V194	m1scq5_3em_2	Shift 3. End time min	contin	numeric	
V195	m1scq5_3em_3	Shift 3. End time min	contin	numeric	
V196	m1scq5_3bh_1	Shift 3. Break and lunch hours	discrete	numeric	
V197	m1scq5_3bh_2	Shift 3. Break and lunch hours	discrete	numeric	
V198	m1scq5_3bh_3	Shift 3. Break and lunch hours	discrete	numeric	
V199	m1scq5_3bm_1	Shift 3. Break and lunch min	discrete	numeric	
V200	m1scq5_3bm_2	Shift 3. Break and lunch min	discrete	numeric	
V201	m1scq5_3bm_3	Shift 3. Break and lunch min	discrete	numeric	



## m2s

Content	Module 2: Teachers
Cases	4460
Variable(s)	119
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V202	schid	School code	contin	numeric	
V203	m1saq3	3. What's this school's ownership type	discrete	numeric	
V204	m2saq0	Teacher ID	contin	numeric	
V205	m2saq1	1. How many teachers are in the roster	contin	numeric	1. How many teachers work in this school (Including the principal if he/she teaches)? (Note: Include paid and non-paid teachers).
V206	m2saq1a	1.aa How many teachers work at scheool	contin	numeric	
V207	m2saq3	3. Sex	discrete	numeric	
V208	m2saq4	4. Position in the school	discrete	numeric	
V209	m2saq4_o	4. Position in the school - other	discrete	character	
V210	m2saq5	5. Contract Status	discrete	numeric	
V211	m2saq5a	5a. Do you teach at this school?	discrete	numeric	
V212	m2saq6	6. Full/Part time	discrete	numeric	
V213	m2saq7_1	7. Which shift do you work in?	discrete	numeric	
V214	m2saq7_2	7. Which shift do you work in?	discrete	numeric	
V215	m2saq8a	8a. Taught Language or Math (Grade 3-6) last year?	discrete	numeric	
V216	m2saq8b	8b. Taught Language or Math (Grade 3-6) this year?	discrete	numeric	
V217	m2saq9	9. Teacher sampled for mod 2B	discrete	numeric	
V218	m2sbq2	2. Row in Module 2A	contin	numeric	
V219	m2sbq3	3. Gender	discrete	numeric	
V220	m2sbq4a	4a. What was the teacher doing when you located him/ her on the first visit?	discrete	numeric	What was the teacher doing when you located him/ her on the first visit? Direct Observation
V221	m2sbq4b	4b. What was the teaching doing outside the classroom when you located him/ her	discrete	numeric	What was the teacher doing outside the classroom when you located him/ her on the first visit?
V222	m2sbq4b_o	4b. What was the teaching doing outside the classroom when you located him/ her	discrete	character	What was the teacher doing outside the classroom when you located him/ her on the first visit?
V223	m2sbq4c	4c. What was the class doing at the time you located the teacher outside of the	discrete	numeric	What was the class doing at the time you located the teacher outside of the classroom? Direct Observation

ID	Name	Label	Type	Format	Question
V224	m2sbq4c_o	4c. What was the class doing at the time you located the teacher outside of the	discrete	character	What was the class doing at the time you located the teacher outside of the classroom? Direct Observation
V225	m2sbq5a	5a. Reason for absence from school on first visit?	discrete	numeric	Reason for absence from school on first visit? Ask Principal
V226	m2sbq5a_o	5a. Reason for absence from school on first visit? - specify	discrete	character	Reason for absence from school on first visit? Ask Principal
V227	m2sbq5b	5b. What is happening with the teachers' class?	discrete	numeric	
V228	m2sbq5b_o	5b. What is happening with the teachers' class? - other	discrete	character	
V229	m2sbq6a	6a. What was the teacher doing when you located him/ her on the second visit?	discrete	numeric	What was the teacher doing when you located him/ her on the second visit? Direct Observation
V230	m2sbq6b	6b. What was the teaching doing outside the classroom when you located him/ her	discrete	numeric	What was the teacher doing outside the classroom when you located him/ her on the second visit?
V231	m2sbq6b_o	6b. What was the teaching doing outside the classroom when you located him/ her	discrete	character	What was the teacher doing outside the classroom when you located him/ her on the second visit?
V232	m2sbq6c	6c. What was the class doing at the time you located the teacher outside of the	discrete	numeric	What was the class doing at the time you located the teacher outside of the classroom? Direct Observation
V233	m2sbq6c_o	6c. What was the class doing at the time you located the teacher outside of the	discrete	character	What was the class doing at the time you located the teacher outside of the classroom? Direct Observation
V234	m2sbq7a	7a. Reason for absence (2nd visit)	discrete	numeric	Reason for absence from school on second visit? Ask Principal
V235	m2sbq7a_o	7a. Reason for absence (2nd visit) - other	discrete	character	Reason for absence from school on second visit? Ask Principal
V236	m2sbq7b	7b. What is happening with the teachers' class?	discrete	numeric	What is happening with the teachers' class? Ask Principal and confirmed with direct observation when possible
V237	m2sbq7b_o	7b. What is happening with the teachers' class? - other	discrete	character	What is happening with the teachers' class? Ask Principal and confirmed with direct observation when possible
V238	m2sbq2_a	2. Row in Module 2A	contin	numeric	
V239	m2sc0q1	0.1. Enumerator	contin	numeric	
V240	m2sc0q5	0.5. Teacher ID	contin	numeric	
V241	m2sc1q1	1.1.What is your position in the school?	discrete	numeric	
V242	m2sc1q1_o	1.1.What is your position in the school?	discrete	character	
V243	m2sc1q2a	1.2a. Which grades do you teach?	discrete	numeric	
V244	m2sc1q2b	1.2b. Which grades do you teach?	discrete	numeric	
V245	m2sc1q2c	1.2c. Which grades do you teach?	discrete	numeric	
V246	m2sc1q2d	1.2d. Which grades do you teach?	discrete	numeric	
V247	m2sc1q3	1.3. What is the highest level of education that you have completed?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V248	m2sc1q3_o	1.3. What is the highest level of education that you have completed? - other	discrete	character	
V249	m2sc1q4	1.4. Have you completed teacher training college?	discrete	numeric	
V250	m2sc1q5	1.5. What subject did you complete your teacher training in?	discrete	numeric	
V251	m2sc1q5_o	1.5. What subject did you complete your teacher training in? - other	discrete	character	
V252	m2sc1q6	1.6. What year did you begin teaching?	contin	numeric	
V253	m2sc1q7y	1.7. How many years have you taught in this school? (years)	contin	numeric	
V254	m2sc1q7m	1.7. How many years have you taught in this school? (months)	discrete	numeric	
V255	m2sc1q8	1.8. What year were you born in?	contin	numeric	
V256	m2sc1q9	1.9. Were you born in this district?	discrete	numeric	
V257	m2sc1q10	1.10. Which ethnic group do you belong to?	discrete	numeric	
V258	m2sc1q10_o	1.10. Which ethnic group do you belong to? - other	discrete	character	
V259	m2sc2q1	2.1. How much is your monthly salary as a teacher of this school (Including allo	contin	numeric	
V260	m2sc2q2	2.2. How much did you actually receive last month?	contin	numeric	
V261	m2sc2q3	2.3. How many times have you encountered salary delays in the last 12 months?	contin	numeric	
V262	m2sc2q3a	2.3a. How many times have you encountered salary delays in the last 12 months?	discrete	numeric	
V263	m2sc2q4a	2.4a. Do you have any other unpaid claims?	discrete	numeric	
V264	m2sc2q4b	2.4b. Do you have any other unpaid claims?	discrete	numeric	
V265	m2sc2q4c	2.4c. Do you have any other unpaid claims?	discrete	numeric	
V266	m2sc2q4d	2.4d. Do you have any other unpaid claims?	discrete	numeric	
V267	m2sc2q4_o	2.4. Do you have any other unpaid claims? other specify	discrete	character	
V268	m2sc2q5	2.5. Have you received any additional sums above the salary, such as bonuses?	discrete	numeric	
V269	ms2c2q6	2.6. What have you received bonuses for?	discrete	numeric	
V270	m2sc2q6_o	2.6. What have you received bonuses for? other specify	discrete	character	
V271	m2sc2q7	2.7. From your earnings as a teacher, approximately, what percentage of your tot	discrete	numeric	
V272	m2sc2q8	2.8. Do you have a formal (written) contract?	discrete	numeric	
V273	m2sc2q9	2.9. What is the nature of the contract (i.e. is it written or not)?	discrete	numeric	
V274	m2sc2q10y	2.10. What is the duration of the contract? Years	discrete	numeric	
V275	m2sc2q10m	2.10. What is the duration of the contract? Months	discrete	numeric	
V276	m2sc3q1	3.1. In your training to become a teacher, did you ever have a teaching practicu	discrete	numeric	
V277	m2sc3q2m	3.2. How many months did the practicum last?	contin	numeric	
V278	m2sc3q2d	3.2. How many days did the practicum last?	contin	numeric	
V279	m2sc3q3	3.3. During this period how many hours a week approximately did you actually tea	contin	numeric	

ID	Name	Label	Type	Format	Question
V280	m2sc3q4	3.4. During the Last school year, did you attend any teacher training?	discrete	numeric	
V281	m2sc3q5	3.5. Approximately how many total hours did the training last?	contin	numeric	
V282	m2sc3q6	3.6. What was the main topic of the training?	discrete	numeric	
V283	m2sc3q6_o	3.6. What was the main topic of the training? - others	discrete	character	
V284	m2sc3q7	3.7. How much of the training or follow-up support to the training took place in	discrete	numeric	
V285	m2sc3q8	3.8. Were you evaluated at the end of the training? If yes, then how?	discrete	numeric	
V286	m2sc3q8_o	3.8. Were you evaluated at the end of the training? If yes, then how? other	discrete	character	
V287	m2sc3q9	3.9. During a normal week, how many hours per day are you supposed to work for t	contin	numeric	
V288	m2sc3q10	3.10. Of those hours, how many per day do you spent actually teaching?	discrete	numeric	
V289	m2sc4q1	4.1. During the last school year did the principal or subject head of departmen	discrete	numeric	During the last (if warm weather please say this) school year did the principal or subject head of department formally evaluate your work as a teacher?
V290	m2sc4q2a	4.2a. What specific aspect of your work did he/she examine/evaluate you on?	discrete	numeric	
V291	m2sc4q2b	4.2b. What specific aspect of your work did he/she examine/evaluate you on?	discrete	numeric	
V292	m2sc4q2c	4.2c. What specific aspect of your work did he/she examine/evaluate you on?	discrete	numeric	
V293	m2sc4q2d	4.2d. What specific aspect of your work did he/she examine/evaluate you on?	discrete	numeric	
V294	m2sc4q2e	4.2e. What specific aspect of your work did he/she examine/evaluate you on?	discrete	numeric	
V295	m2sc4q2_o	4.2. What specific aspect of your work did he/she examine/evaluate you on?	discrete	character	
V296	m2sc4q3	4.3. During the last school year did the inspector or district officer formally	discrete	numeric	During the last school year did the inspector or district officer formally evaluate your work as a teacher?
V297	m2sc4q4a	4.4a. What specific aspect of your work did the inspector or district officer ex	discrete	numeric	What specific aspect of your work did the inspector or district officer examine to evaluate you?
V298	m2sc4q4b	4.4b. What specific aspect of your work did the inspector or district officer ex	discrete	numeric	What specific aspect of your work did the inspector or district officer examine to evaluate you?
V299	m2sc4q4c	4.4c. What specific aspect of your work did the inspector or district officer ex	discrete	numeric	What specific aspect of your work did the inspector or district officer examine to evaluate you?
V300	m2sc4q4d	4.4d. What specific aspect of your work did the inspector or district officer ex	discrete	numeric	What specific aspect of your work did the inspector or district officer examine to evaluate you?
V301	m2sc4q4e	4.4e. What specific aspect of your work did the inspector or district officer ex	discrete	numeric	What specific aspect of your work did the inspector or district officer examine to evaluate you?

ID	Name	Label	Type	Format	Question
V302	m2sc4q4_o	4.4. What specific aspect of your work did the inspector or district officer examine to evaluate you?	discrete	character	What specific aspect of your work did the inspector or district officer examine to evaluate you?
V303	m2sc5q1a	5.1a. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?	discrete	character	If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?
V304	m2sc5q1b	5.1b. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?	discrete	character	If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?
V305	m2sc5q1c	5.1c. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?	discrete	character	If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?
V306	m2sc5q1d	5.1d. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?	discrete	character	If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?
V307	m2sc5q1e	5.1e. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?	discrete	character	If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?
V308	m2sc5q1f	5.1f. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?	discrete	character	If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?
V309	m2sbq0	Lines in roster 2B	discrete	numeric	
V310	m2sbq8	8. How many classrooms does the school have?	contin	numeric	
V311	m2sbq9	9. How many classrooms contained pupils?	contin	numeric	
V312	m2sbq10	10. Of those classrooms, how many classrooms had pupils but no teacher present?	contin	numeric	
V313	m2sbq11a	11A. How many of the classrooms are permanent	contin	numeric	
V314	m2sbq11b	11B. How many of the classrooms are semi permanent	contin	numeric	
V315	m2sbq11c	11C. How many of the classrooms are temporary	contin	numeric	
V316	m2qcom	Module 2 Comments	discrete	character	
V317	m2saqcom	Module 2A comments	discrete	character	
V318	m2sbqcom	Module 2B comments	discrete	character	
V319	m2scq0	Lines in roster 2C	discrete	numeric	
V320	teacherid		contin	numeric	

## m3s

Content	Module 3: School Management and Finance
Cases	200
Variable(s)	452
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V321	schid	School code	contin	numeric	
V322	m1saq3	3. What's this school's ownership type	discrete	numeric	
V323	m3q1c	1. Enumerator code	contin	numeric	
V324	m3q5	5. Teacher ID	discrete	numeric	
V325	m3s1q1	1. What is your position in the school?	discrete	numeric	
V326	m3s1q1_o	1. What is your position in the school? other	discrete	character	
V327	m3s1q2a	2.a. Which classes do you teach?	discrete	numeric	
V328	m3s1q2b	2.b. Which classes do you teach?	discrete	numeric	
V329	m3s1q2c	2.c. Which classes do you teach?	discrete	numeric	
V330	m3s1q2d	2.d. Which classes do you teach?	discrete	numeric	
V331	m3s1q3	3. What is the highest level of education that you have completed?	discrete	numeric	
V332	m3s1q3_o	3. What is the highest level of education that you have completed? other	discrete	character	
V333	m3s1q4	4. Have you completed teacher training college?	discrete	numeric	
V334	m3s1q5	5. What subject did you complete your teacher training in?	discrete	numeric	
V335	m3s1q5_o	5. What subject did you complete your teacher training in? other	discrete	character	
V336	m3s1q6	6. What year did you begin teaching?	contin	numeric	
V337	m3s1q7y	7. How many years have you work as a principal in this school? Years	contin	numeric	
V338	m3s1q7m	7. How many years have you work as a principal in this school? Months	discrete	numeric	
V339	m3s1q8	8. What year were you born in?	contin	numeric	
V340	m3s1q9	9. Were you born in this district?	discrete	numeric	
V341	m3s1q10	10. Which ethnic group do you belong to?	discrete	numeric	
V342	m3s1q10_o	10. Which ethnic group do you belong to? Others	discrete	character	
V343	m3s2q1	1. How much is your monthly salary as a teacher of this school (Including allowa	contin	numeric	How much is your monthly salary as a principal of this school (Including allowances)?

ID	Name	Label	Type	Format	Question
V344	m3s2q2	2. How much did you actually receive last month?	contin	numeric	
V345	m3s2q3	3. How many times have you encountered salary delays in the last school year?	contin	numeric	
V346	m3s2q3a	3a. How many times have you encountered salary delays in this school year?	discrete	numeric	
V347	m3s2q4a	4.a. Do you have any other unpaid claims?	discrete	numeric	
V348	m3s2q4b	4.b. Do you have any other unpaid claims?	discrete	numeric	
V349	m3s2q4c	4.c. Do you have any other unpaid claims?	discrete	numeric	
V350	m3s2q4d	4.d. Do you have any other unpaid claims?	discrete	numeric	
V351	m3s2q4_o	4. Do you have any other unpaid claims? other	discrete	character	
V352	m3s2q5	5. Have you received any additional sums above the salary, such as bonuses and p	discrete	numeric	
V353	m3s2q6a	6a. What have you received bonuses for?	discrete	numeric	
V354	m3s2q6b	6b. What have you received bonuses for?	discrete	numeric	
V355	m3s2q6c	6c. What have you received bonuses for?	discrete	numeric	
V356	m3s2q6d	6d. What have you received bonuses for?	discrete	numeric	
V357	m3s2q6_o	6. What have you received bonuses for? - Other	discrete	character	
V358	m3s2q7	7. From your earning as a principal, approximately, what percentage of your tota	discrete	numeric	From your earning as a principal, approximately, what percentage of your total monthly earning comes from your remuneration in this school? (including benefits, bonus, allowance)
V359	m3s3q1	1. What year did you start working in the education sector?	contin	numeric	
V360	m3s3q2	2. What position did you start at?	discrete	numeric	
V361	m3s3q2_o	2. What position did you start at? other	discrete	character	
V362	m3s3q3a_c	3a1. Where was the location of your work? Province code	contin	numeric	
V363	m3s3q3a_n	3a2. Where was the location of your work? Province name	discrete	character	
V364	m3s3q3b_c	3b1. Where was the location of your work? District code	contin	numeric	
V365	m3s3q3b_n	3b2. Where was the location of your work? District name	discrete	character	
V366	m3s3q4	4. Did somebody help you get this job?	discrete	numeric	
V367	m3s3q5	5. Who did help you?	discrete	numeric	
V368	m3s3q5_o	5. Who did help you? specify	discrete	character	
V369	m3s3q6	6. After this first job on the education sector, what year did you change jobs?	contin	numeric	
V370	m3s3q7_1	7.1. What other positions did you have before becoming the principal and how lon	discrete	numeric	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V371	m3s3q7_1_o	7.1. What other positions did you have before becoming the principal and how lon	discrete	character	What other positions did you have before becoming the principal and how long did you work at those position(s)?

ID	Name	Label	Type	Format	Question
V372	m3s3q7_1_y	7.1. What other positions did you have before becoming the principal and how lon	contin	numeric	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V373	m3s3q7_2	7.2. What other positions did you have before becoming the principal and how lon	discrete	numeric	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V374	m3s3q7_2_o	7.2. What other positions did you have before becoming the principal and how lon	discrete	character	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V375	m3s3q7_2_y	7.2. What other positions did you have before becoming the principal and how lon	contin	numeric	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V376	m3s3q7_3	7.3. What other positions did you have before becoming the principal and how lon	discrete	numeric	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V377	m3s3q7_3_o	7.3. What other positions did you have before becoming the principal and how lon	discrete	character	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V378	m3s3q7_3_y	7.3. What other positions did you have before becoming the principal and how lon	contin	numeric	What other positions did you have before becoming the principal and how long did you work at those position(s)?
V379	m3s3q8	8. What year did you become a principal?	contin	numeric	
V380	m3s3q9a_c	9a1. Where was the location of your work? Province code	contin	numeric	
V381	m3s3q9a_n	9a2. Where was the location of your work? Province name	discrete	character	
V382	m3s3q9b_c	9b1. Where was the location of your work? District code	contin	numeric	
V383	m3s3q9b_n	9b2. Where was the location of your work? District name	discrete	character	
V384	m3s3q10	10. In how many different schools did you work as the principal?	discrete	numeric	
V385	m3s3q11	11. Did you choose to transfer to this school?	discrete	numeric	
V386	m3s3q12	12. What was the main reason for the transfer?	discrete	numeric	
V387	m3s3q12_o	12. What was the main reason for the transfer? others	discrete	character	
V388	m3s4q1	1. Have you ever received formal training on how to manage a school?	discrete	numeric	
V389	m3s4q2	2. Thinking about the longest training you received on school management, approx	discrete	numeric	Thinking about the longest training you received on school management, approximately how long did the training last?
V390	m3s4q3	3. When did you receive this training?	contin	numeric	
V391	m3s4q4	4. What was the main topic of the training?	discrete	numeric	
V392	m3s4q4_o	4. What was the main topic of the training? other	discrete	character	



ID	Name	Label	Type	Format	Question
V393	m3s4q5	5. During a normal week, how many hours per day do you work on school related ac	contin	numeric	During a normal week, how many hours per day do you work on school related activities for this school (including teaching)?
V394	m3s4q6	6. Of those hours, how many hours per day do you spent actually teaching?	discrete	numeric	
V395	m3s6q1_1	1.1. In your opinion, what are the three main constraints to improve student lea	discrete	numeric	In your opinion, what are the three main constraints to improve student learning?
V396	m3s6q1_2	1.2. In your opinion, what are the three main constraints to improve student lea	discrete	numeric	In your opinion, what are the three main constraints to improve student learning?
V397	m3s6q1_3	1.3. In your opinion, what are the three main constraints to improve student lea	discrete	numeric	In your opinion, what are the three main constraints to improve student learning?
V398	m3s6q1_o	1. In your opinion, what are the three main constraints to improve student learn	discrete	character	In your opinion, what are the three main constraints to improve student learning?
V399	m3s6q2_1	2.1 In your opinion as a principal of the school, can you please rank them from	discrete	character	Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?
V400	m3s6q2_2	2.2 In your opinion as a principal of the school, can you please rank them from	discrete	character	Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?
V401	m3s6q2_3	2.3 In your opinion as a principal of the school, can you please rank them from	discrete	character	Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?
V402	m3s6q2_4	2.4 In your opinion as a principal of the school, can you please rank them from	discrete	character	Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?
V403	m3s6q2_5	2.5 In your opinion as a principal of the school, can you please rank them from	discrete	character	Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?
V404	m3s6q2_6	2.6 In your opinion as a principal of the school, can you please rank them from	discrete	character	Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?

ID	Name	Label	Type	Format	Question
V405	m3s6q3_1	3.1. What specifically do these teachers do that makes them successful?	discrete	numeric	Think about teachers in your school who are the best at increasing student learning. What specifically do these teachers do that makes them successful?
V406	m3s6q3_2	3.2. What specifically do these teachers do that makes them successful?	discrete	numeric	Think about teachers in your school who are the best at increasing student learning. What specifically do these teachers do that makes them successful?
V407	m3s6q3_3	3.3. What specifically do these teachers do that makes them successful?	discrete	numeric	Think about teachers in your school who are the best at increasing student learning. What specifically do these teachers do that makes them successful?
V408	m3s6q3_o	3. What specifically do these teachers do that makes them successful? - other	discrete	character	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V409	m3s6q4_1	4.1. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V410	m3s6q4_id1	4.1. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V411	m3s6q4_2	4.2. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V412	m3s6q4_id2	4.2. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V413	m3s6q4_3	4.3. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V414	m3s6q4_id3	4.3. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V415	m3s6q4_4	4.4. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

ID	Name	Label	Type	Format	Question
V416	m3s6q4_id4	4.4. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V417	m3s6q4_5	4.5. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V418	m3s6q4_id5	4.5. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V419	m3s6q4_6	4.6. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V420	m3s6q4_id6	4.6. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V421	m3s6q4_7	4.7. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V422	m3s6q4_id7	4.7. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V423	m3s6q4_8	4.8. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V424	m3s6q4_id8	4.8. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V425	m3s6q4_9	4.9. For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

ID	Name	Label	Type	Format	Question
V426	m3s6q4_id9	4.9. For each of the following teachers how do you think each of them will score	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V427	m3s6q4_10	4.10 For each of the following teachers how do you think each of them will score	discrete	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V428	m3s6q4_id10	4.10. For each of the following teachers how do you think each of them will scor	contin	numeric	As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?
V429	m3s6q5	5. what percentage of them is absent from the school at any given day?	discrete	numeric	We know that teachers sometimes get sick or cannot come to the school. Out of all the teachers that work in this school, usually what percentage of them is absent from the school at any given day?
V430	m3s6q6	6. what percentage of them would get the right answer?	discrete	numeric	If I asked the math teachers in this school to subtract double digit numbers (e.g. 57-49=?), what percentage of them would get the right answer?
V431	m3s6q7	7. what percentage of them would get the right answer?	discrete	numeric	If I asked 4th grade students in this school to add single digit numbers (e.g. 8+7=?), what percentage of them would get the right answer?
V432	m3s6q8_o	8. How are new teachers trained/taught teaching practices in this school? other	discrete	character	
V433	m3s6q9	9. In the last school year, what fraction of your teachers participated in some	contin	numeric	In the last school year, what fraction of your teachers participated in some teacher training?
V434	m3s6q10_1	10.1. What are the factors do you consider when sending a teacher for training?	discrete	numeric	What are the factors do you consider when sending a teacher for training?
V435	m3s6q10_2	10.2. What are the factors do you consider when sending a teacher for training?	discrete	numeric	What are the factors do you consider when sending a teacher for training?
V436	m3s6q10_3	10.3. What are the factors do you consider when sending a teacher for training?	discrete	numeric	What are the factors do you consider when sending a teacher for training?
V437	m3s6q10_4	10.4. What are the factors do you consider when sending a teacher for training?	discrete	numeric	What are the factors do you consider when sending a teacher for training?
V438	m3s6q10_5	10.5. What are the factors do you consider when sending a teacher for training?	discrete	numeric	What are the factors do you consider when sending a teacher for training?
V439	m3s6q10_o	10. What are the factors do you consider when sending a teacher for training? ot	discrete	character	What are the factors do you consider when sending a teacher for training?
V440	m3s6q11	11. In the last school year, what percentage of teachers have you met with to ev	discrete	numeric	In the last school year, what percentage of teachers have you met with to evaluate their individual performance?

ID	Name	Label	Type	Format	Question
V441	m3s6q12_1	12.1. What instruments do you use to monitor and evaluate their performance?	discrete	numeric	
V442	m3s6q12_2	12.2. What instruments do you use to monitor and evaluate their performance?	discrete	numeric	
V443	m3s6q12_3	12.3. What instruments do you use to monitor and evaluate their performance?	discrete	numeric	
V444	m3s6q12_4	12.4. What instruments do you use to monitor and evaluate their performance?	discrete	numeric	
V445	m3s6q12_5	12.5. What instruments do you use to monitor and evaluate their performance?	discrete	numeric	
V446	m3s6q12_o	12. What instruments do you use to monitor and evaluate their performance? other	discrete	character	
V447	m3s6q13	13. If we asked teachers in this school how frequently do you conduct classroom	discrete	numeric	If we asked teachers in this school how frequently do you conduct classroom observations for each of them, what they would tell us?
V448	m3s6q14	14. Do you give feedback to teachers after observing them? If yes, how?	discrete	numeric	
V449	m3s6q14_o	14. Do you give feedback to teachers after observing them? If yes, how? other	discrete	character	
V450	m3s6q15	15. What is the first course of action the school would take with teachers that	discrete	numeric	What is the first course of action the school would take with teachers that are not performing well?
V451	m3s6q15_o	15. What is the first course of action the school would take with teachers that	discrete	character	What is the first course of action the school would take with teachers that are not performing well?
V452	m3s6q16	16. During your time as principal of this school has there been a case of teache	discrete	numeric	During your time as principal of this school has there been a case of teacher dismissal? If yes, how many?
V453	m3s6q17	17. What was the year of the last dismissal?	contin	numeric	
V454	m3s6q18	18. What was the main reason for the dismissal?	discrete	numeric	
V455	m3s6q18_o	18. What was the main reason for the dismissal? other	discrete	character	
V456	m3s7q1	1. During the last school year, did your school receive any supervision visits?	discrete	numeric	During the last school year, did your school receive any supervision visits? If yes, how many?
V457	m3s7q2	2. What was the nature of supervision visit?	discrete	numeric	
V458	m3s7q2_o	2. What was the nature of supervision visit? other	discrete	character	
V459	m3s7q3a	3a. Meet with the Principal	discrete	numeric	During the visit, what did the assessor(s) do:
V460	m3s7q3b	3b. Meet with teachers	discrete	numeric	During the visit, what did the assessor(s) do:
V461	m3s7q3c	3c. Meet with SMC	discrete	numeric	During the visit, what did the assessor(s) do:
V462	m3s7q3d	3d. Meet with the heads of subject departments (committee)	discrete	numeric	During the visit, what did the assessor(s) do:
V463	m3s7q3e	3e. Meet with the parent association	discrete	numeric	During the visit, what did the assessor(s) do:
V464	m3s7q3f	3f. Meet with other (specify)	discrete	numeric	During the visit, what did the assessor(s) do:

ID	Name	Label	Type	Format	Question
V465	m3s7q3f_o	3f. Meet with other (specify)	discrete	character	During the visit, what did the assessor(s) do:
V466	m3s7q3g	3g. Observe a class for at least 20 minutes	discrete	numeric	During the visit, what did the assessor(s) do:
V467	m3s7q3h	3h. Check school attendance records	discrete	numeric	During the visit, what did the assessor(s) do:
V468	m3s7q3i	3i. Check school financial records	discrete	numeric	During the visit, what did the assessor(s) do:
V469	m3s7q3j	3j. Check school development plan	discrete	numeric	During the visit, what did the assessor(s) do:
V470	m3s7q3k	3k. Check school facilities	discrete	numeric	During the visit, what did the assessor(s) do:
V471	m3s7q3l	3l. Check school supplies/learning materials	discrete	numeric	During the visit, what did the assessor(s) do:
V472	m3s7q4	4. Did the administrative supervision visit result in recommendations?	discrete	numeric	
V473	m3s7q5	5. Have the recommendations been shared and discussed with school staff?	discrete	numeric	
V474	m3s7q6	6. During the last school year which authority evaluated your work?	discrete	numeric	
V475	m3s7q6_o	6. During the last school year which authority evaluated your work? other	discrete	character	
V476	m3s7q7a	7a. What specific aspects of your work did they evaluate you on?	discrete	numeric	
V477	m3s7q7b	7b. What specific aspects of your work did they evaluate you on?	discrete	numeric	
V478	m3s7q7c	7c. What specific aspects of your work did they evaluate you on?	discrete	numeric	
V479	m3s7q7d	7d. What specific aspects of your work did they evaluate you on?	discrete	numeric	
V480	m3s7q7_o	7. What specific aspects of your work did they evaluate you on? other	discrete	character	
V481	m3s8q1	1. Does the school have a School Management Committee (SMC)?	discrete	numeric	
V482	m3s8q2	2. How often do you meet with the SMC to discuss school matters?	discrete	numeric	
V483	m3s8q2_o	2. How often do you meet with the SMC to discuss school matters? other	discrete	character	
V484	m3s8q3_1	3.1. In the last meeting, what were the two main agenda items discussed?	discrete	numeric	
V485	m3s8q3_2	3.2. In the last meeting, what were the two main agenda items discussed?	discrete	numeric	
V486	m3s8q3_o	3. In the last meeting, what were the two main agenda items discussed?	discrete	character	
V487	m3s8q4	4. Is there a system of how to follow up on decisions made at the meeting?	discrete	numeric	
V488	m3s8q5	5. How useful do you feel these meetings are?	discrete	numeric	
V489	m3s8q6	6. Does the school have a Parent Teacher Association (PTA)?	discrete	numeric	
V490	m3s8q7	7. How often do you meet with the PTA to discuss school matters?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V491	m3s8q7_o	7. How often do you meet with the PTA to discuss school matters? other	discrete	character	
V492	m3s8q8_1	8.1 In the last meeting, what were the two main agenda items discussed?	discrete	numeric	
V493	m3s8q8_2	8.2 In the last meeting, what were the two main agenda items discussed?	discrete	numeric	
V494	m3s8q8_o	8. In the last meeting, what were the two main agenda items discussed? other	discrete	character	
V495	m3s8q9	9. Is there a system of how to follow up on decisions made at the meeting?	discrete	numeric	
V496	m3s8q10	10. How useful do you feel these meetings are?	discrete	numeric	
V497	m3s9q1	1. What was the total annual planned budget for the last school year?	discrete	numeric	
V498	m3s9q2	2. How many times a year are you supposed to receive MoE transfers?	discrete	numeric	
V499	m3s9q2_o	2. How many times a year are you supposed to receive MoE transfers? other	discrete	character	
V500	m3s9q3	3. In the last school year, how many separate MoE transfers were actually received?	discrete	numeric	
V501	m3s9q4	4. Number of transfers	discrete	numeric	For the last school year, could you list the transfers actually received from MOE? Include transfers that arrived in any form (check, direct deposit, etc.).
V502	m3s9q7	7. Does the school have a bank account?	discrete	numeric	
V503	m3s9q8	8. Does this school charge any tuition fees for grade 4?	discrete	numeric	
V504	m3s9q9	9. Are these fees required by the government?	discrete	numeric	
V505	m3s9q10a	10a. Are disadvantaged students (socio-economically, ethnically, by gender, urba	discrete	numeric	Are disadvantaged students (socio-economically, ethnically, by gender, urban/rural) exempted from fees or receive discounts?
V506	m3s9q10b	10b. Are disadvantaged students (socio-economically, ethnically, by gender, urba	discrete	numeric	Are disadvantaged students (socio-economically, ethnically, by gender, urban/rural) exempted from fees or receive discounts?
V507	m3s9q11	11. How much total revenue did you receive from school fees in the last school y	discrete	numeric	How much total revenue did you receive from school fees in the last school year?
V508	m3s9q12	12. Are you able to spend the revenue from fees in any way you like?	discrete	numeric	
V509	m3s9q13_1	13. Do you charge fees for anything other than for tuition? If yes, please tell	discrete	numeric	
V510	m3s9q13_2	13. Do you charge fees for anything other than for tuition? If yes, please tell	discrete	character	
V511	m3qcom	Module 3 comments	discrete	character	
V512	m3s9q4_d_01	4.d Date received (day)	discrete	numeric	
V513	m3s9q4_d_02	4.d Date received (day)	discrete	numeric	
V514	m3s9q4_d_03	4.d Date received (day)	discrete	numeric	
V515	m3s9q4_d_04	4.d Date received (day)	discrete	numeric	
V516	m3s9q4_d_05	4.d Date received (day)	discrete	numeric	



ID	Name	Label	Type	Format	Question
V517	m3s9q4_d_06	4.d Date received (day)	discrete	numeric	
V518	m3s9q4_d_07	4.d Date received (day)	discrete	numeric	
V519	m3s9q4_d_08	4.d Date received (day)	discrete	numeric	
V520	m3s9q4_d_09	4.d Date received (day)	discrete	numeric	
V521	m3s9q4_d_10	4.d Date received (day)	discrete	numeric	
V522	m3s9q4_m_01	4.m Date received (month)	discrete	numeric	
V523	m3s9q4_m_02	4.m Date received (month)	discrete	numeric	
V524	m3s9q4_m_03	4.m Date received (month)	discrete	numeric	
V525	m3s9q4_m_04	4.m Date received (month)	discrete	numeric	
V526	m3s9q4_m_05	4.m Date received (month)	discrete	numeric	
V527	m3s9q4_m_06	4.m Date received (month)	discrete	numeric	
V528	m3s9q4_m_07	4.m Date received (month)	discrete	numeric	
V529	m3s9q4_m_08	4.m Date received (month)	discrete	numeric	
V530	m3s9q4_m_09	4.m Date received (month)	discrete	numeric	
V531	m3s9q4_m_10	4.m Date received (month)	discrete	numeric	
V532	m3s9q4_y_01	4.y Date received (year)	discrete	numeric	
V533	m3s9q4_y_02	4.y Date received (year)	discrete	numeric	
V534	m3s9q4_y_03	4.y Date received (year)	discrete	numeric	
V535	m3s9q4_y_04	4.y Date received (year)	discrete	numeric	
V536	m3s9q4_y_05	4.y Date received (year)	discrete	numeric	
V537	m3s9q4_y_06	4.y Date received (year)	discrete	numeric	
V538	m3s9q4_y_07	4.y Date received (year)	discrete	numeric	
V539	m3s9q4_y_08	4.y Date received (year)	discrete	numeric	
V540	m3s9q4_y_09	4.y Date received (year)	discrete	numeric	
V541	m3s9q4_y_10	4.y Date received (year)	discrete	numeric	
V542	m3s9q4_a_01	4.a Amount received	discrete	numeric	
V543	m3s9q4_a_02	4.a Amount received	discrete	numeric	
V544	m3s9q4_a_03	4.a Amount received	discrete	numeric	
V545	m3s9q4_a_04	4.a Amount received	discrete	numeric	
V546	m3s9q4_a_05	4.a Amount received	discrete	numeric	
V547	m3s9q4_a_06	4.a Amount received	discrete	numeric	
V548	m3s9q4_a_07	4.a Amount received	discrete	numeric	
V549	m3s9q4_a_08	4.a Amount received	discrete	numeric	
V550	m3s9q4_a_09	4.a Amount received	discrete	numeric	
V551	m3s9q4_a_10	4.a Amount received	discrete	numeric	
V552	m3s9q4_b_01	4.b Purpose of transfer	discrete	numeric	
V553	m3s9q4_b_02	4.b Purpose of transfer	discrete	numeric	
V554	m3s9q4_b_03	4.b Purpose of transfer	discrete	numeric	
V555	m3s9q4_b_04	4.b Purpose of transfer	discrete	numeric	
V556	m3s9q4_b_05	4.b Purpose of transfer	discrete	numeric	



ID	Name	Label	Type	Format	Question
V557	m3s9q4_b_06	4.b Purpose of transfer	discrete	numeric	
V558	m3s9q4_b_07	4.b Purpose of transfer	discrete	numeric	
V559	m3s9q4_b_08	4.b Purpose of transfer	discrete	numeric	
V560	m3s9q4_b_09	4.b Purpose of transfer	discrete	numeric	
V561	m3s9q4_b_10	4.b Purpose of transfer	discrete	numeric	
V562	m3s9q4_b_o_01	4.b Purpose of transfer other	discrete	character	
V563	m3s9q4_b_o_02	4.b Purpose of transfer other	discrete	character	
V564	m3s9q4_b_o_03	4.b Purpose of transfer other	discrete	character	
V565	m3s9q4_b_o_04	4.b Purpose of transfer other	discrete	character	
V566	m3s9q4_b_o_05	4.b Purpose of transfer other	discrete	character	
V567	m3s9q4_b_o_06	4.b Purpose of transfer other	discrete	character	
V568	m3s9q4_b_o_07	4.b Purpose of transfer other	discrete	character	
V569	m3s9q4_b_o_08	4.b Purpose of transfer other	discrete	character	
V570	m3s9q4_b_o_09	4.b Purpose of transfer other	discrete	character	
V571	m3s9q4_b_o_10	4.b Purpose of transfer other	discrete	character	
V572	m3s9q4_c_01	4.c Was this transfer on time	discrete	numeric	
V573	m3s9q4_c_02	4.c Was this transfer on time	discrete	numeric	
V574	m3s9q4_c_03	4.c Was this transfer on time	discrete	numeric	
V575	m3s9q4_c_04	4.c Was this transfer on time	discrete	numeric	
V576	m3s9q4_c_05	4.c Was this transfer on time	discrete	numeric	
V577	m3s9q4_c_06	4.c Was this transfer on time	discrete	numeric	
V578	m3s9q4_c_07	4.c Was this transfer on time	discrete	numeric	
V579	m3s9q4_c_08	4.c Was this transfer on time	discrete	numeric	
V580	m3s9q4_c_09	4.c Was this transfer on time	discrete	numeric	
V581	m3s9q4_c_10	4.c Was this transfer on time	discrete	numeric	
V582	m3s9q5_0c_1	5.0 Sources codes	discrete	numeric	
V583	m3s9q5_0c_2	5.0 Sources codes	discrete	numeric	
V584	m3s9q5_0c_3	5.0 Sources codes	discrete	numeric	
V585	m3s9q5_0c_4	5.0 Sources codes	discrete	numeric	
V586	m3s9q5_0c_5	5.0 Sources codes	discrete	numeric	
V587	m3s9q5_0c_6	5.0 Sources codes	discrete	numeric	
V588	m3s9q5_0c_7	5.0 Sources codes	discrete	numeric	
V589	m3s9q5_0c_8	5.0 Sources codes	discrete	numeric	
V590	m3s9q5_0d_1	5.0 Sources description	discrete	character	
V591	m3s9q5_0d_2	5.0 Sources description	discrete	character	
V592	m3s9q5_0d_3	5.0 Sources description	discrete	character	
V593	m3s9q5_0d_4	5.0 Sources description	discrete	character	
V594	m3s9q5_0d_5	5.0 Sources description	discrete	character	
V595	m3s9q5_0d_6	5.0 Sources description	discrete	character	
V596	m3s9q5_0d_7	5.0 Sources description	discrete	character	

ID	Name	Label	Type	Format	Question
V597	m3s9q5_0d_8	5.0 Sources description	discrete	character	
V598	m3s9q5_a_1	5.a Did the school receive any financial support	discrete	numeric	
V599	m3s9q5_a_2	5.a Did the school receive any financial support	discrete	numeric	
V600	m3s9q5_a_3	5.a Did the school receive any financial support	discrete	numeric	
V601	m3s9q5_a_4	5.a Did the school receive any financial support	discrete	numeric	
V602	m3s9q5_a_5	5.a Did the school receive any financial support	discrete	numeric	
V603	m3s9q5_a_6	5.a Did the school receive any financial support	discrete	numeric	
V604	m3s9q5_a_7	5.a Did the school receive any financial support	discrete	numeric	
V605	m3s9q5_a_8	5.a Did the school receive any financial support	discrete	numeric	
V606	m3s9q5_b_1	5.b What is the amount	contin	numeric	
V607	m3s9q5_b_2	5.b What is the amount	discrete	numeric	
V608	m3s9q5_b_3	5.b What is the amount	contin	numeric	
V609	m3s9q5_b_4	5.b What is the amount	contin	numeric	
V610	m3s9q5_b_5	5.b What is the amount	contin	numeric	
V611	m3s9q5_b_6	5.b What is the amount	contin	numeric	
V612	m3s9q5_b_7	5.b What is the amount	contin	numeric	
V613	m3s9q5_b_8	5.b What is the amount	contin	numeric	
V614	m3s9q5_c_1	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V615	m3s9q5_c_2	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V616	m3s9q5_c_3	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V617	m3s9q5_c_4	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V618	m3s9q5_c_5	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V619	m3s9q5_c_6	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V620	m3s9q5_c_7	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V621	m3s9q5_c_8	5.c Where these fund earmarked for particular purpose	discrete	numeric	
V622	m3s9q6_0c_01	6.0 Item code	discrete	numeric	
V623	m3s9q6_0c_02	6.0 Item code	discrete	numeric	
V624	m3s9q6_0c_03	6.0 Item code	discrete	numeric	
V625	m3s9q6_0c_04	6.0 Item code	discrete	numeric	
V626	m3s9q6_0c_05	6.0 Item code	discrete	numeric	
V627	m3s9q6_0c_06	6.0 Item code	discrete	numeric	
V628	m3s9q6_0c_07	6.0 Item code	discrete	numeric	
V629	m3s9q6_0c_08	6.0 Item code	discrete	numeric	
V630	m3s9q6_0c_09	6.0 Item code	discrete	numeric	
V631	m3s9q6_0c_10	6.0 Item code	discrete	numeric	

ID	Name	Label	Type	Format	Question
V632	m3s9q6_0c_11	6.0 Item code	discrete	numeric	
V633	m3s9q6_0c_12	6.0 Item code	discrete	numeric	
V634	m3s9q6_0c_13	6.0 Item code	discrete	numeric	
V635	m3s9q6_0c_14	6.0 Item code	discrete	numeric	
V636	m3s9q6_0c_15	6.0 Item code	discrete	numeric	
V637	m3s9q6_0d_01	6.0 Item description	discrete	character	
V638	m3s9q6_0d_02	6.0 Item description	discrete	character	
V639	m3s9q6_0d_03	6.0 Item description	discrete	character	
V640	m3s9q6_0d_04	6.0 Item description	discrete	character	
V641	m3s9q6_0d_05	6.0 Item description	discrete	character	
V642	m3s9q6_0d_06	6.0 Item description	discrete	character	
V643	m3s9q6_0d_07	6.0 Item description	discrete	character	
V644	m3s9q6_0d_08	6.0 Item description	discrete	character	
V645	m3s9q6_0d_09	6.0 Item description	discrete	character	
V646	m3s9q6_0d_10	6.0 Item description	discrete	character	
V647	m3s9q6_0d_11	6.0 Item description	discrete	character	
V648	m3s9q6_0d_12	6.0 Item description	discrete	character	
V649	m3s9q6_0d_13	6.0 Item description	discrete	character	
V650	m3s9q6_0d_14	6.0 Item description	discrete	character	
V651	m3s9q6_0d_15	6.0 Item description	discrete	character	
V652	m3s9q6a_01	6.a Did you receive this item from any source	discrete	numeric	
V653	m3s9q6a_02	6.a Did you receive this item from any source	discrete	numeric	
V654	m3s9q6a_03	6.a Did you receive this item from any source	discrete	numeric	
V655	m3s9q6a_04	6.a Did you receive this item from any source	discrete	numeric	
V656	m3s9q6a_05	6.a Did you receive this item from any source	discrete	numeric	
V657	m3s9q6a_06	6.a Did you receive this item from any source	discrete	numeric	
V658	m3s9q6a_07	6.a Did you receive this item from any source	discrete	numeric	
V659	m3s9q6a_08	6.a Did you receive this item from any source	discrete	numeric	
V660	m3s9q6a_09	6.a Did you receive this item from any source	discrete	numeric	
V661	m3s9q6a_10	6.a Did you receive this item from any source	discrete	numeric	
V662	m3s9q6a_11	6.a Did you receive this item from any source	discrete	numeric	
V663	m3s9q6a_12	6.a Did you receive this item from any source	discrete	numeric	
V664	m3s9q6a_13	6.a Did you receive this item from any source	discrete	numeric	
V665	m3s9q6a_14	6.a Did you receive this item from any source	discrete	numeric	
V666	m3s9q6a_15	6.a Did you receive this item from any source	discrete	numeric	
V667	m3s9q6_o_01	6.0 Specify	discrete	character	
V668	m3s9q6_o_02	6.0 Specify	discrete	character	
V669	m3s9q6_o_03	6.0 Specify	discrete	character	
V670	m3s9q6_o_04	6.0 Specify	discrete	character	
V671	m3s9q6_o_05	6.0 Specify	discrete	character	

ID	Name	Label	Type	Format	Question
V672	m3s9q6_o_06	6.0 Specify	discrete	character	
V673	m3s9q6_o_07	6.0 Specify	discrete	character	
V674	m3s9q6_o_08	6.0 Specify	discrete	character	
V675	m3s9q6_o_09	6.0 Specify	discrete	character	
V676	m3s9q6_o_10	6.0 Specify	discrete	character	
V677	m3s9q6_o_11	6.0 Specify	discrete	character	
V678	m3s9q6_o_12	6.0 Specify	discrete	character	
V679	m3s9q6_o_13	6.0 Specify	discrete	character	
V680	m3s9q6_o_14	6.0 Specify	discrete	character	
V681	m3s9q6_o_15	6.0 Specify	discrete	character	
V682	m3s9q6b_1_01	6.b1 If so, what source(s)	discrete	numeric	
V683	m3s9q6b_1_02	6.b1 If so, what source(s)	discrete	numeric	
V684	m3s9q6b_1_03	6.b1 If so, what source(s)	discrete	numeric	
V685	m3s9q6b_1_04	6.b1 If so, what source(s)	discrete	numeric	
V686	m3s9q6b_1_05	6.b1 If so, what source(s)	discrete	numeric	
V687	m3s9q6b_1_06	6.b1 If so, what source(s)	discrete	numeric	
V688	m3s9q6b_1_07	6.b1 If so, what source(s)	discrete	numeric	
V689	m3s9q6b_1_08	6.b1 If so, what source(s)	discrete	numeric	
V690	m3s9q6b_1_09	6.b1 If so, what source(s)	discrete	numeric	
V691	m3s9q6b_1_10	6.b1 If so, what source(s)	discrete	numeric	
V692	m3s9q6b_1_11	6.b1 If so, what source(s)	discrete	numeric	
V693	m3s9q6b_1_12	6.b1 If so, what source(s)	discrete	numeric	
V694	m3s9q6b_1_13	6.b1 If so, what source(s)	discrete	numeric	
V695	m3s9q6b_1_14	6.b1 If so, what source(s)	discrete	numeric	
V696	m3s9q6b_1_15	6.b1 If so, what source(s)	discrete	numeric	
V697	m3s9q6b_2_01	6.b2 If so, what source(s)	discrete	numeric	
V698	m3s9q6b_2_02	6.b2 If so, what source(s)	discrete	numeric	
V699	m3s9q6b_2_03	6.b2 If so, what source(s)	discrete	numeric	
V700	m3s9q6b_2_04	6.b2 If so, what source(s)	discrete	numeric	
V701	m3s9q6b_2_05	6.b2 If so, what source(s)	discrete	numeric	
V702	m3s9q6b_2_06	6.b2 If so, what source(s)	discrete	numeric	
V703	m3s9q6b_2_07	6.b2 If so, what source(s)	discrete	numeric	
V704	m3s9q6b_2_08	6.b2 If so, what source(s)	discrete	numeric	
V705	m3s9q6b_2_09	6.b2 If so, what source(s)	discrete	numeric	
V706	m3s9q6b_2_10	6.b2 If so, what source(s)	discrete	numeric	
V707	m3s9q6b_2_11	6.b2 If so, what source(s)	discrete	numeric	
V708	m3s9q6b_2_12	6.b2 If so, what source(s)	discrete	numeric	
V709	m3s9q6b_2_13	6.b2 If so, what source(s)	discrete	numeric	
V710	m3s9q6b_2_14	6.b2 If so, what source(s)	discrete	numeric	
V711	m3s9q6b_2_15	6.b2 If so, what source(s)	discrete	numeric	

ID	Name	Label	Type	Format	Question
V712	m3s9q6b_3_01	6.b3 If so, what source(s)	discrete	numeric	
V713	m3s9q6b_3_02	6.b3 If so, what source(s)	discrete	numeric	
V714	m3s9q6b_3_03	6.b3 If so, what source(s)	discrete	numeric	
V715	m3s9q6b_3_04	6.b3 If so, what source(s)	discrete	numeric	
V716	m3s9q6b_3_05	6.b3 If so, what source(s)	discrete	numeric	
V717	m3s9q6b_3_06	6.b3 If so, what source(s)	discrete	numeric	
V718	m3s9q6b_3_07	6.b3 If so, what source(s)	discrete	numeric	
V719	m3s9q6b_3_08	6.b3 If so, what source(s)	discrete	numeric	
V720	m3s9q6b_3_09	6.b3 If so, what source(s)	discrete	numeric	
V721	m3s9q6b_3_10	6.b3 If so, what source(s)	discrete	numeric	
V722	m3s9q6b_3_11	6.b3 If so, what source(s)	discrete	numeric	
V723	m3s9q6b_3_12	6.b3 If so, what source(s)	discrete	numeric	
V724	m3s9q6b_3_13	6.b3 If so, what source(s)	discrete	numeric	
V725	m3s9q6b_3_14	6.b3 If so, what source(s)	discrete	numeric	
V726	m3s9q6b_3_15	6.b3 If so, what source(s)	discrete	numeric	
V727	m3s9q6b_o_01	6.b If so, what source(s) other	discrete	character	
V728	m3s9q6b_o_02	6.b If so, what source(s) other	discrete	character	
V729	m3s9q6b_o_03	6.b If so, what source(s) other	discrete	character	
V730	m3s9q6b_o_04	6.b If so, what source(s) other	discrete	character	
V731	m3s9q6b_o_05	6.b If so, what source(s) other	discrete	character	
V732	m3s9q6b_o_06	6.b If so, what source(s) other	discrete	character	
V733	m3s9q6b_o_07	6.b If so, what source(s) other	discrete	character	
V734	m3s9q6b_o_08	6.b If so, what source(s) other	discrete	character	
V735	m3s9q6b_o_09	6.b If so, what source(s) other	discrete	character	
V736	m3s9q6b_o_10	6.b If so, what source(s) other	discrete	character	
V737	m3s9q6b_o_11	6.b If so, what source(s) other	discrete	character	
V738	m3s9q6b_o_12	6.b If so, what source(s) other	discrete	character	
V739	m3s9q6b_o_13	6.b If so, what source(s) other	discrete	character	
V740	m3s9q6b_o_14	6.b If so, what source(s) other	discrete	character	
V741	m3s9q6b_o_15	6.b If so, what source(s) other	discrete	character	
V742	m3s9q6c_01	6. c Quantity received	discrete	numeric	
V743	m3s9q6c_02	6. c Quantity received	discrete	numeric	
V744	m3s9q6c_03	6. c Quantity received	discrete	numeric	
V745	m3s9q6c_04	6. c Quantity received	discrete	numeric	
V746	m3s9q6c_05	6. c Quantity received	discrete	numeric	
V747	m3s9q6c_06	6. c Quantity received	discrete	numeric	
V748	m3s9q6c_07	6. c Quantity received	discrete	numeric	
V749	m3s9q6c_08	6. c Quantity received	discrete	numeric	
V750	m3s9q6c_09	6. c Quantity received	discrete	numeric	
V751	m3s9q6c_10	6. c Quantity received	discrete	numeric	

ID	Name	Label	Type	Format	Question
V752	m3s9q6c_11	6. c Quantity received	discrete	numeric	
V753	m3s9q6c_12	6. c Quantity received	discrete	numeric	
V754	m3s9q6c_13	6. c Quantity received	discrete	numeric	
V755	m3s9q6c_14	6. c Quantity received	discrete	numeric	
V756	m3s9q6c_15	6. c Quantity received	discrete	numeric	
V757	m3s9q6d_01	6. d Estimated total value of all items (AFN)	discrete	numeric	
V758	m3s9q6d_02	6. d Estimated total value of all items (AFN)	discrete	numeric	
V759	m3s9q6d_03	6. d Estimated total value of all items (AFN)	discrete	numeric	
V760	m3s9q6d_04	6. d Estimated total value of all items (AFN)	discrete	numeric	
V761	m3s9q6d_05	6. d Estimated total value of all items (AFN)	discrete	numeric	
V762	m3s9q6d_06	6. d Estimated total value of all items (AFN)	discrete	numeric	
V763	m3s9q6d_07	6. d Estimated total value of all items (AFN)	discrete	numeric	
V764	m3s9q6d_08	6. d Estimated total value of all items (AFN)	discrete	numeric	
V765	m3s9q6d_09	6. d Estimated total value of all items (AFN)	discrete	numeric	
V766	m3s9q6d_10	6. d Estimated total value of all items (AFN)	discrete	numeric	
V767	m3s9q6d_11	6. d Estimated total value of all items (AFN)	discrete	numeric	
V768	m3s9q6d_12	6. d Estimated total value of all items (AFN)	discrete	numeric	
V769	m3s9q6d_13	6. d Estimated total value of all items (AFN)	discrete	numeric	
V770	m3s9q6d_14	6. d Estimated total value of all items (AFN)	discrete	numeric	
V771	m3s9q6d_15	6. d Estimated total value of all items (AFN)	discrete	numeric	
V772	teacherid		discrete	numeric	

**m3s\_5**

Content	Module 3: School Management and Finance - Section 5
Cases	3800
Variable(s)	10
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V773	schid	School code	contin	numeric	
V774	m1saq3	3. What's this school's ownership type	discrete	numeric	
V775	m3q1c	1. Enumerator code	contin	numeric	
V776	m3q5	5. Teacher ID	discrete	numeric	
V777	m3s5q1c	1. Who has the power to decide on the following? (Code)	discrete	numeric	
V778	m3s5q1d	1. Who has the power to decide on the following? (Description)	discrete	character	
V779	m3s5qa	A. Unit/Code	discrete	numeric	
V780	m3s5qa_o	A. Unit/Code - other specify	discrete	character	
V781	m3s5qb	B. How important is your voice?	discrete	numeric	
V782	m3s5qc	C. Have you had to deal with a case like this in this school?	discrete	numeric	

**m4s**

Content	Module 4: Classroom Observation
Cases	200
Variable(s)	213
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V783	schid	School code	contin	numeric	
V784	m1saq3	3. What's this school's ownership type	discrete	numeric	
V785	m4q1c	1. Enumerator code	contin	numeric	
V786	m4q4	4. Subject	discrete	numeric	
V787	m4q5fh	5. Schedule class time from HR	discrete	numeric	
V788	m4q5fm	5. Schedule class time from MIN	contin	numeric	
V789	m4q5th	5. Schedule class time to HR	discrete	numeric	
V790	m4q5tm	5. Schedule class time to MIN	contin	numeric	
V791	m4q6d	6. Date day	contin	numeric	
V792	m4q6m	6. Date month	discrete	numeric	
V793	m4q6y	6. Date year	discrete	numeric	
V794	m4q8	8. Teacher ID (2A)	contin	numeric	
V795	m4q9	9. Is this the regular teacher or a substitute?	discrete	numeric	
V796	m4q10	10. If the teacher is late to the class, please record many minutes late he/she	contin	numeric	
V797	m4saq1	A1. If you arrived after class began, how many minutes late were you?	discrete	numeric	Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival).
V798	m4saq1h	A1. If you arrived after class began, how many minutes late were you? time hour	discrete	numeric	Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival).



ID	Name	Label	Type	Format	Question
V799	m4saqlm	A1. If you arrived after class began, how many minutes late were you? time minut	contin	numeric	Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival).
V800	m4s1o	0. Obs No.1	discrete	numeric	
V801	m4s1ohr	0. Exact Time of Observation 1. HR	discrete	numeric	
V802	m4s1omin	0. Exact Time of Observation 2. MIN	contin	numeric	
V803	m4s1q11	11. Classroom Management Alone	discrete	numeric	
V804	m4s1q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V805	m4s1q13	13. Teacher Out of the Room	discrete	numeric	
V806	m4s1q14	14. What subject is being taught?	discrete	numeric	
V807	m4s1comm	Observation 1 Comments	discrete	character	
V808	m4s2o	0. Obs No. 2	discrete	numeric	
V809	m4s2ohr	0. Exact Time of Observation 2. HR	discrete	numeric	
V810	m4s2omin	0. Exact Time of Observation 2. MIN	contin	numeric	
V811	m4s2q11	11. Other than pupils' work, were there other materials..	discrete	numeric	
V812	m4s2q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V813	m4s2q13	13. Teacher Out of the Room	discrete	numeric	
V814	m4s2q14	14. What subject is being taught?	discrete	numeric	
V815	m4s2comm	Observation 2 Comments	discrete	character	
V816	m4s3o	0. Obs No.3	discrete	numeric	
V817	m4s3ohr	0. Exact Time of Observation 3. HR	discrete	numeric	
V818	m4s3omin	0. Exact Time of Observation 3. MIN	contin	numeric	
V819	m4s3q11	11. Classroom Management Alone	discrete	numeric	
V820	m4s3q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V821	m4s3q13	13. Teacher Out of the Room	discrete	numeric	
V822	m4s3q14	14. What subject is being taught?	discrete	numeric	
V823	m4s3comm	Observation 3 Comments	discrete	character	
V824	m4s4o	0. Obs No. 4	discrete	numeric	
V825	m4s4ohr	0. Exact Time of Observation 4. HR	discrete	numeric	
V826	m4s4omin	0. Exact Time of Observation 4. MIN	contin	numeric	
V827	m4s4q11	11. Classroom Management Alone	discrete	numeric	
V828	m4s4q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V829	m4s4q13	13. Teacher Out of the Room	discrete	numeric	
V830	m4s4q14	14. What subject is being taught?	discrete	numeric	
V831	m4s4comm	Observation 4 Comments:	discrete	character	

ID	Name	Label	Type	Format	Question
V832	m4s5o	0. Obs No.5	discrete	numeric	
V833	m4s5ohr	0. Exact Time of Observation 5. HR	discrete	numeric	
V834	m4s5omin	0. Exact Time of Observation 5. MIN	contin	numeric	
V835	m4s5q11	11. Classroom Management Alone	discrete	numeric	
V836	m4s5q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V837	m4s5q13	13. Teacher Out of the Room	discrete	numeric	
V838	m4s5q14	14. What subject is being taught?	discrete	numeric	
V839	m4s5comm	Observation 5 Comments:	discrete	character	
V840	m4s6o	0. Obs No. 6	discrete	numeric	
V841	m4s6ohr	0. Exact Time of Observation 6. HR	discrete	numeric	
V842	m4s6omin	0. Exact Time of Observation 6. MIN	contin	numeric	
V843	m4s6q11	11. Classroom Management Alone	discrete	numeric	
V844	m4s6q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V845	m4s6q13	13. Teacher Out of the Room	discrete	numeric	
V846	m4s6q14	14. What subject is being taught?	discrete	numeric	
V847	m4s6comm	Observation 6 Comments:	discrete	character	
V848	m4s7o	0. Obs No. 7	discrete	numeric	
V849	m4s7ohr	0. Exact Time of Observation 7. HR	discrete	numeric	
V850	m4s7omin	0. Exact Time of Observation 7. MIN	contin	numeric	
V851	m4s7q11	11. Classroom Management Alone	discrete	numeric	
V852	m4s7q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V853	m4s7q13	13. Teacher Out of the Room	discrete	numeric	
V854	m4s7q14	14. What subject is being taught?	discrete	numeric	
V855	m4s7comm	Observation 7 Comments:	discrete	character	
V856	m4s8o	0. Obs No. 8	discrete	numeric	
V857	m4s8ohr	0. Exact Time of Observation 8. HR	discrete	numeric	
V858	m4s8omin	0. Exact Time of Observation 8. MIN	contin	numeric	
V859	m4s8q11	11. Classroom Management Alone	discrete	numeric	
V860	m4s8q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V861	m4s8q13	13. Teacher Out of the Room	discrete	numeric	
V862	m4s8q14	14. What subject is being taught?	discrete	numeric	
V863	m4s8comm	Observation 8 Comments:	discrete	character	
V864	m4s9o	0. Obs No. 9	discrete	numeric	
V865	m4s9ohr	0. Exact Time of Observation. HR	discrete	numeric	
V866	m4s9omin	0. Exact Time of Observation. MIN	contin	numeric	
V867	m4s9q11	11. Classroom Management Alone	discrete	numeric	
V868	m4s9q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	

ID	Name	Label	Type	Format	Question
V869	m4s9q13	13. Teacher Out of the Room	discrete	numeric	
V870	m4s9q14	14. What subject is being taught?	discrete	numeric	
V871	m4s9comm	Observation 9 Comments:	discrete	character	
V872	m4s10o	0. Obs No. 10	discrete	numeric	
V873	m4s10ohr	0. Exact Time of Observation. HR	discrete	numeric	
V874	m4s10omin	0. Exact Time of Observation. MIN	contin	numeric	
V875	m4s10q11	11. Classroom Management Alone	discrete	numeric	
V876	m4s10q12	12. Teacher Social Interaction or Teacher Uninvolved	discrete	numeric	
V877	m4s10q13	13. Teacher Out of the Room	discrete	numeric	
V878	m4s10q14	14. What subject is being taught?	discrete	numeric	
V879	m4s10comm	Observation 10 Comments:	discrete	character	
V880	m4sbq1	1. the class started	discrete	numeric	
V881	m4sbq1a	1a. the class ended	discrete	numeric	
V882	m4sbq2	2. How many boys?	discrete	numeric	
V883	m4sbq2a	2a. How many girls	discrete	numeric	
V884	m4sbq3	3. How many male pupils have the textbook for the class	contin	numeric	
V885	m4sbq3a	3a. How many female pupils have the textbook for the class	contin	numeric	
V886	m4sbq4	4. How many male pupils in the class have a pencil or pen?	contin	numeric	
V887	m4sbq4a	4a. How many female pupils in the class have a pencil or pen?	contin	numeric	
V888	m4sbq5	5. How many male pupils in the class have an exercise book?	contin	numeric	
V889	m4sbq5a	5a. How many female pupils in the class have an exercise book?	contin	numeric	
V890	m4sbq6	6. Is there a 'corner library' in the class or additional available books for pu	discrete	numeric	Is there a "corner library" in the class or additional available books for pupils?
V891	m4sbq7	7. Is there a blackboard and/or whiteboard in the class?	discrete	numeric	
V892	m4sbq8	8. Is there chalk or marker to write on the board available during the lesson?	discrete	numeric	
V893	m4sbq9	9. Does the classroom have a working electricity connection (e.g. electric light?)	discrete	numeric	
V894	m4sbq10	10. Was children's work displayed on the walls?	discrete	numeric	
V895	m4sbq11	11. Other than pupils' work, were there other materials..	discrete	numeric	Other than pupils' work, were there other materials, such as, artworks, charts, maps, etc. displayed on the walls?
V896	m4sbq12	12. How would you classify the hygiene in the classroom?	discrete	numeric	
V897	m4sbq13	13. How many female pupils are wearing uniforms?	contin	numeric	
V898	m4sbq13a	13a. How many male pupils are wearing uniforms?	contin	numeric	
V899	m4sbq14	14. How many pupils did not have proper seats and desks (together)?	contin	numeric	

ID	Name	Label	Type	Format	Question
V900	m4sbq15	15. Does the blackboard have sufficient contrast for reading what is written on	discrete	numeric	
V901	m4sbq16	16. Is there sufficient light for reading text from the FRONT of the classroom?	discrete	numeric	
V902	m4sbq17	17. Is there sufficient light for reading text from the BACK of the classroom?	discrete	numeric	
V903	m4scq1	1. Was the text book used by the teacher?	discrete	numeric	
V904	m4scq2	2. How many pupils used a text book?	contin	numeric	
V905	m4scq3	3. Did the teacher write on the black board?	discrete	numeric	
V906	m4scq4	4. Did the pupils write on the black board?	discrete	numeric	
V907	m4scq4a	4a. How many male pupils wrote on the blackboard?	contin	numeric	
V908	m4scq4b	4b. How many female pupils wrote on the blackboard?	contin	numeric	
V909	m4scq5	5. How many pupils used paper (or exercise book) and pencil?	contin	numeric	
V910	m4scq6	6. Did the teacher use local information from the community to make learning rel	discrete	numeric	Did the teacher use local information from the community to make learning relevant?
V911	m4scq7	7. Was the teacher either sitting or standing in front of the class at any time?	discrete	numeric	
V912	m4scq8	8. Did the teacher visit individual children to help/explain the classwork?	discrete	numeric	
V913	m4scq8a	8a. How many male pupils did the teacher go to individually?	contin	numeric	
V914	m4scq8b	8b. How many female pupils did the teacher go to individually?	contin	numeric	
V915	m4scq9	9. Did the teacher call pupils by name while teaching?	discrete	numeric	
V916	m4scq9a	9a. How many male pupils did the teacher call by name?	contin	numeric	
V917	m4scq9b	9b. How many female pupils did the teacher call by name?	contin	numeric	
V918	m4scq10	10. Was the teacher smiling, laughing, or joking with children?	discrete	numeric	
V919	m4scq11	11. Did the teacher hit, pinch, or slap a child?	discrete	numeric	
V920	m4scq11a	11a. How many male pupils did the teacher yell at/hit/pinch/slap?	discrete	numeric	
V921	m4scq11b	11b. How many female pupils did the teacher yell at/hit/pinch/slap?	contin	numeric	
V922	m4scq12	12. Did the teacher ask questions that required learners to recall information?	discrete	numeric	
V923	m4scq13	13. Did the teacher ask learners to carry out a task which allowed them to demon	discrete	numeric	Did the teacher ask learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson?
V924	m4scq14	14. Did the teacher ask questions that required learners to apply information to	discrete	numeric	Did the teacher ask questions that required learners to apply information to new topics?
V925	m4scq15	15. Did the teacher ask questions which required learners to use their creativit	discrete	numeric	Did the teacher ask questions which required learners to use their creativity and imagination?

ID	Name	Label	Type	Format	Question
V926	m4scq16	16. Did the teacher give feedback or praise, moral strengthening, and/or encoura	discrete	numeric	Did the teacher give feedback or praise, moral strengthening, and/or encouragement?
V927	m4scq17	17. Did the teacher give feedback that was correcting a mistake?	discrete	numeric	
V928	m4scq18	18. Did the teacher give feedback that was scolding at a mistake?	discrete	numeric	
V929	m4scq19	19. Did the teacher introduce the lesson at the start of the class?	discrete	numeric	
V930	m4scq20	20. Did the teacher summarize the lesson at the end of the class?	discrete	numeric	
V931	m4scq20a	20a. What was taught in the lesson (e.g. single digit division, spelling, punctu	discrete	character	What was taught in the lesson (e.g. single digit division, spelling, punctuation)?
V932	m4scq21	21. Did the teacher assign homework to the class?	discrete	numeric	
V933	m4scq22	22. Did the teacher review or collect homework from the class?	discrete	numeric	
V934	m4scq23	23. Were the pupils assessed (informal quizzes, test, oral presentation) during	discrete	numeric	Were the pupils assessed (informal quizzes, test, oral presentation) during classroom observations?
V935	m4scq24	24. Did the teacher use the local language as a medium of instruction? (language	discrete	numeric	Did the teacher use the local language as a medium of instruction? (language other than Dari or Pashto)
V936	m4scq25	25. Does the lesson appear to be planned? (Is the lesson structured? Are the act	discrete	numeric	Does the lesson appear to be planned? (Is the lesson structured? Are the activities consistent?)
V937	m4sdq1	1. Did you keep official attendance records?	discrete	numeric	
V938	m4sdq2	2. How many pupils are registered in this class currently?	contin	numeric	
V939	m4sdq3	3. How many students are absent from this class?	contin	numeric	
V940	m4sdq3a	3a. From your class last year, how many of your students did not move on to the	contin	numeric	From your class last year, how many of your students did not move on to the next grade?
V941	m4sdq4	4. Do you have the curriculum for the term or year?	discrete	numeric	
V942	m4sdq5	5. Do you have a lesson plan for this lesson?	discrete	numeric	
V943	m4sdq5a	5a. Are you responsible for developing your own lesson plan?	discrete	numeric	
V944	m4sdq5b	5b. Does the school help you develop your lesson plans?	discrete	numeric	
V945	m4sdq5c	5c. How does the school help you develop the lesson plan?	discrete	numeric	
V946	m4sdq5c_o	5c. How does the school help you develop the lesson plan? Other	discrete	character	
V947	m4sdq6a	6a. How important is your role in the decisions concerning to The curriculum	discrete	numeric	How important is your role in the decisions concerning: - The curriculum
V948	m4sdq6b	6b. How important is your role in the decisions concerning to Your teaching meth	discrete	numeric	How important is your role in the decisions concerning: - Your teaching methods

ID	Name	Label	Type	Format	Question
V949	m4sdq6c	6c. How important is your role in the decisions concerning to The book used in c	discrete	numeric	How important is your role in the decisions concerning: - The book used in class?
V950	m4sdq6d	6d. How important is your role in the decisions concerning to Which grade to tea	discrete	numeric	How important is your role in the decisions concerning: - Which grade to teach
V951	m4sdq7	7. Do you have a record of the pupils' achievement records?	discrete	numeric	Do you keep a record of the pupils' assessments over a period of time, e.g. their daily class work, homework, practical demos or course projects?
V952	m4sdq7aa	7aa. How many times do you use each of the following classroom assessment methods?	discrete	numeric	
V953	m4sdq7ab	7ab. How many times do you use each of the following classroom assessment method?	discrete	numeric	
V954	m4sdq7ac	7ac. How many times do you use each of the following classroom assessment method?	discrete	numeric	
V955	m4sdq7ad	7ad. How many times do you use each of the following classroom assessment method?	discrete	numeric	
V956	m4sdq7ae	7ae. How many times do you use each of the following classroom assessment method?	discrete	numeric	
V957	m4sdq7af	7ae. How many times do you use each of the following classroom assessment method?	discrete	numeric	
V958	m4sdq7af_o	7ae. How many times do you use each of the following classroom assessment method?	discrete	character	
V959	m4sdq7b1	7b1. Who develops the questions for the formal examinations given to the student	discrete	numeric	Who develops the questions for the formal examinations given to the students at the end of the term or year?
V960	m4sdq7b2	7b2. Who develops the questions for the formal examinations given to the student	discrete	numeric	Who develops the questions for the formal examinations given to the students at the end of the term or year?
V961	m4sdq7b3	7b3. Who develops the questions for the formal examinations given to the student	discrete	numeric	Who develops the questions for the formal examinations given to the students at the end of the term or year?
V962	m4sdq7b4	7b4. Who develops the questions for the formal examinations given to the student	discrete	numeric	Who develops the questions for the formal examinations given to the students at the end of the term or year?
V963	m4sdq7b_o	7b99. Who develops the questions for the formal examinations given to the studen	discrete	character	Who develops the questions for the formal examinations given to the students at the end of the term or year?
V964	m4sdq7c1	7c1. On what is the content of exam questions based? - The available textbook(s)	discrete	numeric	
V965	m4sdq7c2	7c2. On what is the content of exam questions based? - School curriculum	discrete	numeric	
V966	m4sdq7c3	7c3. On what is the content of exam questions based? - National curriculum	discrete	numeric	
V967	m4sdq7c_o	7c99. On what is the content of exam questions based? - Other specify	discrete	character	
V968	m4sdq8	8. Is there a specific reference document or handbook that you use to guide how	discrete	numeric	Is there a specific reference document or handbook that you use to guide how you assess your pupils?

ID	Name	Label	Type	Format	Question
V969	m4sdq8a1	8a1. Are any of the following resources available to you for your classroom asse	discrete	numeric	Are any of the following resources available to you for your classroom assessment activities?
V970	m4sdq8a2	8a2. Are any of the following resources available to you for your classroom asse	discrete	numeric	Are any of the following resources available to you for your classroom assessment activities?
V971	m4sdq8a3	8a3. Are any of the following resources available to you for your classroom asse	discrete	numeric	Are any of the following resources available to you for your classroom assessment activities?
V972	m4sdq8a4	8a4. Are any of the following resources available to you for your classroom asse	discrete	numeric	Are any of the following resources available to you for your classroom assessment activities?
V973	m4sdq8a_o	8a99. Are any of the following resources available to you for your classroom ass	discrete	character	Are any of the following resources available to you for your classroom assessment activities?
V974	m4sdq9	9. Have you had any students that performed consistently poorly this/last academ	discrete	numeric	Have you had any students that performed consistently poorly this/last academic year?
V975	m4sdq9a	9a. How many students have you had that performed consistently poorly this/last	contin	numeric	How many students have you had that performed consistently poorly this/last academic year?
V976	m4sdq9b1	9b1. In the most recent case, how did you handle the students€™ ..	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V977	m4sdq9b2	9b2. In the most recent case, how did you handle the students€™ ..	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V978	m4sdq9b3	9b3. In the most recent case, how did you handle the students€™ ..	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V979	m4sdq9b4	9b4. In the most recent case, how did you handle the students€™ ..	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V980	m4sdq9b5	9b5. In the most recent case, how did you handle the students€™ ..	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V981	m4sdq9b6	9b6. In the most recent case, how did you handle the students€™ ...	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V982	m4sdq9b7	9b7. In the most recent case, how did you handle the students€™ ...	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V983	m4sdq9b99	9b99. In the most recent case, how did you handle the students€™ ..	discrete	numeric	In the most recent case, how did you handle the students' poor performance?
V984	m4sdq9b99_o	9b99. In the most recent case, how did you handle the students€™ ...	discrete	character	In the most recent case, how did you handle the students' poor performance?
V985	m4sdq10a1	10a1. Approximately what percentage of your pupils in this class can do the foll	discrete	numeric	Approximately what percentage of your pupils in this class can do the following activities?

ID	Name	Label	Type	Format	Question
V986	m4sdq10a2	10a2. Approximately what percentage of your pupils in this class can do the foll	discrete	numeric	Approximately what percentage of your pupils in this class can do the following activities?
V987	m4sdq10a3	10a3. Approximately what percentage of your pupils in this class can do the foll	discrete	numeric	Approximately what percentage of your pupils in this class can do the following activities?
V988	m4sdq11_1	11.1. What is the main reason that some pupils cannot do these activities (in Q1	discrete	numeric	What is the main reason that some pupils cannot do these activities (in Q10)?
V989	m4sdq11_2	11.2. What is the main reason that some pupils cannot do these activities (in Q1	discrete	numeric	What is the main reason that some pupils cannot do these activities (in Q10)?
V990	m4sdq11_3	11.3. What is the main reason that some pupils cannot do these activities (in Q1	discrete	numeric	What is the main reason that some pupils cannot do these activities (in Q10)?
V991	m4sdq11_4	11.4. What is the main reason that some pupils cannot do these activities (in Q1	discrete	numeric	What is the main reason that some pupils cannot do these activities (in Q10)?
V992	m4sdq11_99	11.99. What is the main reason that some pupils cannot do these activities (in Q	discrete	numeric	What is the main reason that some pupils cannot do these activities (in Q10)?
V993	m4sdq11_99_o	11.99. What is the main reason that some pupils cannot do these activities (in Q	discrete	character	What is the main reason that some pupils cannot do these activities (in Q10)?
V994	m4qcomm	Module 4 comments	discrete	character	
V995	teacherid		contin	numeric	



**m4s\_a**

Content	Module 4: Classroom Observation - Part A
Cases	2000
Variable(s)	143
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V996	schid	School code	contin	numeric	
V997	m1saq3	3. What's this school's ownership type	discrete	numeric	
V998	m4s1oac	Activity	discrete	numeric	
V999	m4s1q1t	1. No Material T	discrete	numeric	
V1000	m4s1q1i	1. No Material I	discrete	numeric	
V1001	m4s1q2t	2.TextBook T	discrete	numeric	
V1002	m4s1q2i	2. Textbook I	discrete	numeric	
V1003	m4s1q3t	3. Notebook T	discrete	numeric	
V1004	m4s1q3i	3. Notebook I	discrete	numeric	
V1005	m4s1q4t	4. Blackboard T	discrete	numeric	
V1006	m4s1q4i	4. Blackboard I	discrete	numeric	
V1007	m4s1q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1008	m4s1q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1009	m4s1q6t	6. ICT T	discrete	numeric	
V1010	m4s1q6i	6. ICT I	discrete	numeric	
V1011	m4s1q7t	7. Cooperative T	discrete	numeric	
V1012	m4s1q7i	7. Cooperative I	discrete	numeric	
V1013	m4s2q1t	1. No Material T	discrete	numeric	
V1014	m4s2q1i	1. No Material I	discrete	numeric	
V1015	m4s2q2t	2.TextBook T	discrete	numeric	
V1016	m4s2q2i	2. Textbook I	discrete	numeric	
V1017	m4s2q3t	3. Notebook T	discrete	numeric	
V1018	m4s2q3i	3. Notebook I	discrete	numeric	
V1019	m4s2q4t	4. Blackboard T	discrete	numeric	
V1020	m4s2q4i	4. Blackboard I	discrete	numeric	
V1021	m4s2q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1022	m4s2q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1023	m4s2q6t	6. ICT T	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1024	m4s2q6i	6. ICT I	discrete	numeric	
V1025	m4s2q7t	7. Cooperative T	discrete	numeric	
V1026	m4s2q7i	7. Cooperative I	discrete	numeric	
V1027	m4s3q1t	1. No Material T	discrete	numeric	
V1028	m4s3q1i	1. No Material I	discrete	numeric	
V1029	m4s3q2t	2.TextBook T	discrete	numeric	
V1030	m4s3q2i	2. Textbook I	discrete	numeric	
V1031	m4s3q3t	3. Notebook T	discrete	numeric	
V1032	m4s3q3i	3. Notebook I	discrete	numeric	
V1033	m4s3q4t	4. Blackboard T	discrete	numeric	
V1034	m4s3q4i	4. Blackboard I	discrete	numeric	
V1035	m4s3q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1036	m4s3q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1037	m4s3q6t	6. ICT T	discrete	numeric	
V1038	m4s3q6i	6. ICT I	discrete	numeric	
V1039	m4s3q7t	7. Cooperative T	discrete	numeric	
V1040	m4s3q7i	7. Cooperative I	discrete	numeric	
V1041	m4s4q1t	1. No Material T	discrete	numeric	
V1042	m4s4q1i	1. No Material I	discrete	numeric	
V1043	m4s4q2t	2.TextBook T	discrete	numeric	
V1044	m4s4q2i	2. Textbook I	discrete	numeric	
V1045	m4s4q3t	3. Notebook T	discrete	numeric	
V1046	m4s4q3i	3. Notebook I	discrete	numeric	
V1047	m4s4q4t	4. Blackboard T	discrete	numeric	
V1048	m4s4q4i	4. Blackboard I	discrete	numeric	
V1049	m4s4q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1050	m4s4q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1051	m4s4q6t	6. ICT T	discrete	numeric	
V1052	m4s4q6i	6. ICT I	discrete	numeric	
V1053	m4s4q7t	7. Cooperative T	discrete	numeric	
V1054	m4s4q7i	7. Cooperative I	discrete	numeric	
V1055	m4s5q1t	1. No Material T	discrete	numeric	
V1056	m4s5q1i	1. No Material I	discrete	numeric	
V1057	m4s5q2t	2.TextBook T	discrete	numeric	
V1058	m4s5q2i	2. Textbook I	discrete	numeric	
V1059	m4s5q3t	3. Notebook T	discrete	numeric	
V1060	m4s5q3i	3. Notebook I	discrete	numeric	
V1061	m4s5q4t	4. Blackboard T	discrete	numeric	
V1062	m4s5q4i	4. Blackboard I	discrete	numeric	
V1063	m4s5q5t	5. Learning Aides/ Manipulatives	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1064	m4s5q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1065	m4s5q6t	6. ICT T	discrete	numeric	
V1066	m4s5q6i	6. ICT I	discrete	numeric	
V1067	m4s5q7t	7. Cooperative T	discrete	numeric	
V1068	m4s5q7i	7. Cooperative I	discrete	numeric	
V1069	m4s6q1t	1. No Material T	discrete	numeric	
V1070	m4s6q1i	1. No Material I	discrete	numeric	
V1071	m4s6q2t	2.TextBook T	discrete	numeric	
V1072	m4s6q2i	2. Textbook I	discrete	numeric	
V1073	m4s6q3t	3. Notebook T	discrete	numeric	
V1074	m4s6q3i	3. Notebook I	discrete	numeric	
V1075	m4s6q4t	4. Blackboard T	discrete	numeric	
V1076	m4s6q4i	4. Blackboard I	discrete	numeric	
V1077	m4s6q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1078	m4s6q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1079	m4s6q6t	6. ICT T	discrete	numeric	
V1080	m4s6q6i	6. ICT I	discrete	numeric	
V1081	m4s6q7t	7. Cooperative T	discrete	numeric	
V1082	m4s6q7i	7. Cooperative I	discrete	numeric	
V1083	m4s7q1t	1. No Material T	discrete	numeric	
V1084	m4s7q1i	1. No Material I	discrete	numeric	
V1085	m4s7q2t	2.TextBook T	discrete	numeric	
V1086	m4s7q2i	2. Textbook I	discrete	numeric	
V1087	m4s7q3t	3. Notebook T	discrete	numeric	
V1088	m4s7q3i	3. Notebook I	discrete	numeric	
V1089	m4s7q4t	4. Blackboard T	discrete	numeric	
V1090	m4s7q4i	4. Blackboard I	discrete	numeric	
V1091	m4s7q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1092	m4s7q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1093	m4s7q6t	6. ICT T	discrete	numeric	
V1094	m4s7q6i	6. ICT I	discrete	numeric	
V1095	m4s7q7t	7. Cooperative T	discrete	numeric	
V1096	m4s7q7i	7. Cooperative I	discrete	numeric	
V1097	m4s8q1t	1. No Material T	discrete	numeric	
V1098	m4s8q1i	1. No Material I	discrete	numeric	
V1099	m4s8q2t	2.TextBook T	discrete	numeric	
V1100	m4s8q2i	2. Textbook I	discrete	numeric	
V1101	m4s8q3t	3. Notebook T	discrete	numeric	
V1102	m4s8q3i	3. Notebook I	discrete	numeric	
V1103	m4s8q4t	4. Blackboard T	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1104	m4s8q4i	4. Blackboard I	discrete	numeric	
V1105	m4s8q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1106	m4s8q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1107	m4s8q6t	6. ICT T	discrete	numeric	
V1108	m4s8q6i	6. ICT I	discrete	numeric	
V1109	m4s8q7t	7. Cooperative T	discrete	numeric	
V1110	m4s8q7i	7. Cooperative I	discrete	numeric	
V1111	m4s9q1t	1. No Material T	discrete	numeric	
V1112	m4s9q1i	1. Mo Material I	discrete	numeric	
V1113	m4s9q2t	2.TextBook T	discrete	numeric	
V1114	m4s9q2i	2. Textbook I	discrete	numeric	
V1115	m4s9q3t	3. Notebook T	discrete	numeric	
V1116	m4s9q3i	3. Notebook I	discrete	numeric	
V1117	m4s9q4t	4. Blackboard T	discrete	numeric	
V1118	m4s9q4i	4. Blackboard I	discrete	numeric	
V1119	m4s9q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1120	m4s9q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1121	m4s9q6t	6. ICT T	discrete	numeric	
V1122	m4s9q6i	6. ICT I	discrete	numeric	
V1123	m4s9q7t	7. Cooperative T	discrete	numeric	
V1124	m4s9q7i	7. Cooperative I	discrete	numeric	
V1125	m4s10q1t	1. No Material T	discrete	numeric	
V1126	m4s10q1i	1. Mo Material I	discrete	numeric	
V1127	m4s10q2t	2.TextBook T	discrete	numeric	
V1128	m4s10q2i	2. Textbook I	discrete	numeric	
V1129	m4s10q3t	3. Notebook T	discrete	numeric	
V1130	m4s10q3i	3. Notebook I	discrete	numeric	
V1131	m4s10q4t	4. Blackboard T	discrete	numeric	
V1132	m4s10q4i	4. Blackboard I	discrete	numeric	
V1133	m4s10q5t	5. Learning Aides/ Manipulatives	discrete	numeric	
V1134	m4s10q5i	5. Learning Aides/Manipulatives	discrete	numeric	
V1135	m4s10q6t	6. ICT T	discrete	numeric	
V1136	m4s10q6i	6. ICT I	discrete	numeric	
V1137	m4s10q7t	7. Cooperative T	discrete	numeric	
V1138	m4s10q7i	7. Cooperative I	discrete	numeric	

## m5s

Content	Module 5: Student Assessment
Cases	4416
Variable(s)	109
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V1139	schid	School code	contin	numeric	
V1140	m1saq3	3. What's this school's ownership type	discrete	numeric	
V1141	m5saq1c	1. Pupil Code	contin	numeric	
V1142	m5q0_c	0. Internal pupil number	contin	numeric	
V1143	m5saq2	2. Age	contin	numeric	
V1144	m5saq3	3. Sex	discrete	numeric	
V1145	m5saq4	4. Who do you live with in the same house?	discrete	numeric	
V1146	m5saq5	5. How many brothers and sisters do you have at home?	contin	numeric	
V1147	m5saq6	6. How educated is your father?	discrete	numeric	
V1148	m5saq7	7. How educated is your mother?	discrete	numeric	
V1149	m5saq8	8. What kind of transportation do you use to go to school?	discrete	numeric	
V1150	m5saq9	9. How long does it take you to get to school?	contin	numeric	
V1151	m5saq10	10. Did you have breakfast before coming to school today?	discrete	numeric	
V1152	m5saq11	11. Were you in this school last year?	discrete	numeric	
V1153	m5saq12	12. Do you have a room to sleep in at home?	discrete	numeric	
V1154	m5saq13	13. How many people sleep in your room?	contin	numeric	
V1155	m5saq14	14. What language do you speak at home?	discrete	numeric	
V1156	m5saq14_o	14. What language do you speak at home? Other	discrete	character	
V1157	m5saq15	15. What language do you speak at school?	discrete	numeric	
V1158	m5saq15_o	15. What language do you speak at school? other	discrete	character	
V1159	m5saq16	16. How often do you speak Dari/Pashtu at home?	discrete	numeric	
V1160	m5saq17	17. Electricity	discrete	numeric	
V1161	m5saq18	18. Running Water inside the house	discrete	numeric	
V1162	m5saq19	19. Walls made of concrete, cement or stone	discrete	numeric	
V1163	m5saq20	20. Metal roof	discrete	numeric	
V1164	m5saq21	21. Toilet	discrete	numeric	
V1165	m5saq22	22. Bed	discrete	numeric	
V1166	m5saq23	23. Radio	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1167	m5saq24	24. Television	discrete	numeric	
V1168	m5saq25	25. Refrigerator	discrete	numeric	
V1169	m5saq26	26. Motorcycle/ Car	discrete	numeric	
V1170	m5saq27	27. Animals (Horse, Poultry, Goats, sheep)	discrete	numeric	
V1171	m5saq28	28. Books	discrete	numeric	
V1172	m5saq29	29. Mobile phone	discrete	numeric	
V1173	m5saq30	30. Computer	discrete	numeric	
V1174	m5saq31	31. How often do you do homework for school?	discrete	numeric	
V1175	m5saq32	32. Who usually helps you with homework?	discrete	numeric	
V1176	m5saq32_o	32. Who usually helps you with homework? other	discrete	character	
V1177	m5saq33	33. What is the highest grade that you wish to achieve?	discrete	numeric	
V1178	m5saq34	34. In the last month, how many school days did you miss?	discrete	numeric	
V1179	m5sa2q1a	2.1 Please circle the numbers indicated by the teacher.	discrete	numeric	
V1180	m5sa2q1b	2.1 Please circle the numbers indicated by the teacher.	discrete	numeric	
V1181	m5sa2q1c	2.1 Please circle the numbers indicated by the teacher.	discrete	numeric	
V1182	m5sa2q2a	2.2 Please follow circle the letters indicated by the teacher	discrete	numeric	
V1183	m5sa2q2b	2.2 Please follow circle the letters indicated by the teacher	discrete	numeric	
V1184	m5sa2q2c	2.2 Please follow circle the letters indicated by the teacher	discrete	numeric	
V1185	m5sa2q3a	2.3 Please circle the words indicated by the teacher	discrete	numeric	
V1186	m5sa2q3b	2.3 Please circle the words indicated by the teacher	discrete	numeric	
V1187	m5sa2q3c	2.3 Please circle the words indicated by the teacher	discrete	numeric	
V1188	m5sa2q4	2.4 Please circle the picture that matches the word said by the teacher.	discrete	numeric	
V1189	m5laq1	a1. Choose the correct word .	discrete	character	
V1190	m5laq2	a2. Choose the correct word .	discrete	character	
V1191	m5laq3	a3. Choose the correct word .	discrete	character	
V1192	m5laq4	a4. Choose the correct word .	discrete	character	
V1193	m5lbq5	b5. Grammar	discrete	character	
V1194	m5lbq6	b6. Grammar	discrete	character	
V1195	m5lbq7	b7. Grammar	discrete	character	
V1196	m5lbq8	b8. Grammar	discrete	character	
V1197	m5lbq9	b9. Grammar	discrete	character	
V1198	m5lbq10	b10. Grammar	discrete	character	
V1199	m5lbq11	b11. Grammar	discrete	character	
V1200	m5lbq12	b12. Grammar	discrete	character	
V1201	m5lcq13	c13. Grammar	discrete	character	
V1202	m5lcq14	c14. Grammar	discrete	character	
V1203	m5lcq15	c15. Grammar	discrete	character	
V1204	m5lcq16	c16. Grammar	discrete	character	
V1205	m5lcq17	c17. Grammar	discrete	character	
V1206	m5lcq18	c18. Grammar	discrete	character	

ID	Name	Label	Type	Format	Question
V1207	m5lcq19	c19. Grammar	discrete	character	
V1208	m5lcq20	c20. Grammar	discrete	character	
V1209	m5lcq21	c21. Grammar	discrete	character	
V1210	m5lcq22	c22. Grammar	discrete	character	
V1211	m5lcq23	c23. Grammar	discrete	character	
V1212	m5q0_1c	0. Internal pupil number	contin	numeric	
V1213	m5saq1_1c	1. Pupil Code	contin	numeric	
V1214	m5maq5	5. MATHEMATICS	discrete	character	
V1215	m5maq6_a	6.a MATHEMATICS	discrete	character	
V1216	m5maq6_b	6.b MATHEMATICS	discrete	character	
V1217	m5maq6_c	6.c MATHEMATICS	discrete	character	
V1218	m5maq6_d	6.d MATHEMATICS	discrete	character	
V1219	m5maq6_e	6.e MATHEMATICS	discrete	character	
V1220	m5maq6_f	6.f MATHEMATICS	discrete	character	
V1221	m5maq7_a	7.a MATHEMATICS	discrete	character	
V1222	m5maq7_b	7.b MATHEMATICS	discrete	character	
V1223	m5maq7_c	7.c MATHEMATICS	discrete	character	
V1224	m5maq7_d	7.d MATHEMATICS	discrete	character	
V1225	m5maq7_e	7.e MATHEMATICS	discrete	character	
V1226	m5maq7_f	7.f MATHEMATICS	discrete	character	
V1227	m5maq8	8. Mathematics	discrete	character	
V1228	m5maq9	9. Mathematics	discrete	character	
V1229	m5maq10	10. Mathematics	discrete	character	
V1230	m5maq11	11. Mathematics	discrete	character	
V1231	m5maq12	12. Mathematics	discrete	character	
V1232	m5maq13	13. Mathematics	discrete	character	
V1233	m5maq14	14. Mathematics	discrete	character	
V1234	m5maq15	15. Mathematics	discrete	character	
V1235	m5maq16	16. Mathematics	discrete	character	
V1236	m5maq17	17. Mathematics	discrete	character	
V1237	m5maq18a	18a. Mathematics	discrete	character	
V1238	m5maq18b	18b. Mathematics	discrete	character	
V1239	m5q1	1. Enumerator	contin	numeric	
V1240	m5q4d	4. Date day	contin	numeric	
V1241	m5q4m	4. Date month	discrete	numeric	
V1242	m5q4y	4. Date year	discrete	numeric	
V1243	m5q5h	5. Start of Assessment Hour	discrete	numeric	
V1244	m5q5m	5. Start of Assessment minute	contin	numeric	
V1245	m5q6h	6. End of Assessment Hour	discrete	numeric	
V1246	m5q6m	6. End of Assessment minute	contin	numeric	

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V1247	m5q0	Number of pupils	discrete	numeric	



**m6s**

Content	Module 6: Teacher Assessment
Cases	1511
Variable(s)	177
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1248	schid	School code	contin	numeric	
V1249	m1saq3	3. What's this school's ownership type	discrete	numeric	
V1250	m6q1	1. Number of teachers assessed	discrete	numeric	
V1251	m6q6	6. Teacher code (2A)	contin	numeric	
V1252	m6q8	8. Age	contin	numeric	
V1253	m6q9	9. Sex	discrete	numeric	
V1254	m6q10a	10. What grades do you normally teach this academic year (2016)?	discrete	numeric	
V1255	m6q10b	10b. What grades do you normally teach this academic year (2016)?	discrete	numeric	
V1256	m6q10c	10c. What grades do you normally teach this academic year (2016)?	discrete	numeric	
V1257	m6q11a	11a. What Grades did you mostly teach in the last school year?	discrete	numeric	
V1258	m6q11b	11b. What Grades did you mostly teach in the last school year?	discrete	numeric	
V1259	m6q11c	11c. What Grades did you mostly teach in the last school year?	discrete	numeric	
V1260	m6q12a	12a. What subject(s) do you normally teach?	discrete	numeric	
V1261	m6q12b	12b. What subject(s) do you normally teach?	discrete	numeric	
V1262	m6q12c	12c. What subject(s) do you normally teach?	discrete	numeric	
V1263	m6q12_o	12. What subject(s) do you normally teach? other	discrete	character	
V1264	m6q13	13. In what year did you begin teaching?	contin	numeric	
V1265	m6q14	14. What is the highest level of education you have completed?	discrete	numeric	
V1266	m6q14_o	14. What is the highest level of education you have completed? other	discrete	character	
V1267	m6q15	15. Have you completed teacher training college?	discrete	numeric	
V1268	m6q16	16. What subject did you complete your teacher training in?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1269	m6q16_o	16. What subject did you complete your teacher training in? other	discrete	character	
V1270	m6q17	17. When did you complete your highest level of teacher training?	contin	numeric	
V1271	m6q18	18. Did you teach in this school last year?	discrete	numeric	
V1272	m6sbq0	Did you complete Part B	discrete	numeric	
V1273	m6sa1q1aa	T1.1a. (A) Mark the child's answer	discrete	numeric	
V1274	m6sa1q1ab	T1.1a. (B) Write the correct answers	discrete	character	
V1275	m6sa1q1ba	T1. 1b. (A) Mark the child's answer	discrete	numeric	
V1276	m6sa1q1bb	T1. 1b. (B) Write the correct answers	discrete	character	
V1277	m6sa1q1ca	T1. 1c. (A) Mark the child's answer	discrete	numeric	
V1278	m6sa1q1cb	T1. 1c. (B) Write the correct answers	discrete	character	
V1279	m6sa1q1da	T1. 1d. (A) Mark the child's answer	discrete	numeric	
V1280	m6sa1q1db	T1. 1d. (B) Write the correct answers	discrete	character	
V1281	m6sa1q2aa	T1. 2a. (A) Mark the child's answer	discrete	numeric	
V1282	m6sa1q2ab	T1. 2a. (B) Write the correct answers	discrete	character	
V1283	m6sa1q2ba	T1. 2b. (A) Mark the child's answer	discrete	numeric	
V1284	m6sa1q2bb	T1. 2b. (B) Write the correct answers	discrete	character	
V1285	m6sa1q2ca	T1. 2c. (A) Mark the child's answer	discrete	numeric	
V1286	m6sa1q2cb	T1. 2c. (B) Write the correct answers	discrete	character	
V1287	m6sa1q2da	T1. 2d. (A) Mark the child's answer	discrete	numeric	
V1288	m6sa1q2db	T1. 2d. (B) Write the correct answers	discrete	character	
V1289	m6sa1q2ea	T1. 2e. (A) Mark the child's answer	discrete	numeric	
V1290	m6sa1q2eb	T1. 2e. (B) Write the correct answers	discrete	character	
V1291	m6sa1q2fa	T1. 2f. (A) Mark the child's answer	discrete	numeric	
V1292	m6sa1q2fb	T1. 2f. (B) Write the correct answers	discrete	character	
V1293	m6sa1q3aa	T1. 3a. (A) Mark the child's answer	discrete	numeric	
V1294	m6sa1q3ab	T1. 3a. (B) Write the correct answers	discrete	character	
V1295	m6sa1q3ba	T1. 3b. (A) Mark the child's answer	discrete	numeric	
V1296	m6sa1q3bb	T1. 3b. (B) Write the correct answers	discrete	character	
V1297	m6sa1q3ca	T1. 3c. (A) Mark the child's answer	discrete	numeric	
V1298	m6sa1q3cb	T1. 3c. (B) Write the correct answers	discrete	character	
V1299	m6sa1q3da	T1. 3d. (A) Mark the child's answer	discrete	numeric	
V1300	m6sa1q3db	T1. 3d. (B) Write the correct answers	discrete	character	
V1301	m6sa1q3ea	T1. 3e. (A) Mark the child's answer	discrete	numeric	
V1302	m6sa1q3eb	T1. 3e. (B) Write the correct answers	discrete	character	
V1303	m6sa1q3fa	T1. 3f. (A) Mark the child's answer	discrete	numeric	
V1304	m6sa1q3fb	T1. 3f. (B) Write the correct answers	discrete	character	
V1305	m6sa1q3ga	T1. 3g. (A) Mark the child's answer	discrete	numeric	
V1306	m6sa1q3gb	T1. 3g. (B) Write the correct answers	discrete	character	
V1307	m6sa1q3ha	T1. 3h. (A) Mark the child's answer	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1308	m6sa1q3hb	T1. 3h. (B) Write the correct answers	discrete	character	
V1309	m6sa1q3ia	T1. 3i. (A) Mark the child's answer	discrete	numeric	
V1310	m6sa1q3ib	T1. 3i. (B) Write the correct answers	discrete	character	
V1311	m6sa1q3ja	T1. 3j. (A) Mark the child's answer	discrete	numeric	
V1312	m6sa1q3jb	T1. 3j. (B) Write the correct answers	discrete	character	
V1313	m6sa1q3ka	T1. 3k. (A) Mark the child's answer	discrete	numeric	
V1314	m6sa1q3kb	T1. 3k. (B) Write the correct answers	discrete	character	
V1315	m6sa1q4a	T1. 4. Write the answer	discrete	character	
V1316	m6sa1q5aa	T1. 5a. (A) Mark the child's answer	discrete	numeric	
V1317	m6sa1q5ab	T1. 5a (B) Write the correct answers	discrete	character	
V1318	m6sa1q5ba	T1. 5b. (A) Mark the child's answer	discrete	numeric	
V1319	m6sa1q5bb	T1. 5b (B) Write the correct answers	discrete	character	
V1320	m6sa1q5ca	T1. 5c. (A) Mark the child's answer	discrete	numeric	
V1321	m6sa1q5cb	T1. 5c (B) Write the correct answers	discrete	character	
V1322	m6scq0	Did you complete Part C	discrete	numeric	
V1323	m6sa2q1aa	T2. 1a. (A) Mark the child's answer	discrete	numeric	
V1324	m6sa2q1ab	T2. 1a. (B) Write the correct answers	discrete	character	
V1325	m6sa2q1ba	T2. 1b. (A) Mark the child's answer	discrete	numeric	
V1326	m6sa2q1bb	T2. 1b. (B) Write the correct answers	discrete	character	
V1327	m6sa2q1ca	T2. 1c. (A) Mark the child's answer	discrete	numeric	
V1328	m6sa2q1cb	T2. 1c. (B) Write the correct answers	discrete	character	
V1329	m6sa2q1da	T2. 1d. (A) Mark the child's answer	discrete	numeric	
V1330	m6sa2q1db	T2. 1d. (B) Write the correct answers	discrete	character	
V1331	m6sa2q1ea	T2. 1e. (A) Mark the child's answer	discrete	numeric	
V1332	m6sa2q1eb	T2. 1e. (B) Write the correct answers	discrete	character	
V1333	m6sa2q1fa	T2. 1f. (A) Mark the child's answer	discrete	numeric	
V1334	m6sa2q1fb	T2. 1f. (B) Write the correct answers	discrete	character	
V1335	m6sa2q1ga	T2. 1g. (A) Mark the child's answer	discrete	numeric	
V1336	m6sa2q1gb	T2. 1g. (B) Write the correct answers	discrete	character	
V1337	m6sa2q1ha	T2. 1h. (A) Mark the child's answer	discrete	numeric	
V1338	m6sa2q1hb	T2. 1h. (B) Write the correct answers	discrete	character	
V1339	m6sa2q1ia	T2. 1i. (A) Mark the child's answer	discrete	numeric	
V1340	m6sa2q1ib	T2. 1i. (B) Write the correct answers	discrete	character	
V1341	m6sa2q1ja	T2. 1j. (A) Mark the child's answer	discrete	numeric	
V1342	m6sa2q1jb	T2. 1j. (B) Write the correct answers	discrete	character	
V1343	m6sa2q2a	T2. 2. (A) Mark the child's answer	discrete	numeric	
V1344	m6sa2q2b	T2. 2. (B) Write the correct answers	discrete	character	
V1345	m6sa2q3a	T2. 3. (A) Mark the child's answer	discrete	numeric	
V1346	m6sa2q3b	T2. 3. (B) Write the correct answers	discrete	character	
V1347	m6sa2q4a	T2. 4. (A) Mark the child's answer	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1348	m6sa2q4b	T2. 4. (B) Write the correct answers	discrete	character	
V1349	m6sa2q5aa	T2. 5a. (A) Mark the child's answer	discrete	numeric	
V1350	m6sa2q5ab	T2. 5a. (B) Write the correct answers	discrete	character	
V1351	m6sa2q5ba	T2. 5b. (A) Mark the child's answer	discrete	numeric	
V1352	m6sa2q5bb	T2. 5b. (B) Write the correct answers	discrete	character	
V1353	m6sa2q6a	T2. 6. (A) Mark the child's answer	discrete	numeric	
V1354	m6sa2q6b	T2. 6. (B) Write the correct answers	discrete	character	
V1355	m6sa2q7aa	T2. 7a. (A) Mark the child's answer	discrete	numeric	
V1356	m6sa2q7ab	T2. 7a. (B) Write the correct answers	discrete	character	
V1357	m6sa2q7ba	T2. 7b. (A) Mark the child's answer	discrete	numeric	
V1358	m6sa2q7bb	T2. 7b. (B) Write the correct answers	discrete	character	
V1359	m6sa2q8aa	T2. 8a. (A) Mark the child's answer	discrete	numeric	
V1360	m6sa2q8ab	T2. 8a. (B) Write the correct answers	discrete	character	
V1361	m6sa2q8ba	T2. 8b. (A) Mark the child's answer	discrete	numeric	
V1362	m6sa2q8bb	T2. 8b. (B) Write the correct answers	discrete	character	
V1363	m6sa2q9a	T2. 9. (A) Mark the child's answer	discrete	numeric	
V1364	m6sa2q9b	T2. 9. (B) Write the correct answers	discrete	character	
V1365	m6sa2q10a	T2. 10. (A) Mark the child's answer	discrete	numeric	
V1366	m6sa2q10b	T2. 10. (B) Write the correct answers	discrete	character	
V1367	m6sa2q11a	T2. 11. (A) Mark the child's answer	discrete	numeric	
V1368	m6sa2q11b	T2. 11. (B) Write the correct answers	discrete	character	
V1369	m6sbq3a1	T3. 3a1 Answer	discrete	character	3a) Tell the students what the aims of the lesson are. (List 2 aims)
V1370	m6sbq3a2	T3. 3a2 Answer	discrete	character	3a) Tell the students what the aims of the lesson are. (List 2 aims)
V1371	m6sbq3b1	T3. 3b1 Answer	discrete	character	3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes) earning outcomes do you want the students to achieve? (List 2 learning outcomes)
V1372	m6sbq3b2	T3. 3b2 Answer	discrete	character	3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes) earning outcomes do you want the students to achieve? (List 2 learning outcomes)
V1373	m6sbq3ca1	T3. 3c1 Answer	discrete	character	3c) i. Write one question that you will ask students to determine whether they have a basic understanding of the lesson.
V1374	m6sbq3cb1	T3. 3c2 Answer	discrete	character	3c) ii. Write one question in which you will ask students to make an inference about the information presented in the lesson.
V1375	m6sbq3d1	T3. 3d Answer	discrete	character	3d) Write a question that you will ask students to verify that they can apply what they have learned to another situation.
V1376	m6sbq3e1	T3. 3e1 Answer	discrete	character	3e) What can or should the government do about road accidents? (List 3 points)

ID	Name	Label	Type	Format	Question
V1377	m6sbq3e2	T3. 3e2 Answer	discrete	character	3e) What can or should the government do about road accidents? (List 3 points)
V1378	m6sbq3e3	T3. 3e3 Answer	discrete	character	3e) What can or should the government do about road accidents? (List 3 points)
V1379	m6sbq3f1	T3. 3f1 Answer	discrete	character	3f) Why is it difficult to address the problem of road accidents? (List 3 points)
V1380	m6sbq3f2	T3. 3f2 Answer	discrete	character	3f) Why is it difficult to address the problem of road accidents? (List 3 points)
V1381	m6sbq3f3	T3. 3f3 Answer	discrete	character	3f) Why is it difficult to address the problem of road accidents? (List 3 points)
V1382	m6sbq4as1	T4. 4a1 Strengths	discrete	character	4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)
V1383	m6sbq4as2	T4. 4a2 Strengths	discrete	character	4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)
V1384	m6sbq4as3	T4. 4a3 Strengths	discrete	character	4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)
V1385	m6sbq4aw1	T4. 4a1 Weaknesses	discrete	character	4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)
V1386	m6sbq4aw2	T4. 4a2 Weaknesses	discrete	character	4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)
V1387	m6sbq4aw3	T4. 4a3 Weaknesses	discrete	character	4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)
V1388	m6sbq4bs1	T4. 4b1 Strengths	discrete	character	4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)
V1389	m6sbq4bs2	T4. 4b2 Strengths	discrete	character	4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)
V1390	m6sbq4bs3	T4. 4b3 Strengths	discrete	character	4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)
V1391	m6sbq4bw1	T4. 4b1 Weaknesses	discrete	character	4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)
V1392	m6sbq4bw2	T4. 4b2 Weaknesses	discrete	character	4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)
V1393	m6sbq4bw3	T4. 4b3 Weaknesses	discrete	character	4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)
V1394	m6sbq5a1	T5. a Answer	discrete	character	
V1395	m6sbq5c1	T5. c1 Answer	discrete	character	
V1396	m6sbq5c2	T5. c2 Answer	discrete	character	
V1397	m6sbq5c3	T5. c3 Answer	discrete	character	
V1398	m6seq0	Did you complete Part E	discrete	numeric	
V1399	m6seq1	6e1. It is difficult to pay equal attention to all students in a large classroom	discrete	numeric	
V1400	m6seq2a	6e2a. Students deserve more of my attention if they are motivated to learn	discrete	numeric	Students deserve more of my attention if they are motivated to learn
V1401	m6seq2b	6e2b. Students deserve more of my attention if they attend school regularly	discrete	numeric	Students deserve more of my attention if they attend school regularly

ID	Name	Label	Type	Format	Question
V1402	m6seq2c	6e2c. Students deserve more of my attention if they come to school with the mate	discrete	numeric	Students deserve more of my attention if they come to school with the material necessary to do school work (e.g. textbooks, papers, pencils...)
V1403	m6seq2d	6e2d. Students deserve more of my attention if they have the necessary concepts	discrete	numeric	Students deserve more of my attention if they have the necessary concepts and foundations from previous classes
V1404	m6seq2e	6e2e. Students deserve more of my attention if their parents are involved in the	discrete	numeric	Students deserve more of my attention if their parents are involved in the education of their child
V1405	m6seq2f	6e2f. Students deserve more of my attention if parents are willing to invest the	discrete	numeric	Students deserve more of my attention if parents are willing to invest the necessary financial resources in their child's education
V1406	m6seq2g	6e2g. Students deserve more of my attention if they are lagging behind in classw	discrete	numeric	Students deserve more of my attention if they are lagging behind in classwork/homework
V1407	m6seq2h	6e2h. Students deserve more of my attention if they are performing well in my cl	discrete	numeric	Students deserve more of my attention if they are performing well in my class
V1408	m6seq3	6e3. The main factor used to assess my performance as a teacher should be my stu	discrete	numeric	The main factor used to assess my performance as a teacher should be my students' test scores
V1409	m6seq4	6e4. Teachers are held responsible for student learning, even though learning is	discrete	numeric	Teachers are held responsible for student learning, even though learning is affected by many factors beyond the control of a teacher
V1410	m6seq5a	6e5a. There is little I can do to help a student's learning...	discrete	numeric	There is little I can do to help a student's learning if the student comes unprepared from previous grades
V1411	m6seq5b	6e5b. There is little I can do to help a student's learning..	discrete	numeric	There is little I can do to help a student's learning if students come to school unprepared to do school work (e.g. don't have textbooks, papers, pencils; haven't completed homework...)
V1412	m6seq5c	6e5c. There is little I can do to help a student's learning..	discrete	numeric	There is little I can do to help a student's learning if parents do not seek feedback from the teacher on student performance
V1413	m6sdq5d	6e5d. There is little I can do to help a student's ..	discrete	numeric	There is little I can do to help a student's learning if parents do not have the necessary education to help their child be more successful at school
V1414	m6seq5e	6e5e. There is little I can do to help a student's ...	discrete	numeric	There is little I can do to help a student's learning if parents have too many personal/financial problems to be concerned with their child's performance at school
V1415	m6seq6	6e6. Teachers whose students perform well on official exams should receive addit	discrete	numeric	Teachers whose students perform well on official exams should receive additional bonuses for their hard work
V1416	m6seq7	6e7. Good teachers are able to help even the lowest performing students learn	discrete	numeric	Good teachers are able to help even the lowest performing students learn
V1417	m6seq8a	6e8a. I am confident that I can motivate students to learn regardless of their f	discrete	numeric	I am confident that I can motivate students to learn regardless of their financial status
V1418	m6seq8b	6e8b. I am confident that I can compensate for the poor preparation some of my s	discrete	numeric	I am confident that I can compensate for the poor preparation some of my students received in the classes before mine

ID	Name	Label	Type	Format	Question
V1419	m6seq8c	6e8c. I am confident that I can overcome the influences of..	discrete	numeric	I am confident that I can overcome the influences of a student's home environment on their performance
V1420	m6seq9	6e9. My promotion or transfer should partly be dependent ...	discrete	numeric	My promotion or transfer should partly be dependent on my student's performance on tests
V1421	m6seq10a	6e10a. I think it is acceptable for me to be absent as long as I complete my ass	discrete	numeric	I think it is acceptable for me to be absent as long as I complete my assigned curriculum
V1422	m6seq10b	6e10b. I think it is acceptable for me to be absent as long as I leave my studen	discrete	numeric	I think it is acceptable for me to be absent as long as I leave my students with work to do in my absence
V1423	m6seq10c	6e10c. I think it is acceptable for me to be absent as long as I am doing someth	discrete	numeric	I think it is acceptable for me to be absent as long as I am doing something useful for the community
V1424	teacherid		contin	numeric	





## School code (schid)

File: m1s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

## I1. Did the respondent agree to be interviewed? (m1siq1)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

## I2. If refused, reason for refusal. (m1siq2)

File: m1s

### Overview

Type: Discrete	Valid cases: 0
Format: character	Invalid: 0
Width: 1	

## 1. First Visit Enumerator (s) (Code) (m1q1)

File: m1s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1437
Range: 1-1437	

## 2. Second Visit Enumerator (s) (Code) (m1q2)

File: m1s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1437
Range: 1-1437	

## 3. Province (m1q3)

File: m1s

### 3. Province (m1q3)

File: m1s

#### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 4
Decimals: 0	Maximum: 34
Range: 4-34	

### 3. Province name (m1q3n)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 14	

### 4. District (m1q4)

File: m1s

#### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 22
Range: 1-22	

### 4. District name (m1q4n)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 22	

### 5. Urban/Rural (m1q5)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### 9. Date of 1st Visit (day) (m1q9d)

File: m1s

#### Overview

## 9. Date of 1st Visit (day) (m1q9d)

File: m1s

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 31

## 9. Date of 1st visit (month) (m1q9m)

File: m1s

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 4-8

Valid cases: 200  
Invalid: 0  
Minimum: 4  
Maximum: 8

## 9. Date of 1st visit (year) (m1q9y)

File: m1s

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2017-2017

Valid cases: 200  
Invalid: 0  
Minimum: 2017  
Maximum: 2017

## 10. Date of 2nd Visit (day) (m1q10d)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 31

## 10. Date of 2nd visit (month) (m1q10m)

File: m1s

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 4-8

Valid cases: 200  
Invalid: 0  
Minimum: 4  
Maximum: 8

## 10. Date of 2nd visit (year) (m1q10y)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 2017
Decimals: 0	Maximum: 2017
Range: 2017-2017	

## 11a. Enumerator result (m1q11ar)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-4	

## 11a. Enumerator (day) (m1q11ad)

File: m1s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## 11a. Enumerator (month) (m1q11am)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 4
Decimals: 0	Maximum: 8
Range: 4-8	

## 11a. Enumerator (year) (m1q11ay)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 2017
Decimals: 0	Maximum: 2017
Range: 2017-2017	

## 11B. Supervisor result (m1q11br)

File: m1s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-4	

## 11B. Supervisor` (day) (m1q11bd)

File: m1s

**Overview**

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## 11B. Supervisor (month) (m1q11bm)

File: m1s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 4
Decimals: 0	Maximum: 8
Range: 4-8	

## 11B. Supervisor (year) (m1q11by)

File: m1s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 2017
Decimals: 0	Maximum: 2017
Range: 2017-2017	

12. 1st visit. At what time did you arrive at the school? (hour)  
(m1q12h)

File: m1s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 15
Range: 6-15	

12. 1st visit. At what time did you arrive at the school? (min)  
(m1q12m)  
File: m1s

#### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 58
Range: 0-58	

13. 1st visit. At what time did you leave at the school? (hour)  
(m1q13h)  
File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 7
Decimals: 0	Maximum: 18
Range: 7-18	

13. 1st visit. At what time did you leave at the school? (min)  
(m1q13m)  
File: m1s

#### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

14. 2nd visit. At what time did you arrive at the school? (hour)  
(m1q14h)  
File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 15
Range: 6-15	

14. 2nd visit. At what time did you arrive at the school? (min)  
(m1q14m)  
File: m1s

#### Overview

## 14. 2nd visit. At what time did you arrive at the school? (min) (m1q14m)

File: m1s

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-57

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 57

## 15. 2nd visit. At what time did you leave at the school? (hour) (m1q15h)

File: m1s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 7-18

Valid cases: 200  
Invalid: 0  
Minimum: 7  
Maximum: 18

## 15. 2nd visit. At what time did you leave at the school? (min) (m1q15m)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 59

## Completed questionnaire (m0s0q0)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 1

## 2. Which Position do you occupy in this facility (m1saq2)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 99

## 2. Which Position do you occupy in this facility - other (m1saq2\_o)

File: m1s

### Overview

Type: Discrete  
Format: character  
Width: 24

Valid cases: 3  
Invalid: 0

## 3. What's this school's ownership type (m1saq3)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 99

### Interviewer instructions

Enumerator Note: READ RESPONSE OPTIONS

## 3. What's this school's ownership type - other (m1saq3\_o)

File: m1s

### Overview

Type: Discrete  
Format: character  
Width: 107

Valid cases: 12

### Interviewer instructions

Enumerator Note: READ RESPONSE OPTIONS

## 4. How many shifts does the school have? (m1saq4)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

### Interviewer instructions

Enumerator Note: READ RESPONSE OPTIONS

## 5. What is the school category (m1saq5)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 4



## 5. What is the school category (m1saq5)

File: m1s

### Post question

Enumerator Note: If Co-ed Please ask which type Co-ed (school) = boys and girls in separate classrooms Co-ed (classroom) = boys and girls in one classroom)

### Interviewer instructions

Enumerator Note: If Co-ed Please ask which type Co-ed (school) = boys and girls in separate classrooms Co-ed (classroom) = boys and girls in one classroom)

## 6. When did this school begin operating (m1saq6)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: -999
Decimals: 0	Maximum: 2017
Range: -999-2017	

## 7. Do you have any pupils with disabilities (m1saq7)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 7a. Does this school offer any classes specifically for children with disabilities (m1saq7a)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 7b. Does this school offer any services for pupils to cope with post-traumatic stress (m1saq7b)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 7b. Does this school offer any services for pupils to cope with post-traumatic s (m1saq7b)

File: m1s

### Post question

If 2 = No : Skip to Question 8

## 7c. What kind of PTSD support is available? (m1saq7c)

File: m1s

### Overview

Type: Discrete	Valid cases: 28
Format: numeric	Invalid: 172
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## 8. can we have your mobile phone number? (m1saq8)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 10	Minimum: -999999999
Decimals: 0	Maximum: 799765982
Range: -999999999-799765982	

## 1. Does the school have toilets for pupils? (m1sbq1)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Pre question

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

### Post question

1 = Yes > Q2

2 = No > Q7

### Interviewer instructions

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

Please observe and note

## 2. Are the toilets designated for boys and/or girls? (m1sbq2)

File: m1s

### Overview

## 2. Are the toilets designated for boys and/or girls? (m1sbq2)

File: m1s

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

Valid cases: 154  
Invalid: 46  
Minimum: -9  
Maximum: 2

### Pre question

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

### Post question

1 = Yes > Q5  
2 = No > Q3

### Interviewer instructions

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

Please observe and note

## 3. How many toilet holes does the school have? (m1sbq3)

File: m1s

### Overview

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

Valid cases: 138  
Invalid: 62  
Minimum: 1  
Maximum: 34

### Pre question

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

### Interviewer instructions

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

Enumerator Note: Please observe and count number of toilet holes

## 4. Are the toilets clean? (m1sbq4)

File: m1s

### Overview

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

Valid cases: 138  
Invalid: 62  
Minimum: -9  
Maximum: 3

### Pre question

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

### Post question

Go to Q7 after finishing this question

### Interviewer instructions

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

Please observe and note

## 5. How many boys' toilets does the school have? (m1sbq5)

File: m1s

### Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 184
Width: 2	Minimum: -9
Decimals: 0	Maximum: 8
Range: -9-8	

### Pre question

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

### Interviewer instructions

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

Please observe and note

## 5a. Are the boy' toilets clean? (m1sbq5a)

File: m1s

### Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 184
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

### Pre question

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

### Interviewer instructions

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

Please observe and note

## 5b. Are the boys' toilets private (have doors that can be locked or separating (m1sbq5b)

File: m1s

### Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 184
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

### Pre question

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

### Interviewer instructions

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

Please observe and note

## 5c. Are the boys' toilets useable (unlocked, not overflowing, etc.)? (m1sbq5c)

File: m1s

### Overview

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

Valid cases: 16  
Invalid: 184  
Minimum: -9  
Maximum: 2

### Pre question

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

### Interviewer instructions

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

## 5d. Does the boys' bathroom have soap and water to wash hands? (m1sbq5d)

File: m1s

### Overview

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

Valid cases: 16  
Invalid: 184  
Minimum: -9  
Maximum: 3

### Pre question

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

### Interviewer instructions

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

## 6. How many girls' toilets does the school have? (m1sbq6)

File: m1s

### Overview

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

Valid cases: 16  
Invalid: 184  
Minimum: -9  
Maximum: 12

### Pre question

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

### Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION AND SAFETY QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]  
Enumerator Note: Please observe and count number of toilet holes

## 6a. Are the girls' toilets clean? (m1sbq6a)

File: m1s

**Overview**

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

Valid cases: 16  
 Invalid: 184  
 Minimum: -9  
 Maximum: 3

**Pre question**

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

**Interviewer instructions**

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

Please observe and note

## 6b. Are the girls' toilets private (have doors that can be locked..') (m1sbq6b)

File: m1s

**Overview**

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

Valid cases: 16  
 Invalid: 184  
 Minimum: -9  
 Maximum: 2

**Pre question**

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

**Interviewer instructions**

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

Please observe and note

## 6c. Are the girls' toilets useable (unlocked, not overflowing, etc.)? (m1sbq6c)

File: m1s

**Overview**

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

Valid cases: 16  
 Invalid: 184  
 Minimum: -9  
 Maximum: 2

**Pre question**

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

**Interviewer instructions**

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

Please observe and note

## 6d. Does the girls' bathroom have soap and water to wash hands? (m1sbq6d)

File: m1s

### Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 184
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

### Pre question

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

### Interviewer instructions

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

## 7. How many separate staff/teacher toilet does the school have? (m1sbq7)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 12
Range: 0-12	

### Pre question

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

### Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION AND SAFETY QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]  
Enumerator Note: Please observe and count number of toilet holes

## 8. How many toilet for pupils with special needs/disabilities does the school ha (m1sbq8)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 6
Range: 0-6	

### Pre question

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

### Interviewer instructions

[ENUMERATOR NOTE: PLEASE NOTE THAT FOR ALL SANITATION AND SAFETY QUESTIONS, ACTUAL OBSERVATION AND/OR COUNTING ARE REQUIRED]  
Enumerator Note: Please observe and count number of toilet holes

## 9. What is the main pupil toilet facility used at the school? (m1sbq9)

File: m1s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Pre question

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

### Interviewer instructions

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

## 9. What is the main pupil toilet facility used at the school? - other (m1sbq9\_o)

File: m1s

### Overview

Type: Discrete  
Format: character  
Width: 94

Valid cases: 5  
Invalid: 0

### Pre question

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

### Interviewer instructions

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

## 10. What is the main source of drinking water used at this school? (m1sbq10)

File: m1s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Pre question

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

### Interviewer instructions

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



## 10. What is the main source of drinking water used at this school? - other (m1sbq10\_o)

File: m1s

### Overview

Type: Discrete  
Format: character  
Width: 107

Valid cases: 4

### Pre question

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

### Interviewer instructions

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

Please observe and note

## 11. Is there a boundary wall around the school to provide extra protection? (m1sbq11)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 2

### Pre question

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

### Interviewer instructions

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

Please observe and note

## 12. Are there security guards posted at the gate? (m1sbq12)

File: m1s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 2

### Pre question

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

### Interviewer instructions

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

Please observe and note

### 13. Is there a safe, designated shelter on campus the students can assemble in, (m1sbq13)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

#### Pre question

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

#### Interviewer instructions

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

### 14. This school is accessible by what type of road? (m1sbq14)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-4	

#### Pre question

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

#### Interviewer instructions

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

### 15. What means of transport do you usually use to get to the district education (m1sbq15)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Pre question

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

#### Interviewer instructions

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

15. What means of transport do you usually use to get to the district education (m1sbq15\_o)

File: m1s

#### Overview

Type: Discrete  
Format: character  
Width: 17

Valid cases: 7  
Invalid: 0

#### Pre question

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

#### Interviewer instructions

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

16. Using this method of transport, what is the approximate traveling time from (m1sbq16)

File: m1s

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-600

Valid cases: 200  
Invalid: 0  
Minimum: -99  
Maximum: 600

#### Pre question

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

#### Interviewer instructions

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

17. Are there programs provided by, either the school or other organizations tha (m1sbq17a)

File: m1s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 2

#### Pre question

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

#### Interviewer instructions

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

## 17. Are there programs provided by, either the school or other organizations tha (m1sbq17b)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

### Pre question

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

### Interviewer instructions

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

## 18. Does this school have at least one computer? (m1sbq18)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

### Pre question

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

### Post question

If 2 = no > Skip to Section C

### Interviewer instructions

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

## 18a. Does the computer(s) have internet connectivity? (m1sbq18a)

File: m1s

### Overview

Type: Discrete	Valid cases: 77
Format: numeric	Invalid: 123
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Pre question

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

### Interviewer instructions

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

## 18b. Who is the computer intended to be used by? (m1sbq18b)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 77  
 Invalid: 123  
 Minimum: -9  
 Maximum: 99

**Pre question**

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

**Interviewer instructions**

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

## 18b. Who is the computer intended to be used by? - others (m1sbq18b\_o)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 91

Valid cases: 23  
 Invalid: 0

**Pre question**

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**Interviewer instructions**

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

## Class code (m1scq0\_id\_1)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_2)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_3)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_4)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_5)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_6)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_7)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class code (m1scq0\_id\_8)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 0  
 Invalid: 200

## Class description (m1scq0\_d\_1)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_2)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_3)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_4)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_5)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_6)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_7)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 11

Valid cases: 200  
 Invalid: 0

## Class description (m1scq0\_d\_8)

File: m1s

**Overview**

Type: Discrete  
 Format: character  
 Width: 13

Valid cases: 200  
 Invalid: 0

## How many streams are there per class? (m1scq1\_1)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-25

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 25

## How many streams are there per class? (m1scq1\_2)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-25

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 25

## How many streams are there per class? (m1scq1\_3)

File: m1s

**Overview**



## How many streams are there per class? (m1scq1\_3)

File: m1s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-25

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 25

## How many streams are there per class? (m1scq1\_4)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-24

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 24

## How many streams are there per class? (m1scq1\_5)

File: m1s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 21

## How many streams are there per class? (m1scq1\_6)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-25

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 25

## How many streams are there per class? (m1scq1\_7)

File: m1s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 3

## How many streams are there per class? (m1scq1\_8)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

## Boys (m1scq2\_1\_1)

File: m1s

### Overview

Type: Continuous	Valid cases: 169
Format: numeric	Invalid: 31
Width: 3	Minimum: 0
Decimals: 0	Maximum: 874
Range: 0-874	

## Boys (m1scq2\_1\_2)

File: m1s

### Overview

Type: Continuous	Valid cases: 167
Format: numeric	Invalid: 33
Width: 3	Minimum: 0
Decimals: 0	Maximum: 654
Range: 0-654	

## Boys (m1scq2\_1\_3)

File: m1s

### Overview

Type: Continuous	Valid cases: 188
Format: numeric	Invalid: 12
Width: 3	Minimum: 0
Decimals: 0	Maximum: 774
Range: 0-774	

## Boys (m1scq2\_1\_4)

File: m1s

### Overview

Type: Continuous	Valid cases: 173
Format: numeric	Invalid: 27
Width: 3	Minimum: 0
Decimals: 0	Maximum: 846
Range: 0-846	

## Boys (m1scq2\_1\_5)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-880

Valid cases: 174  
 Invalid: 26  
 Minimum: 0  
 Maximum: 880

## Boys (m1scq2\_1\_6)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-840

Valid cases: 166  
 Invalid: 34  
 Minimum: 0  
 Maximum: 840

## Boys (m1scq2\_1\_7)

File: m1s

**Overview**

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

Valid cases: 16  
 Invalid: 184  
 Minimum: 0  
 Maximum: 20

## Boys (m1scq2\_1\_8)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-8

Valid cases: 4  
 Invalid: 196  
 Minimum: -99  
 Maximum: 8

## Girls (m1scq2\_2\_1)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-759

Valid cases: 169  
 Invalid: 31  
 Minimum: 0  
 Maximum: 759

## Girls (m1scq2\_2\_2)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-730

Valid cases: 167  
 Invalid: 33  
 Minimum: 0  
 Maximum: 730

## Girls (m1scq2\_2\_3)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-768

Valid cases: 188  
 Invalid: 12  
 Minimum: 0  
 Maximum: 768

## Girls (m1scq2\_2\_4)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-894

Valid cases: 173  
 Invalid: 27  
 Minimum: 0  
 Maximum: 894

## Girls (m1scq2\_2\_5)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-900

Valid cases: 174  
 Invalid: 26  
 Minimum: 0  
 Maximum: 900

## Girls (m1scq2\_2\_6)

File: m1s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-633

Valid cases: 166  
 Invalid: 34  
 Minimum: 0  
 Maximum: 633

## Girls (m1scq2\_2\_7)

File: m1s

**Overview**

Type: Continuous	Valid cases: 16
Format: numeric	Invalid: 184
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

## Girls (m1scq2\_2\_8)

File: m1s

**Overview**

Type: Continuous	Valid cases: 4
Format: numeric	Invalid: 196
Width: 3	Minimum: -99
Decimals: 0	Maximum: 9
Range: -99-9	

## Total (m1scq2\_3\_1)

File: m1s

**Overview**

Type: Continuous	Valid cases: 169
Format: numeric	Invalid: 31
Width: 4	Minimum: 13
Decimals: 0	Maximum: 1633
Range: 13-1633	

## Total (m1scq2\_3\_2)

File: m1s

**Overview**

Type: Continuous	Valid cases: 167
Format: numeric	Invalid: 33
Width: 4	Minimum: 17
Decimals: 0	Maximum: 1374
Range: 17-1374	

## Total (m1scq2\_3\_3)

File: m1s

**Overview**

Type: Continuous	Valid cases: 188
Format: numeric	Invalid: 12
Width: 4	Minimum: 21
Decimals: 0	Maximum: 1416
Range: 21-1416	

## Total (m1scq2\_3\_4)

File: m1s

**Overview**

Type: Continuous	Valid cases: 173
Format: numeric	Invalid: 27
Width: 4	Minimum: 19
Decimals: 0	Maximum: 1159
Range: 19-1159	

## Total (m1scq2\_3\_5)

File: m1s

**Overview**

Type: Continuous	Valid cases: 174
Format: numeric	Invalid: 26
Width: 3	Minimum: 13
Decimals: 0	Maximum: 984
Range: 13-984	

## Total (m1scq2\_3\_6)

File: m1s

**Overview**

Type: Continuous	Valid cases: 166
Format: numeric	Invalid: 34
Width: 3	Minimum: 14
Decimals: 0	Maximum: 921
Range: 14-921	

## Total (m1scq2\_3\_7)

File: m1s

**Overview**

Type: Continuous	Valid cases: 16
Format: numeric	Invalid: 184
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

## Total (m1scq2\_3\_8)

File: m1s

**Overview**

Type: Continuous	Valid cases: 4
Format: numeric	Invalid: 196
Width: 4	Minimum: -999
Decimals: 0	Maximum: 12
Range: -999-12	

### 3. Are there any multi-grade classes in your school? (m1scq3)

File: m1s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

#### Post question

2= No > Q5a

### 4A. Which grades are grouped together? (group 1) (m1scq4a1)

File: m1s

#### Overview

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-97	

### 4A. Which grades are grouped together? (group 1) (m1scq4a2)

File: m1s

#### Overview

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-97	

### 4A. Which grades are grouped together? (group 1) (m1scq4a3)

File: m1s

#### Overview

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-97	

### 4B. Which grades are grouped together? (group 2) (m1scq4b1)

File: m1s

#### Overview

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

## 4B. Which grades are grouped together? (group 2) (m1scq4b2)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 11  
 Invalid: 189  
 Minimum: -9  
 Maximum: 97

## 4B. Which grades are grouped together? (group 2) (m1scq4b3)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 10  
 Invalid: 190  
 Minimum: -9  
 Maximum: -9

## 4C. Which grades are grouped together? (group 3) (m1scq4c1)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 11  
 Invalid: 189  
 Minimum: -9  
 Maximum: 97

## 4C. Which grades are grouped together? (group 3) (m1scq4c2)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 11  
 Invalid: 189  
 Minimum: -9  
 Maximum: 97

## 4C. Which grades are grouped together? (group 3) (m1scq4c3)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 10  
 Invalid: 190  
 Minimum: -9  
 Maximum: 3



## 5a. During the last school year, how many of your pupils successfully completed (m1scq5a)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: -99
Decimals: 0	Maximum: 963
Range: -99-963	

### Literal question

During the last school year, how many of your pupils successfully completed grade 6 primary school?

## 5. Number of shifts (m1scq5\_s)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

### Literal question

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

## 6. During the last school year, how many days were the school closed due to rain (m1scq6)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: -99
Decimals: 0	Maximum: 25
Range: -99-25	

## 6a. During this school year, how many days were the school closed due to rain, s (m1scq6a)

File: m1s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: -99
Decimals: 0	Maximum: 99
Range: -99-99	

### Literal question

During the last school year, how many days were the school closed due to rain, snow, natural disasters (such as earthquake and/or flood), bombing, attacks, explosions, etc.?

## Module 1C comments (m1scqcomm)

File: m1s

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 74

## Class id (m1scq5\_id\_1)

File: m1s

### Overview

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

Valid cases: 0  
Invalid: 200

## Class id (m1scq5\_id\_2)

File: m1s

### Overview

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

Valid cases: 0  
Invalid: 200

## Class id (m1scq5\_id\_3)

File: m1s

### Overview

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

Valid cases: 0  
Invalid: 200

## Class code (m1scq5\_co\_1)

File: m1s

### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 200  
Invalid: 0

## Class code (m1scq5\_co\_2)

File: m1s

### Overview

## Class code (m1scq5\_co\_2)

File: m1s

Type: Discrete  
Format: character  
Width: 10

Valid cases: 200  
Invalid: 0

## Class code (m1scq5\_co\_3)

File: m1s

**Overview**

Type: Discrete  
Format: character  
Width: 9

Valid cases: 200  
Invalid: 0

## Shift 1. Start time hour (m1scq5\_1sh\_1)

File: m1s

**Overview**

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 14

## Shift 1. Start time hour (m1scq5\_1sh\_2)

File: m1s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-13

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 13

## Shift 1. Start time hour (m1scq5\_1sh\_3)

File: m1s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-13

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 13

## Shift 1. Start time min (m1scq5\_1sm\_1)

File: m1s

**Overview**

## Shift 1. Start time min (m1scq5\_1sm\_1)

File: m1s

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

Valid cases: 134  
 Invalid: 66  
 Minimum: 0  
 Maximum: 45

## Shift 1. Start time min (m1scq5\_1sm\_2)

File: m1s

**Overview**

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

Valid cases: 103  
 Invalid: 97  
 Minimum: 0  
 Maximum: 45

## Shift 1. Start time min (m1scq5\_1sm\_3)

File: m1s

**Overview**

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

Valid cases: 105  
 Invalid: 95  
 Minimum: 0  
 Maximum: 45

## Shift 1. End time hour (m1scq5\_1eh\_1)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 8-18

Valid cases: 134  
 Invalid: 66  
 Minimum: 8  
 Maximum: 18

## Shift 1. End time hour (m1scq5\_1eh\_2)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 9-18

Valid cases: 103  
 Invalid: 97  
 Minimum: 9  
 Maximum: 18

## Shift 1. End time hour (m1scq5\_1eh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 105
Format: numeric	Invalid: 95
Width: 2	Minimum: 9
Decimals: 0	Maximum: 18
Range: 9-18	

## Shift 1. End time min (m1scq5\_1em\_1)

File: m1s

**Overview**

Type: Continuous	Valid cases: 134
Format: numeric	Invalid: 66
Width: 2	Minimum: 0
Decimals: 0	Maximum: 55
Range: 0-55	

## Shift 1. End time min (m1scq5\_1em\_2)

File: m1s

**Overview**

Type: Continuous	Valid cases: 103
Format: numeric	Invalid: 97
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

## Shift 1. End time min (m1scq5\_1em\_3)

File: m1s

**Overview**

Type: Continuous	Valid cases: 105
Format: numeric	Invalid: 95
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

## Shift 1. Break and lunch Hours (m1scq5\_1bh\_1)

File: m1s

**Overview**

Type: Discrete	Valid cases: 134
Format: numeric	Invalid: 66
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

## Shift 1. Break and lunch Hours (m1scq5\_1bh\_2)

File: m1s

**Overview**

Type: Discrete	Valid cases: 103
Format: numeric	Invalid: 97
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

## Shift 1. Break and lunch Hours (m1scq5\_1bh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 105
Format: numeric	Invalid: 95
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

## Shift 1. Break and lunch min (m1scq5\_1bm\_1)

File: m1s

**Overview**

Type: Continuous	Valid cases: 134
Format: numeric	Invalid: 66
Width: 2	Minimum: 0
Decimals: 0	Maximum: 45
Range: 0-45	

## Shift 1. Break and lunch min (m1scq5\_1bm\_2)

File: m1s

**Overview**

Type: Continuous	Valid cases: 103
Format: numeric	Invalid: 97
Width: 2	Minimum: 0
Decimals: 0	Maximum: 30
Range: 0-30	

## Shift 1. Break and lunch min (m1scq5\_1bm\_3)

File: m1s

**Overview**

Type: Continuous	Valid cases: 105
Format: numeric	Invalid: 95
Width: 2	Minimum: 0
Decimals: 0	Maximum: 45
Range: 0-45	

## Shift 2. Start time hour (m1scq5\_2sh\_1)

File: m1s

**Overview**

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

Valid cases: 127  
 Invalid: 73  
 Minimum: 0  
 Maximum: 14

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Start time hour (m1scq5\_2sh\_2)

File: m1s

**Overview**

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

Valid cases: 127  
 Invalid: 73  
 Minimum: 0  
 Maximum: 14

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Start time hour (m1scq5\_2sh\_3)

File: m1s

**Overview**

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

Valid cases: 127  
 Invalid: 73  
 Minimum: 0  
 Maximum: 14

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Start time min (m1scq5\_2sm\_1)

File: m1s

**Overview**

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

Valid cases: 67  
 Invalid: 133  
 Minimum: 0  
 Maximum: 45

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Start time min (m1scq5\_2sm\_2)

File: m1s

## Shift 2. Start time min (m1scq5\_2sm\_2)

File: m1s

**Overview**

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

Valid cases: 70  
 Invalid: 130  
 Minimum: 0  
 Maximum: 45

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Start time min (m1scq5\_2sm\_3)

File: m1s

**Overview**

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

Valid cases: 69  
 Invalid: 131  
 Minimum: 0  
 Maximum: 45

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. End time hour (m1scq5\_2eh\_1)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 12-18

Valid cases: 67  
 Invalid: 133  
 Minimum: 12  
 Maximum: 18

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. End time hour (m1scq5\_2eh\_2)

File: m1s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 12-18

Valid cases: 70  
 Invalid: 130  
 Minimum: 12  
 Maximum: 18

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. End time hour (m1scq5\_2eh\_3)

File: m1s



## Shift 2. End time hour (m1scq5\_2eh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 69
Format: numeric	Invalid: 131
Width: 2	Minimum: 11
Decimals: 0	Maximum: 18
Range: 11-18	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. End time min (m1scq5\_2em\_1)

File: m1s

**Overview**

Type: Continuous	Valid cases: 67
Format: numeric	Invalid: 133
Width: 2	Minimum: 0
Decimals: 0	Maximum: 55
Range: 0-55	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. End time min (m1scq5\_2em\_2)

File: m1s

**Overview**

Type: Continuous	Valid cases: 70
Format: numeric	Invalid: 130
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. End time min (m1scq5\_2em\_3)

File: m1s

**Overview**

Type: Continuous	Valid cases: 69
Format: numeric	Invalid: 131
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Break and lunch hours (m1scq5\_2bh\_1)

File: m1s

## Shift 2. Break and lunch hours (m1scq5\_2bh\_1)

File: m1s

**Overview**

Type: Discrete	Valid cases: 67
Format: numeric	Invalid: 133
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Break and lunch hours (m1scq5\_2bh\_2)

File: m1s

**Overview**

Type: Discrete	Valid cases: 70
Format: numeric	Invalid: 130
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Break and lunch hours (m1scq5\_2bh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 69
Format: numeric	Invalid: 131
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Break and lunch min (m1scq5\_2bm\_1)

File: m1s

**Overview**

Type: Discrete	Valid cases: 67
Format: numeric	Invalid: 133
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Break and lunch min (m1scq5\_2bm\_2)

File: m1s

## Shift 2. Break and lunch min (m1scq5\_2bm\_2)

File: m1s

**Overview**

Type: Discrete	Valid cases: 70
Format: numeric	Invalid: 130
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 2. Break and lunch min (m1scq5\_2bm\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 69
Format: numeric	Invalid: 131
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO SECOND SHIFT

## Shift 3. Start time hour (m1scq5\_3sh\_1)

File: m1s

**Overview**

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 159
Width: 2	Minimum: 0
Decimals: 0	Maximum: 14
Range: 0-14	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Start time hour (m1scq5\_3sh\_2)

File: m1s

**Overview**

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 159
Width: 2	Minimum: 0
Decimals: 0	Maximum: 14
Range: 0-14	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Start time hour (m1scq5\_3sh\_3)

File: m1s

## Shift 3. Start time hour (m1scq5\_3sh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 41
Format: numeric	Invalid: 159
Width: 2	Minimum: 0
Decimals: 0	Maximum: 14
Range: 0-14	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Start time min (m1scq5\_3sm\_1)

File: m1s

**Overview**

Type: Continuous	Valid cases: 12
Format: numeric	Invalid: 188
Width: 2	Minimum: 0
Decimals: 0	Maximum: 45
Range: 0-45	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Start time min (m1scq5\_3sm\_2)

File: m1s

**Overview**

Type: Continuous	Valid cases: 21
Format: numeric	Invalid: 179
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Start time min (m1scq5\_3sm\_3)

File: m1s

**Overview**

Type: Continuous	Valid cases: 25
Format: numeric	Invalid: 175
Width: 2	Minimum: 0
Decimals: 0	Maximum: 50
Range: 0-50	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. End time hour (m1scq5\_3eh\_1)

File: m1s

## Shift 3. End time hour (m1scq5\_3eh\_1)

File: m1s

**Overview**

Type: Discrete	Valid cases: 12
Format: numeric	Invalid: 188
Width: 2	Minimum: 15
Decimals: 0	Maximum: 17
Range: 15-17	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. End time hour (m1scq5\_3eh\_2)

File: m1s

**Overview**

Type: Discrete	Valid cases: 21
Format: numeric	Invalid: 179
Width: 2	Minimum: 16
Decimals: 0	Maximum: 17
Range: 16-17	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. End time hour (m1scq5\_3eh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 25
Format: numeric	Invalid: 175
Width: 2	Minimum: 14
Decimals: 0	Maximum: 17
Range: 14-17	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. End time min (m1scq5\_3em\_1)

File: m1s

**Overview**

Type: Continuous	Valid cases: 12
Format: numeric	Invalid: 188
Width: 2	Minimum: 0
Decimals: 0	Maximum: 55
Range: 0-55	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. End time min (m1scq5\_3em\_2)

File: m1s

## Shift 3. End time min (m1scq5\_3em\_2)

File: m1s

**Overview**

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

Valid cases: 21  
 Invalid: 179  
 Minimum: 0  
 Maximum: 50

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. End time min (m1scq5\_3em\_3)

File: m1s

**Overview**

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

Valid cases: 25  
 Invalid: 175  
 Minimum: 0  
 Maximum: 50

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Break and lunch hours (m1scq5\_3bh\_1)

File: m1s

**Overview**

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

Valid cases: 12  
 Invalid: 188  
 Minimum: 0  
 Maximum: 0

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Break and lunch hours (m1scq5\_3bh\_2)

File: m1s

**Overview**

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

Valid cases: 21  
 Invalid: 179  
 Minimum: 0  
 Maximum: 0

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Break and lunch hours (m1scq5\_3bh\_3)

File: m1s

## Shift 3. Break and lunch hours (m1scq5\_3bh\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 25
Format: numeric	Invalid: 175
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Break and lunch min (m1scq5\_3bm\_1)

File: m1s

**Overview**

Type: Discrete	Valid cases: 12
Format: numeric	Invalid: 188
Width: 2	Minimum: 0
Decimals: 0	Maximum: 15
Range: 0-15	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Break and lunch min (m1scq5\_3bm\_2)

File: m1s

**Overview**

Type: Discrete	Valid cases: 21
Format: numeric	Invalid: 179
Width: 2	Minimum: 0
Decimals: 0	Maximum: 15
Range: 0-15	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## Shift 3. Break and lunch min (m1scq5\_3bm\_3)

File: m1s

**Overview**

Type: Discrete	Valid cases: 25
Format: numeric	Invalid: 175
Width: 2	Minimum: 0
Decimals: 0	Maximum: 15
Range: 0-15	

**Interviewer instructions**

ENUMERATOR NOTE: PLEASE LEAVE BLANK IF THERE IS NO THIRD SHIFT

## School code (schid)

File: m2s

### Overview

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

## 3. What's this school's ownership type (m1saq3)

File: m2s

### Overview

Type: Discrete	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## Teacher ID (m2saq0)

File: m2s

### Overview

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

### Pre question

Enumerator Note: All teachers that taught language or mathematics in the last school year or the current academic year (Grades 3-6) in this roster must be sampled for Module 6. Enumerator Read: Please allow me to ask a few questions about the teachers who are working in this school (including pre-school and special needs), as well as you and your deputy. Could you give me the names of all the teachers currently teaching including government, contract and volunteer teachers? [Include Teachers ONLY]

Enumerator Note 2: In schools with more than 50 teachers in their official records, Step1. Write down all the teachers in primary Level (grades 1-6) in the roster (Teaching Staff); Step2. If the number of teaching staff was still > 50, record the teachers who teach Language (Dari/Pashtu) and Math subject from Grade 3-5, then continue with grade 6, then grades 1-2 respectively, until the roster reaches 50; Step3. If the number of teaching staff in primary level for subjects of Math, Dari, Pashtu in the roster was less than 50, continue filling the roster with the rest of the subjects taught from grades 4-6, until the roster reaches 50.

## 1. How many teachers are in the roster (m2saq1)

File: m2s

### Overview

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

### Literal question

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



## 1.aa How many teachers work at school (m2saq1a)

File: m2s

### Overview

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 266
Range: 1-266	

## 3. Sex (m2saq3)

File: m2s

### Overview

Type: Discrete	Valid cases: 4459
Format: numeric	Invalid: 1
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 4. Position in the school (m2saq4)

File: m2s

### Overview

Type: Discrete	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## 4. Position in the school - other (m2saq4\_o)

File: m2s

### Overview

Type: Discrete	Valid cases: 6
Format: character	
Width: 23	

## 5. Contract Status (m2saq5)

File: m2s

### Overview

Type: Discrete	Valid cases: 4459
Format: numeric	Invalid: 1
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

## 5a. Do you teach at this school? (m2saq5a)

File: m2s

## 5a. Do you teach at this school? (m2saq5a)

File: m2s

**Overview**

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

Valid cases: 304  
 Invalid: 4156  
 Minimum: -9  
 Maximum: 2

## 6. Full/Part time (m2saq6)

File: m2s

**Overview**

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

Valid cases: 4459  
 Invalid: 1  
 Minimum: -9  
 Maximum: 2

## 7. Which shift do you work in? (m2saq7\_1)

File: m2s

**Overview**

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

Valid cases: 4460  
 Invalid: 0  
 Minimum: -9  
 Maximum: 3

## 7. Which shift do you work in? (m2saq7\_2)

File: m2s

**Overview**

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

Valid cases: 4459  
 Invalid: 1  
 Minimum: -9  
 Maximum: 3

## 8a. Taught Language or Math (Grade 3-6) last year? (m2saq8a)

File: m2s

**Overview**

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

Valid cases: 4460  
 Invalid: 0  
 Minimum: -9  
 Maximum: 9

## 8b. Taught Language or Math (Grade 3-6) this year? (m2saq8b)

File: m2s

**Overview**

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

Valid cases: 4460  
 Invalid: 0  
 Minimum: -9  
 Maximum: 2

## 9. Teacher sampled for mod 2B (m2saq9)

File: m2s

**Overview**

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

Valid cases: 4460  
 Invalid: 0  
 Minimum: -9  
 Maximum: 2

## 2. Row in Module 2A (m2sbq2)

File: m2s

**Overview**

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

Valid cases: 1850  
 Invalid: 2610  
 Minimum: 1  
 Maximum: 50

**Pre question**

Enumerator Note: [For sampled teachers and Principal & Deputy ONLY]. Please note that this module MUST NOT be completed during any of the school break times or lunch time. Select 10 teachers randomly from teaching staff listed above (except volunteer & part-time teachers and the principal & deputy) using the Random Selection Worksheet. Sample ALL if 10 or less teaching staff are employed (excluding volunteer & part-time teachers and the principal & deputy).

## 3. Gender (m2sbq3)

File: m2s

**Overview**

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

Valid cases: 1850  
 Invalid: 2610  
 Minimum: 1  
 Maximum: 2

## 4a. What was the teacher doing when you located him/ her on the first visit? (m2sbq4a)

File: m2s

**Overview**

4a. What was the teacher doing when you located him/ her on the first visit? (m2sbq4a)

File: m2s

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

Valid cases: 1850  
Invalid: 2610  
Minimum: 1  
Maximum: 6

#### Literal question

What was the teacher doing when you located him/ her on the first visit? Direct Observation

4b. What was the teaching doing outside the classroom when you located him/ her (m2sbq4b)

File: m2s

#### Overview

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

Valid cases: 30  
Invalid: 4430  
Minimum: 2  
Maximum: 99

#### Literal question

What was the teacher doing outside the classroom when you located him/ her on the first visit?

4b. What was the teaching doing outside the classroom when you located him/ her (m2sbq4b\_o)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 46

Valid cases: 21

#### Literal question

What was the teacher doing outside the classroom when you located him/ her on the first visit?

4c. What was the class doing at the time you located the teacher outside of the (m2sbq4c)

File: m2s

#### Overview

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

Valid cases: 30  
Invalid: 4430  
Minimum: 1  
Maximum: 99

#### Literal question

What was the class doing at the time you located the teacher outside of the classroom? Direct Observation

4c. What was the class doing at the time you located the teacher outside of the (m2sbq4c\_o)

File: m2s

#### Overview

Type: Discrete

Valid cases: 17

Format: character

Width: 51

#### Literal question

What was the class doing at the time you located the teacher outside of the classroom? Direct Observation

5a. Reason for absence from school on first visit? (m2sbq5a)

File: m2s

#### Overview

Type: Discrete

Valid cases: 150

Format: numeric

Invalid: 4310

Width: 2

Minimum: 1

Decimals: 0

Maximum: 99

Range: 1-99

#### Literal question

Reason for absence from school on first visit? Ask Principal

5a. Reason for absence from school on first visit? - specify (m2sbq5a\_o)

File: m2s

#### Overview

Type: Discrete

Valid cases: 31

Format: character

Width: 42

#### Literal question

Reason for absence from school on first visit? Ask Principal

5b. What is happening with the teachers' class? (m2sbq5b)

File: m2s

#### Overview

Type: Discrete

Valid cases: 150

Format: numeric

Invalid: 4310

Width: 2

Minimum: 1

Decimals: 0

Maximum: 99

Range: 1-99

#### Interviewer instructions

Ask Principal and confirmed with direct observation when possible

## 5b. What is happening with the teachers' class? - other (m2sbq5b\_o)

File: m2s

### Overview

Type: Discrete

Valid cases: 9

Format: character

Width: 46

### Interviewer instructions

Ask Principal and confirmed with direct observation when possible

## 6a. What was the teacher doing when you located him/ her on the second visit? (m2sbq6a)

File: m2s

### Overview

Type: Discrete

Valid cases: 1850

Format: numeric

Invalid: 2610

Width: 1

Minimum: 1

Decimals: 0

Maximum: 6

Range: 1-6

### Literal question

What was the teacher doing when you located him/ her on the second visit? Direct Observation

### Post question

If 1-4 > Next Teacher

If 5 > Q6b and Q6c; then go to Next Teacher

If 6 > Q7a and Q7b; then go to Next Teacher

## 6b. What was the teaching doing outside the classroom when you located him/ her (m2sbq6b)

File: m2s

### Overview

Type: Discrete

Valid cases: 55

Format: numeric

Invalid: 4405

Width: 2

Minimum: 1

Decimals: 0

Maximum: 99

Range: 1-99

### Literal question

What was the teacher doing outside the classroom when you located him/ her on the second visit?

## 6b. What was the teaching doing outside the classroom when you located him/ her (m2sbq6b\_o)

File: m2s

### Overview

Type: Discrete

Valid cases: 10

Format: character

Width: 38

### Literal question

6b. What was the teaching doing outside the classroom when you located him/ her (m2sbq6b\_o)

File: m2s

What was the teacher doing outside the classroom when you located him/ her on the second visit?

6c. What was the class doing at the time you located the teacher outside of the (m2sbq6c)

File: m2s

#### Overview

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

Valid cases: 55  
Invalid: 4405  
Minimum: 1  
Maximum: 99

#### Literal question

What was the class doing at the time you located the teacher outside of the classroom? Direct Observation

6c. What was the class doing at the time you located the teacher outside of the (m2sbq6c\_o)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 52

Valid cases: 34

#### Literal question

What was the class doing at the time you located the teacher outside of the classroom? Direct Observation

7a. Reason for absence (2nd visit) (m2sbq7a)

File: m2s

#### Overview

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

Valid cases: 155  
Invalid: 4305  
Minimum: 1  
Maximum: 99

#### Literal question

Reason for absence from school on second visit? Ask Principal

7a. Reason for absence (2nd visit) - other (m2sbq7a\_o)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 65

Valid cases: 42

## 7a. Reason for absence (2nd visit) - other (m2sbq7a\_o)

File: m2s

### Literal question

Reason for absence from school on second visit? Ask Principal

## 7b. What is happening with the teachers' class? (m2sbq7b)

File: m2s

### Overview

Type: Discrete	Valid cases: 155
Format: numeric	Invalid: 4305
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Literal question

What is happening with the teachers' class? Ask Principal and confirmed with direct observation when possible

## 7b. What is happening with the teachers' class? - other (m2sbq7b\_o)

File: m2s

### Overview

Type: Discrete	Valid cases: 24
Format: character	
Width: 52	

### Literal question

What is happening with the teachers' class? Ask Principal and confirmed with direct observation when possible

## 2. Row in Module 2A (m2sbq2\_a)

File: m2s

### Overview

Type: Continuous	Valid cases: 1850
Format: numeric	Invalid: 2610
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

## 0.1. Enumerator (m2sc0q1)

File: m2s

### Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 2722
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1437
Range: 1-1437	



## 0.5. Teacher ID (m2sc0q5)

File: m2s

### Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 2722
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

## 1.1.What is your position in the school? (m2sc1q1)

File: m2s

### Overview

Type: Discrete	Valid cases: 1736
Format: numeric	Invalid: 2724
Width: 2	Minimum: 2
Decimals: 0	Maximum: 99
Range: 1-99	

### Pre question

Enumerator Note: This questionnaire is for Deputy Principal, teachers selected for Module 4, and Module 2B excluding the principal

Enumerator read aloud: We are conducting a survey on service delivery issues in primary education with the support of the government in selected communities in the country in order to improve education in Afghanistan. We would like to ask you a few questions about your background and experience with the school system. Your responses to the questions in this section and the other sections are confidential. Your principal, deputy principal, colleagues and other teachers will not see your responses. In fact the people who will look at your responses will not know your name or have any way to identify you.

## 1.1.What is your position in the school? (m2sc1q1\_o)

File: m2s

### Overview

Type: Discrete	Valid cases: 8
Format: character	
Width: 23	

## 1.2a. Which grades do you teach? (m2sc1q2a)

File: m2s

### Overview

Type: Discrete	Valid cases: 1736
Format: numeric	Invalid: 2724
Width: 2	Minimum: -9
Decimals: 0	Maximum: 12
Range: -9-99	

## 1.2b. Which grades do you teach? (m2sc1q2b)

File: m2s

### Overview

## 1.2b. Which grades do you teach? (m2sc1q2b)

File: m2s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 1724  
 Invalid: 2736  
 Minimum: -9  
 Maximum: 41

## 1.2c. Which grades do you teach? (m2sc1q2c)

File: m2s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 1146  
 Invalid: 3314  
 Minimum: -9  
 Maximum: 21

## 1.2d. Which grades do you teach? (m2sc1q2d)

File: m2s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 920  
 Invalid: 3540  
 Minimum: -9  
 Maximum: 12

## 1.3. What is the highest level of education that you have completed? (m2sc1q3)

File: m2s

**Overview**

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

Valid cases: 1737  
 Invalid: 2723  
 Minimum: 1  
 Maximum: 99

## 1.3. What is the highest level of education that you have completed? - other (m2sc1q3\_o)

File: m2s

**Overview**

Type: Discrete  
 Format: character  
 Width: 26

Valid cases: 14

## 1.4. Have you completed teacher training college? (m2sc1q4)

File: m2s

**Overview**

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

Valid cases: 1736  
 Invalid: 2724  
 Minimum: 1  
 Maximum: 2

**Post question**

If 2=No> Skip to Q6

1.5. What subject did you complete your teacher training in?  
(m2sc1q5)

File: m2s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 1738  
 Invalid: 2722  
 Minimum: -9  
 Maximum: 99

1.5. What subject did you complete your teacher training in? -  
other (m2sc1q5\_o)

File: m2s

**Overview**

Type: Discrete  
 Format: character  
 Width: 52

Valid cases: 81

## 1.6. What year did you begin teaching? (m2sc1q6)

File: m2s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-2016

Valid cases: 1738  
 Invalid: 2722  
 Minimum: -999  
 Maximum: 2016

1.7. How many years have you taught in this school? (years)  
(m2sc1q7y)

File: m2s

**Overview**

## 1.7. How many years have you taught in this school? (years) (m2sc1q7y)

File: m2s

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-51

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 51

## 1.7. How many years have you taught in this school? (months) (m2sc1q7m)

File: m2s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-11

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 11

## 1.8. What year were you born in? (m2sc1q8) File: m2s

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-2002

Valid cases: 1738  
Invalid: 2722  
Minimum: -999  
Maximum: 2002

## 1.9. Were you born in this district? (m2sc1q9) File: m2s

### Overview

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

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 9

## 1.10. Which ethnic group do you belong to? (m2sc1q10) File: m2s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 99

## 1.10. Which ethnic group do you belong to? - other (m2sc1q10\_o)

File: m2s

**Overview**

Type: Discrete  
Format: character  
Width: 13

Valid cases: 41

## 2.1. How much is your monthly salary as a teacher of this school (Including allo (m2sc2q1)

File: m2s

**Overview**

Type: Continuous  
Format: numeric  
Width: 7  
Decimals: 0  
Range: -999999-22180

Valid cases: 1738  
Invalid: 2722  
Minimum: -999999  
Maximum: 22180

## 2.2. How much did you actually receive last month? (m2sc2q2)

File: m2s

**Overview**

Type: Continuous  
Format: numeric  
Width: 7  
Decimals: 0  
Range: -999999-105000

Valid cases: 1736  
Invalid: 2724  
Minimum: -999999  
Maximum: 105000

## 2.3. How many times have you encountered salary delays in the last 12 months? (m2sc2q3)

File: m2s

**Overview**

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

Valid cases: 1737  
Invalid: 2723  
Minimum: -9  
Maximum: 12

## 2.3a. How many times have you encountered salary delays in the last 12 months? (m2sc2q3a)

File: m2s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-11

Valid cases: 1737  
Invalid: 2723  
Minimum: -9  
Maximum: 11

## 2.4a. Do you have any other unpaid claims? (m2sc2q4a)

File: m2s

**Overview**

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 2722
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

## 2.4b. Do you have any other unpaid claims? (m2sc2q4b)

File: m2s

**Overview**

Type: Discrete	Valid cases: 241
Format: numeric	Invalid: 4219
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

## 2.4c. Do you have any other unpaid claims? (m2sc2q4c)

File: m2s

**Overview**

Type: Discrete	Valid cases: 237
Format: numeric	Invalid: 4223
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

## 2.4d. Do you have any other unpaid claims? (m2sc2q4d)

File: m2s

**Overview**

Type: Discrete	Valid cases: 237
Format: numeric	Invalid: 4223
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

## 2.4. Do you have any other unpaid claims? other specify (m2sc2q4\_o)

File: m2s

**Overview**

Type: Discrete	Valid cases: 20
Format: character	
Width: 41	

**Interviewer instructions**

(Multiple responses are accepted, up to 4) ? Enumerator Note: Read aloud the options if necessary (Probe)

## 2.5. Have you received any additional sums above the salary, such as bonuses? (m2sc2q5)

File: m2s

### Overview

Type: Discrete	Valid cases: 1736
Format: numeric	Invalid: 2724
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

### Post question

If 2=NO> Skip to Q7

## 2.6. What have you received bonuses for? (ms2c2q6)

File: m2s

### Overview

Type: Discrete	Valid cases: 54
Format: numeric	Invalid: 4406
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Post question

If 4> Specify

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary (Probe)

## 2.6. What have you received bonuses for? other specify (m2sc2q6\_o)

File: m2s

### Overview

Type: Discrete	Valid cases: 18
Format: character	
Width: 62	

## 2.7. From your earnings as a teacher, approximately, what percentage of your tot (m2sc2q7)

File: m2s

### Overview

Type: Discrete	Valid cases: 1736
Format: numeric	Invalid: 2724
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

### Interviewer instructions

Enumerator Note: Do not read the options out loud

## 2.8. Do you have a formal (written) contract? (m2sc2q8)

File: m2s

### Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 2722
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

## 2.9. What is the nature of the contract (i.e. is it written or not)? (m2sc2q9)

File: m2s

### Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 2722
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

### Post question

If 1 or 3>Skip to Section 3

## 2.10. What is the duration of the contract? Years (m2sc2q10y)

File: m2s

### Overview

Type: Discrete	Valid cases: 183
Format: numeric	Invalid: 4277
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

## 2.10. What is the duration of the contract? Months (m2sc2q10m)

File: m2s

### Overview

Type: Discrete	Valid cases: 181
Format: numeric	Invalid: 4279
Width: 2	Minimum: -9
Decimals: 0	Maximum: 10
Range: -9-10	

## 3.1. In your training to become a teacher, did you ever have a teaching practicu (m2sc3q1)

File: m2s

### Overview



### 3.1. In your training to become a teacher, did you ever have a teaching practicum (m2sc3q1)

File: m2s

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

Valid cases: 1736  
Invalid: 2724  
Minimum: -9  
Maximum: 2

#### Post question

If 2=NO> Skip to Q4

#### Interviewer instructions

Enumerator Note: If the teacher indicates more than one practicum, please ask him/her to refer to the latest one

### 3.2. How many months did the practicum last? (m2sc3q2m)

File: m2s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-36

Valid cases: 732  
Invalid: 3728  
Minimum: -9  
Maximum: 36

### 3.2. How many days did the practicum last? (m2sc3q2d)

File: m2s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-28

Valid cases: 731  
Invalid: 3729  
Minimum: -9  
Maximum: 28

### 3.3. During this period how many hours a week approximately did you actually teach (m2sc3q3)

File: m2s

#### Overview

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

Valid cases: 732  
Invalid: 3728  
Minimum: -9  
Maximum: 60

### 3.4. During the Last school year, did you attend any teacher training? (m2sc3q4)

File: m2s

#### Overview

### 3.4. During the Last school year, did you attend any teacher training? (m2sc3q4)

File: m2s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-6

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 6

#### Post question

If 2=NO> Skip to Q9

### 3.5. Approximately how many total hours did the training last? (m2sc3q5)

File: m2s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-30

Valid cases: 1037  
Invalid: 3423  
Minimum: -9  
Maximum: 30

### 3.6. What was the main topic of the training? (m2sc3q6)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1037  
Invalid: 3423  
Minimum: -9  
Maximum: 99

#### Interviewer instructions

Enumerator Note: read aloud the options

### 3.6. What was the main topic of the training? - others (m2sc3q6\_o)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 63

Valid cases: 18

### 3.7. How much of the training or follow-up support to the training took place in (m2sc3q7)

File: m2s

#### Overview

### 3.7. How much of the training or follow-up support to the training took place in (m2sc3q7)

File: m2s

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

Valid cases: 1035  
Invalid: 3425  
Minimum: -9  
Maximum: 5

### 3.8. Were you evaluated at the end of the training? If yes, then how? (m2sc3q8)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1037  
Invalid: 3423  
Minimum: -9  
Maximum: 99

### 3.8. Were you evaluated at the end of the training? If yes, then how? other (m2sc3q8\_o)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 25

Valid cases: 10

### 3.9. During a normal week, how many hours per day are you supposed to work for t (m2sc3q9)

File: m2s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-18

Valid cases: 1736  
Invalid: 2724  
Minimum: -9  
Maximum: 18

### 3.10. Of those hours, how many per day do you spent actually teaching? (m2sc3q10)

File: m2s

#### Overview

### 3.10. Of those hours, how many per day do you spent actually teaching? (m2sc3q10)

File: m2s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-10

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 10

### 4.1. During the last school year did the principal or subject head of departmen (m2sc4q1)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-6

Valid cases: 1738  
Invalid: 2722  
Minimum: -9  
Maximum: 6

#### Literal question

During the last (if warm weather please say this) school year did the principal or subject head of department formally evaluate your work as a teacher?

#### Post question

If 2=NO> Skip to Q3

### 4.2a. What specific aspect of your work did he/she examine/evaluate you on? (m2sc4q2a)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1460  
Invalid: 3000  
Minimum: -9  
Maximum: 99

#### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

### 4.2b. What specific aspect of your work did he/she examine/evaluate you on? (m2sc4q2b)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1460  
Invalid: 3000  
Minimum: -9  
Maximum: 99

#### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

## 4.2c. What specific aspect of your work did he/she examine/evaluate you on? (m2sc4q2c)

File: m2s

### Overview

Type: Discrete	Valid cases: 1460
Format: numeric	Invalid: 3000
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

## 4.2d. What specific aspect of your work did he/she examine/evaluate you on? (m2sc4q2d)

File: m2s

### Overview

Type: Discrete	Valid cases: 1459
Format: numeric	Invalid: 3001
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

## 4.2e. What specific aspect of your work did he/she examine/evaluate you on? (m2sc4q2e)

File: m2s

### Overview

Type: Discrete	Valid cases: 1458
Format: numeric	Invalid: 3002
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

## 4.2. What specific aspect of your work did he/she examine/evaluate you on? (m2sc4q2\_o)

File: m2s

### Overview

Type: Discrete	Valid cases: 29
Format: character	
Width: 72	

### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

### 4.3. During the last school year did the inspector or district officer formally (m2sc4q3)

File: m2s

#### Overview

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

Valid cases: 1736  
Invalid: 2724  
Minimum: -9  
Maximum: 2

#### Literal question

During the last school year did the inspector or district officer formally evaluate your work as a teacher?

#### Post question

If 2=NO>Skip to Section 5

### 4.4a. What specific aspect of your work did the inspector or district officer ex (m2sc4q4a)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1468  
Invalid: 2992  
Minimum: -9  
Maximum: 99

#### Literal question

What specific aspect of your work did the inspector or district officer examine to evaluate you?

#### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

### 4.4b. What specific aspect of your work did the inspector or district officer ex (m2sc4q4b)

File: m2s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1468  
Invalid: 2992  
Minimum: -9  
Maximum: 99

#### Literal question

What specific aspect of your work did the inspector or district officer examine to evaluate you?

#### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

### 4.4c. What specific aspect of your work did the inspector or district officer ex (m2sc4q4c)

File: m2s

#### Overview

#### 4.4c. What specific aspect of your work did the inspector or district officer ex (m2sc4q4c)

File: m2s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1467  
Invalid: 2993  
Minimum: -9  
Maximum: 99

##### Literal question

What specific aspect of your work did the inspector or district officer examine to evaluate you?

##### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

#### 4.4d. What specific aspect of your work did the inspector or district officer ex (m2sc4q4d)

File: m2s

##### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1466  
Invalid: 2994  
Minimum: -9  
Maximum: 99

##### Literal question

What specific aspect of your work did the inspector or district officer examine to evaluate you?

##### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

#### 4.4e. What specific aspect of your work did the inspector or district officer ex (m2sc4q4e)

File: m2s

##### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1466  
Invalid: 2994  
Minimum: -9  
Maximum: 99

##### Literal question

What specific aspect of your work did the inspector or district officer examine to evaluate you?

##### Interviewer instructions

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

#### 4.4. What specific aspect of your work did the inspector or district officer exa (m2sc4q4\_o)

File: m2s

##### Overview

#### 4.4. What specific aspect of your work did the inspector or district officer examine to evaluate you? (m2sc4q4\_o)

File: m2s

Type: Discrete  
Format: character  
Width: 83

Valid cases: 33

##### **Literal question**

What specific aspect of your work did the inspector or district officer examine to evaluate you?

##### **Interviewer instructions**

Enumerator Note: Do not read the responses out loud. Multiple responses accepted.

#### 5.1a. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me? (m2sc5q1a)

File: m2s

##### **Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1736  
Invalid: 0

##### **Literal question**

If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?

##### **Interviewer instructions**

Enumerator Note: Read aloud the options

#### 5.1b. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me? (m2sc5q1b)

File: m2s

##### **Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1738  
Invalid: 0

##### **Literal question**

If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?

##### **Interviewer instructions**

Enumerator Note: Read aloud the options

#### 5.1c. If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me? (m2sc5q1c)

File: m2s

##### **Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1738  
Invalid: 0

##### **Literal question**



### 5.1c. If I asked directly the head teacher/principal to rank your responsibilities (m2sc5q1c)

File: m2s

If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?

#### Interviewer instructions

Enumerator Note: Read aloud the options

### 5.1d. If I asked directly the head teacher/principal to rank your responsibilities (m2sc5q1d)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1738  
Invalid: 0

#### Literal question

If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?

#### Interviewer instructions

Enumerator Note: Read aloud the options

### 5.1e. If I asked directly the head teacher/principal to rank your responsibilities (m2sc5q1e)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1738  
Invalid: 0

#### Literal question

If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?

#### Interviewer instructions

Enumerator Note: Read aloud the options

### 5.1f. If I asked directly the head teacher/principal to rank your responsibilities (m2sc5q1f)

File: m2s

#### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1738  
Invalid: 0

#### Literal question

If I asked directly the head teacher/principal to rank your responsibilities from the most important to the least, what would he/she tell me?

#### Interviewer instructions

Enumerator Note: Read aloud the options

## Lines in roster 2B (m2sbq0)

File: m2s

**Overview**

Type: Discrete	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-12	

## 8. How many classrooms does the school have? (m2sbq8)

File: m2s

**Overview**

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 82
Range: 1-82	

## 9. How many classrooms contained pupils? (m2sbq9)

File: m2s

**Overview**

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 82
Range: -9-82	

## 10. Of those classrooms, how many classrooms had pupils but no teacher present? (m2sbq10)

File: m2s

**Overview**

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 49
Range: 0-49	

## 11A. How many of the classrooms are permanent (m2sbq11a)

File: m2s

**Overview**

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 73
Range: -9-73	

**Interviewer instructions**

## 11A. How many of the classrooms are permanent (m2sbq11a)

File: m2s

[Enumerator Note: Please take a response for each of the options a-c]

## 11B. How many of the classrooms are semi permanent (m2sbq11b)

File: m2s

### Overview

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 55
Range: -9-55	

### Interviewer instructions

[Enumerator Note: Please take a response for each of the options a-c]

## 11C. How many of the classrooms are temporary (m2sbq11c)

File: m2s

### Overview

Type: Continuous	Valid cases: 4460
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 61
Range: -9-61	

### Interviewer instructions

[Enumerator Note: Please take a response for each of the options a-c]

## Module 2 Comments (m2qcom)

File: m2s

### Overview

Type: Discrete	Valid cases: 1486
Format: character	
Width: 181	

## Module 2A comments (m2saqcom)

File: m2s

### Overview

Type: Discrete	Valid cases: 1776
Format: character	
Width: 182	

## Module 2B comments (m2sbqcom)

File: m2s

### Overview

## Module 2B comments (m2sbqcom)

### File: m2s

Type: Discrete  
Format: character  
Width: 181

Valid cases: 1457

## Lines in roster 2C (m2scq0)

### File: m2s

#### Overview

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

Valid cases: 4460  
Invalid: 0  
Minimum: 1  
Maximum: 12

## (teacherid)

### File: m2s

#### Overview

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

Valid cases: 4460  
Invalid: 0  
Minimum: 1  
Maximum: 50

## School code (schid)

File: m3s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

## 3. What's this school's ownership type (m1saq3)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## 1. Enumerator code (m3q1c)

File: m3s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1437
Range: 1-1437	

## 5. Teacher ID (m3q5)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## 1. What is your position in the school? (m3s1q1)

File: m3s

### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Pre question

## 1. What is your position in the school? (m3s1q1)

File: m3s

Enumerator read aloud: We would like to ask you a few questions about your background and experience with the school system. Your responses to the questions in this section and the other sections are confidential. Your supervisor, colleagues and teachers will not see your responses. In fact, the people who will look at your responses will not know your name or have any way to identify you.

## 1. What is your position in the school? other (m3s1q1\_o)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 53

Valid cases: 1

## 2.a. Which classes do you teach? (m3s1q2a)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 12

## 2.b. Which classes do you teach? (m3s1q2b)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 158  
Invalid: 42  
Minimum: -9  
Maximum: 9

## 2.c. Which classes do you teach? (m3s1q2c)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 155  
Invalid: 45  
Minimum: -9  
Maximum: 9

## 2.d. Which classes do you teach? (m3s1q2d)

File: m3s

### Overview

## 2.d. Which classes do you teach? (m3s1q2d)

File: m3s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 153  
 Invalid: 47  
 Minimum: -9  
 Maximum: 9

## 3. What is the highest level of education that you have completed? (m3s1q3)

File: m3s

**Overview**

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

Valid cases: 170  
 Invalid: 30  
 Minimum: 2  
 Maximum: 6

## 3. What is the highest level of education that you have completed? other (m3s1q3\_o)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4. Have you completed teacher training college? (m3s1q4)

File: m3s

**Overview**

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

Valid cases: 170  
 Invalid: 30  
 Minimum: 1  
 Maximum: 2

**Post question**

If 2=No>Skip to Q6

## 5. What subject did you complete your teacher training in? (m3s1q5)

File: m3s

**Overview**

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

Valid cases: 113  
 Invalid: 87  
 Minimum: 1  
 Maximum: 99

5. What subject did you complete your teacher training in? other  
(m3s1q5\_o)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 25

Valid cases: 6

6. What year did you begin teaching? (m3s1q6)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1973-2016

Valid cases: 170  
Invalid: 30  
Minimum: 1973  
Maximum: 2016

7. How many years have you work as a principal in this school?  
Years (m3s1q7y)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-16

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 16

7. How many years have you work as a principal in this school?  
Months (m3s1q7m)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-10

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 10

8. What year were you born in? (m3s1q8)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1952-2000

Valid cases: 170  
Invalid: 30  
Minimum: 1952  
Maximum: 2000



## 9. Were you born in this district? (m3s1q9)

File: m3s

### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 2

## 10. Which ethnic group do you belong to? (m3s1q10)

File: m3s

### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 99

## 10. Which ethnic group do you belong to? Others (m3s1q10\_o)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 6

Valid cases: 2

## 1. How much is your monthly salary as a teacher of this school (Including allowa (m3s2q1)

File: m3s

### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 0  
Range: 4150-40000

Valid cases: 170  
Invalid: 30  
Minimum: 4150  
Maximum: 40000

### Literal question

How much is your monthly salary as a principal of this school (Including allowances)?

## 2. How much did you actually receive last month? (m3s2q2)

File: m3s

### Overview

Type: Continuous  
Format: numeric  
Width: 7  
Decimals: 0  
Range: -999999-31000

Valid cases: 170  
Invalid: 30  
Minimum: -999999  
Maximum: 31000

### 3. How many times have you encountered salary delays in the last school year? (m3s2q3)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 12

### 3a. How many times have you encountered salary delays in this school year? (m3s2q3a)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-6

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 6

#### Source of information

Warm Weather school only:

### 4.a. Do you have any other unpaid claims? (m3s2q4a)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 99

#### Interviewer instructions

(Multiple responses are accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

### 4.b. Do you have any other unpaid claims? (m3s2q4b)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 99

#### Interviewer instructions

(Multiple responses are accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 4.c. Do you have any other unpaid claims? (m3s2q4c)

File: m3s

**Overview**

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 1
Range: -9-99	

**Interviewer instructions**

(Multiple responses are accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 4.d. Do you have any other unpaid claims? (m3s2q4d)

File: m3s

**Overview**

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 1
Range: -9-99	

**Interviewer instructions**

(Multiple responses are accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 4. Do you have any other unpaid claims? other (m3s2q4\_o)

File: m3s

**Overview**

Type: Discrete	Valid cases: 4
Format: character	
Width: 104	

**Interviewer instructions**

(Multiple responses are accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 5. Have you received any additional sums above the salary, such as bonuses and p (m3s2q5)

File: m3s

**Overview**

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

**Post question**

If 2=NO&gt; Skip to Q7

## 6a. What have you received bonuses for? (m3s2q6a)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-99	

**Post question**

If 4&gt; Specify

**Interviewer instructions**

(Multiple responses accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 6b. What have you received bonuses for? (m3s2q6b)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 2	Minimum: -9
Decimals: 0	Maximum: -9
Range: -9-99	

**Post question**

If 4&gt; Specify

**Interviewer instructions**

(Multiple responses accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 6c. What have you received bonuses for? (m3s2q6c)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 2	Minimum: -9
Decimals: 0	Maximum: -9
Range: -9-99	

**Post question**

If 4&gt; Specify

**Interviewer instructions**

(Multiple responses accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 6d. What have you received bonuses for? (m3s2q6d)

File: m3s

**Overview**

## 6d. What have you received bonuses for? (m3s2q6d)

File: m3s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 6  
 Invalid: 194  
 Minimum: -9  
 Maximum: 99

**Post question**

If 4&gt; Specify

**Interviewer instructions**

(Multiple responses accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 6. What have you received bonuses for? - Other (m3s2q6\_o)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 55

Valid cases: 3

**Post question**

If 4&gt; Specify

**Interviewer instructions**

(Multiple responses accepted, up to 4)

Enumerator Note: Read aloud the options if necessary (Probe)

## 7. From your earning as a principal, approximately, what percentage of your total (m3s2q7)

File: m3s

**Overview**

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

Valid cases: 170  
 Invalid: 30  
 Minimum: 1  
 Maximum: 6

**Literal question**

From your earning as a principal, approximately, what percentage of your total monthly earning comes from your remuneration in this school? (including benefits, bonus, allowance)

**Interviewer instructions**

Enumerator Note: Do not read the options out loud

## 1. What year did you start working in the education sector? (m3s3q1)

File: m3s

**Overview**

## 1. What year did you start working in the education sector? (m3s3q1)

File: m3s

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-2016

Valid cases: 200  
Invalid: 0  
Minimum: -999  
Maximum: 2016

## 2. What position did you start at? (m3s3q2) File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

## 2. What position did you start at? other (m3s3q2\_o) File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 25

Valid cases: 2

## 3a1. Where was the location of your work? Province code (m3s3q3a\_c) File: m3s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 34

## 3a2. Where was the location of your work? Province name (m3s3q3a\_n) File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 36

Valid cases: 108

### 3b1. Where was the location of your work? District code (m3s3q3b\_c)

File: m3s

#### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 18
Range: -9-18	

### 3b2. Where was the location of your work? District name (m3s3q3b\_n)

File: m3s

#### Overview

Type: Discrete	Valid cases: 109
Format: character	
Width: 46	

### 4. Did somebody help you get this job? (m3s3q4)

File: m3s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

#### Post question

If NO> Skip to Q6

### 5. Who did help you? (m3s3q5)

File: m3s

#### Overview

Type: Discrete	Valid cases: 18
Format: numeric	Invalid: 182
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

#### Interviewer instructions

Enumerator Note: Read aloud the options

### 5. Who did help you? specify (m3s3q5\_o)

File: m3s

#### Overview

## 5. Who did help you? specify (m3s3q5\_o)

File: m3s

Type: Discrete  
 Format: character  
 Width: 73

Valid cases: 7

**Interviewer instructions**

Enumerator Note: Read aloud the options

## 6. After this first job on the education sector, what year did you change jobs? (m3s3q6)

File: m3s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-2017

Valid cases: 170  
 Invalid: 30  
 Minimum: -999  
 Maximum: 2017

## 7.1. What other positions did you have before becoming the principal and how lon (m3s3q7\_1)

File: m3s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 170  
 Invalid: 30  
 Minimum: -9  
 Maximum: 99

**Literal question**

What other positions did you have before becoming the principal and how long did you work at those position(s)?

**Interviewer instructions**

Enumerator Note: Read aloud the options if necessary

## 7.1. What other positions did you have before becoming the principal and how lon (m3s3q7\_1\_o)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 47

Valid cases: 6

**Literal question**

What other positions did you have before becoming the principal and how long did you work at those position(s)?

**Interviewer instructions**

Enumerator Note: Read aloud the options if necessary



## 7.1. What other positions did you have before becoming the principal and how long (m3s3q7\_1\_y)

File: m3s

### Overview

Type: Continuous	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 30
Range: -9-30	

### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 7.2. What other positions did you have before becoming the principal and how long (m3s3q7\_2)

File: m3s

### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 7.2. What other positions did you have before becoming the principal and how long (m3s3q7\_2\_o)

File: m3s

### Overview

Type: Discrete	Valid cases: 8
Format: character	
Width: 24	

### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 7.2. What other positions did you have before becoming the principal and how long (m3s3q7\_2\_y)

File: m3s

### Overview

## 7.2. What other positions did you have before becoming the principal and how long (m3s3q7\_2\_y)

File: m3s

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-18

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 18

### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 7.3. What other positions did you have before becoming the principal and how long (m3s3q7\_3)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 99

### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 7.3. What other positions did you have before becoming the principal and how long (m3s3q7\_3\_o)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 38

Valid cases: 7

### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 7.3. What other positions did you have before becoming the principal and how long (m3s3q7\_3\_y)

File: m3s

### Overview

### 7.3. What other positions did you have before becoming the principal and how long (m3s3q7\_3\_y)

File: m3s

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-21

Valid cases: 167  
Invalid: 33  
Minimum: -9  
Maximum: 21

#### Literal question

What other positions did you have before becoming the principal and how long did you work at those position(s)?

#### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

### 8. What year did you become a principal? (m3s3q8)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-2017

Valid cases: 170  
Invalid: 30  
Minimum: -999  
Maximum: 2017

### 9a1. Where was the location of your work? Province code (m3s3q9a\_c)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 4-34

Valid cases: 170  
Invalid: 30  
Minimum: 4  
Maximum: 34

### 9a2. Where was the location of your work? Province name (m3s3q9a\_n)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 23

Valid cases: 110

### 9b1. Where was the location of your work? District code (m3s3q9b\_c)

File: m3s

#### Overview

9b1. Where was the location of your work? District code  
(m3s3q9b\_c)

File: m3s

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-22

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 22

9b2. Where was the location of your work? District name  
(m3s3q9b\_n)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 50

Valid cases: 112

10. In how many different schools did you work as the principal?  
(m3s3q10)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-7

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 7

#### Post question

If 1 > skip to Section 4

11. Did you choose to transfer to this school? (m3s3q11)  
File: m3s

#### Overview

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

Valid cases: 66  
Invalid: 134  
Minimum: -9  
Maximum: 2

12. What was the main reason for the transfer? (m3s3q12)  
File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 66  
Invalid: 134  
Minimum: -9  
Maximum: 99

## 12. What was the main reason for the transfer? (m3s3q12)

File: m3s

### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

## 12. What was the main reason for the transfer? others (m3s3q12\_o)

File: m3s

### Overview

Type: Discrete

Valid cases: 17

Format: character

Width: 59

## 1. Have you ever received formal training on how to manage a school? (m3s4q1)

File: m3s

### Overview

Type: Discrete

Valid cases: 170

Format: numeric

Invalid: 30

Width: 1

Minimum: 1

Decimals: 0

Maximum: 2

Range: 1-2

### Post question

If No> skip to Q5

## 2. Thinking about the longest training you received on school management, approx (m3s4q2)

File: m3s

### Overview

Type: Discrete

Valid cases: 133

Format: numeric

Invalid: 67

Width: 1

Minimum: 2

Decimals: 0

Maximum: 5

Range: 1-5

### Literal question

Thinking about the longest training you received on school management, approximately how long did the training last?

## 3. When did you receive this training? (m3s4q3)

File: m3s

### Overview

Type: Continuous

Valid cases: 133

Format: numeric

Invalid: 67

Width: 4

Minimum: -999

Decimals: 0

Maximum: 2017

Range: -999-2017

## 4. What was the main topic of the training? (m3s4q4)

File: m3s

**Overview**

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

Valid cases: 133  
 Invalid: 67  
 Minimum: 1  
 Maximum: 99

**Interviewer instructions**

Enumerator Note: read aloud the options

## 4. What was the main topic of the training? other (m3s4q4\_o)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 93

Valid cases: 2

**Interviewer instructions**

Enumerator Note: read aloud the options

## 5. During a normal week, how many hours per day do you work on school related ac (m3s4q5)

File: m3s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-24

Valid cases: 170  
 Invalid: 30  
 Minimum: 1  
 Maximum: 24

**Literal question**

During a normal week, how many hours per day do you work on school related activities for this school (including teaching)?

## 6. Of those hours, how many hours per day do you spent actually teaching? (m3s4q6)

File: m3s

**Overview**

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

Valid cases: 170  
 Invalid: 30  
 Minimum: 0  
 Maximum: 18

## 1.1. In your opinion, what are the three main constraints to improve student lea (m3s6q1\_1)

File: m3s

## 1.1. In your opinion, what are the three main constraints to improve student learning (m3s6q1\_1)

File: m3s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 99

### Literal question

In your opinion, what are the three main constraints to improve student learning?

### Interviewer instructions

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

## 1.2. In your opinion, what are the three main constraints to improve student learning (m3s6q1\_2)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Literal question

In your opinion, what are the three main constraints to improve student learning?

### Interviewer instructions

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

## 1.3. In your opinion, what are the three main constraints to improve student learning (m3s6q1\_3)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Literal question

In your opinion, what are the three main constraints to improve student learning?

### Interviewer instructions

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

## 1. In your opinion, what are the three main constraints to improve student learning (m3s6q1\_o)

File: m3s

### Overview

# 1. In your opinion, what are the three main constraints to improve student learn (m3s6q1\_o)

File: m3s

Type: Discrete

Valid cases: 40

Format: character

Width: 68

## Literal question

In your opinion, what are the three main constraints to improve student learning?

## Interviewer instructions

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

# 2.1 In your opinion as a principal of the school, can you please rank them from (m3s6q2\_1)

File: m3s

## Overview

Type: Discrete

Valid cases: 170

Format: character

Invalid: 0

Width: 4

## Literal question

Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?

# 2.2 In your opinion as a principal of the school, can you please rank them from (m3s6q2\_2)

File: m3s

## Overview

Type: Discrete

Valid cases: 170

Format: character

Invalid: 0

Width: 4

## Literal question

Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?

# 2.3 In your opinion as a principal of the school, can you please rank them from (m3s6q2\_3)

File: m3s

## Overview

Type: Discrete

Valid cases: 170

Format: character

Invalid: 0

Width: 4

## Literal question

Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?



## 2.4 In your opinion as a principal of the school, can you please rank them from (m3s6q2\_4)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 170  
Invalid: 0

### Literal question

Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?

## 2.5 In your opinion as a principal of the school, can you please rank them from (m3s6q2\_5)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 170  
Invalid: 0

### Literal question

Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?

## 2.6 In your opinion as a principal of the school, can you please rank them from (m3s6q2\_6)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 170  
Invalid: 0

### Literal question

Here we have the following 6 activities teachers are sometime expected to do. In your opinion as the principal of school, can you please rank them from the most important to the least important in your view?

## 3.1. What specifically do these teachers do that makes them successful? (m3s6q3\_1)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Literal question

Think about teachers in your school who are the best at increasing student learning. What specifically do these teachers do that makes them successful?

### Interviewer instructions

### 3.1. What specifically do these teachers do that makes them successful? (m3s6q3\_1)

File: m3s

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

### 3.2. What specifically do these teachers do that makes them successful? (m3s6q3\_2)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

#### Literal question

Think about teachers in your school who are the best at increasing student learning. What specifically do these teachers do that makes them successful?

#### Interviewer instructions

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

### 3.3. What specifically do these teachers do that makes them successful? (m3s6q3\_3)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

#### Literal question

Think about teachers in your school who are the best at increasing student learning. What specifically do these teachers do that makes them successful?

#### Interviewer instructions

Enumerator Note: Do not read the options out loud. Multiple responses accepted. (3 options)

### 3. What specifically do these teachers do that makes them successful? - other (m3s6q3\_o)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 65

Valid cases: 12

#### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

#### Interviewer instructions

### 3. What specifically do these teachers do that makes them successful? - other (m3s6q3\_o)

File: m3s

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

#### 4.1. For each of the following teachers how do you think each of them will score (m3s6q4\_1)

File: m3s

##### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-5	

##### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

##### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

#### 4.1. For each of the following teachers how do you think each of them will score (m3s6q4\_id1)

File: m3s

##### Overview

Type: Continuous	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: 2
Decimals: 0	Maximum: 50
Range: 2-50	

##### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

##### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

#### 4.2. For each of the following teachers how do you think each of them will score (m3s6q4\_2)

File: m3s

##### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-5	

## 4.2. For each of the following teachers how do you think each of them will score (m3s6q4\_2)

File: m3s

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.2. For each of the following teachers how do you think each of them will score (m3s6q4\_id2)

File: m3s

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-45

Valid cases: 170  
Invalid: 30  
Minimum: -99  
Maximum: 45

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.3. For each of the following teachers how do you think each of them will score (m3s6q4\_3)

File: m3s

### Overview

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

Valid cases: 168  
Invalid: 32  
Minimum: 1  
Maximum: 5

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.3. For each of the following teachers how do you think each of them will score (m3s6q4\_id3)

File: m3s

### Overview

### 4.3. For each of the following teachers how do you think each of them will score (m3s6q4\_id3)

File: m3s

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 2-49

Valid cases: 168  
Invalid: 32  
Minimum: 2  
Maximum: 49

#### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

#### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

### 4.4. For each of the following teachers how do you think each of them will score (m3s6q4\_4)

File: m3s

#### Overview

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

Valid cases: 166  
Invalid: 34  
Minimum: -9  
Maximum: 5

#### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

#### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

### 4.4. For each of the following teachers how do you think each of them will score (m3s6q4\_id4)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-49

Valid cases: 166  
Invalid: 34  
Minimum: -99  
Maximum: 49

#### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

#### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.5. For each of the following teachers how do you think each of them will score (m3s6q4\_5)

File: m3s

### Overview

Type: Discrete	Valid cases: 165
Format: numeric	Invalid: 35
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.5. For each of the following teachers how do you think each of them will score (m3s6q4\_id5)

File: m3s

### Overview

Type: Continuous	Valid cases: 165
Format: numeric	Invalid: 35
Width: 3	Minimum: -99
Decimals: 0	Maximum: 54
Range: -99-54	

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.6. For each of the following teachers how do you think each of them will score (m3s6q4\_6)

File: m3s

### Overview

Type: Discrete	Valid cases: 160
Format: numeric	Invalid: 40
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-5	

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

#### 4.6. For each of the following teachers how do you think each of them will score (m3s6q4\_id6)

File: m3s

##### Overview

Type: Continuous	Valid cases: 160
Format: numeric	Invalid: 40
Width: 3	Minimum: -99
Decimals: 0	Maximum: 49
Range: -99-49	

##### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

##### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

#### 4.7. For each of the following teachers how do you think each of them will score (m3s6q4\_7)

File: m3s

##### Overview

Type: Discrete	Valid cases: 158
Format: numeric	Invalid: 42
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-5	

##### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

##### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

#### 4.7. For each of the following teachers how do you think each of them will score (m3s6q4\_id7)

File: m3s

##### Overview

Type: Continuous	Valid cases: 158
Format: numeric	Invalid: 42
Width: 3	Minimum: -99
Decimals: 0	Maximum: 48
Range: -99-48	

##### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

##### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.8. For each of the following teachers how do you think each of them will score (m3s6q4\_8)

File: m3s

### Overview

Type: Discrete	Valid cases: 148
Format: numeric	Invalid: 52
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-5	

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.8. For each of the following teachers how do you think each of them will score (m3s6q4\_id8)

File: m3s

### Overview

Type: Continuous	Valid cases: 148
Format: numeric	Invalid: 52
Width: 3	Minimum: -99
Decimals: 0	Maximum: 47
Range: -99-47	

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.9. For each of the following teachers how do you think each of them will score (m3s6q4\_9)

File: m3s

### Overview

Type: Discrete	Valid cases: 142
Format: numeric	Invalid: 58
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.



## 4.9. For each of the following teachers how do you think each of them will score (m3s6q4\_id9)

File: m3s

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-50

Valid cases: 142  
Invalid: 58  
Minimum: -99  
Maximum: 50

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.10 For each of the following teachers how do you think each of them will score (m3s6q4\_10)

File: m3s

### Overview

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

Valid cases: 139  
Invalid: 61  
Minimum: -9  
Maximum: 5

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

## 4.10. For each of the following teachers how do you think each of them will scor (m3s6q4\_id10)

File: m3s

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-59

Valid cases: 139  
Invalid: 61  
Minimum: -99  
Maximum: 59

### Literal question

As part of this survey we will assess teacher knowledge in mathematics and/or language. For each of the following teachers how do you think each of them will score in the assessment?

### Interviewer instructions

Enumerator: Hand in the assessment to the teacher (part B, C and D) for the principal to see. Clarify that teacher will only be assessed in the subject matter, e.g. teacher that only teach math will only be assessed in math.

5. what percentage of them is absent from the school at any given day? (m3s6q5)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 4

#### Literal question

We know that teachers sometimes get sick or cannot come to the school. Out of all the teachers that work in this school, usually what percentage of them is absent from the school at any given day?

6. what percentage of them would get the right answer? (m3s6q6)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 7

#### Literal question

If I asked the math teachers in this school to subtract double digit numbers (e.g.  $57-49=?$ ), what percentage of them would get the right answer?

7. what percentage of them would get the right answer? (m3s6q7)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 7

#### Literal question

If I asked 4th grade students in this school to add single digit numbers (e.g.  $8+7=?$ ), what percentage of them would get the right answer?

8. How are new teachers trained/taught teaching practices in this school? other (m3s6q8\_o)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 33

Valid cases: 5

## 9. In the last school year, what fraction of your teachers participated in some (m3s6q9)

File: m3s

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-100

Valid cases: 170  
Invalid: 30  
Minimum: -99  
Maximum: 100

### Literal question

In the last school year, what fraction of your teachers participated in some teacher training?

### Interviewer instructions

Enumerator Note: For Warm Weather school only please read "During this school year, what fraction of your teachers participated in some teacher training?"

## 10.1. What are the factors do you consider when sending a teacher for training? (m3s6q10\_1)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Literal question

What are the factors do you consider when sending a teacher for training?

### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

## 10.2. What are the factors do you consider when sending a teacher for training? (m3s6q10\_2)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Literal question

What are the factors do you consider when sending a teacher for training?

### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

## 10.3. What are the factors do you consider when sending a teacher for training? (m3s6q10\_3)

File: m3s

### 10.3. What are the factors do you consider when sending a teacher for training? (m3s6q10\_3)

File: m3s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Literal question

What are the factors do you consider when sending a teacher for training?

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

### 10.4. What are the factors do you consider when sending a teacher for training? (m3s6q10\_4)

File: m3s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Literal question

What are the factors do you consider when sending a teacher for training?

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

### 10.5. What are the factors do you consider when sending a teacher for training? (m3s6q10\_5)

File: m3s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Literal question

What are the factors do you consider when sending a teacher for training?

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

### 10. What are the factors do you consider when sending a teacher for training? ot (m3s6q10\_o)

File: m3s

#### Overview

10. What are the factors do you consider when sending a teacher for training? ot (m3s6q10\_o)

File: m3s

Type: Discrete  
Format: character  
Width: 89

Valid cases: 21

#### Literal question

What are the factors do you consider when sending a teacher for training?

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

11. In the last school year, what percentage of teachers have you met with to ev (m3s6q11)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 6

#### Literal question

In the last school year, what percentage of teachers have you met with to evaluate their individual performance?

#### Post question

If 1=None > skip to Q13

#### Interviewer instructions

Enumerator Note: For Warm Weather school only please read" During this school year, what percentage of teachers have you met with to evaluate their individual performance?"

12.1. What instruments do you use to monitor and evaluate their performance? (m3s6q12\_1)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 160  
Invalid: 40  
Minimum: -9  
Maximum: 99

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

12.2. What instruments do you use to monitor and evaluate their performance? (m3s6q12\_2)

File: m3s

#### Overview

## 12.2. What instruments do you use to monitor and evaluate their performance? (m3s6q12\_2)

File: m3s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 160  
Invalid: 40  
Minimum: -9  
Maximum: 99

### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

## 12.3. What instruments do you use to monitor and evaluate their performance? (m3s6q12\_3)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 160  
Invalid: 40  
Minimum: -9  
Maximum: 99

### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

## 12.4. What instruments do you use to monitor and evaluate their performance? (m3s6q12\_4)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 160  
Invalid: 40  
Minimum: -9  
Maximum: 99

### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

## 12.5. What instruments do you use to monitor and evaluate their performance? (m3s6q12\_5)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 160  
Invalid: 40  
Minimum: -9  
Maximum: 99

### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

12. What instruments do you use to monitor and evaluate their performance? other (m3s6q12\_o)

File: m3s

#### Overview

Type: Discrete

Valid cases: 16

Format: character

Width: 106

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses are possible.

13. If we asked teachers in this school how frequently do you conduct classroom (m3s6q13)

File: m3s

#### Overview

Type: Discrete

Valid cases: 170

Format: numeric

Invalid: 30

Width: 1

Minimum: 1

Decimals: 0

Maximum: 5

Range: 1-6

#### Literal question

If we asked teachers in this school how frequently do you conduct classroom observations for each of them, what they would tell us?

14. Do you give feedback to teachers after observing them? If yes, how? (m3s6q14)

File: m3s

#### Overview

Type: Discrete

Valid cases: 170

Format: numeric

Invalid: 30

Width: 2

Minimum: 1

Decimals: 0

Maximum: 99

Range: 1-99

14. Do you give feedback to teachers after observing them? If yes, how? other (m3s6q14\_o)

File: m3s

#### Overview

Type: Discrete

Valid cases: 2

Format: character

Width: 37

#### Interviewer instructions

Enumerator Note: Read aloud the options if necessary(probe)

15. What is the first course of action the school would take with teachers that (m3s6q15)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 99

#### Literal question

What is the first course of action the school would take with teachers that are not performing well?

15. What is the first course of action the school would take with teachers that (m3s6q15\_o)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 45

Valid cases: 18

#### Literal question

What is the first course of action the school would take with teachers that are not performing well?

16. During your time as principal of this school has there been a case of teache (m3s6q16)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-8

Valid cases: 170  
Invalid: 30  
Minimum: 0  
Maximum: 8

#### Literal question

During your time as principal of this school has there been a case of teacher dismissal? If yes, how many?

#### Post question

If 0> skip to Section 7

17. What was the year of the last dismissal? (m3s6q17)

File: m3s

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-2017

Valid cases: 19  
Invalid: 181  
Minimum: -999  
Maximum: 2017



## 18. What was the main reason for the dismissal? (m3s6q18)

File: m3s

**Overview**

Type: Discrete	Valid cases: 19
Format: numeric	Invalid: 181
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

**Interviewer instructions**

Enumerator Note: Read aloud the options

## 18. What was the main reason for the dismissal? other (m3s6q18\_o)

File: m3s

**Overview**

Type: Discrete	Valid cases: 4
Format: character	
Width: 45	

**Interviewer instructions**

Enumerator Note: Read aloud the options

## 1. During the last school year, did your school receive any supervision visits? (m3s7q1)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

**Literal question**

During the last school year, did your school receive any supervision visits? If yes, how many?

**Post question**

If Q1 is 0 -&gt; skip to Q6

**Interviewer instructions**

Enumerator Note: For Warm Weather school only please read "During this school year, have your school received any supervision visits? If yes, how many?"

## 2. What was the nature of supervision visit? (m3s7q2)

File: m3s

**Overview**

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## 2. What was the nature of supervision visit? other (m3s7q2\_o)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 57

Valid cases: 12

## 3a. Meet with the Principal (m3s7q3a)

File: m3s

### Overview

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

Valid cases: 196  
Invalid: 4  
Minimum: 1  
Maximum: 97

### Literal question

During the visit, what did the assessor(s) do:

### Interviewer instructions

Enumerator: Read aloud the different items

## 3b. Meet with teachers (m3s7q3b)

File: m3s

### Overview

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

Valid cases: 196  
Invalid: 4  
Minimum: 1  
Maximum: 2

### Literal question

During the visit, what did the assessor(s) do:

### Interviewer instructions

Enumerator: Read aloud the different items

## 3c. Meet with SMC (m3s7q3c)

File: m3s

### Overview

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

Valid cases: 196  
Invalid: 4  
Minimum: 1  
Maximum: 97

### Literal question

During the visit, what did the assessor(s) do:

### Interviewer instructions

Enumerator: Read aloud the different items

### 3d. Meet with the heads of subject departments (committee) (m3s7q3d)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: 1
Decimals: 0	Maximum: 97
Range: 1-98	

#### Literal question

During the visit, what did the assessor(s) do:

#### Interviewer instructions

Enumerator: Read aloud the different items

### 3e. Meet with the parent association (m3s7q3e)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	

#### Literal question

During the visit, what did the assessor(s) do:

#### Interviewer instructions

Enumerator: Read aloud the different items

### 3f. Meet with other (specify) (m3s7q3f)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: -9
Decimals: 0	Maximum: 98
Range: -9-98	

#### Literal question

During the visit, what did the assessor(s) do:

#### Interviewer instructions

Enumerator: Read aloud the different items

### 3f. Meet with other (specify) (m3s7q3f\_o)

File: m3s

#### Overview

Type: Discrete	Valid cases: 20
Format: character	
Width: 93	

#### Literal question

## 3f. Meet with other (specify) (m3s7q3f\_o)

File: m3s

During the visit, what did the assessor(s) do:

**Interviewer instructions**

Enumerator: Read aloud the different items

## 3g. Observe a class for at least 20 minutes (m3s7q3g)

File: m3s

**Overview**

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

Valid cases: 196  
 Invalid: 4  
 Minimum: 1  
 Maximum: 97

**Literal question**

During the visit, what did the assessor(s) do:

**Interviewer instructions**

Enumerator: Read aloud the different items

## 3h. Check school attendance records (m3s7q3h)

File: m3s

**Overview**

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

Valid cases: 196  
 Invalid: 4  
 Minimum: 1  
 Maximum: 2

**Literal question**

During the visit, what did the assessor(s) do:

**Interviewer instructions**

Enumerator: Read aloud the different items

## 3i. Check school financial records (m3s7q3i)

File: m3s

**Overview**

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

Valid cases: 196  
 Invalid: 4  
 Minimum: 1  
 Maximum: 97

**Literal question**

During the visit, what did the assessor(s) do:

**Interviewer instructions**

Enumerator: Read aloud the different items

### 3j. Check school development plan (m3s7q3j)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: 1
Decimals: 0	Maximum: 97
Range: 1-98	

#### Literal question

During the visit, what did the assessor(s) do:

#### Interviewer instructions

Enumerator: Read aloud the different items

### 3k. Check school facilities (m3s7q3k)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: 1
Decimals: 0	Maximum: 97
Range: 1-98	

#### Literal question

During the visit, what did the assessor(s) do:

#### Interviewer instructions

Enumerator: Read aloud the different items

### 3l. Check school supplies/learning materials (m3s7q3l)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-98	

#### Literal question

During the visit, what did the assessor(s) do:

#### Interviewer instructions

Enumerator: Read aloud the different items

### 4. Did the administrative supervision visit result in recommendations? (m3s7q4)

File: m3s

#### Overview

Type: Discrete	Valid cases: 196
Format: numeric	Invalid: 4
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

#### 4. Did the administrative supervision visit result in recommendations? (m3s7q4)

File: m3s

##### Interviewer instructions

Enumerator Note: If yes, ask to see recommendations (not necessarily a report)

#### 5. Have the recommendations been shared and discussed with school staff? (m3s7q5)

File: m3s

##### Overview

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

Valid cases: 196  
Invalid: 4  
Minimum: 1  
Maximum: 4

#### 6. During the last school year which authority evaluated your work? (m3s7q6)

File: m3s

##### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 99

##### Post question

If 6=No one > skip to Section 8

##### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

#### 6. During the last school year which authority evaluated your work? other (m3s7q6\_o)

File: m3s

##### Overview

Type: Discrete  
Format: character  
Width: 42

Valid cases: 1

##### Post question

If 6=No one > skip to Section 8

##### Interviewer instructions

Enumerator Note: Read aloud the options if necessary

7a. What specific aspects of your work did they evaluate you on?  
(m3s7q7a)

File: m3s

#### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses accepted.

7b. What specific aspects of your work did they evaluate you on?  
(m3s7q7b)

File: m3s

#### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses accepted.

7c. What specific aspects of your work did they evaluate you on?  
(m3s7q7c)

File: m3s

#### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses accepted.

7d. What specific aspects of your work did they evaluate you on?  
(m3s7q7d)

File: m3s

#### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses accepted.

7. What specific aspects of your work did they evaluate you on?  
other (m3s7q7\_o)

File: m3s

#### Overview

Type: Discrete

Valid cases: 11

Format: character

Width: 53

#### Interviewer instructions

Enumerator Note: Do not read aloud options. Multiple responses accepted.

1. Does the school have a School Management Committee (SMC)?  
(m3s8q1)

File: m3s

#### Overview

Type: Discrete

Valid cases: 200

Format: numeric

Invalid: 0

Width: 1

Minimum: 1

Decimals: 0

Maximum: 2

Range: 1-2

#### Post question

If No -> skip to Q6

2. How often do you meet with the SMC to discuss school matters?  
(m3s8q2)

File: m3s

#### Overview

Type: Discrete

Valid cases: 164

Format: numeric

Invalid: 36

Width: 2

Minimum: 1

Decimals: 0

Maximum: 99

Range: 1-99

2. How often do you meet with the SMC to discuss school matters?  
other (m3s8q2\_o)

File: m3s

#### Overview

Type: Discrete

Valid cases: 3

Format: character

Width: 48

3.1. In the last meeting, what were the two main agenda items  
discussed? (m3s8q3\_1)

File: m3s



3.1. In the last meeting, what were the two main agenda items discussed? (m3s8q3\_1)

File: m3s

#### Overview

Type: Discrete	Valid cases: 164
Format: numeric	Invalid: 36
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

3.2. In the last meeting, what were the two main agenda items discussed? (m3s8q3\_2)

File: m3s

#### Overview

Type: Discrete	Valid cases: 164
Format: numeric	Invalid: 36
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

3. In the last meeting, what were the two main agenda items discussed? (m3s8q3\_o)

File: m3s

#### Overview

Type: Discrete	Valid cases: 21
Format: character	
Width: 107	

4. Is there a system of how to follow up on decisions made at the meeting? (m3s8q4)

File: m3s

#### Overview

Type: Discrete	Valid cases: 164
Format: numeric	Invalid: 36
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

5. How useful do you feel these meetings are? (m3s8q5)

File: m3s

#### Overview

## 5. How useful do you feel these meetings are? (m3s8q5)

File: m3s

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

Valid cases: 164  
Invalid: 36  
Minimum: 1  
Maximum: 2

## 6. Does the school have a Parent Teacher Association (PTA)? (m3s8q6)

File: m3s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Post question

If 2=No > Skip to Section 9

## 7. How often do you meet with the PTA to discuss school matters? (m3s8q7)

File: m3s

### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 99

## 7. How often do you meet with the PTA to discuss school matters? other (m3s8q7\_o)

File: m3s

### Overview

Type: Discrete  
Format: character  
Width: 62

Valid cases: 8

## 8.1 In the last meeting, what were the two main agenda items discussed? (m3s8q8\_1)

File: m3s

### Overview

8.1 In the last meeting, what were the two main agenda items discussed? (m3s8q8\_1)

File: m3s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 169  
Invalid: 31  
Minimum: -9  
Maximum: 99

8.2 In the last meeting, what were the two main agenda items discussed? (m3s8q8\_2)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 170  
Invalid: 30  
Minimum: -9  
Maximum: 99

8. In the last meeting, what were the two main agenda items discussed? other (m3s8q8\_o)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 107

Valid cases: 15

9. Is there a system of how to follow up on decisions made at the meeting? (m3s8q9)

File: m3s

#### Overview

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

Valid cases: 169  
Invalid: 31  
Minimum: 1  
Maximum: 2

10. How useful do you feel these meetings are? (m3s8q10)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 1  
Maximum: 2

1. What was the total annual planned budget for the last school year? (m3s9q1)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 7  
Decimals: 0  
Range: 97-1500000

Valid cases: 200  
Invalid: 0  
Minimum: 97  
Maximum: 1500000

2. How many times a year are you supposed to receive MoE transfers? (m3s9q2)

File: m3s

#### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 2  
Maximum: 99

2. How many times a year are you supposed to receive MoE transfers? other (m3s9q2\_o)

File: m3s

#### Overview

Type: Discrete  
Format: character  
Width: 61

Valid cases: 1

3. In the last school year, how many separate MoE transfers were actually received? (m3s9q3)

File: m3s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 97-98

Valid cases: 170  
Invalid: 30  
Minimum: 97  
Maximum: 98

#### Post question

If 98=Don't know, Skip to Q5

4. Number of transfers (m3s9q4)

File: m3s

#### Overview

## 4. Number of transfers (m3s9q4)

File: m3s

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

Valid cases: 0  
Invalid: 200

### Literal question

For the last school year, could you list the transfers actually received from MOE? Include transfers that arrived in any form (check, direct deposit, etc.).

### Interviewer instructions

Enumerator Note: Check that the number of transfers in the table matches the number of transfers reported in Q3.

## 7. Does the school have a bank account? (m3s9q7)

File: m3s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

## 8. Does this school charge any tuition fees for grade 4? (m3s9q8)

File: m3s

### Overview

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

Valid cases: 170  
Invalid: 30  
Minimum: 2  
Maximum: 2

### Post question

If No=2 > Skip to Q13

## 9. Are these fees required by the government? (m3s9q9)

File: m3s

### Overview

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

Valid cases: 0  
Invalid: 200

## 10a. Are disadvantaged students (socio-economically, ethnically, by gender, urba (m3s9q10a)

File: m3s

### Overview

10a. Are disadvantaged students (socio-economically, ethnically, by gender, urba (m3s9q10a)

File: m3s

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

Valid cases: 0  
Invalid: 200

#### Literal question

Are disadvantaged students (socio-economically, ethnically, by gender, urban/rural) exempted from fees or receive discounts?

10b. Are disadvantaged students (socio-economically, ethnically, by gender, urba (m3s9q10b)

File: m3s

#### Overview

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

Valid cases: 0  
Invalid: 200

#### Literal question

Are disadvantaged students (socio-economically, ethnically, by gender, urban/rural) exempted from fees or receive discounts?

#### Interviewer instructions

Read each option and mark the appropriate response.

11. How much total revenue did you receive from school fees in the last school y (m3s9q11)

File: m3s

#### Overview

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

Valid cases: 0  
Invalid: 200

#### Literal question

How much total revenue did you receive from school fees in the last school year?

12. Are you able to spend the revenue from fees in any way you like? (m3s9q12)

File: m3s

#### Overview

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

Valid cases: 0  
Invalid: 200

13. Do you charge fees for anything other than for tuition? If yes, please tell (m3s9q13\_1)

File: m3s

#### Overview

Type: Discrete	Valid cases: 170
Format: numeric	Invalid: 30
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

#### Interviewer instructions

Enumerator note: if answered 'yes' please note down what the fees are charged for.

13. Do you charge fees for anything other than for tuition? If yes, please tell (m3s9q13\_2)

File: m3s

#### Overview

Type: Discrete	Valid cases: 7
Format: character	Invalid: 0
Width: 36	

#### Interviewer instructions

Enumerator note: if answered 'yes' please note down what the fees are charged for.

Module 3 comments (m3qcom)

File: m3s

#### Overview

Type: Discrete	Valid cases: 55
Format: character	
Width: 244	

4.d Date received (day) (m3s9q4\_d\_01)

File: m3s

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

4.d Date received (day) (m3s9q4\_d\_02)

File: m3s

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

## 4.d Date received (day) (m3s9q4\_d\_03)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_04)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_05)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_06)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_07)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_08)

File: m3s

**Overview**



## 4.d Date received (day) (m3s9q4\_d\_08)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_09)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.d Date received (day) (m3s9q4\_d\_10)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_01)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_02)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_03)

File: m3s

**Overview**

## 4.m Date received (month) (m3s9q4\_m\_03)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_04)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_05)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_06)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_07)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_08)

File: m3s

**Overview**

## 4.m Date received (month) (m3s9q4\_m\_08)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_09)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.m Date received (month) (m3s9q4\_m\_10)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_01)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_02)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_03)

File: m3s

**Overview**

## 4.y Date received (year) (m3s9q4\_y\_03)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_04)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_05)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_06)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_07)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_08)

File: m3s

**Overview**

## 4.y Date received (year) (m3s9q4\_y\_08)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_09)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.y Date received (year) (m3s9q4\_y\_10)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_01)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_02)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_03)

File: m3s

**Overview**

## 4.a Amount received (m3s9q4\_a\_03)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_04)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_05)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_06)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_07)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_08)

File: m3s

**Overview**

## 4.a Amount received (m3s9q4\_a\_08)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_09)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.a Amount received (m3s9q4\_a\_10)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_01)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_02)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_03)

File: m3s

**Overview**

## 4.b Purpose of transfer (m3s9q4\_b\_03)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_04)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_05)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_06)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_07)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200



## 4.b Purpose of transfer (m3s9q4\_b\_08)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_09)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer (m3s9q4\_b\_10)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_01)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_02)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_03)

File: m3s

**Overview**

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_03)

File: m3s

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_04)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_05)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_06)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_07)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_08)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_09)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.b Purpose of transfer other (m3s9q4\_b\_o\_10)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 4.c Was this transfer on time (m3s9q4\_c\_01)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_02)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_03)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_04)

File: m3s

**Overview**

## 4.c Was this transfer on time (m3s9q4\_c\_04)

File: m3s

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_05)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_06)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_07)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_08)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 4.c Was this transfer on time (m3s9q4\_c\_09)

File: m3s

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 2	
Decimals: 0	
Range: 1-98	

## 4.c Was this transfer on time (m3s9q4\_c\_10)

File: m3s

### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 2	
Decimals: 0	
Range: 1-98	

## 5.0 Sources codes (m3s9q5\_0c\_1)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_2)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 2
Decimals: 0	Maximum: 2
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_3)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 3
Decimals: 0	Maximum: 3
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_4)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 4
Decimals: 0	Maximum: 4
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_5)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 5
Decimals: 0	Maximum: 5
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_6)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 6
Decimals: 0	Maximum: 6
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_7)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 7
Decimals: 0	Maximum: 7
Range: 1-8	

## 5.0 Sources codes (m3s9q5\_0c\_8)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 8
Decimals: 0	Maximum: 8
Range: 1-8	

## 5.0 Sources description (m3s9q5\_0d\_1)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 80

Valid cases: 200  
Invalid: 0

## 5.0 Sources description (m3s9q5\_0d\_2)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 80

Valid cases: 200  
Invalid: 0

## 5.0 Sources description (m3s9q5\_0d\_3)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 80

Valid cases: 200  
Invalid: 0

## 5.0 Sources description (m3s9q5\_0d\_4)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 80

Valid cases: 200  
Invalid: 0

## 5.0 Sources description (m3s9q5\_0d\_5)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 80

Valid cases: 200  
Invalid: 0

## 5.0 Sources description (m3s9q5\_0d\_6)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 80

Valid cases: 200  
Invalid: 0

## 5.0 Sources description (m3s9q5\_0d\_7)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 80	

## 5.0 Sources description (m3s9q5\_0d\_8)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 80	

## 5.a Did the school receive any financial support (m3s9q5\_a\_1)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-98	

## 5.a Did the school receive any financial support (m3s9q5\_a\_2)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 2
Range: 1-98	

## 5.a Did the school receive any financial support (m3s9q5\_a\_3)

File: m3s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 5.a Did the school receive any financial support (m3s9q5\_a\_4)

File: m3s

### Overview



## 5.a Did the school receive any financial support (m3s9q5\_a\_4)

File: m3s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-98

Valid cases: 200  
 Invalid: 0  
 Minimum: -9  
 Maximum: 2

## 5.a Did the school receive any financial support (m3s9q5\_a\_5)

File: m3s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## 5.a Did the school receive any financial support (m3s9q5\_a\_6)

File: m3s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-98

Valid cases: 200  
 Invalid: 0  
 Minimum: -9  
 Maximum: 2

## 5.a Did the school receive any financial support (m3s9q5\_a\_7)

File: m3s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-98

Valid cases: 200  
 Invalid: 0  
 Minimum: -9  
 Maximum: 2

## 5.a Did the school receive any financial support (m3s9q5\_a\_8)

File: m3s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-98

Valid cases: 200  
 Invalid: 0  
 Minimum: -9  
 Maximum: 98

## 5.b What is the amount (m3s9q5\_b\_1)

File: m3s

**Overview**

Type: Continuous	Valid cases: 2
Format: numeric	Invalid: 198
Width: 5	Minimum: 16000
Decimals: 0	Maximum: 30000
Range: 16000-30000	

## 5.b What is the amount (m3s9q5\_b\_2)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	

## 5.b What is the amount (m3s9q5\_b\_3)

File: m3s

**Overview**

Type: Continuous	Valid cases: 10
Format: numeric	Invalid: 190
Width: 6	Minimum: 20000
Decimals: 0	Maximum: 400000
Range: 20000-400000	

## 5.b What is the amount (m3s9q5\_b\_4)

File: m3s

**Overview**

Type: Continuous	Valid cases: 2
Format: numeric	Invalid: 198
Width: 5	Minimum: 10000
Decimals: 0	Maximum: 30000
Range: 10000-30000	

## 5.b What is the amount (m3s9q5\_b\_5)

File: m3s

**Overview**

Type: Continuous	Valid cases: 26
Format: numeric	Invalid: 174
Width: 6	Minimum: 3000
Decimals: 0	Maximum: 500000
Range: 3000-500000	

## 5.b What is the amount (m3s9q5\_b\_6)

File: m3s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: -99999999-25740000

Valid cases: 6  
 Invalid: 194  
 Minimum: -99999999  
 Maximum: 25740000

## 5.b What is the amount (m3s9q5\_b\_7)

File: m3s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 2000-500000

Valid cases: 6  
 Invalid: 194  
 Minimum: 2000  
 Maximum: 500000

## 5.b What is the amount (m3s9q5\_b\_8)

File: m3s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 60000-140000

Valid cases: 5  
 Invalid: 195  
 Minimum: 60000  
 Maximum: 140000

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_1)

File: m3s

**Overview**

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

Valid cases: 2  
 Invalid: 198  
 Minimum: 1  
 Maximum: 1

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_2)

File: m3s

**Overview**

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

Valid cases: 0  
 Invalid: 200

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_3)

File: m3s

### Overview

Type: Discrete	Valid cases: 10
Format: numeric	Invalid: 190
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-98	

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_4)

File: m3s

### Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 198
Width: 2	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-98	

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_5)

File: m3s

### Overview

Type: Discrete	Valid cases: 26
Format: numeric	Invalid: 174
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_6)

File: m3s

### Overview

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 2	Minimum: -9
Decimals: 0	Maximum: 98
Range: -9-98	

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_7)

File: m3s

### Overview

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_7)

File: m3s

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

Valid cases: 6  
Invalid: 194  
Minimum: 1  
Maximum: 2

## 5.c Where these fund earmarked for particular purpose (m3s9q5\_c\_8)

File: m3s

### Overview

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

Valid cases: 5  
Invalid: 195  
Minimum: 1  
Maximum: 2

## 6.0 Item code (m3s9q6\_0c\_01)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-15

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 1

## 6.0 Item code (m3s9q6\_0c\_02)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-15

Valid cases: 200  
Invalid: 0  
Minimum: 2  
Maximum: 2

## 6.0 Item code (m3s9q6\_0c\_03)

File: m3s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-15

Valid cases: 200  
Invalid: 0  
Minimum: 3  
Maximum: 3

## 6.0 Item code (m3s9q6\_0c\_04)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 4
Decimals: 0	Maximum: 4
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_05)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 5
Decimals: 0	Maximum: 5
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_06)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 6
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_07)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 7
Decimals: 0	Maximum: 7
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 8
Decimals: 0	Maximum: 8
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 9
Decimals: 0	Maximum: 9
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 10
Decimals: 0	Maximum: 10
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 11
Decimals: 0	Maximum: 11
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 12
Decimals: 0	Maximum: 12
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 13
Decimals: 0	Maximum: 13
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 14
Decimals: 0	Maximum: 14
Range: 1-15	

## 6.0 Item code (m3s9q6\_0c\_15)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 15
Decimals: 0	Maximum: 15
Range: 1-15	

## 6.0 Item description (m3s9q6\_0d\_01)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 100	

## 6.0 Item description (m3s9q6\_0d\_02)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 100	

## 6.0 Item description (m3s9q6\_0d\_03)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: character	Invalid: 0
Width: 100	

## 6.0 Item description (m3s9q6\_0d\_04)

File: m3s

**Overview**



## 6.0 Item description (m3s9q6\_0d\_04)

File: m3s

Type: Discrete  
 Format: character  
 Width: 100

Valid cases: 200  
 Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_05)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 100

Valid cases: 200  
 Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_06)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 100

Valid cases: 200  
 Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_07)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 100

Valid cases: 200  
 Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_08)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 100

Valid cases: 200  
 Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_09)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 100

Valid cases: 200  
 Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_10)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 100

Valid cases: 200  
Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_11)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 100

Valid cases: 200  
Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_12)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 100

Valid cases: 200  
Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_13)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 100

Valid cases: 200  
Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_14)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 100

Valid cases: 200  
Invalid: 0

## 6.0 Item description (m3s9q6\_0d\_15)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 100

Valid cases: 200  
Invalid: 0

## 6.a Did you receive this item from any source (m3s9q6a\_01)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-98	

## 6.a Did you receive this item from any source (m3s9q6a\_02)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-98	

## 6.a Did you receive this item from any source (m3s9q6a\_03)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-98	

## 6.a Did you receive this item from any source (m3s9q6a\_04)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_05)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-98	

## 6.a Did you receive this item from any source (m3s9q6a\_06)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_07)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-98	

## 6.a Did you receive this item from any source (m3s9q6a\_15)

File: m3s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 98
Range: -9-98	

## 6.0 Specify (m3s9q6\_o\_01)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.0 Specify (m3s9q6\_o\_02)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.0 Specify (m3s9q6\_o\_03)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.0 Specify (m3s9q6\_o\_04)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.0 Specify (m3s9q6\_o\_05)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.0 Specify (m3s9q6\_o\_06)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.0 Specify (m3s9q6\_o\_07)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_08)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_09)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_10)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_11)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_12)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_13)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_14)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.0 Specify (m3s9q6\_o\_15)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b1 If so, what source(s) (m3s9q6b\_1\_01)

File: m3s

**Overview**

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

Valid cases: 50  
 Invalid: 150  
 Minimum: 1  
 Maximum: 7

## 6.b1 If so, what source(s) (m3s9q6b\_1\_02)

File: m3s

**Overview**

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

Valid cases: 95  
 Invalid: 105  
 Minimum: 1  
 Maximum: 9

## 6.b1 If so, what source(s) (m3s9q6b\_1\_03)

File: m3s

**Overview**



## 6.b1 If so, what source(s) (m3s9q6b\_1\_03)

File: m3s

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

Valid cases: 102  
 Invalid: 98  
 Minimum: 1  
 Maximum: 9

## 6.b1 If so, what source(s) (m3s9q6b\_1\_04)

File: m3s

**Overview**

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

Valid cases: 82  
 Invalid: 118  
 Minimum: -9  
 Maximum: 9

## 6.b1 If so, what source(s) (m3s9q6b\_1\_05)

File: m3s

**Overview**

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

Valid cases: 66  
 Invalid: 134  
 Minimum: 1  
 Maximum: 9

## 6.b1 If so, what source(s) (m3s9q6b\_1\_06)

File: m3s

**Overview**

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

Valid cases: 29  
 Invalid: 171  
 Minimum: 1  
 Maximum: 7

## 6.b1 If so, what source(s) (m3s9q6b\_1\_07)

File: m3s

**Overview**

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

Valid cases: 39  
 Invalid: 161  
 Minimum: 1  
 Maximum: 9

## 6.b1 If so, what source(s) (m3s9q6b\_1\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 15
Format: numeric	Invalid: 185
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 14
Format: numeric	Invalid: 186
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 195
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 199
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 17
Format: numeric	Invalid: 183
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## 6.b1 If so, what source(s) (m3s9q6b\_1\_15)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_01)

File: m3s

**Overview**

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 150
Width: 2	Minimum: -9
Decimals: 0	Maximum: 1
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_02)

File: m3s

**Overview**

Type: Discrete	Valid cases: 95
Format: numeric	Invalid: 105
Width: 2	Minimum: -9
Decimals: 0	Maximum: 9
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_03)

File: m3s

**Overview**

Type: Discrete	Valid cases: 102
Format: numeric	Invalid: 98
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_04)

File: m3s

**Overview**

Type: Discrete	Valid cases: 82
Format: numeric	Invalid: 118
Width: 2	Minimum: -9
Decimals: 0	Maximum: 1
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_05)

File: m3s

**Overview**

Type: Discrete	Valid cases: 66
Format: numeric	Invalid: 134
Width: 2	Minimum: -9
Decimals: 0	Maximum: 8
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_06)

File: m3s

**Overview**

Type: Discrete	Valid cases: 29
Format: numeric	Invalid: 171
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_07)

File: m3s

**Overview**

Type: Discrete	Valid cases: 39
Format: numeric	Invalid: 161
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 15
Format: numeric	Invalid: 185
Width: 2	Minimum: -9
Decimals: 0	Maximum: 9
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 14
Format: numeric	Invalid: 186
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 195
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 199
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	
Range: 0-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 17
Format: numeric	Invalid: 183
Width: 2	Minimum: -9
Decimals: 0	Maximum: 9
Range: -9-9	

## 6.b2 If so, what source(s) (m3s9q6b\_2\_15)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 2	Minimum: -9
Decimals: 0	Maximum: 9
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_01)

File: m3s

**Overview**

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 150
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_02)

File: m3s

**Overview**

Type: Discrete	Valid cases: 95
Format: numeric	Invalid: 105
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_03)

File: m3s

**Overview**

Type: Discrete	Valid cases: 102
Format: numeric	Invalid: 98
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_04)

File: m3s

**Overview**

Type: Discrete	Valid cases: 82
Format: numeric	Invalid: 118
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_05)

File: m3s

**Overview**

Type: Discrete	Valid cases: 66
Format: numeric	Invalid: 134
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_06)

File: m3s

**Overview**

Type: Discrete	Valid cases: 29
Format: numeric	Invalid: 171
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_07)

File: m3s

**Overview**

Type: Discrete	Valid cases: 39
Format: numeric	Invalid: 161
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 15
Format: numeric	Invalid: 185
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 14
Format: numeric	Invalid: 186
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 195
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 199
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-9	



## 6.b3 If so, what source(s) (m3s9q6b\_3\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	
Range: 0-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 17
Format: numeric	Invalid: 183
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b3 If so, what source(s) (m3s9q6b\_3\_15)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 2	Minimum: -9
Decimals: 0	Maximum: 0
Range: -9-9	

## 6.b If so, what source(s) other (m3s9q6b\_o\_01)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: character	
Width: 1	

## 6.b If so, what source(s) other (m3s9q6b\_o\_02)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: character	
Width: 1	

## 6.b If so, what source(s) other (m3s9q6b\_o\_03)

File: m3s

**Overview**

## 6.b If so, what source(s) other (m3s9q6b\_o\_03)

File: m3s

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b If so, what source(s) other (m3s9q6b\_o\_04)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b If so, what source(s) other (m3s9q6b\_o\_05)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b If so, what source(s) other (m3s9q6b\_o\_06)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b If so, what source(s) other (m3s9q6b\_o\_07)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b If so, what source(s) other (m3s9q6b\_o\_08)

File: m3s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 6.b If so, what source(s) other (m3s9q6b\_o\_09)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.b If so, what source(s) other (m3s9q6b\_o\_10)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.b If so, what source(s) other (m3s9q6b\_o\_11)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.b If so, what source(s) other (m3s9q6b\_o\_12)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.b If so, what source(s) other (m3s9q6b\_o\_13)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.b If so, what source(s) other (m3s9q6b\_o\_14)

File: m3s

**Overview**

Type: Discrete

Valid cases: 0

Format: character

Width: 1

## 6.b If so, what source(s) other (m3s9q6b\_o\_15)

File: m3s

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0

## 6. c Quantity received (m3s9q6c\_01)

File: m3s

**Overview**

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-200

Valid cases: 50  
Invalid: 150  
Minimum: 1  
Maximum: 200

## 6. c Quantity received (m3s9q6c\_02)

File: m3s

**Overview**

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: -99999-84610

Valid cases: 95  
Invalid: 105  
Minimum: -99999  
Maximum: 84610

## 6. c Quantity received (m3s9q6c\_03)

File: m3s

**Overview**

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: -99999-3450

Valid cases: 102  
Invalid: 98  
Minimum: -99999  
Maximum: 3450

## 6. c Quantity received (m3s9q6c\_04)

File: m3s

**Overview**

Type: Discrete  
Format: numeric  
Width: 6  
Decimals: 0  
Range: -99999-3450

Valid cases: 82  
Invalid: 118  
Minimum: -99999  
Maximum: 3450

## 6. c Quantity received (m3s9q6c\_05)

File: m3s

## 6. c Quantity received (m3s9q6c\_05)

File: m3s

**Overview**

Type: Discrete	Valid cases: 66
Format: numeric	Invalid: 134
Width: 6	Minimum: -99999
Decimals: 0	Maximum: 1000
Range: -99999-1000	

## 6. c Quantity received (m3s9q6c\_06)

File: m3s

**Overview**

Type: Discrete	Valid cases: 29
Format: numeric	Invalid: 171
Width: 3	Minimum: 1
Decimals: 0	Maximum: 150
Range: 0-150	

## 6. c Quantity received (m3s9q6c\_07)

File: m3s

**Overview**

Type: Discrete	Valid cases: 39
Format: numeric	Invalid: 161
Width: 3	Minimum: 1
Decimals: 0	Maximum: 450
Range: 0-450	

## 6. c Quantity received (m3s9q6c\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 2	Minimum: 1
Decimals: 0	Maximum: 51
Range: 0-51	

## 6. c Quantity received (m3s9q6c\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 15
Format: numeric	Invalid: 185
Width: 6	Minimum: -99999
Decimals: 0	Maximum: 80
Range: -99999-80	

## 6. c Quantity received (m3s9q6c\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 14
Format: numeric	Invalid: 186
Width: 3	Minimum: 2
Decimals: 0	Maximum: 200
Range: 0-200	

## 6. c Quantity received (m3s9q6c\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 195
Width: 2	Minimum: 2
Decimals: 0	Maximum: 30
Range: 0-30	

## 6. c Quantity received (m3s9q6c\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 199
Width: 1	Minimum: 9
Decimals: 0	Maximum: 9
Range: 0-9	

## 6. c Quantity received (m3s9q6c\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	
Range: 0-0	

## 6. c Quantity received (m3s9q6c\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 17
Format: numeric	Invalid: 183
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

## 6. c Quantity received (m3s9q6c\_15)

File: m3s

**Overview**

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 194
Width: 4	Minimum: 4
Decimals: 0	Maximum: 1000
Range: 0-1000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_01)

File: m3s

**Overview**

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 150
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 640000
Range: -99999999-640000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_02)

File: m3s

**Overview**

Type: Discrete	Valid cases: 95
Format: numeric	Invalid: 105
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 2000000
Range: -99999999-2000000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_03)

File: m3s

**Overview**

Type: Discrete	Valid cases: 102
Format: numeric	Invalid: 98
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 200000
Range: -99999999-200000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_04)

File: m3s

**Overview**

Type: Discrete	Valid cases: 82
Format: numeric	Invalid: 118
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 120010
Range: -99999999-120010	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_05)

File: m3s

**Overview**

Type: Discrete	Valid cases: 66
Format: numeric	Invalid: 134
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 25000
Range: -99999999-25000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_06)

File: m3s

**Overview**

Type: Discrete	Valid cases: 29
Format: numeric	Invalid: 171
Width: 4	Minimum: 0
Decimals: 0	Maximum: 5000
Range: 0-5000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_07)

File: m3s

**Overview**

Type: Discrete	Valid cases: 39
Format: numeric	Invalid: 161
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 40000
Range: -99999999-40000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_08)

File: m3s

**Overview**

Type: Discrete	Valid cases: 11
Format: numeric	Invalid: 189
Width: 6	Minimum: 3340
Decimals: 0	Maximum: 130000
Range: 0-130000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_09)

File: m3s

**Overview**

Type: Discrete	Valid cases: 15
Format: numeric	Invalid: 185
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 18000
Range: -99999999-18000	



## 6. d Estimated total value of all items (AFN) (m3s9q6d\_10)

File: m3s

**Overview**

Type: Discrete	Valid cases: 14
Format: numeric	Invalid: 186
Width: 4	Minimum: 0
Decimals: 0	Maximum: 3500
Range: 0-3500	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_11)

File: m3s

**Overview**

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 195
Width: 5	Minimum: 0
Decimals: 0	Maximum: 15000
Range: 0-15000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_12)

File: m3s

**Overview**

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 199
Width: 6	Minimum: 710000
Decimals: 0	Maximum: 710000
Range: 0-710000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_13)

File: m3s

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 200
Width: 1	
Decimals: 0	
Range: 0-0	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_14)

File: m3s

**Overview**

Type: Discrete	Valid cases: 17
Format: numeric	Invalid: 183
Width: 9	Minimum: -99999999
Decimals: 0	Maximum: 5000
Range: -99999999-5000	

## 6. d Estimated total value of all items (AFN) (m3s9q6d\_15)

File: m3s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 0-400000

Valid cases: 6  
 Invalid: 194  
 Minimum: 2100  
 Maximum: 400000

(teacherid)

File: m3s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 1  
 Maximum: 3

## School code (schid)

File: m3s\_5

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 1-200

Valid cases: 3800  
 Invalid: 0  
 Minimum: 1  
 Maximum: 200

## 3. What's this school's ownership type (m1saq3)

File: m3s\_5

**Overview**

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

Valid cases: 3800  
 Invalid: 0  
 Minimum: 1  
 Maximum: 99

## 1. Enumerator code (m3q1c)

File: m3s\_5

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 1-1437

Valid cases: 3800  
 Invalid: 0  
 Minimum: 1  
 Maximum: 1437

## 5. Teacher ID (m3q5)

File: m3s\_5

**Overview**

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

Valid cases: 3800  
 Invalid: 0  
 Minimum: 1  
 Maximum: 3

1. Who has the power to decide on the following? (Code)  
(m3s5q1c)

File: m3s\_5

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-19

Valid cases: 3800  
 Invalid: 0  
 Minimum: 1  
 Maximum: 19

# 1. Who has the power to decide on the following? (Description)

(m3s5q1d)

File: m3s\_5

## Overview

Type: Discrete  
Format: character  
Width: 42

Valid cases: 3800

## A. Unit/Code (m3s5qa)

File: m3s\_5

## Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 3800  
Invalid: 0  
Minimum: -9  
Maximum: 99

## A. Unit/Code - other specify (m3s5qa\_o)

File: m3s\_5

## Overview

Type: Discrete  
Format: character  
Width: 66

Valid cases: 22

## B. How important is your voice? (m3s5qb)

File: m3s\_5

## Overview

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

Valid cases: 2708  
Invalid: 1092  
Minimum: -9  
Maximum: 3

## C. Have you had to deal with a case like this in this school? (m3s5qc)

File: m3s\_5

## Overview

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

Valid cases: 3200  
Invalid: 600  
Minimum: -9  
Maximum: 2

## School code (schid)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

## 3. What's this school's ownership type (m1saq3)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## 1. Enumerator code (m4q1c)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1424
Range: 1-1424	

## 4. Subject (m4q4)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## 5. Schedule class time from HR (m4q5fh)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 16
Range: 6-16	

## 5. Schedule class time from MIN (m4q5fm)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 56
Range: 0-56	

## 5. Schedule class time to HR (m4q5th)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 7
Decimals: 0	Maximum: 16
Range: 7-16	

## 5. Schedule class time to MIN (m4q5tm)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 58
Range: 0-58	

## 6. Date day (m4q6d)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-31	

## 6. Date month (m4q6m)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 4
Decimals: 0	Maximum: 8
Range: 4-8	

## 6. Date year (m4q6y)

File: m4s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -9-2017

Valid cases: 200  
 Invalid: 0  
 Minimum: 2017  
 Maximum: 2017

## 8. Teacher ID (2A) (m4q8)

File: m4s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-46

Valid cases: 200  
 Invalid: 0  
 Minimum: 1  
 Maximum: 46

## 9. Is this the regular teacher or a substitute? (m4q9)

File: m4s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: -9  
 Maximum: 2

## 10. If the teacher is late to the class, please record many minutes late he/she (m4q10)

File: m4s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 60

## A1. If you arrived after class began, how many minutes late were you? (m4saq1)

File: m4s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-13

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 13

## A1. If you arrived after class began, how many minutes late were you? (m4saq1)

File: m4s

### Pre question

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

### Literal question

Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival).

### Interviewer instructions

Enumerator Note: Below write the time you entered the classroom.

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

## A1. If you arrived after class began, how many minutes late were you? time hour (m4saq1h)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 6-16

Valid cases: 200  
Invalid: 0  
Minimum: 6  
Maximum: 16

### Pre question

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

### Literal question

Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival).

### Interviewer instructions

Enumerator Note: Below write the time you entered the classroom.

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

## A1. If you arrived after class began, how many minutes late were you? time minut (m4saq1m)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-58

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 58

### Pre question



## A1. If you arrived after class began, how many minutes late were you? time minut (m4saq1m)

File: m4s

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

### Literal question

Enumerator Note: If you arrived after class began, how many minutes late were you? (If not late, write "0") If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival).

### Interviewer instructions

Enumerator Note: Below write the time you entered the classroom.

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

## 0. Obs No.1 (m4s1o)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 1

## 0. Exact Time of Observation 1. HR (m4s1ohr)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 6-16

Valid cases: 200  
Invalid: 0  
Minimum: 6  
Maximum: 16

## 0. Exact Time of Observation 2. MIN (m4s1omin)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-59

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 59

## 11. Classroom Management Alone (m4s1q11)

File: m4s

### Overview

## 11. Classroom Management Alone (m4s1q11)

File: m4s

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 1

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s1q12)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 0

## 13. Teacher Out of the Room (m4s1q13)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 1

## 14. What subject is being taught? (m4s1q14)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

## Observation 1 Comments (m4s1comm)

File: m4s

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 200

## 0. Obs No. 2 (m4s2o)

File: m4s

### Overview

## 0. Obs No. 2 (m4s2o)

File: m4s

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 1  
 Maximum: 1

## 0. Exact Time of Observation 2. HR (m4s2ohr)

File: m4s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 6-17

Valid cases: 200  
 Invalid: 0  
 Minimum: 6  
 Maximum: 17

## 0. Exact Time of Observation 2. MIN (m4s2omin)

File: m4s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 2  
 Maximum: 59

11. Other than pupils' work, were there other materials..  
(m4s2q11)

File: m4s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s2q12)

File: m4s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 0

### 13. Teacher Out of the Room (m4s2q13)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### 14. What subject is being taught? (m4s2q14)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

### Observation 2 Comments (m4s2comm)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

### 0. Obs No.3 (m4s3o)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

### 0. Exact Time of Observation 3. HR (m4s3ohr)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 16
Range: 6-16	

### 0. Exact Time of Observation 3. MIN (m4s3omin)

File: m4s

## 0. Exact Time of Observation 3. MIN (m4s3omin)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 59
Range: 1-59	

## 11. Classroom Management Alone (m4s3q11)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s3q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 13. Teacher Out of the Room (m4s3q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 14. What subject is being taught? (m4s3q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 3 Comments (m4s3comm)

File: m4s

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 200

## 0. Obs No. 4 (m4s4o)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 1

## 0. Exact Time of Observation 4. HR (m4s4ohr)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 6-16

Valid cases: 200  
Invalid: 0  
Minimum: 6  
Maximum: 16

## 0. Exact Time of Observation 4. MIN (m4s4omin)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-58

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 58

## 11. Classroom Management Alone (m4s4q11)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 1

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s4q12)

File: m4s

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s4q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-1	

## 13. Teacher Out of the Room (m4s4q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 14. What subject is being taught? (m4s4q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 4 Comments: (m4s4comm)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

## 0. Obs No.5 (m4s5o)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

## 0. Exact Time of Observation 5. HR (m4s5ohr)

File: m4s

## 0. Exact Time of Observation 5. HR (m4s5ohr)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 16
Range: 6-16	

## 0. Exact Time of Observation 5. MIN (m4s5omin)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

## 11. Classroom Management Alone (m4s5q11)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s5q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 13. Teacher Out of the Room (m4s5q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	



## 14. What subject is being taught? (m4s5q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 5 Comments: (m4s5comm)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

## 0. Obs No. 6 (m4s6o)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

## 0. Exact Time of Observation 6. HR (m4s6ohr)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 16
Range: 6-16	

## 0. Exact Time of Observation 6. MIN (m4s6omin)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 58
Range: 0-58	

## 11. Classroom Management Alone (m4s6q11)

File: m4s

## 11. Classroom Management Alone (m4s6q11)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s6q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 13. Teacher Out of the Room (m4s6q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 14. What subject is being taught? (m4s6q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 6 Comments: (m4s6comm)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

## 0. Obs No. 7 (m4s7o)

File: m4s

## 0. Obs No. 7 (m4s7o)

File: m4s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

## 0. Exact Time of Observation 7. HR (m4s7ohr)

File: m4s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 16
Range: 6-16	

## 0. Exact Time of Observation 7. MIN (m4s7omin)

File: m4s

**Overview**

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 59
Range: 1-59	

## 11. Classroom Management Alone (m4s7q11)

File: m4s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s7q12)

File: m4s

**Overview**

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### 13. Teacher Out of the Room (m4s7q13)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

### 14. What subject is being taught? (m4s7q14)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

### Observation 7 Comments: (m4s7comm)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

### 0. Obs No. 8 (m4s8o)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

### 0. Exact Time of Observation 8. HR (m4s8ohr)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 6
Decimals: 0	Maximum: 16
Range: 6-16	

### 0. Exact Time of Observation 8. MIN (m4s8omin)

File: m4s

## 0. Exact Time of Observation 8. MIN (m4s8omin)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 59
Range: 1-59	

## 11. Classroom Management Alone (m4s8q11)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s8q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 13. Teacher Out of the Room (m4s8q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 14. What subject is being taught? (m4s8q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 8 Comments: (m4s8comm)

File: m4s

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 200

## 0. Obs No. 9 (m4s9o)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 1

## 0. Exact Time of Observation. HR (m4s9ohr)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 6-16

Valid cases: 200  
Invalid: 0  
Minimum: 6  
Maximum: 16

## 0. Exact Time of Observation. MIN (m4s9omin)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-58

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 58

## 11. Classroom Management Alone (m4s9q11)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 1

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s9q12)

File: m4s

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s9q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 13. Teacher Out of the Room (m4s9q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 14. What subject is being taught? (m4s9q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 9 Comments: (m4s9comm)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

## 0. Obs No. 10 (m4s10o)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-2	

## 0. Exact Time of Observation. HR (m4s10ohr)

File: m4s

## 0. Exact Time of Observation. HR (m4s10ohr)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 7
Decimals: 0	Maximum: 17
Range: 7-17	

## 0. Exact Time of Observation. MIN (m4s10omin)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

## 11. Classroom Management Alone (m4s10q11)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 12. Teacher Social Interaction or Teacher Uninvolved (m4s10q12)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## 13. Teacher Out of the Room (m4s10q13)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	



## 14. What subject is being taught? (m4s10q14)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## Observation 10 Comments: (m4s10comm)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: character	
Width: 244	

## 1. the class started (m4sbq1)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

## 1a. the class ended (m4sbq1a)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

## 2. How many boys? (m4sbq2)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)

## 2a. How many girls (m4sbq2a)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)

## 3. How many male pupils have the textbook for the class (m4sbq3)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 98
Range: -9-98	

### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)  
 Enumerator Note 2: Look for the textbook of that class)

## 3a. How many female pupils have the textbook for the class (m4sbq3a)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)  
 Enumerator Note 2: Look for the textbook of that class)

## 4. How many male pupils in the class have a pencil or pen? (m4sbq4)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)

4a. How many female pupils in the class have a pencil or pen?  
(m4sbq4a)

File: m4s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-97

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 97

#### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)

5. How many male pupils in the class have an exercise book?  
(m4sbq5)

File: m4s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-97

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 97

#### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)

5a. How many female pupils in the class have an exercise book?  
(m4sbq5a)

File: m4s

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-97

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 97

#### Interviewer instructions

(Enumerator Note: Ask after lesson has ended)

6. Is there a 'corner library' in the class or additional available books for pu (m4sbq6)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

#### Literal question

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

## 7. Is there a blackboard and/or whiteboard in the class? (m4sbq7)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 8. Is there chalk or marker to write on the board available during the lesson? (m4sbq8)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 9. Does the classroom have a working electricity connection (e.g. electric light?) (m4sbq9)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 10. Was children's work displayed on the walls? (m4sbq10)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 11. Other than pupils' work, were there other materials.. (m4sbq11)

File: m4s

### Overview

## 11. Other than pupils' work, were there other materials.. (m4sbq11)

File: m4s

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Literal question

Other than pupils' work, were there other materials, such as, artworks, charts, maps, etc. displayed on the walls?

## 12. How would you classify the hygiene in the classroom? (m4sbq12)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

## 13. How many female pupils are wearing uniforms? (m4sbq13) File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-97

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 97

### Interviewer instructions

Enumerator Note: Observe and note)

## 13a. How many male pupils are wearing uniforms? (m4sbq13a) File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-97

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 97

### Interviewer instructions

Enumerator Note: Observe and note)

## 14. How many pupils did not have proper seats and desks (together)? (m4sbq14) File: m4s

## 14. How many pupils did not have proper seats and desks (together)? (m4sbq14)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 90
Range: -9-90	

### Interviewer instructions

Enumerator Note: Observe those sitting on floor, bricks, rocks, mats etc.)

## 15. Does the blackboard have sufficient contrast for reading what is written on (m4sbq15)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Interviewer instructions

(Enumerator Note: read chalk writing on the board from the back of the classroom. To be done after lesson)

## 16. Is there sufficient light for reading text from the FRONT of the classroom? (m4sbq16)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Interviewer instructions

(Enumerator Note: read chalk writing on the board from the back of the classroom. To be done after lesson)

## 17. Is there sufficient light for reading text from the BACK of the classroom? (m4sbq17)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Interviewer instructions

(Enumerator Note: read chalk writing on the board from the back of the classroom. To be done after lesson)

## 1. Was the text book used by the teacher? (m4scq1)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Pre question

Enumerator Note: \*Use Auxiliary Page: Counting Questions during Classroom Observation to assist with this questions

## 2. How many pupils used a text book? (m4scq2)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 52
Range: 0-52	

## 3. Did the teacher write on the black board? (m4scq3)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 4. Did the pupils write on the black board? (m4scq4)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Post question

2 = No > Q5

## 4a. How many male pupils wrote on the blackboard? (m4scq4a)

File: m4s

### Overview

## 4a. How many male pupils wrote on the blackboard? (m4scq4a)

File: m4s

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 103  
 Invalid: 97  
 Minimum: -9  
 Maximum: 97

**Interviewer instructions**

(Enumerator Note: Write 00 for if the classroom is Girls only with RED pen)

## 4b. How many female pupils wrote on the blackboard? (m4scq4b)

File: m4s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-97

Valid cases: 103  
 Invalid: 97  
 Minimum: -9  
 Maximum: 97

**Interviewer instructions**

(Enumerator Note: Write 00 for if the classroom is Boys only with RED pen)

## 5. How many pupils used paper (or exercise book) and pencil? (m4scq5)

File: m4s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-63

Valid cases: 200  
 Invalid: 0  
 Minimum: 0  
 Maximum: 63

## 6. Did the teacher use local information from the community to make learning rel (m4scq6)

File: m4s

**Overview**

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

Valid cases: 200  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

**Literal question**

Did the teacher use local information from the community to make learning relevant?

## 7. Was the teacher either sitting or standing in front of the class at any time? (m4scq7)

File: m4s



7. Was the teacher either sitting or standing in front of the class at any time? (m4scq7)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

8. Did the teacher visit individual children to help/explain the classwork? (m4scq8)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

#### Post question

2 = No > Skip to Q9

8a. How many male pupils did the teacher go to individually? (m4scq8a)

File: m4s

#### Overview

Type: Continuous	Valid cases: 122
Format: numeric	Invalid: 78
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

8b. How many female pupils did the teacher go to individually? (m4scq8b)

File: m4s

#### Overview

Type: Continuous	Valid cases: 122
Format: numeric	Invalid: 78
Width: 2	Minimum: -9
Decimals: 0	Maximum: 97
Range: -9-97	

9. Did the teacher call pupils by name while teaching? (m4scq9)

File: m4s

## 9. Did the teacher call pupils by name while teaching? (m4scq9)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Post question

2 = No > Skip to Q10

## 9a. How many male pupils did the teacher call by name? (m4scq9a)

File: m4s

### Overview

Type: Continuous	Valid cases: 98
Format: numeric	Invalid: 102
Width: 2	Minimum: 0
Decimals: 0	Maximum: 97
Range: 0-97	

## 9b. How many female pupils did the teacher call by name? (m4scq9b)

File: m4s

### Overview

Type: Continuous	Valid cases: 98
Format: numeric	Invalid: 102
Width: 2	Minimum: 0
Decimals: 0	Maximum: 25
Range: 0-25	

## 10. Was the teacher smiling, laughing, or joking with children? (m4scq10)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## 11. Did the teacher hit, pinch, or slap a child? (m4scq11)

File: m4s

### Overview

## 11. Did the teacher hit, pinch, or slap a child? (m4scq11)

File: m4s

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Post question

If 2=No > Skip to Q12

## 11a. How many male pupils did the teacher yell at/hit/pinch/slap? (m4scq11a)

File: m4s

### Overview

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

Valid cases: 9  
Invalid: 191  
Minimum: -9  
Maximum: 3

## 11b. How many female pupils did the teacher yell at/hit/pinch/slap? (m4scq11b)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-26

Valid cases: 9  
Invalid: 191  
Minimum: 0  
Maximum: 26

## 12. Did the teacher ask questions that required learners to recall information? (m4scq12)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

## 13. Did the teacher ask learners to carry out a task which allowed them to demon (m4scq13)

File: m4s

### Overview

### 13. Did the teacher ask learners to carry out a task which allowed them to demon (m4scq13)

File: m4s

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

#### Literal question

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

### 14. Did the teacher ask questions that required learners to apply information to (m4scq14)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

#### Literal question

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

### 15. Did the teacher ask questions which required learners to use their creativit (m4scq15)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

#### Literal question

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

### 16. Did the teacher give feedback or praise, moral strengthening, and/or encoura (m4scq16)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

#### Literal question

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

17. Did the teacher give feedback that was correcting a mistake?  
(m4scq17)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

18. Did the teacher give feedback that was scolding at a mistake?  
(m4scq18)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

19. Did the teacher introduce the lesson at the start of the class?  
(m4scq19)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	

20. Did the teacher summarize the lesson at the end of the class?  
(m4scq20)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	

20a. What was taught in the lesson (e.g. single digit division, spelling, punctu (m4scq20a)

File: m4s

#### Overview

20a. What was taught in the lesson (e.g. single digit division, spelling, punctu (m4scq20a)

File: m4s

Type: Discrete  
Format: character  
Width: 57

Valid cases: 200

#### Literal question

What was taught in the lesson (e.g. single digit division, spelling, punctuation)?

#### Interviewer instructions

Enumerator Note: Look at the board and their textbook)

21. Did the teacher assign homework to the class? (m4scq21)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

22. Did the teacher review or collect homework from the class? (m4scq22)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 98

23. Were the pupils assessed (informal quizzes, test, oral presentation) during (m4scq23)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

#### Literal question

Were the pupils assessed (informal quizzes, test, oral presentation) during classroom observations?

24. Did the teacher use the local language as a medium of instruction? (language (m4scq24)

File: m4s

## 24. Did the teacher use the local language as a medium of instruction? (language (m4scq24))

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Literal question

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

## 25. Does the lesson appear to be planned? (Is the lesson structured? Are the act (m4scq25))

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Literal question

Does the lesson appear to be planned? (Is the lesson structured? Are the activities consistent?)

### Interviewer instructions

Enumerator Note: Observe and note)

## 1. Did you keep official attendance records? (m4sdq1)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

### Pre question

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

## 2. How many pupils are registered in this class currently? (m4sdq2)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 14-102

Valid cases: 200  
Invalid: 0  
Minimum: 14  
Maximum: 102

## 2. How many pupils are registered in this class currently? (m4sdq2)

File: m4s

### Interviewer instructions

(refer to enrollment or registration record if available) Enumerator Note: (Do not count pupils who are not ever coming (i.e. moved to another school, city, etc.)

## 3. How many students are absent from this class? (m4sdq3)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-73

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 73

### Interviewer instructions

(refer to attendance record if available)

## 3a. From your class last year, how many of your students did not move on to the (m4sdq3a)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-76

Valid cases: 200  
Invalid: 0  
Minimum: 0  
Maximum: 76

### Literal question

From your class last year, how many of your students did not move on to the next grade?

### Interviewer instructions

refer to enrollment or registration record if available from last year

## 4. Do you have the curriculum for the term or year? (m4sdq4)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

### Interviewer instructions

Enumerator Note: Curriculum refers to the scheduled instruction to be taught over the entire term or year

## 5. Do you have a lesson plan for this lesson? (m4sdq5)

File: m4s



## 5. Do you have a lesson plan for this lesson? (m4sdq5)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: 1  
Maximum: 3

### Post question

If No > skip to Q6

### Interviewer instructions

Enumerator Note: Lesson plan refers to a detailed description of the course of instruction just for that day. Ask to see the current day's lesson plan.

## 5a. Are you responsible for developing your own lesson plan? (m4sdq5a)

File: m4s

### Overview

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

Valid cases: 186  
Invalid: 14  
Minimum: 1  
Maximum: 2

### Post question

If No > skip to Q6

## 5b. Does the school help you develop your lesson plans? (m4sdq5b)

File: m4s

### Overview

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

Valid cases: 176  
Invalid: 24  
Minimum: 1  
Maximum: 2

### Post question

If No > skip to Q6

## 5c. How does the school help you develop the lesson plan? (m4sdq5c)

File: m4s

### Overview

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

Valid cases: 96  
Invalid: 104  
Minimum: 1  
Maximum: 99

## 5c. How does the school help you develop the lesson plan? Other (m4sdq5c\_o)

File: m4s

### Overview

Type: Discrete

Valid cases: 3

Format: character

Width: 38

### Interviewer instructions

Enumerator Note: Do not read the options out loud(Probe)

## 6a. How important is your role in the decisions concerning to The curriculum (m4sdq6a)

File: m4s

### Overview

Type: Discrete

Valid cases: 200

Format: numeric

Invalid: 0

Width: 2

Minimum: -9

Decimals: 0

Maximum: 3

Range: -9-3

### Literal question

How important is your role in the decisions concerning:

- The curriculum

## 6b. How important is your role in the decisions concerning to Your teaching meth (m4sdq6b)

File: m4s

### Overview

Type: Discrete

Valid cases: 200

Format: numeric

Invalid: 0

Width: 2

Minimum: -9

Decimals: 0

Maximum: 3

Range: -9-3

### Literal question

How important is your role in the decisions concerning:

- Your teaching methods

## 6c. How important is your role in the decisions concerning to The book used in c (m4sdq6c)

File: m4s

### Overview

Type: Discrete

Valid cases: 200

Format: numeric

Invalid: 0

Width: 2

Minimum: -9

Decimals: 0

Maximum: 3

Range: -9-3

### Literal question

## 6c. How important is your role in the decisions concerning to The book used in c (m4sdq6c)

File: m4s

How important is your role in the decisions concerning:

- The book used in class?

## 6d. How important is your role in the decisions concerning to Which grade to tea (m4sdq6d)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 3

### Literal question

How important is your role in the decisions concerning:

- Which grade to teach

## 7. Do you have a record of the pupils' achievement records? (m4sdq7)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 3

### Literal question

Do you keep a record of the pupils' assessments over a period of time, e.g. their daily class work, homework, practical demos or course projects?

### Interviewer instructions

Enumerator note: If yes- ask to see the document

## 7aa. How many times do you use each of the following classroom assessment methods? (m4sdq7aa)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 4

### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7ab. How many times do you use each of the following classroom assessment method? (m4sdq7ab)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

#### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7ac. How many times do you use each of the following classroom assessment method? (m4sdq7ac)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

#### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7ad. How many times do you use each of the following classroom assessment method? (m4sdq7ad)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

#### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7ae. How many times do you use each of the following classroom assessment method? (m4sdq7ae)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

#### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7ae. How many times do you use each of the following classroom assessment method? (m4sdq7af)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 5
Range: -9-5	

#### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7ae. How many times do you use each of the following classroom assessment method? (m4sdq7af\_o)

File: m4s

#### Overview

Type: Discrete	Valid cases: 7
Format: character	
Width: 58	

#### Interviewer instructions

Enumerator Note: Read through all options) (Probe)

7b1. Who develops the questions for the formal examinations given to the student (m4sdq7b1)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-6	

#### Literal question

Who develops the questions for the formal examinations given to the students at the end of the term or year?

#### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple responses can be recorded (Probe)

7b2. Who develops the questions for the formal examinations given to the student (m4sdq7b2)

File: m4s

#### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

#### Literal question

## 7b2. Who develops the questions for the formal examinations given to the student (m4sdq7b2)

File: m4s

Who develops the questions for the formal examinations given to the students at the end of the term or year?

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple responses can be recorded (Probe)

## 7b3. Who develops the questions for the formal examinations given to the student (m4sdq7b3)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-6

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 5

### Literal question

Who develops the questions for the formal examinations given to the students at the end of the term or year?

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple responses can be recorded (Probe)

## 7b4. Who develops the questions for the formal examinations given to the student (m4sdq7b4)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-6

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 5

### Literal question

Who develops the questions for the formal examinations given to the students at the end of the term or year?

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple responses can be recorded (Probe)

## 7b99. Who develops the questions for the formal examinations given to the student (m4sdq7b\_o)

File: m4s

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0

### Literal question

Who develops the questions for the formal examinations given to the students at the end of the term or year?

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple responses can be recorded (Probe)

## 7c1. On what is the content of exam questions based? - The available textbook(s) (m4sdq7c1)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-99	

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple answers can be recorded

## 7c2. On what is the content of exam questions based? - School curriculum (m4sdq7c2)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple answers can be recorded

## 7c3. On what is the content of exam questions based? - National curriculum (m4sdq7c3)

File: m4s

### Overview

Type: Discrete	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-99	

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple answers can be recorded

## 7c99. On what is the content of exam questions based? - Other specify (m4sdq7c\_o)

File: m4s

### Overview

Type: Discrete	Valid cases: 1
Format: character	
Width: 31	

### Interviewer instructions

Enumerator Note: Do not read the options out loud; multiple answers can be recorded

## 8. Is there a specific reference document or handbook that you use to guide how (m4sdq8)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 3

### Literal question

Is there a specific reference document or handbook that you use to guide how you assess your pupils?

### Interviewer instructions

Enumerator Note: If yes - ask to see the document

## 8a1. Are any of the following resources available to you for your classroom asse (m4sdq8a1)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

### Literal question

Are any of the following resources available to you for your classroom assessment activities?

### Interviewer instructions

Enumerator Note: Read through options and mark which ones they say yes to

## 8a2. Are any of the following resources available to you for your classroom asse (m4sdq8a2)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 4

### Literal question

Are any of the following resources available to you for your classroom assessment activities?

### Interviewer instructions

Enumerator Note: Read through options and mark which ones they say yes to

## 8a3. Are any of the following resources available to you for your classroom asse (m4sdq8a3)

File: m4s

### Overview



8a3. Are any of the following resources available to you for your classroom asse (m4sdq8a3)

File: m4s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 99

**Literal question**

Are any of the following resources available to you for your classroom assessment activities?

**Interviewer instructions**

Enumerator Note: Read through options and mark which ones they say yes to

8a4. Are any of the following resources available to you for your classroom asse (m4sdq8a4)

File: m4s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 4

**Literal question**

Are any of the following resources available to you for your classroom assessment activities?

**Interviewer instructions**

Enumerator Note: Read through options and mark which ones they say yes to

8a99. Are any of the following resources available to you for your classroom ass (m4sdq8a\_o)

File: m4s

**Overview**

Type: Discrete  
Format: character  
Width: 97

Valid cases: 12

**Literal question**

Are any of the following resources available to you for your classroom assessment activities?

**Interviewer instructions**

Enumerator Note: Read through options and mark which ones they say yes to

9. Have you had any students that performed consistently poorly this/last academ (m4sdq9)

File: m4s

**Overview**

## 9. Have you had any students that performed consistently poorly this/last academ (m4sdq9)

File: m4s

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 2

### Literal question

Have you had any students that performed consistently poorly this/last academic year?

### Post question

If no> Skip to Q10

## 9a. How many students have you had that performed consistently poorly this/last (m4sdq9a)

File: m4s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-30

Valid cases: 149  
Invalid: 51  
Minimum: 1  
Maximum: 30

### Literal question

How many students have you had that performed consistently poorly this/last academic year?

## 9b1. In the most recent case, how did you handle the students'™.. (m4sdq9b1)

File: m4s

### Overview

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

Valid cases: 149  
Invalid: 51  
Minimum: 1  
Maximum: 99

### Literal question

In the most recent case, how did you handle the students' poor performance?

### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

## 9b2. In the most recent case, how did you handle the students'™.. (m4sdq9b2)

File: m4s

### Overview

9b2. In the most recent case, how did you handle the students' poor performance?  
(m4sdq9b2)

File: m4s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 99

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b3. In the most recent case, how did you handle the students' poor performance?  
(m4sdq9b3)

File: m4s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 99

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b4. In the most recent case, how did you handle the students' poor performance?  
(m4sdq9b4)

File: m4s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 99

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b5. In the most recent case, how did you handle the students' poor performance?  
(m4sdq9b5)

File: m4s

#### Overview

9b5. In the most recent case, how did you handle the students' poor performance? (m4sdq9b5)

File: m4s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 5

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b6. In the most recent case, how did you handle the students' poor performance? (m4sdq9b6)

File: m4s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 0

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b7. In the most recent case, how did you handle the students' poor performance? (m4sdq9b7)

File: m4s

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 0

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b99. In the most recent case, how did you handle the students' poor performance? (m4sdq9b99)

File: m4s

#### Overview

9b99. In the most recent case, how did you handle the students' poor performance? (m4sdq9b99)

File: m4s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 149  
Invalid: 51  
Minimum: -9  
Maximum: 99

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

9b99. In the most recent case, how did you handle the students' poor performance? (m4sdq9b99\_o)

File: m4s

#### Overview

Type: Discrete  
Format: character  
Width: 107

Valid cases: 22

#### Literal question

In the most recent case, how did you handle the students' poor performance?

#### Interviewer instructions

Enumerator Note: Don't read the options out loud; multiple answers can be recorded

10a1. Approximately what percentage of your pupils in this class can do the following activities? (m4sdq10a1)

File: m4s

#### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 5

#### Literal question

Approximately what percentage of your pupils in this class can do the following activities?

#### Post question

If all responses are 5=100% > Skip to Q12

#### Interviewer instructions

Enumerator read: options A1-A4 if the teacher teaches language, and options A4-A6 if the teacher teaches math. If teacher has taught both classes, ask about the most recent type of class taught.

10a2. Approximately what percentage of your pupils in this class can do the following activities? (m4sdq10a2)

File: m4s

#### Overview

## 10a2. Approximately what percentage of your pupils in this class can do the foll (m4sdq10a2)

File: m4s

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 5

### Literal question

Approximately what percentage of your pupils in this class can do the following activities?

### Post question

If all responses are 5=100% > Skip to Q12

### Interviewer instructions

Enumerator read: options A1-A4 if the teacher teaches language, and options A4-A6 if the teacher teaches math. If teacher has taught both classes, ask about the most recent type of class taught.

## 10a3. Approximately what percentage of your pupils in this class can do the foll (m4sdq10a3)

File: m4s

### Overview

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

Valid cases: 200  
Invalid: 0  
Minimum: -9  
Maximum: 5

### Literal question

Approximately what percentage of your pupils in this class can do the following activities?

### Post question

If all responses are 5=100% > Skip to Q12

### Interviewer instructions

Enumerator read: options A1-A4 if the teacher teaches language, and options A4-A6 if the teacher teaches math. If teacher has taught both classes, ask about the most recent type of class taught.

## 11.1. What is the main reason that some pupils cannot do these activities (in Q1 (m4sdq11\_1)

File: m4s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 190  
Invalid: 10  
Minimum: -9  
Maximum: 99

### Literal question

What is the main reason that some pupils cannot do these activities (in Q10)?

### Interviewer instructions

Enumerator Note: Do not read options out loud, but choose the most appropriate code(s) based on response; multiple responses accepted).

## 11.2. What is the main reason that some pupils cannot do these activities (in Q1 (m4sdq11\_2))

File: m4s

### Overview

Type: Discrete	Valid cases: 190
Format: numeric	Invalid: 10
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Literal question

What is the main reason that some pupils cannot do these activities (in Q10)?

### Interviewer instructions

Enumerator Note: Do not read options out loud, but choose the most appropriate code(s) based on response; multiple responses accepted).

## 11.3. What is the main reason that some pupils cannot do these activities (in Q1 (m4sdq11\_3))

File: m4s

### Overview

Type: Discrete	Valid cases: 190
Format: numeric	Invalid: 10
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Literal question

What is the main reason that some pupils cannot do these activities (in Q10)?

### Interviewer instructions

Enumerator Note: Do not read options out loud, but choose the most appropriate code(s) based on response; multiple responses accepted).

## 11.4. What is the main reason that some pupils cannot do these activities (in Q1 (m4sdq11\_4))

File: m4s

### Overview

Type: Discrete	Valid cases: 190
Format: numeric	Invalid: 10
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-99	

### Literal question

What is the main reason that some pupils cannot do these activities (in Q10)?

### Interviewer instructions

Enumerator Note: Do not read options out loud, but choose the most appropriate code(s) based on response; multiple responses accepted).

## 11.99. What is the main reason that some pupils cannot do these activities (in Q (m4sdq11\_99)

File: m4s

### Overview

Type: Discrete	Valid cases: 190
Format: numeric	Invalid: 10
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

### Literal question

What is the main reason that some pupils cannot do these activities (in Q10)?

### Interviewer instructions

Enumerator Note: Do not read options out loud, but choose the most appropriate code(s) based on response; multiple responses accepted).

## 11.99. What is the main reason that some pupils cannot do these activities (in Q (m4sdq11\_99\_o)

File: m4s

### Overview

Type: Discrete	Valid cases: 39
Format: character	
Width: 108	

### Literal question

What is the main reason that some pupils cannot do these activities (in Q10)?

### Interviewer instructions

Enumerator Note: Do not read options out loud, but choose the most appropriate code(s) based on response; multiple responses accepted).

## Module 4 comments (m4qcomm)

File: m4s

### Overview

Type: Discrete	Valid cases: 61
Format: character	
Width: 244	

(teacherid)

File: m4s

### Overview

Type: Continuous	Valid cases: 200
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 46
Range: 1-46	



## School code (schid)

File: m4s\_a

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 1-200

Valid cases: 2000  
 Invalid: 0  
 Minimum: 1  
 Maximum: 200

## 3. What's this school's ownership type (m1saq3)

File: m4s\_a

**Overview**

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

Valid cases: 2000  
 Invalid: 0  
 Minimum: 1  
 Maximum: 99

## Activity (m4s1oac)

File: m4s\_a

**Overview**

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

Valid cases: 2000  
 Invalid: 0  
 Minimum: 1  
 Maximum: 10

## 1. No Material T (m4s1q1t)

File: m4s\_a

**Overview**

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

Valid cases: 2000  
 Invalid: 0  
 Minimum: 0  
 Maximum: 4

## 1. No Material I (m4s1q1i)

File: m4s\_a

**Overview**

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

Valid cases: 2000  
 Invalid: 0  
 Minimum: 0  
 Maximum: 3

## 2.TextBook T (m4s1q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s1q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 3. Notebook T (m4s1q3t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 3. Notebook I (m4s1q3i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 4. Blackboard T (m4s1q4t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

#### 4. Blackboard I (m4s1q4i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### 5. Learning Aides/ Manipulatives (m4s1q5t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

#### 5. Learning Aides/Manipulatives (m4s1q5i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

#### 6. ICT T (m4s1q6t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

#### 6. ICT I (m4s1q6i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s1q7t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 7. Cooperative I (m4s1q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 1. No Material T (m4s2q1t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. No Material I (m4s2q1i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 2.TextBook T (m4s2q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s2q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 3. Notebook T (m4s2q3t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 3. Notebook I (m4s2q3i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 4. Blackboard T (m4s2q4t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 4. Blackboard I (m4s2q4i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 5. Learning Aides/ Manipulatives (m4s2q5t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 5. Learning Aides/Manipulatives (m4s2q5i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 0

## 6. ICT T (m4s2q6t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 0

## 6. ICT I (m4s2q6i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 0

## 7. Cooperative T (m4s2q7t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 0

## 7. Cooperative I (m4s2q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 1. No Material T (m4s3q1t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. No Material I (m4s3q1i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 2.TextBook T (m4s3q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s3q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### 3. Notebook T (m4s3q3t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

### 3. Notebook I (m4s3q3i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

### 4. Blackboard T (m4s3q4t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

### 4. Blackboard I (m4s3q4i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### 5. Learning Aides/ Manipulatives (m4s3q5t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	



## 5. Learning Aides/Manipulatives (m4s3q5i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 6. ICT T (m4s3q6t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s3q6i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s3q7t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s3q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 1. No Material T (m4s4q1t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 1. No Material I (m4s4q1i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

## 2. TextBook T (m4s4q2t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 2. Textbook I (m4s4q2i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

## 3. Notebook T (m4s4q3t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

### 3. Notebook I (m4s4q3i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

### 4. Blackboard T (m4s4q4t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

### 4. Blackboard I (m4s4q4i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

### 5. Learning Aides/ Manipulatives (m4s4q5t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

### 5. Learning Aides/Manipulatives (m4s4q5i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 6. ICT T (m4s4q6t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s4q6i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s4q7t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s4q7i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 1. No Material T (m4s5q1t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. No Material I (m4s5q1i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 2. TextBook T (m4s5q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s5q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 3. Notebook T (m4s5q3t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 3. Notebook I (m4s5q3i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### 4. Blackboard T (m4s5q4t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

#### 4. Blackboard I (m4s5q4i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### 5. Learning Aides/ Manipulatives (m4s5q5t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

#### 5. Learning Aides/Manipulatives (m4s5q5i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

#### 6. ICT T (m4s5q6t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s5q6i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s5q7t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s5q7i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 1. No Material T (m4s6q1t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. No Material I (m4s6q1i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 2.TextBook T (m4s6q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s6q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 3. Notebook T (m4s6q3t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 3. Notebook I (m4s6q3i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 4. Blackboard T (m4s6q4t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	



#### 4. Blackboard I (m4s6q4i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### 5. Learning Aides/ Manipulatives (m4s6q5t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

#### 5. Learning Aides/Manipulatives (m4s6q5i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

#### 6. ICT T (m4s6q6t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

#### 6. ICT I (m4s6q6i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s6q7t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s6q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 1. No Material T (m4s7q1t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. No Material I (m4s7q1i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 2.TextBook T (m4s7q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s7q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 3. Notebook T (m4s7q3t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 3. Notebook I (m4s7q3i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 4. Blackboard T (m4s7q4t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 4. Blackboard I (m4s7q4i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 5. Learning Aides/ Manipulatives (m4s7q5t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 5. Learning Aides/Manipulatives (m4s7q5i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 6. ICT T (m4s7q6t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s7q6i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s7q7t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s7q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 1. No Material T (m4s8q1t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. No Material I (m4s8q1i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 2.TextBook T (m4s8q2t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 2. Textbook I (m4s8q2i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### 3. Notebook T (m4s8q3t)

File: m4s\_a

#### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

### 3. Notebook I (m4s8q3i)

File: m4s\_a

#### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

### 4. Blackboard T (m4s8q4t)

File: m4s\_a

#### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

### 4. Blackboard I (m4s8q4i)

File: m4s\_a

#### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

### 5. Learning Aides/ Manipulatives (m4s8q5t)

File: m4s\_a

#### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 5. Learning Aides/Manipulatives (m4s8q5i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 6. ICT T (m4s8q6t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s8q6i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s8q7t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s8q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## 1. No Material T (m4s9q1t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 1. Mo Material I (m4s9q1i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

## 2. TextBook T (m4s9q2t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 2. Textbook I (m4s9q2i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

## 3. Notebook T (m4s9q3t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4



### 3. Notebook I (m4s9q3i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### 4. Blackboard T (m4s9q4t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

### 4. Blackboard I (m4s9q4i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### 5. Learning Aides/ Manipulatives (m4s9q5t)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

### 5. Learning Aides/Manipulatives (m4s9q5i)

File: m4s\_a

#### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 6. ICT T (m4s9q6t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s9q6i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s9q7t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s9q7i)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 1. No Material T (m4s10q1t)

File: m4s\_a

**Overview**

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 1. Mo Material I (m4s10q1i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

## 2. TextBook T (m4s10q2t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 2. Textbook I (m4s10q2i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

## 3. Notebook T (m4s10q3t)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 4

## 3. Notebook I (m4s10q3i)

File: m4s\_a

### Overview

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

Valid cases: 2000  
Invalid: 0  
Minimum: 0  
Maximum: 3

#### 4. Blackboard T (m4s10q4t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

#### 4. Blackboard I (m4s10q4i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### 5. Learning Aides/ Manipulatives (m4s10q5t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

#### 5. Learning Aides/Manipulatives (m4s10q5i)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

#### 6. ICT T (m4s10q6t)

File: m4s\_a

##### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-4	

## 6. ICT I (m4s10q6i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-3	

## 7. Cooperative T (m4s10q7t)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-4	

## 7. Cooperative I (m4s10q7i)

File: m4s\_a

### Overview

Type: Discrete	Valid cases: 2000
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

## School code (schid)

File: m5s

### Overview

Type: Continuous	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

## 3. What's this school's ownership type (m1saq3)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## 1. Pupil Code (m5saq1c)

File: m5s

### Overview

Type: Continuous	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 28
Range: 1-28	

## 0. Internal pupil number (m5q0\_c)

File: m5s

### Overview

Type: Continuous	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	

## 2. Age (m5saq2)

File: m5s

### Overview

Type: Continuous	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 20
Range: -9-20	

### 3. Sex (m5saq3)

File: m5s

#### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

### 4. Who do you live with in the same house? (m5saq4)

File: m5s

#### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

### 5. How many brothers and sisters do you have at home? (m5saq5)

File: m5s

#### Overview

Type: Continuous	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 15
Range: -9-15	

### 6. How educated is your father? (m5saq6)

File: m5s

#### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

### 7. How educated is your mother? (m5saq7)

File: m5s

#### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

## 8. What kind of transportation do you use to go to school? (m5saq8)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

## 9. How long does it take you to get to school? (m5saq9)

File: m5s

### Overview

Type: Continuous	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 3	Minimum: -99
Decimals: 0	Maximum: 130
Range: -99-130	

## 10. Did you have breakfast before coming to school today? (m5saq10)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

## 11. Were you in this school last year? (m5saq11)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 12. Do you have a room to sleep in at home? (m5saq12)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	



## 13. How many people sleep in your room? (m5saq13)

File: m5s

**Overview**

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

Valid cases: 4416  
 Invalid: 0  
 Minimum: -9  
 Maximum: 12

## 14. What language do you speak at home? (m5saq14)

File: m5s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 4416  
 Invalid: 0  
 Minimum: -9  
 Maximum: 99

## 14. What language do you speak at home? Other (m5saq14\_o)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 15. What language do you speak at school? (m5saq15)

File: m5s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 4416  
 Invalid: 0  
 Minimum: -9  
 Maximum: 99

## 15. What language do you speak at school? other (m5saq15\_o)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0

## 16. How often do you speak Dari/Pashtu at home? (m5saq16)

File: m5s

**Overview**

## 16. How often do you speak Dari/Pashtu at home? (m5saq16)

File: m5s

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 4

## 17. Electricity (m5saq17)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 18. Running Water inside the house (m5saq18)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 19. Walls made of concrete, cement or stone (m5saq19)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 20. Metal roof (m5saq20)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 21. Toilet (m5saq21)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 22. Bed (m5saq22)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 23. Radio (m5saq23)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 24. Television (m5saq24)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 25. Refrigerator (m5saq25)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: -9  
Maximum: 2

## 26. Motorcycle/ Car (m5saq26)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 27. Animals (Horse, Poultry, Goats, sheep) (m5saq27)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 28. Books (m5saq28)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 29. Mobile phone (m5saq29)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 30. Computer (m5saq30)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 31. How often do you do homework for school? (m5saq31)

File: m5s

**Overview**

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 4
Range: -9-4	

## 32. Who usually helps you with homework? (m5saq32)

File: m5s

**Overview**

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

## 32. Who usually helps you with homework? other (m5saq32\_o)

File: m5s

**Overview**

Type: Discrete	Valid cases: 11
Format: character	
Width: 15	

## 33. What is the highest grade that you wish to achieve? (m5saq33)

File: m5s

**Overview**

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 6
Range: -9-6	

34. In the last month, how many school days did you miss?  
(m5saq34)

File: m5s

**Overview**

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 3
Range: -9-3	

## 2.1 Please circle the numbers indicated by the teacher. (m5sa2q1a)

File: m5s

**Overview**

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

Valid cases: 4411  
 Invalid: 5  
 Minimum: 0  
 Maximum: 9

## 2.1 Please circle the numbers indicated by the teacher. (m5sa2q1b)

File: m5s

**Overview**

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

Valid cases: 4416  
 Invalid: 0  
 Minimum: 0  
 Maximum: 9

## 2.1 Please circle the numbers indicated by the teacher. (m5sa2q1c)

File: m5s

**Overview**

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

Valid cases: 4416  
 Invalid: 0  
 Minimum: 0  
 Maximum: 9

2.2 Please follow circle the letters indicated by the teacher  
(m5sa2q2a)

File: m5s

**Overview**

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

Valid cases: 4416  
 Invalid: 0  
 Minimum: 0  
 Maximum: 9

2.2 Please follow circle the letters indicated by the teacher  
(m5sa2q2b)

File: m5s

**Overview**

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

Valid cases: 4416  
 Invalid: 0  
 Minimum: 0  
 Maximum: 9

## 2.2 Please follow circle the letters indicated by the teacher (m5sa2q2c)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

## 2.3 Please circle the words indicated by the teacher (m5sa2q3a) File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

## 2.3 Please circle the words indicated by the teacher (m5sa2q3b) File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

## 2.3 Please circle the words indicated by the teacher (m5sa2q3c) File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

## 2.4 Please circle the picture that matches the word said by the teacher. (m5sa2q4)

File: m5s

### Overview

Type: Discrete	Valid cases: 4416
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 6
Range: 0-6	

## a1. Choose the correct word . (m5laq1)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2492  
Invalid: 0

## a2. Choose the correct word . (m5laq2)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2430  
Invalid: 0

## a3. Choose the correct word . (m5laq3)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2366  
Invalid: 0

## a4. Choose the correct word . (m5laq4)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2176  
Invalid: 0

## b5. Grammar (m5lbq5)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2400  
Invalid: 0

## b6. Grammar (m5lbq6)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2195  
Invalid: 0



## b7. Grammar (m5lbq7)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2233  
Invalid: 0

## b8. Grammar (m5lbq8)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2102  
Invalid: 0

## b9. Grammar (m5lbq9)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2063  
Invalid: 0

## b10. Grammar (m5lbq10)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2252  
Invalid: 0

## b11. Grammar (m5lbq11)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2239  
Invalid: 0

## b12. Grammar (m5lbq12)

File: m5s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2205  
Invalid: 0

## c13. Grammar (m5lcq13)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 2196  
 Invalid: 0

## c14. Grammar (m5lcq14)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 2036  
 Invalid: 0

## c15. Grammar (m5lcq15)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1998  
 Invalid: 0

## c16. Grammar (m5lcq16)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1911  
 Invalid: 0

## c17. Grammar (m5lcq17)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1860  
 Invalid: 0

## c18. Grammar (m5lcq18)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1567  
 Invalid: 0

## c19. Grammar (m5lcq19)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1555  
 Invalid: 0

## c20. Grammar (m5lcq20)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1480  
 Invalid: 0

## c21. Grammar (m5lcq21)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1582  
 Invalid: 0

## c22. Grammar (m5lcq22)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1406  
 Invalid: 0

## c23. Grammar (m5lcq23)

File: m5s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1425  
 Invalid: 0

## 0. Internal pupil number (m5q0\_1c)

File: m5s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-25

Valid cases: 4415  
 Invalid: 1  
 Minimum: 1  
 Maximum: 25

## 1. Pupil Code (m5saq1\_1c)

File: m5s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-25

Valid cases: 4415  
Invalid: 1  
Minimum: 1  
Maximum: 25

## 5. MATHEMATICS (m5maq5)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 30

Valid cases: 1784

## 6.a MATHEMATICS (m5maq6\_a)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 3982  
Invalid: 0

## 6.b MATHEMATICS (m5maq6\_b)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 3819  
Invalid: 0

## 6.c MATHEMATICS (m5maq6\_c)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 3431  
Invalid: 0

## 6.d MATHEMATICS (m5maq6\_d)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 3619  
Invalid: 0

## 6.e MATHEMATICS (m5maq6\_e)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 3188  
Invalid: 0

## 6.f MATHEMATICS (m5maq6\_f)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2765  
Invalid: 0

## 7.a MATHEMATICS (m5maq7\_a)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 3258  
Invalid: 0

## 7.b MATHEMATICS (m5maq7\_b)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2667  
Invalid: 0

## 7.c MATHEMATICS (m5maq7\_c)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2240  
Invalid: 0

## 7.d MATHEMATICS (m5maq7\_d)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2680  
Invalid: 0

## 7.e MATHEMATICS (m5maq7\_e)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2388  
Invalid: 0

## 7.f MATHEMATICS (m5maq7\_f)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2025  
Invalid: 0

## 8. Mathematics (m5maq8)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1759  
Invalid: 0

## 9. Mathematics (m5maq9)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1450  
Invalid: 0

## 10. Mathematics (m5maq10)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1645  
Invalid: 0

## 11. Mathematics (m5maq11)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 1175  
Invalid: 0

## 12. Mathematics (m5maq12)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1550  
Invalid: 0

## 13. Mathematics (m5maq13)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1505  
Invalid: 0

## 14. Mathematics (m5maq14)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1273  
Invalid: 0

## 15. Mathematics (m5maq15)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 1202  
Invalid: 0

## 16. Mathematics (m5maq16)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1283  
Invalid: 0

## 17. Mathematics (m5maq17)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1184  
Invalid: 0

## 18a. Mathematics (m5maq18a)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1180  
Invalid: 0

## 18b. Mathematics (m5maq18b)

File: m5s

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 1130  
Invalid: 0

## 1. Enumerator (m5q1)

File: m5s

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1-1437

Valid cases: 4416  
Invalid: 0  
Minimum: 1  
Maximum: 1437

## 4. Date day (m5q4d)

File: m5s

### Overview

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

Valid cases: 4416  
Invalid: 0  
Minimum: 1  
Maximum: 31

## 4. Date month (m5q4m)

File: m5s

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 4-8

Valid cases: 4416  
Invalid: 0  
Minimum: 4  
Maximum: 8

## 4. Date year (m5q4y)

File: m5s

### Overview



## 4. Date year (m5q4y)

File: m5s

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -9-2017

Valid cases: 4416  
Invalid: 0  
Minimum: 2017  
Maximum: 2017

## 5. Start of Assessment Hour (m5q5h)

File: m5s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 8-16

Valid cases: 4416  
Invalid: 0  
Minimum: 8  
Maximum: 16

## 5. Start of Assessment minute (m5q5m)

File: m5s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-55

Valid cases: 4416  
Invalid: 0  
Minimum: 0  
Maximum: 55

## 6. End of Assessment Hour (m5q6h)

File: m5s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 8-17

Valid cases: 4416  
Invalid: 0  
Minimum: 8  
Maximum: 17

## 6. End of Assessment minute (m5q6m)

File: m5s

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-58

Valid cases: 4416  
Invalid: 0  
Minimum: 0  
Maximum: 58

# Number of pupils (m5q0)

File: m5s

## Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 6-25

Valid cases: 4416  
Invalid: 0  
Minimum: 6  
Maximum: 25

## School code (schid)

File: m6s

### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 200
Range: 1-200	

## 3. What's this school's ownership type (m1saq3)

File: m6s

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

## 1. Number of teachers assessed (m6q1)

File: m6s

### Overview

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 20
Range: 1-20	

## 6. Teacher code (2A) (m6q6)

File: m6s

### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	

## 8. Age (m6q8)

File: m6s

### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 75
Range: -9-75	

## 9. Sex (m6q9)

File: m6s

### Overview

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

Valid cases: 1511  
Invalid: 0  
Minimum: 1  
Maximum: 2

## 10. What grades do you normally teach this academic year (2016)? (m6q10a)

File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1511  
Invalid: 0  
Minimum: -9  
Maximum: 12

## 10b. What grades do you normally teach this academic year (2016)? (m6q10b)

File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1511  
Invalid: 0  
Minimum: -9  
Maximum: 12

## 10c. What grades do you normally teach this academic year (2016)? (m6q10c)

File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1502  
Invalid: 9  
Minimum: -9  
Maximum: 12

## 11a. What Grades did you mostly teach in the last school year? (m6q11a)

File: m6s

### Overview

## 11a. What Grades did you mostly teach in the last school year? (m6q11a)

File: m6s

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1511  
Invalid: 0  
Minimum: -9  
Maximum: 12

## 11b. What Grades did you mostly teach in the last school year? (m6q11b)

File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1511  
Invalid: 0  
Minimum: -9  
Maximum: 12

## 11c. What Grades did you mostly teach in the last school year? (m6q11c)

File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1493  
Invalid: 18  
Minimum: -9  
Maximum: 12

## 12a. What subject(s) do you normally teach? (m6q12a) File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1511  
Invalid: 0  
Minimum: -9  
Maximum: 99

## 12b. What subject(s) do you normally teach? (m6q12b) File: m6s

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -9-99

Valid cases: 1511  
Invalid: 0  
Minimum: -9  
Maximum: 99

## 12c. What subject(s) do you normally teach? (m6q12c)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 1511  
 Invalid: 0  
 Minimum: -9  
 Maximum: 99

## 12. What subject(s) do you normally teach? other (m6q12\_o)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 55

Valid cases: 225

## 13. In what year did you begin teaching? (m6q13)

File: m6s

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-2017

Valid cases: 1511  
 Invalid: 0  
 Minimum: -999  
 Maximum: 2017

14. What is the highest level of education you have completed?  
(m6q14)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -9-99

Valid cases: 1511  
 Invalid: 0  
 Minimum: -9  
 Maximum: 99

14. What is the highest level of education you have completed?  
other (m6q14\_o)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 42

Valid cases: 18

## 15. Have you completed teacher training college? (m6q15)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## 16. What subject did you complete your teacher training in? (m6q16)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 99
Range: -9-99	

## 16. What subject did you complete your teacher training in? other (m6q16\_o)

File: m6s

**Overview**

Type: Discrete	Valid cases: 105
Format: character	
Width: 53	

## 17. When did you complete your highest level of teacher training? (m6q17)

File: m6s

**Overview**

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 4	Minimum: -999
Decimals: 0	Maximum: 2017
Range: -999-2017	

## 18. Did you teach in this school last year? (m6q18)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: -9
Decimals: 0	Maximum: 2
Range: -9-2	

## Did you complete Part B (m6sbq0)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## T1.1a. (A) Mark the child's answer (m6sa1q1aa)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1119
Format: numeric	Invalid: 392
Width: 2	Minimum: -4
Decimals: 0	Maximum: 1
Range: -4-1	

## T1.1a. (B) Write the correct answers (m6sa1q1ab)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1004
Format: character	
Width: 49	

## T1. 1b. (A) Mark the child's answer (m6sa1q1ba)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1119
Format: numeric	Invalid: 392
Width: 2	Minimum: -4
Decimals: 0	Maximum: 1
Range: -4-1	

## T1. 1b. (B) Write the correct answers (m6sa1q1bb)

File: m6s

**Overview**

Type: Discrete	Valid cases: 95
Format: character	
Width: 57	

## T1. 1c. (A) Mark the child's answer (m6sa1q1ca)

File: m6s

**Overview**



## T1. 1c. (A) Mark the child's answer (m6sa1q1ca)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 1c. (B) Write the correct answers (m6sa1q1cb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 52

Valid cases: 919

## T1. 1d. (A) Mark the child's answer (m6sa1q1da)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 1d. (B) Write the correct answers (m6sa1q1db)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 45

Valid cases: 949

## T1. 2a. (A) Mark the child's answer (m6sa1q2aa)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 2a. (B) Write the correct answers (m6sa1q2ab)

File: m6s

**Overview**

## T1. 2a. (B) Write the correct answers (m6sa1q2ab)

File: m6s

Type: Discrete  
 Format: character  
 Width: 48

Valid cases: 851

## T1. 2b. (A) Mark the child's answer (m6sa1q2ba)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 2b. (B) Write the correct answers (m6sa1q2bb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 58

Valid cases: 740

## T1. 2c. (A) Mark the child's answer (m6sa1q2ca)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 2c. (B) Write the correct answers (m6sa1q2cb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 40

Valid cases: 215

## T1. 2d. (A) Mark the child's answer (m6sa1q2da)

File: m6s

**Overview**

## T1. 2d. (A) Mark the child's answer (m6sa1q2da)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 2d. (B) Write the correct answers (m6sa1q2db)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 47

Valid cases: 276

## T1. 2e. (A) Mark the child's answer (m6sa1q2ea)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 2e. (B) Write the correct answers (m6sa1q2eb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 69

Valid cases: 800

## T1. 2f. (A) Mark the child's answer (m6sa1q2fa)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 2f. (B) Write the correct answers (m6sa1q2fb)

File: m6s

**Overview**

## T1. 2f. (B) Write the correct answers (m6sa1q2fb)

File: m6s

Type: Discrete  
Format: character  
Width: 58

Valid cases: 853

## T1. 3a. (A) Mark the child's answer (m6sa1q3aa)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 1119  
Invalid: 392  
Minimum: -4  
Maximum: 1

## T1. 3a. (B) Write the correct answers (m6sa1q3ab)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 63

Valid cases: 121

## T1. 3b. (A) Mark the child's answer (m6sa1q3ba)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 1119  
Invalid: 392  
Minimum: -4  
Maximum: 1

## T1. 3b. (B) Write the correct answers (m6sa1q3bb)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 51

Valid cases: 599

## T1. 3c. (A) Mark the child's answer (m6sa1q3ca)

File: m6s

**Overview**

## T1. 3c. (A) Mark the child's answer (m6sa1q3ca)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3c. (B) Write the correct answers (m6sa1q3cb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 55

Valid cases: 353

## T1. 3d. (A) Mark the child's answer (m6sa1q3da)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3d. (B) Write the correct answers (m6sa1q3db)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 75

Valid cases: 714

## T1. 3e. (A) Mark the child's answer (m6sa1q3ea)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3e. (B) Write the correct answers (m6sa1q3eb)

File: m6s

**Overview**

## T1. 3e. (B) Write the correct answers (m6sa1q3eb)

File: m6s

Type: Discrete  
 Format: character  
 Width: 51

Valid cases: 430

## T1. 3f. (A) Mark the child's answer (m6sa1q3fa)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3f. (B) Write the correct answers (m6sa1q3fb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 48

Valid cases: 123

## T1. 3g. (A) Mark the child's answer (m6sa1q3ga)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3g. (B) Write the correct answers (m6sa1q3gb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 56

Valid cases: 609

## T1. 3h. (A) Mark the child's answer (m6sa1q3ha)

File: m6s

**Overview**

## T1. 3h. (A) Mark the child's answer (m6sa1q3ha)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3h. (B) Write the correct answers (m6sa1q3hb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 54

Valid cases: 540

## T1. 3i. (A) Mark the child's answer (m6sa1q3ia)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3i. (B) Write the correct answers (m6sa1q3ib)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 38

Valid cases: 522

## T1. 3j. (A) Mark the child's answer (m6sa1q3ja)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 1119  
 Invalid: 392  
 Minimum: -4  
 Maximum: 1

## T1. 3j. (B) Write the correct answers (m6sa1q3jb)

File: m6s

**Overview**

## T1. 3j. (B) Write the correct answers (m6sa1q3jb)

File: m6s

Type: Discrete  
Format: character  
Width: 51

Valid cases: 245

## T1. 3k. (A) Mark the child's answer (m6sa1q3ka)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 1119  
Invalid: 392  
Minimum: -4  
Maximum: 1

## T1. 3k. (B) Write the correct answers (m6sa1q3kb)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 62

Valid cases: 108

## T1. 4. Write the answer (m6sa1q4a)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 244

Valid cases: 988

## T1. 5a. (A) Mark the child's answer (m6sa1q5aa)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 1119  
Invalid: 392  
Minimum: -4  
Maximum: 1

## T1. 5a (B) Write the correct answers (m6sa1q5ab)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 61

Valid cases: 655



## T1. 5b. (A) Mark the child's answer (m6sa1q5ba)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1119
Format: numeric	Invalid: 392
Width: 2	Minimum: -4
Decimals: 0	Maximum: 1
Range: -4-1	

## T1. 5b (B) Write the correct answers (m6sa1q5bb)

File: m6s

**Overview**

Type: Discrete	Valid cases: 551
Format: character	
Width: 42	

## T1. 5c. (A) Mark the child's answer (m6sa1q5ca)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1119
Format: numeric	Invalid: 392
Width: 2	Minimum: -4
Decimals: 0	Maximum: 1
Range: -4-1	

## T1. 5c (B) Write the correct answers (m6sa1q5cb)

File: m6s

**Overview**

Type: Discrete	Valid cases: 569
Format: character	
Width: 21	

## Did you complete Part C (m6scq0)

File: m6s

**Overview**

Type: Discrete	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## T2. 1a. (A) Mark the child's answer (m6sa2q1aa)

File: m6s

**Overview**

## T2. 1a. (A) Mark the child's answer (m6sa2q1aa)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 1a. (B) Write the correct answers (m6sa2q1ab)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 2

Valid cases: 6

## T2. 1b. (A) Mark the child's answer (m6sa2q1ba)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 1b. (B) Write the correct answers (m6sa2q1bb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 717

## T2. 1c. (A) Mark the child's answer (m6sa2q1ca)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 1c. (B) Write the correct answers (m6sa2q1cb)

File: m6s

**Overview**

## T2. 1c. (B) Write the correct answers (m6sa2q1cb)

File: m6s

Type: Discrete  
Format: character  
Width: 5

Valid cases: 752

## T2. 1d. (A) Mark the child's answer (m6sa2q1da)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 830  
Invalid: 681  
Minimum: -4  
Maximum: 1

## T2. 1d. (B) Write the correct answers (m6sa2q1db)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 3

Valid cases: 18

## T2. 1e. (A) Mark the child's answer (m6sa2q1ea)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 830  
Invalid: 681  
Minimum: -4  
Maximum: 1

## T2. 1e. (B) Write the correct answers (m6sa2q1eb)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 4

Valid cases: 77

## T2. 1f. (A) Mark the child's answer (m6sa2q1fa)

File: m6s

**Overview**

## T2. 1f. (A) Mark the child's answer (m6sa2q1fa)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 1f. (B) Write the correct answers (m6sa2q1fb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 26

Valid cases: 634

## T2. 1g. (A) Mark the child's answer (m6sa2q1ga)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 1g. (B) Write the correct answers (m6sa2q1gb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 5

Valid cases: 731

## T2. 1h. (A) Mark the child's answer (m6sa2q1ha)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 1h. (B) Write the correct answers (m6sa2q1hb)

File: m6s

**Overview**

## T2. 1h. (B) Write the correct answers (m6sa2q1hb)

File: m6s

Type: Discrete  
Format: character  
Width: 6

Valid cases: 712

## T2. 1i. (A) Mark the child's answer (m6sa2q1ia)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 830  
Invalid: 681  
Minimum: -4  
Maximum: 1

## T2. 1i. (B) Write the correct answers (m6sa2q1ib)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 5

Valid cases: 57

## T2. 1j. (A) Mark the child's answer (m6sa2q1ja)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 830  
Invalid: 681  
Minimum: -4  
Maximum: 1

## T2. 1j. (B) Write the correct answers (m6sa2q1jb)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 7

Valid cases: 714

## T2. 2. (A) Mark the child's answer (m6sa2q2a)

File: m6s

**Overview**

## T2. 2. (A) Mark the child's answer (m6sa2q2a)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 2. (B) Write the correct answers (m6sa2q2b)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 14

Valid cases: 697

## T2. 3. (A) Mark the child's answer (m6sa2q3a)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 3. (B) Write the correct answers (m6sa2q3b)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 9

Valid cases: 691

## T2. 4. (A) Mark the child's answer (m6sa2q4a)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 4. (B) Write the correct answers (m6sa2q4b)

File: m6s

**Overview**

## T2. 4. (B) Write the correct answers (m6sa2q4b)

File: m6s

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 96

## T2. 5a. (A) Mark the child's answer (m6sa2q5aa)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 5a. (B) Write the correct answers (m6sa2q5ab)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 24

Valid cases: 624

## T2. 5b. (A) Mark the child's answer (m6sa2q5ba)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 5b. (B) Write the correct answers (m6sa2q5bb)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 41

Valid cases: 563

## T2. 6. (A) Mark the child's answer (m6sa2q6a)

File: m6s

**Overview**

## T2. 6. (A) Mark the child's answer (m6sa2q6a)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 6. (B) Write the correct answers (m6sa2q6b)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 483

## T2. 7a. (A) Mark the child's answer (m6sa2q7aa)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 7a. (B) Write the correct answers (m6sa2q7ab)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 11

Valid cases: 610

## T2. 7b. (A) Mark the child's answer (m6sa2q7ba)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 7b. (B) Write the correct answers (m6sa2q7bb)

File: m6s

**Overview**



## T2. 7b. (B) Write the correct answers (m6sa2q7bb)

File: m6s

Type: Discrete  
Format: character  
Width: 6

Valid cases: 564

## T2. 8a. (A) Mark the child's answer (m6sa2q8aa)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 830  
Invalid: 681  
Minimum: -4  
Maximum: 1

## T2. 8a. (B) Write the correct answers (m6sa2q8ab)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 19

Valid cases: 518

## T2. 8b. (A) Mark the child's answer (m6sa2q8ba)

File: m6s

**Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: -4-1

Valid cases: 830  
Invalid: 681  
Minimum: -4  
Maximum: 1

## T2. 8b. (B) Write the correct answers (m6sa2q8bb)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 365

## T2. 9. (A) Mark the child's answer (m6sa2q9a)

File: m6s

**Overview**

## T2. 9. (A) Mark the child's answer (m6sa2q9a)

File: m6s

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 9. (B) Write the correct answers (m6sa2q9b)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 49

Valid cases: 503

## T2. 10. (A) Mark the child's answer (m6sa2q10a)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 10. (B) Write the correct answers (m6sa2q10b)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 48

## T2. 11. (A) Mark the child's answer (m6sa2q11a)

File: m6s

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: -4-1

Valid cases: 830  
 Invalid: 681  
 Minimum: -4  
 Maximum: 1

## T2. 11. (B) Write the correct answers (m6sa2q11b)

File: m6s

**Overview**

## T2. 11. (B) Write the correct answers (m6sa2q11b)

File: m6s

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 81

## T3. 3a1 Answer (m6sbq3a1)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 244

Valid cases: 1427

**Literal question**

3a) Tell the students what the aims of the lesson are. (List 2 aims)

## T3. 3a2 Answer (m6sbq3a2)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 244

Valid cases: 956

**Literal question**

3a) Tell the students what the aims of the lesson are. (List 2 aims)

## T3. 3b1 Answer (m6sbq3b1)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 244

Valid cases: 1379

**Literal question**

3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes)  
 3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes)

## T3. 3b2 Answer (m6sbq3b2)

File: m6s

**Overview**

Type: Discrete  
 Format: character  
 Width: 244

Valid cases: 864

**Literal question**

3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes)  
 3b) What specific learning outcomes do you want the students to achieve? (List 2 learning outcomes)

## T3. 3c1 Answer (m6sbq3ca1)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1335

Format: character

Width: 244

**Literal question**

3c) i. Write one question that you will ask students to determine whether they have a basic understanding of the lesson.

## T3. 3c2 Answer (m6sbq3cb1)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1240

Format: character

Width: 244

**Literal question**

3c) ii. Write one question in which you will ask students to make an inference about the information presented in the lesson.

## T3. 3d Answer (m6sbq3d1)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1148

Format: character

Width: 244

**Literal question**

3d) Write a question that you will ask students to verify that they can apply what they have learned to another situation.

## T3. 3e1 Answer (m6sbq3e1)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1342

Format: character

Width: 244

**Pre question**

Group Activities: You will be asking the students to debate what governments should do about road accidents (one group) and why this is difficult (another group). Make a list of points for both groups based on the article:

**Literal question**

3e) What can or should the government do about road accidents? (List 3 points)

## T3. 3e2 Answer (m6sbq3e2)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1185

Format: character

Width: 244

## T3. 3e2 Answer (m6sbq3e2)

File: m6s

**Pre question**

Group Activities: You will be asking the students to debate what governments should do about road accidents (one group) and why this is difficult (another group). Make a list of points for both groups based on the article:

**Literal question**

3e) What can or should the government do about road accidents? (List 3 points)

## T3. 3e3 Answer (m6sbq3e3)

File: m6s

**Overview**

Type: Discrete

Valid cases: 991

Format: character

Width: 244

**Pre question**

Group Activities: You will be asking the students to debate what governments should do about road accidents (one group) and why this is difficult (another group). Make a list of points for both groups based on the article:

**Literal question**

3e) What can or should the government do about road accidents? (List 3 points)

## T3. 3f1 Answer (m6sbq3f1)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1263

Format: character

Width: 244

**Literal question**

3f) Why is it difficult to address the problem of road accidents? (List 3 points)

## T3. 3f2 Answer (m6sbq3f2)

File: m6s

**Overview**

Type: Discrete

Valid cases: 1054

Format: character

Width: 244

**Literal question**

3f) Why is it difficult to address the problem of road accidents? (List 3 points)

## T3. 3f3 Answer (m6sbq3f3)

File: m6s

**Overview**

Type: Discrete

Valid cases: 869

Format: character

Width: 244

**Literal question**

### T3. 3f3 Answer (m6sbq3f3)

File: m6s

3f) Why is it difficult to address the problem of road accidents? (List 3 points)

### T4. 4a1 Strengths (m6sbq4as1)

File: m6s

#### Overview

Type: Discrete

Valid cases: 1112

Format: character

Width: 244

#### Literal question

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

#### Interviewer instructions

[Note: Please do not comment on the students' handwriting as these letters were computer generated.]

### T4. 4a2 Strengths (m6sbq4as2)

File: m6s

#### Overview

Type: Discrete

Valid cases: 944

Format: character

Width: 244

#### Literal question

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

#### Interviewer instructions

[Note: Please do not comment on the students' handwriting as these letters were computer generated.]

### T4. 4a3 Strengths (m6sbq4as3)

File: m6s

#### Overview

Type: Discrete

Valid cases: 760

Format: character

Width: 236

#### Literal question

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

#### Interviewer instructions

[Note: Please do not comment on the students' handwriting as these letters were computer generated.]

### T4. 4a1 Weaknesses (m6sbq4aw1)

File: m6s

#### Overview

Type: Discrete

Valid cases: 904

Format: character

Width: 244

#### Literal question

## T4. 4a1 Weaknesses (m6sbq4aw1)

File: m6s

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

### Interviewer instructions

[Note: Please do not comment on the students' handwriting as these letters were computer generated.]

## T4. 4a2 Weaknesses (m6sbq4aw2)

File: m6s

### Overview

Type: Discrete

Valid cases: 707

Format: character

Width: 231

### Literal question

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

### Interviewer instructions

[Note: Please do not comment on the students' handwriting as these letters were computer generated.]

## T4. 4a3 Weaknesses (m6sbq4aw3)

File: m6s

### Overview

Type: Discrete

Valid cases: 498

Format: character

Width: 226

### Literal question

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

### Interviewer instructions

[Note: Please do not comment on the students' handwriting as these letters were computer generated.]

## T4. 4b1 Strengths (m6sbq4bs1)

File: m6s

### Overview

Type: Discrete

Valid cases: 886

Format: character

Width: 244

### Literal question

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

## T4. 4b2 Strengths (m6sbq4bs2)

File: m6s

### Overview

Type: Discrete

Valid cases: 687

Format: character

Width: 244

### Literal question

## T4. 4b2 Strengths (m6sbq4bs2)

File: m6s

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

## T4. 4b3 Strengths (m6sbq4bs3)

File: m6s

### Overview

Type: Discrete  
Format: character  
Width: 156

Valid cases: 532

### Literal question

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

## T4. 4b1 Weaknesses (m6sbq4bw1)

File: m6s

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 862

### Literal question

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

## T4. 4b2 Weaknesses (m6sbq4bw2)

File: m6s

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 734

### Literal question

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

## T4. 4b3 Weaknesses (m6sbq4bw3)

File: m6s

### Overview

Type: Discrete  
Format: character  
Width: 191

Valid cases: 590

### Literal question

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

## T5. a Answer (m6sbq5a1)

File: m6s



## T5. a Answer (m6sbq5a1)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 180

Valid cases: 653

## T5. c1 Answer (m6sbq5c1)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 244

Valid cases: 557

## T5. c2 Answer (m6sbq5c2)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 244

Valid cases: 518

## T5. c3 Answer (m6sbq5c3)

File: m6s

**Overview**

Type: Discrete  
Format: character  
Width: 244

Valid cases: 445

## Did you complete Part E (m6seq0)

File: m6s

**Overview**

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

Valid cases: 1478  
Invalid: 33  
Minimum: 1  
Maximum: 2

**Pre question**

Teachers: Please take 20 minutes in total to read each of the following statements and indicate whether you agree, disagree, or are neutral (mark only one column)

6e1. It is difficult to pay equal attention to all students in a large classroom (m6seq1)

File: m6s

6e1. It is difficult to pay equal attention to all students in a large classroom (m6seq1)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1023
Format: numeric	Invalid: 488
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

6e2a. Students deserve more of my attention if they are motivated to learn (m6seq2a)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if they are motivated to learn

6e2b. Students deserve more of my attention if they attend school regularly (m6seq2b)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if they attend school regularly

6e2c. Students deserve more of my attention if they come to school with the mate (m6seq2c)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if they come to school with the material necessary to do school work (e.g. textbooks, papers, pencils...)

6e2d. Students deserve more of my attention if they have the necessary concepts (m6seq2d)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if they have the necessary concepts and foundations from previous classes

6e2e. Students deserve more of my attention if their parents are involved in the (m6seq2e)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if their parents are involved in the education of their child

6e2f. Students deserve more of my attention if parents are willing to invest the (m6seq2f)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if parents are willing to invest the necessary financial resources in their child's education

6e2g. Students deserve more of my attention if they are lagging behind in classw (m6seq2g)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

6e2g. Students deserve more of my attention if they are lagging behind in classw (m6seq2g)

File: m6s

Students deserve more of my attention if they are lagging behind in classwork/homework

6e2h. Students deserve more of my attention if they are performing well in my cl (m6seq2h)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Students deserve more of my attention if they are performing well in my class

6e3. The main factor used to assess my performance as a teacher should be my stu (m6seq3)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

The main factor used to assess my performance as a teacher should be my students' test scores

6e4. Teachers are held responsible for student learning, even though learning is (m6seq4)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Teachers are held responsible for student learning, even though learning is affected by many factors beyond the control of a teacher

## 6e5a. There is little I can do to help a student's learning... (m6seq5a) File: m6s

### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### Literal question

There is little I can do to help a student's learning if the student comes unprepared from previous grades

## 6e5b. There is little I can do to help a student's learning.. (m6seq5b) File: m6s

### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### Literal question

There is little I can do to help a student's learning if students come to school unprepared to do school work (e.g. don't have textbooks, papers, pencils; haven't completed homework...)

## 6e5c. There is little I can do to help a student's learning.. (m6seq5c) File: m6s

### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### Literal question

There is little I can do to help a student's learning if parents do not seek feedback from the teacher on student performance

## 6e5d. There is little I can do to help a student's .. (m6sdq5d) File: m6s

### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

### Literal question

6e5d. There is little I can do to help a student's .. (m6sdq5d)

File: m6s

There is little I can do to help a student's learning if parents do not have the necessary education to help their child be more successful at school

6e5e. There is little I can do to help a student's ... (m6seq5e)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

There is little I can do to help a student's learning if parents have too many personal/financial problems to be concerned with their child's performance at school

6e6. Teachers whose students perform well on official exams should receive addit (m6seq6)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Teachers whose students perform well on official exams should receive additional bonuses for their hard work

6e7. Good teachers are able to help even the lowest performing students learn (m6seq7)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

Good teachers are able to help even the lowest performing students learn

6e8a. I am confident that I can motivate students to learn regardless of their f (m6seq8a)

File: m6s

#### Overview

6e8a. I am confident that I can motivate students to learn regardless of their f (m6seq8a)

File: m6s

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

Valid cases: 1011  
Invalid: 500  
Minimum: 0  
Maximum: 3

#### Literal question

I am confident that I can motivate students to learn regardless of their financial status

6e8b. I am confident that I can compensate for the poor preparation some of my s (m6seq8b)

File: m6s

#### Overview

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

Valid cases: 1011  
Invalid: 500  
Minimum: 0  
Maximum: 3

#### Literal question

I am confident that I can compensate for the poor preparation some of my students received in the classes before mine

6e8c. I am confident that I can overcome the influences of.. (m6seq8c)

File: m6s

#### Overview

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

Valid cases: 1011  
Invalid: 500  
Minimum: 0  
Maximum: 3

#### Literal question

I am confident that I can overcome the influences of a student's home environment on their performance

6e9. My promotion or transfer should partly be dependent ... (m6seq9)

File: m6s

#### Overview

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

Valid cases: 1011  
Invalid: 500  
Minimum: 0  
Maximum: 3

#### Literal question

My promotion or transfer should partly be dependent on my student's performance on tests

6e10a. I think it is acceptable for me to be absent as long as I complete my ass (m6seq10a)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

I think it is acceptable for me to be absent as long as I complete my assigned curriculum

6e10b. I think it is acceptable for me to be absent as long as I leave my studen (m6seq10b)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

I think it is acceptable for me to be absent as long as I leave my students with work to do in my absence

6e10c. I think it is acceptable for me to be absent as long as I am doing someth (m6seq10c)

File: m6s

#### Overview

Type: Discrete	Valid cases: 1011
Format: numeric	Invalid: 500
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

#### Literal question

I think it is acceptable for me to be absent as long as I am doing something useful for the community

(teacherid)

File: m6s

#### Overview

Type: Continuous	Valid cases: 1511
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 50
Range: 1-50	



## Related Materials

### Questionnaires

#### SABER Service Delivery Education Survey 2017 - Modules 1:6 (English)

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Title	SABER Service Delivery Education Survey 2017 - Modules 1:6 (English)
Date	2017-01-01
Country	Afghanistan
Language	English
Publisher(s)	World Bank RSI Consulting
Table of contents	Module 1 - School Information
	Module 1 - School Information (cbe)
	Module 2 - Staff Roster
	Module 2 - Staff Roster (cbe)
	Module 3 - Principal Questionnaire
	Module 3 - Principal Questionnaire (cbe)
	Module 4 - Classroom Observation
	Module 4 - Classroom Observation (cbe)
	Module 5A - Pupil Assessment - Enumerator Booklet
	Module 5A - Pupil Assessment - Enumerator Booklet (cbe)
	Module 6A - Teacher Assessment - Teacher Background Information
	Module 6A - Teacher Assessment - Teacher Background Information (cbe)
Filename	English.zip

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#### SABER Service Delivery Education Survey 2017 - Modules 1:6 (Dari)

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Title	SABER Service Delivery Education Survey 2017 - Modules 1:6 (Dari)
Date	2017-01-01
Country	Afghanistan
Publisher(s)	World Bank RSI Consulting
Table of contents	Module 1 - School Information
	Module 1 - School Information (cbe)
	Module 2 - Staff Roster
	Module 2 - Staff Roster (cbe)
	Module 3 - Principal Questionnaire
	Module 3 - Principal Questionnaire (cbe)
	Module 4 - Classroom Observation
	Module 4 - Classroom Observation (cbe)
	Module 5A - Pupil Assessment - Enumerator Booklet
	Module 5A - Pupil Assessment - Enumerator Booklet (cbe)
	Module 6A - Teacher Assessment - Teacher Background Information
	Module 6A - Teacher Assessment - Teacher Background Information (cbe)
Filename	Dari.zip

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#### SABER Service Delivery Education Survey 2017 - Modules 1:6 (Pashtu)

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Title	SABER Service Delivery Education Survey 2017 - Modules 1:6 (Pashtu)
Date	2017-01-01
Country	Afghanistan
Publisher(s)	World Bank RSI Consulting

	Module 1 - School Information
	Module 1 - School Information (cbe)
	Module 2 - Staff Roster
	Module 2 - Staff Roster (cbe)
	Module 3 - Principal Questionnaire
Table of contents	Module 3 - Principal Questionnaire (cbe)
	Module 4 - Classroom Observation
	Module 4 - Classroom Observation (cbe)
	Module 5A - Pupil Assessment - Enumerator Booklet
	Module 5A - Pupil Assessment - Enumerator Booklet (cbe)
	Module 6A - Teacher Assessment - Teacher Background Information
	Module 6A - Teacher Assessment - Teacher Background Information (cbe)
Filename	Pashtu.zip

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## Technical documents

### SABER Service Delivery - Field Manual (English)

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Title	SABER Service Delivery - Field Manual (English)
Date	2017-01-01
Country	Afghanistan
Language	English
Publisher(s)	World Bank RSI Consulting
Filename	afg_saber_sd_manual_final_2017.pdf

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### SABER Service Delivery - Field Manual (Dari)

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Title	SABER Service Delivery - Field Manual (Dari)
Date	2017-01-01
Country	Afghanistan
Publisher(s)	World Bank RSI Consulting
Filename	afg_saber_sd_manual_final_2017_dari.pdf

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