

# Ghana - Quality for Preschool Impact Evaluation 2015, Baseline Survey

**Sharon Wolf - New York University, John Lawrence Aber - New York University, Jere  
Behrman - University of Pennsylvania**

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# Sampling

## Sampling Procedure

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This impact evaluation applies a cluster-randomized design. Eligible schools were randomly selected to participate in the study. The eligible population was schools with KG 1 and KG 2 classrooms (the two years of universal preprimary education) in six districts in the Greater Accra Region. In these six districts we have sampled 240 schools; 108 public schools and 132 private schools in total.

The unit of randomization for this randomized control trial (RCT) is schools, whereby eligible schools (stratified by public and private sector schools) are randomly assigned to: (1) in-service teacher-training program only; (2) in-service teacher-training program plus parental awareness program; or (3) control (current standard operating) condition.

The sampling frame for this study was based on data in the Education Management Information System (EMIS) from the Ghana Education Service. This data was verified in a 'school listing exercise' conducted in May 2015.

Sample selection was done in multiple stages as shown in Figure 1. The first stage involved purposive selection of six districts within the region based on two criteria: (a) most disadvantaged (using UNICEF's District League Table scores, out of sixteen total districts); and (b) close proximity to Accra Metropolitan for travel for the training of the KG teachers. The six selected municipalities were La Nkwantanang-Madina Municipal, Ga Central Municipal, Ledzokuku-Krowor Municipal, Adentan Municipal, Ga South Municipal and Ga East Municipal.

The second stage involved the selection of public and private schools from each of the selected districts in the Accra region. We found 678 public and private schools (schools with kindergarten) in the EMIS database. Of these 361 schools were sampled randomly (stratified by district and school type) for the school listing exercise, done in May 2015. This was made up of 118 public schools and 243 private schools.

The sampling method used for the school listing exercise was based on two approaches depending on the type of school. For the public schools, the full universe of public schools (i.e., 118) were included in the school listing exercise. However, private schools were randomly sampled using probability proportional to the size of the private schools in each district. Specifically, the private schools were sampled in each district proportionate to the total number of district private schools relative to the total number of private schools. In so doing, one school from the Ga South Municipal was removed and added to Ga Central so that all districts have a number of private schools divisible by three. This approach yielded 122 private schools. Additionally, 20 private schools were randomly selected from each of the districts (i.e., based on the remaining list of private schools in each district following from the first selection) to serve as replacement lists. The replacement list was necessary given the potential refusals from the private schools. There were no replacement lists for the public schools since all public schools would automatically qualify for participation.

The third stage involved selecting the final sample for the evaluation using the sampling frame obtained through the listing exercise. A total of 240 schools were randomly selected, distributed by district and sector. Schools were randomized into treatment groups after the first round of baseline data collection was completed.

The survey respondents were sampled using different sampling techniques:

- a. KG teachers: The research team sampled two KG teachers from each school; one from KG1 and KG2. KG teachers were sampled using purposive sampling method. In schools where there were more than two KG classes, the KG teachers from the "A" stream were selected. For the treatment schools, all KG teachers were invited to participate in the teacher training program.
- b. KG child-caregiver pair: The research team sampled KG children and their respective caregivers using simple random sampling method. Fifteen KG children-caregivers pair were sampled from each school. For schools with less than 15 KG children (8 from KG1, 7 from KG2 where possible), all KG children were included in the survey. KG children were selected from the same class as the selected KG teacher. The survey team used the class register to randomly select KG children who were present on the day of the school visit. Sampling was not stratified by gender or age. The caregivers of these selected child respondents were invited to participate in the survey.

The research team sought informed consent from the school head teacher, caregivers, as well as child respondents.

## Response Rate

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Out of the 276 schools that were selected for the Baseline I, 269 schools were surveyed (remember that potential replacement schools were also surveyed during Baseline I). This represents a response rate of 97%. It must, however, be emphasized that there were incomplete surveys in some of the schools, especially for the private schools. Incomplete surveys mean that only one of the surveys (instead of the two) was administered.

#### Baseline II

All the surveys/assessment [with the exception of the Caregiver Survey] reported more than 90% response rate. The response rate for the Caregiver Survey was 60.0%.

## Weighting

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No weights were used in the analysis.

# Questionnaires

## Overview

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See attached questionnaires. All instruments have been shared except for IDELA (child assessment) as Save the Children have proprietary rights over this. Please contact the project Task Team Leader Deborah Newitter Mikesell for more information.

# Data Collection

## Data Collection Dates

Start	End	Cycle
2015-06-10	2015-06-25	School Proprietor Survey, Baseline I
2015-06-10	2015-11-05	Head teacher Survey, Baseline I
2015-10-14	2015-11-24	KG Teacher Survey, Baseline II
2015-09-28	2015-10-27	IDELA Child Assessment Baseline II
2015-10-20	2015-12-03	Caregiver Survey Baseline II

## Data Collection Mode

Face-to-face [f2f]

### DATA COLLECTION NOTES

All surveys were done in person except for the caregiver survey which was done by enumerators over the phone.

Baseline data collection occurred in two rounds, and data was collected from multiple sources and respondents. Baseline I consisted of interviews with school head teachers and school proprietors (for private schools) and was conducted in June 2015. This was done before the summer holidays and the start of the academic year (2015-2016). It was expected that school ownership and senior management would not change between academic years and that this would give us a more clarity about the structure and composition of schools in our sample. Baseline II was done in Sept-Nov 2015 and consisted of collecting the following data: (a) direct assessments of children's school readiness at school entry, (b) surveys of teacher well-being and demographics, (c) video recordings for classroom observations of teachers, and (d) caregiver surveys.

The video recordings conducted during Baseline II were subsequently analysed/coded by a team of trained researchers to create a dataset for classroom observations (at the KG teacher level). Due to issues of confidentiality, these video recordings are not included in the submission of data to the Microdata catalogue.

The sampling method and processes used for the Baseline I were based on the procedure used in the school listing exercise. However, schools that refused to participate in and/or were not covered during the school listing exercise were excluded: 276 schools were selected for Baseline I data collection. An additional 36 schools were selected because we expected some refusals.

240 schools were eventually randomized into two treatment arms (i.e., teacher training only and teacher training plus a parental awareness intervention) and a control group. An additional 30 schools were selected to be on a "reserve list" and were used to replace schools in the original list that declined to participate in the survey. Out of the initial 240 schools randomized, 27 were replaced because of refusals and lack of KG classes in the schools. School replacement was done on a case-by-case basis.

## Data Collectors

Name	Abbreviation	Affiliation
Innovations for Poverty Action, Ghana	IPA	

### SUPERVISION

See supporting documents. All enumerators were supervised by Team Leaders, who were supervised by Field Supervisors, who were supervised by the Field Manager, then Research Associate and then Research Manager.

## Data Processing

### Data Editing

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Data consistency checks (or High Frequency Checks) and back checks (audits) were conducted for all surveys remotely. Corrections were made during and after data collection after errors were reconciled.

All checks and cleaning was done using STATA and IPA possesses all the relevant code.

### Other Processing

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Data was collected electronically using SurveyCTO software (based on ODK).

## Data Appraisal

No content available



## File Description

## Variable List

## De-identified\_Caregiver

Content

Cases 2140

Variable(s) 204

Structure Type:  
Keys: ()

Version

Producer

Missing Data

## Variables

ID	Name	Label	Type	Format	Question
V1	submissiondate	Date/time submitted	discrete	character	
V2	a3_interviewdate	A03. Interview date	discrete	character	
V3	caregiver_id	Caregiver ID	discrete	character	
V4	child_id	Child ID	discrete	character	
V5	stype	School Type	discrete	character	
V6	a14_caregivergender	A14. Primary caregiver's gender	discrete	numeric	
V7	a15	A15. INTERVIEWER: How many children do you have listed in \${A6} for \${caregive	discrete	numeric	
V8	child1a16_1	A16.1. Child code	discrete	character	
V9	child1a18_1	A18.1. Child's gender	discrete	numeric	
V10	child2a16_2	A16.2. Child code	discrete	character	
V11	child2a18_2	A18.2. Child's gender	discrete	numeric	
V12	child3a16_3	A16.3. Child code	discrete	character	
V13	child3a18_3	A18.3. Child's gender	discrete	numeric	
V14	child4a16_4	A16.4. Child code	discrete	character	
V15	child4a18_4	A18.4. Child's gender	discrete	numeric	
V16	child5a16_5	A16.5. Child code	discrete	character	
V17	child5a18_5	A18.5. Child's gender	discrete	numeric	
V18	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V19	b2	B02. Language used to conduct the interview	discrete	numeric	
V20	b2_ospec	B02.1. Please specify	discrete	character	
V21	b3	B03. Outcome of this questionnaire.	discrete	numeric	
V22	b3_ospec	B3.1 Specify outcome of questionnaire	discrete	numeric	
V23	b4	B4. If refused, why?	discrete	numeric	
V24	b4_ospec	B4.1. Please specify	discrete	character	
V25	b5	B05. Why is the interview incomplete?	discrete	character	
V26	c1	C01.Are you \${A17_1}'s primary caregiver?	discrete	numeric	
V27	c3	C03. What is your relationship to \${A17_1}?	discrete	numeric	
V28	c4years	C04.1 Years	contin	numeric	

ID	Name	Label	Type	Format	Question
V29	c4months	C04.2 Months	contin	numeric	
V30	mm	usual-mm	discrete	numeric	
V31	c5	C05. What is your age? IN COMPLETED YEARS	contin	numeric	
V32	c6	C06. What is the highest level of education you have completed?	discrete	numeric	
V33	c06_ospec	C06.1. Please specify	discrete	character	
V34	c7	C07. What are the two main languages you use to communicate with your child at h	discrete	character	
V35	c7_1	C07.1 Main language of communication at home is English	discrete	numeric	
V36	c7_2	C07.2 Main language of communication at home is Twi/Fanti	discrete	numeric	
V37	c7_3	C07.3 Main language of communication at home is Ewe	discrete	numeric	
V38	c7_4	C07.4 Main language of communication at home is Ga	discrete	numeric	
V39	c7_5	C07.5 Main language of communication at home is Dangme	discrete	numeric	
V40	c7_6	C07.6 Main language of communication at home is Hausa	discrete	numeric	
V41	c7_7	C07.7 Main language of communication at home is Other 1 (specify)	discrete	numeric	
V42	c7_8	C07.8 Main language of communication at home is Other 2 (specify)	discrete	numeric	
V43	c07_1_ospec	C07.1. Please specify	discrete	character	
V44	c07_2_ospec	C07.2. Please specify	discrete	character	
V45	c8	C08. What is your marital status?	discrete	numeric	
V46	c9year	C09. Year Child was born	contin	numeric	
V47	c10	C10. How old was \${A17_1} at his/her last birthday?	contin	numeric	
V48	d1	D01. How many members does your household have, including you?	discrete	numeric	
V49	d2	D02. Are all household members aged 5 to 17 currently in school?	discrete	numeric	
V50	d3	D03. Can the male head/spouse read a phrase/sentence in English?	discrete	numeric	
V51	d4	D04. What is the main construction material used for the outer wall of your curr	discrete	numeric	
V52	d5	D05. What type of toilet facility does the household usually use?	discrete	numeric	
V53	d6	D06. What is the main fuel used by the household for cooking?	discrete	numeric	
V54	d7	D07. Does any household member own a working box iron or electric iron?	discrete	numeric	
V55	d8	D08. Does any household member own a working television, video player, VCD/DVD/M	discrete	numeric	
V56	d9	D09. How many working mobile phones do members of the household own?	discrete	numeric	
V57	d10	D10. Do you own or have access to a functioning mobile phone (for the number am	discrete	character	
V58	d11	D11. Does any household member own a working bicycle, motor cycle, or car?	discrete	numeric	
V59	e1	E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in	discrete	numeric	
V60	e2	E02. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V61	e3	E03. In the past 4 weeks (30 days), did you or any household member go to sleep	discrete	numeric	
V62	e4	E04.How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V63	e5	E05. In the past 4 weeks (30 days), did you or any household member go a whole d	discrete	numeric	
V64	e6	E06. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V65	f1_a	F01.a. Read books to or looked at picture books with \${A17_1}?	discrete	numeric	
V66	f1_a_ii	F01.a(ii).If yes: Who engages in this activity with \${A17_1}? Is it the mother,	discrete	character	
V67	f1_a_ii_1	F01.a(ii) Mother read books with Child \${A17_1}	discrete	numeric	
V68	f1_a_ii_2	F01.a(ii) Father read books with Child \${A17_1}	discrete	numeric	
V69	f1_a_ii_3	F01.a(ii) Another adult relative read books with Child \${A17_1}	discrete	numeric	
V70	f1_a_ii_4	F01.a(ii) Other non-relative read books with Child \${A17_1}	discrete	numeric	
V71	f1_b	F01.b. Told stories to \${A17_1}?	discrete	numeric	
V72	f1_b_ii	F01.b(ii).If yes: Who engages in this activity with \${A17_1}? Is it the mother,	discrete	character	
V73	f1_b_ii_1	F01.b(ii) Mother told stories to Child \${A17_1}	discrete	numeric	
V74	f1_b_ii_2	F01.b(ii) Father told stories to Child \${A17_1}	discrete	numeric	
V75	f1_b_ii_3	F01.b(ii) Another adult relative told stories to Child \${A17_1}	discrete	numeric	
V76	f1_b_ii_4	F01.b(ii) Other non-relative told stories to Child \${A17_1}	discrete	numeric	
V77	f1_c	F01.c. Sang songs to or with \${A17_1}, including lullabies?	discrete	numeric	
V78	f1_c_ii	F01.c(ii).If yes: Who engages in this activity with \${A17_1}? Is it the mother,	discrete	character	
V79	f1_c_ii_1	F01.c(ii) Mother sang songs (including lullabies) with/to Child \${A17_1}	discrete	numeric	
V80	f1_c_ii_2	F01.c(ii) Father sang songs (including lullabies) with/to Child \${A17_1}	discrete	numeric	
V81	f1_c_ii_3	F01.c(ii) Another adult relative sang songs (including lullabies) with/to Child	discrete	numeric	
V82	f1_c_ii_4	F01.c(ii) Other non-relative sang songs (including lullabies) with/to Child \${A1	discrete	numeric	
V83	f1_d	F01.d. Taken \${A17_1} outside the home? For example to the market, to events, v	discrete	numeric	
V84	f1_d_ii	F01.d(ii).If yes: Who engages in this activity with \${A17_1}? Is it the mother,	discrete	character	
V85	f1_d_ii_1	F01.d(ii) Mother took Child \${A17_1} outside of the home (eg to markets, events,	discrete	numeric	
V86	f1_d_ii_2	F01.d(ii) Father took Child \${A17_1} outside of the home (eg to markets, events,	discrete	numeric	
V87	f1_d_ii_3	F01.d(ii) Another adult relative took Child \${A17_1} outside of the home (eg to	discrete	numeric	
V88	f1_d_ii_4	F01.d(ii) Other non-relative took Child \${A17_1} outside of the home (eg to mark	discrete	numeric	
V89	f1_e	F01.e. Played with \${A17_1}?	discrete	numeric	
V90	f1_e_ii	F01.e(ii).If yes: Who engages in this activity with \${A17_1}? Is it the mother,	discrete	character	
V91	f1_e_ii_1	F01.e(ii) Mother played with \${A17_1}	discrete	numeric	
V92	f1_e_ii_2	F01.e(ii) Father played with \${A17_1}	discrete	numeric	
V93	f1_e_ii_3	F01.e(ii) Another adult relative played with \${A17_1}	discrete	numeric	
V94	f1_e_ii_4	F01.e(ii) Other non-relative played with \${A17_1}	discrete	numeric	

ID	Name	Label	Type	Format	Question
V95	f1_f	F01.f. Named, counted, or drew things to or with \${A17_1}?	discrete	numeric	
V96	f1_f_ii	F01.f(ii).If yes: Who engages in this activity with \${A17_1}? Is it the mother,	discrete	character	
V97	f1_f_ii_1	F01.f(ii) Mother named, counted, or drew things with Child \${A17_1}	discrete	numeric	
V98	f1_f_ii_2	F01.f(ii) Father named, counted, or drew things with Child \${A17_1}	discrete	numeric	
V99	f1_f_ii_3	F01.f(ii) Another adult relative named, counted, or drew things with Child \${A17_1}	discrete	numeric	
V100	f1_f_ii_4	F01.f(ii) Other non-relative named, counted, or drew things with Child \${A17_1}	discrete	numeric	
V101	f2	F02. How many children's books or picture books do you have for \${A17_1}?	contin	numeric	
V102	f3	F03. During the past 30 days (4 weeks), how often have you or has another adult	discrete	numeric	
V103	f4a_specify	F04.a Specify reason why answer in F4.a (# times attended PTA meeting) was Not A	discrete	character	
V104	f4a	F04.a # of times either/both parent: attended a PTA meeting	contin	numeric	
V105	f4b_specify	F04.a Specify reason why answer in F4.a (# times attended scheduled meeting with	discrete	character	
V106	f4b	F04.b # of times either/both parent: attended scheduled meeting with 's teacher	contin	numeric	
V107	f4c_specify	F04.a Specify reason why answer in F4.a (# times attended school or class event	discrete	character	
V108	f4c	F04.c # of times either/both parent: attended school or class event such as play	contin	numeric	
V109	f4d_specify	F04.a Specify reason why answer in F4.a (# times volunteered or served on school	discrete	character	
V110	f4d	F04.d # of times either/both parent: volunteered or served on school committee	contin	numeric	
V111	f4e_specify	F04.a Specify reason why answer in F4.a (# times participated in fund raising fo	discrete	character	
V112	f4e	F04.e # of times either/both parent: participated in fund raising for 's school	contin	numeric	
V113	f5a	F05.a Child [A17_1] plays with: Homemade toys (such as dolls, cars, or other toy	discrete	numeric	
V114	f5b	F05.b Child [A17_1] plays with: Toys from a shop or manufactured toys?	discrete	numeric	
V115	f5c	F05.c Child [A17_1] plays with: Household objects (such as bowls or pots)?	discrete	numeric	
V116	f5d	F05.d Child [A17_1] plays with: Objects found outside (such as sticks, rocks, an	discrete	numeric	
V117	f5e	F05.e Child [A17_1] plays with: Any drawing or writing materials?	discrete	numeric	
V118	f5f	F05.f Child [A17_1] plays with: Any puzzles (even a two piece puzzle counts)?	discrete	numeric	
V119	g1	G01. What do you think is the MOST important education period to invest in for a	discrete	numeric	
V120	g2	G02. What makes a good kindergarten school?	discrete	character	
V121	g2_ospec	G02. Specify other quality that makes a good kindergarten	discrete	character	
V122	g2_1	G02.1 Quality in a good kindergarten: Good food for children	discrete	numeric	
V123	g2_2	G02.2 Quality in a good kindergarten: Motivated teachers	discrete	numeric	

ID	Name	Label	Type	Format	Question
V124	g2_3	G02.3 Quality in a good kindergarten: Availability of transportation	discrete	numeric	
V125	g2_4	G02.4 Quality in a good kindergarten: Opening hours/schedule	discrete	numeric	
V126	g2_5	G02.5 Quality in a good kindergarten: Overall reputation of the school	discrete	numeric	
V127	g2_6	G02.6 Quality in a good kindergarten: Quality of teachers(experience)/instructio	discrete	numeric	
V128	g2_7	G02.7 Quality in a good kindergarten: School's good results on tests/exams	discrete	numeric	
V129	g2_8	G02.8 Quality in a good kindergarten: The school has a good curriculum	discrete	numeric	
V130	g2_9	G02.9 Quality in a good kindergarten: Teacher/pupil ratio or class size	discrete	numeric	
V131	g2_10	G02.10 Quality in a good kindergarten: School's focus on play-based learning	discrete	numeric	
V132	g2_11	G02.11 Quality in a good kindergarten: Regular assessment of children	discrete	numeric	
V133	g2_12	G02.12 Quality in a good kindergarten: English as main language of instruction	discrete	numeric	
V134	g2_13	G02.13 Quality in a good kindergarten: Children are given homework regularly	discrete	numeric	
V135	g2_14	G02.14 Quality in a good kindergarten: School neighborhood/locality	discrete	numeric	
V136	g2_15	G02.15 Quality in a good kindergarten: Diversity of the student body	discrete	numeric	
V137	g2_16	G02.16 Quality in a good kindergarten: Long existence of school	discrete	numeric	
V138	g2_17	G02.17 Quality in a good kindergarten: Ethnic/religious/social values of school	discrete	numeric	
V139	g2_18	G02.18 Quality in a good kindergarten: Moderate school fees/extra costs	discrete	numeric	
V140	g2_19	G02.19 Quality in a good kindergarten: Flexibility of fee payment	discrete	numeric	
V141	g2_20	G02.20 Quality in a good kindergarten: Good infrastructure/facilities/equipment	discrete	numeric	
V142	g2_21	G02.21 Quality in a good kindergarten: Good communication between school and par	discrete	numeric	
V143	g2_22	G02.22 Quality in a good kindergarten: Preschool attached to basic school	discrete	numeric	
V144	g2_23	G02.23 Quality in a good kindergarten: Safe school environment	discrete	numeric	
V145	g2_24	G02.24 Quality in a good kindergarten: Clean/healthy school environment	discrete	numeric	
V146	g2_25	G02.25 Quality in a good kindergarten: Children well behaved, learn discipline	discrete	numeric	
V147	g2_26	G02.26 Quality in a good kindergarten: Children are given homework regularly	discrete	numeric	
V148	g2_27	G02.27 Quality in a good kindergarten: Other	discrete	numeric	
V149	g3	G03. To what extent are you satisfied with your child's school?	discrete	numeric	
V150	g4	G04. What were the reasons for choosing to send \${A17_1} to his/her current sch	discrete	character	
V151	g4_ospec	G04. Specify other reason why parent chose to have their child attend that kinde	discrete	character	
V152	g4_1	G04.1 Reason for choosing this school: Closeness/proximity to/from home	discrete	numeric	

ID	Name	Label	Type	Format	Question
V153	g4_2	G04.2 Reasons for choosing this school: Closeness to/from work	discrete	numeric	
V154	g4_3	G04.3 Reasons for choosing this school: Availability of transportation	discrete	numeric	
V155	g4_4	G04.4 Reasons for choosing this school: Opening hours/schedule	discrete	numeric	
V156	g4_5	G04.5 Reasons for choosing this school: Overall reputation of the school	discrete	numeric	
V157	g4_6	G04.6 Reasons for choosing this school: Quality of teachers(experience)/instruct	discrete	numeric	
V158	g4_7	G04.7 Reasons for choosing this school: School's good results on tests/exams	discrete	numeric	
V159	g4_8	G04.8 Reasons for choosing this school: The school has a good curriculum	discrete	numeric	
V160	g4_9	G04.9 Reasons for choosing this school: Teacher/pupil ratio or class size	discrete	numeric	
V161	g4_10	G04.10 Reasons for choosing this school: School's focus on play-based learning	discrete	numeric	
V162	g4_11	G04.11 Reasons for choosing this school: Regular assessment of children	discrete	numeric	
V163	g4_12	G04.12 Reasons for choosing this school: English as main language of instruction	discrete	numeric	
V164	g4_13	G04.13 Reasons for choosing this school: Children are given homework regularly	discrete	numeric	
V165	g4_14	G04.14 Reasons for choosing this school: School neighborhood/locality	discrete	numeric	
V166	g4_15	G04.15 Reasons for choosing this school: Diversity of the student body	discrete	numeric	
V167	g4_16	G04.16 Reasons for choosing this school: Long existence of school	discrete	numeric	
V168	g4_17	G04.17 Reasons for choosing this school: Ethnic/religious/social values of school	discrete	numeric	
V169	g4_18	G04.18 Reasons for choosing this school: Moderate school fees/extra costs	discrete	numeric	
V170	g4_19	G04.19 Reasons for choosing this school: Flexibility of fee payment	discrete	numeric	
V171	g4_20	G04.20 Reasons for choosing this school: Good infrastructure/facilities/equipmen	discrete	numeric	
V172	g4_21	G04.21 Reasons for choosing this school: Good communication between school and p	discrete	numeric	
V173	g4_22	G04.22 Reasons for choosing this school: Preschool attached to basic school	discrete	numeric	
V174	g4_23	G04.23 Reasons for choosing this school: Safe school environment	discrete	numeric	
V175	g4_24	G04.24 Reasons for choosing this school: Clean/healthy school environment	discrete	numeric	
V176	g4_25	G04.25 Reasons for choosing this school: Safety to and from school	discrete	numeric	
V177	g4_26	G04.26 Reasons for choosing this school: Same school as that of siblings/neighbo	discrete	numeric	
V178	g4_27	G04.27 Reasons for choosing this school: No vacancy in other schools	discrete	numeric	
V179	g4_28	G04.28 Reasons for choosing this school: School fees are affordable	discrete	numeric	
V180	g4_29	G04.29 Reasons for choosing this school: Other	discrete	numeric	
V181	g5	G05. Has \${A17_1} changed the main preschool he/she was attending since the las	discrete	numeric	



ID	Name	Label	Type	Format	Question
V182	g6a	G06.a Importance that teachers: know about children's needs as they grow and dev	discrete	numeric	
V183	g6b	G06.b Importance that teachers: encourage children to recognize letters or words	discrete	numeric	
V184	g6c	G06.c Importance that teachers: encourage children to recognize numbers or shape	discrete	numeric	
V185	g6d	G06.d Importance that teachers: work with families to set individual plans and g	discrete	numeric	
V186	g6e	G06.e Importance that teachers: provide materials for play and learning?	discrete	numeric	
V187	g6f	G06.f Importance that teachers: measure children's development over time to dete	discrete	numeric	
V188	g7a	G07.a Importance that teachers: help children to build relationships with peers	discrete	numeric	
V189	g7b	G07.b Importance that teachers: help children learn to control their behavior?	discrete	numeric	
V190	g7c	G07.c Importance that teachers: encourage children to express thoughts and feeli	discrete	numeric	
V191	g7d	G07.d Importance that teachers: help children resolve conflicts with other child	discrete	numeric	
V192	g7e	G07.e Importance that teachers: discipline and/or behavior guidance styles match	discrete	numeric	
V193	g8a	G08.a Importance that teachers: consider parents' goals, ideas, and suggestions	discrete	numeric	
V194	g8b	G08.b Importance that teachers: be willing to work with parents about their work	discrete	numeric	
V195	g8c	G08.c Importance that teachers: include families in decision-making for the chil	discrete	numeric	
V196	g8d	G08.d Importance that teachers: care about the entire family, not just the child	discrete	numeric	
V197	g8e	G08.e Importance that teachers: connect families to outside or community resourc	discrete	numeric	
V198	h1	H01. Do you or any other person pay school fees for \${A17_1}?	discrete	numeric	
V199	h2	H02. On the average, how much do you currently pay as school fees per term for \	contin	numeric	
V200	h3	H03. Do you generally pay \${A17_1}'s school fees per day, per week, per months,	discrete	numeric	
V201	h4	H04. Apart from the school fees, how much other fees did you pay per term for \$	contin	numeric	
V202	i1	I01. Thinking ahead to next year, do you have any plan to enroll \${A17_1} at a	discrete	numeric	
V203	starttime		discrete	character	
V204	endtime		discrete	character	

## De-identified\_Head\_Teacher\_Survey

### Content

Cases	238
Variable(s)	297
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V205	submissiondate	Date/time submitted	discrete	character	
V206	surveyid	Survey ID	contin	numeric	
V207	a5_district	A05. District name	discrete	character	
V208	a3	A03. Interview date	discrete	character	
V209	a8_schooltype	A08. Type of school	discrete	character	
V210	b1	B01. Would you be happy for us to conduct surveys with head teacher, KG teachers	discrete	numeric	
V211	b2	B02. Do you agree to participate in this survey?	discrete	numeric	
V212	c1	C01. Is the Head Teacher also the proprietor of the school?	discrete	numeric	
V213	c4	C04. How old are you?	contin	numeric	
V214	c6	C06. What is the highest level of education that you have completed?	discrete	numeric	
V215	c6_ospec	C06.1. Please specify	discrete	character	
V216	c7	C07. Do you have any education or training in early childhood development?	discrete	numeric	
V217	c8	C08. What is the highest level of qualification in early childhood development t	discrete	numeric	
V218	c8_ospec	C08.1 Please specify	discrete	character	
V219	c9	C09. What is your position in this school?	discrete	numeric	
V220	c9_ospec	C09.1. Specify position in school	discrete	character	
V221	c10	C10. Do you also double as a class teacher?	discrete	numeric	
V222	c11	C11. How many years have you been a class teacher?	contin	numeric	
V223	c12_1	C12.1. Number of years resp has been a Head Teacher	contin	numeric	
V224	c12_2	C12.2. Number of months resp has been a Head Teacher	contin	numeric	
V225	c13_1	C13.1. Number of years resp has been a Head Teacher at this school	contin	numeric	
V226	c13_2	C13.2. Number of months resp has been a Head Teacher at this school	contin	numeric	
V227	d1	D01. What year was the school established?	contin	numeric	
V228	d2	D02. What year did the kindergarten classes start? IF DIFFERENT YEARS FOR KG 1	contin	numeric	
V229	d3	D03. Is this school run by a religious body?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V230	d4	D04. What is the school's religious affiliation?	discrete	numeric	
V231	d4_ospec	D04.1. Please specify	discrete	character	
V232	d5	D05. Who owns the school currently?	discrete	numeric	
V233	d5_2	D05.2. Please specify privately owned (company)	discrete	character	
V234	d5_4	D05.4. Please specify religious body	discrete	character	
V235	d5_5	D05.5. Please specify Charity/NGO	discrete	character	
V236	d5_6	D05.6. Please specify Community group	discrete	character	
V237	d5_7	D05.7. Please specify other	discrete	character	
V238	d6	D06. Which of these institutions is the school registered with or has submitted	discrete	character	
V239	d6_ospec	D06.1. Please specify	discrete	character	
V240	d7	D07. (If GES): What is the registration status of this school with the GES?	discrete	numeric	
V241	d8	D08. If registered, which A-D bands/grades did the GES allocate to this school?	discrete	numeric	
V242	d9	D09. How long has the school been registered?	contin	numeric	
V243	d10	D10. (If approved) Did the circuit supervisor visit the school during the 2013/2	discrete	numeric	
V244	d11	D11. What was the purpose of the circuit supervisor's visit?	discrete	character	
V245	d11_ospec	D011.1. Please specify	discrete	character	
V246	d12	D12. How many times did the circuit supervisor visit the school during the 2013/	discrete	numeric	
V247	d13	D13. What classes does this school have?	discrete	character	
V248	d14	D14. Do you have written/documented rules and regulations for staff in the school	discrete	character	
V249	d15	D15. What was the date of the most recent staff meeting?	discrete	character	
V250	d16	D16. What were the main topics of discussion at the last staff meeting?	discrete	character	
V251	d16_ospec	D16.1. Please specify	discrete	character	
V252	d17	D17. Do you have a formal system in which senior teachers mentor junior teachers	discrete	numeric	
V253	d18	D18. For example, who is the mentor for your most junior teacher?	discrete	numeric	
V254	d19	D19. Are your mentors trained?	discrete	numeric	
V255	d20	D20. Do you have any other professional development plan for teachers?	discrete	numeric	
V256	d20_describe	D20. Please describe	discrete	character	
V257	d21	D21. Do you conduct performance review with your staff?	discrete	numeric	
V258	d22	D22. Do teachers participate in decision making in this school?	discrete	numeric	
V259	d23	D23. Which category of teachers are involved in decision making in the school?	discrete	numeric	
V260	d23_ospec	D23.1. Please specify	discrete	character	
V261	d24	D24. Does your school plan to take part in any in-service KG teacher training du	discrete	numeric	
V262	d25	D25. Which body or organization plans to organize the KG teacher training during	discrete	numeric	

ID	Name	Label	Type	Format	Question
V263	d25_3	D25.3 Please specify name of Non-governmental organization	discrete	character	
V264	d26	D26. Is the school part of a cluster of schools managed by the government?	discrete	numeric	
V265	d28	D28. How many other schools are part of the cluster?	discrete	numeric	
V266	d30	D30. Is the school a part of a school cluster/group which organises activities s	discrete	numeric	
V267	d32	D32. On the average, how many times in the academic year does this cluster/group	contin	numeric	
V268	d33	D33. How many other schools are part of this school cluster which organises acti	discrete	numeric	
V269	e1	E01. Does the school have a Parent Teacher Association (PTA)?	discrete	numeric	
V270	e2	E02. How many times has the school met with the PTA to discuss school related is	discrete	numeric	
V271	e3	E03. How many parents attended the last PTA meeting?	discrete	numeric	
V272	e4	E04. At the last PTA meeting, what were the principal topic of discussion?	discrete	character	
V273	e4_ospec	E04.1. Please specify	discrete	character	
V274	e5	E05. Imagine that something comes up that requires a PTA meeting in the next 3 d	discrete	numeric	
V275	e6	E06. Did the school receive any support in cash from any source during the 2013/	discrete	numeric	
V276	e7gov	E07.1. % of financial support, 2013/14 school yr: Govt (eg capitation grant)	contin	numeric	
V277	e7sch	E07.2. % of financial support, 2013/14 school yr: School fees or levies	contin	numeric	
V278	e7don	E07.3. % of financial support, 2013/14 school yr: Donations or sponsorships	contin	numeric	
V279	e7other	E07.4. % of financial support, 2013/14 school yr: Other source	discrete	character	
V280	e7ospec	E07.4.1. Specify % of financial support from other source	contin	numeric	
V281	e8	E08. Did the school receive any support in kind from any source during the 2013/	discrete	numeric	
V282	e9	E09. For each of the following items, please indicate whether the school receive	discrete	character	
V283	e9_ospec	E09.A. Please other Item	discrete	character	
V284	e9_1	E09.1. Text Books	discrete	character	
V285	e9_1_ospec	E09.1.1. Please specify	discrete	character	
V286	e9_2	E09.2. Desks for children/pupil	discrete	character	
V287	e9_2_ospec	E09.2.1. Please specify	discrete	character	
V288	e9_3	E09.3. Paper (A4)	discrete	character	
V289	e9_3_ospec	E09.3.1. Please specify	discrete	character	
V290	e9_4	E09.4. Notebooks/Exercise books	discrete	character	
V291	e9_4_ospec	E09.4.1. Please specify	discrete	character	
V292	e9_5	E09.5. Pens/pencils	discrete	character	
V293	e9_5_ospec	E09.5.1. Please specify	discrete	character	
V294	e9_6	E09.6. Chalk/Marker	discrete	character	
V295	e9_6_ospec	E09.6.1. Please specify	discrete	character	

ID	Name	Label	Type	Format	Question
V296	e9_7	E09.7. Black/white boards	discrete	character	
V297	e9_7_ospec	E09.7.1. Please specify	discrete	character	
V298	e9_8	E09.8. Football	discrete	character	
V299	e9_8_ospec	E09.8.1. Please specify	discrete	character	
V300	e9_9	E09.9. Pair of jersey	discrete	character	
V301	e9_9_ospec	E09.9.1. Please specify	discrete	character	
V302	e9_10	E09.10. Football boot	discrete	character	
V303	e9_10_ospec	E09.10.1. Please specify	discrete	character	
V304	e9_11	E09.11. Maps/posters	discrete	character	
V305	e9_11_ospec	E09.11.1. Please specify	discrete	character	
V306	e9_12	E09.12. Cement	discrete	character	
V307	e9_12_ospec	E09.12.1. Please specify	discrete	character	
V308	e9_13	E09.13. Blocks	discrete	character	
V309	e9_13_ospec	E09.13.1. Please specify	discrete	character	
V310	e9_14	E09.14. Tables/chairs for staff	discrete	character	
V311	e9_14_ospec	E09.14.1. Please specify	discrete	character	
V312	e9_15	E09.15. Crayon	discrete	character	
V313	e9_15_ospec	E09.15.1. Please specify	discrete	character	
V314	e9_16	E09.16. Other	discrete	character	
V315	e9_16_ospec	E09.16.1. Please specify	discrete	character	
V316	e10_1	E10.1. Text Books	contin	numeric	
V317	e10_2	E10.2. Desks for children/pupil	contin	numeric	
V318	e10_3	E10.3. Paper (A4)	discrete	numeric	
V319	e10_4	E10.4. Notebooks/Exercise books	contin	numeric	
V320	e10_5	E10.5. Pens/pencils	contin	numeric	
V321	e10_6	E10.6. Chalk/Marker	contin	numeric	
V322	e10_7	E10.7. Black/white boards	discrete	numeric	
V323	e10_8	E10.8. Football	discrete	numeric	
V324	e10_9	E10.9. Pair of jersey	contin	numeric	
V325	e10_10	E10.10. Boot	discrete	numeric	
V326	e10_11	E10.11. Maps/posters	discrete	numeric	
V327	e10_12	E10.12. Cement	discrete	numeric	
V328	e10_13	E10.13. Blocks	discrete	numeric	
V329	e10_14	E10.14. Tables/chairs for staff	contin	numeric	
V330	e10_15	E10.15. Tables/chairs for staff	contin	numeric	
V331	e10_16	E10.16. Other (Please specify)	discrete	character	
V332	f1	F01. Does the school have a curriculum for the KG level?	discrete	numeric	
V333	f2	F02. Where did the school obtain the curriculum?	discrete	numeric	
V334	f2_ospec	F02.1. Please specify	discrete	character	
V335	f3	F03. Does this school run a double shift system?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V336	f4	F04. Does the double shift apply to KG classes?	discrete	numeric	
V337	f5	F05. What is the total number of KG children currently in the morning shift?	discrete	numeric	
V338	f6	F06. What is the total number of KG children currently in the afternoon shift?	discrete	numeric	
V339	f7	F07. Which of these KG classes does the school have?	discrete	character	
V340	f8_1	F08.1. Number of Boys enrolled in KG1	contin	numeric	
V341	f8_2	F08.2. Number of Girls enrolled in KG1	contin	numeric	
V342	f8_3	F08.3. Total number of students enrolled in KG1	contin	numeric	
V343	f9_1	F08.1. Number of Boys enrolled in KG2	contin	numeric	
V344	f9_2	F08.2. Number of Girls enrolled in KG2	contin	numeric	
V345	f9_3	F08.3. Total number of students enrolled in KG2	contin	numeric	
V346	f9_combine_1	F09.1.1. Number of Boys enrolled in Combined KG	contin	numeric	
V347	f9_combine_2	F09.1.2. Number of Girls enrolled in Combined KG	contin	numeric	
V348	f9_combine_3	F09.1.3. Total number of students enrolled in Combined KG	contin	numeric	
V349	f10	F10. Does the school admit all children who wish to enroll in KG?	discrete	numeric	
V350	f11	F11. If not, what criteria does the school use when deciding which children to e	discrete	character	
V351	f11_ospec	F11.1. Please specify	discrete	character	
V352	f12	F12. What is the main language of instruction used at the KG 1 level?	discrete	numeric	
V353	f13	F13. What is the main language of instruction used at the KG 2 level?	discrete	numeric	
V354	f14	F14. What are the main mother tongue languages used for instruction at the KG le	discrete	character	
V355	f14_ospec	F14.1. Please specify	discrete	character	
V356	f15	F15. How many KG teachers currently work at the school on the payroll?	discrete	numeric	
V357	f16	F16. How many KG attendants currently work in the school?	contin	numeric	
V358	f17_1	F17.1. Class tests	contin	numeric	
V359	f17_2	F17.2. Class exercise	contin	numeric	
V360	f17_3	F17.3. Project work (e.g. painting)	contin	numeric	
V361	f17_4	F17.4. Terminal exams	discrete	numeric	
V362	f18_1	F18.1. Class tests	contin	numeric	
V363	f18_2	F18.2. Class exercise	contin	numeric	
V364	f18_3	F18.3. Project work (e.g. painting)	contin	numeric	
V365	f18_4	F18.4. Terminal exams	discrete	numeric	
V366	f18_combined_1	F18.1.1. Class tests	contin	numeric	
V367	f18_combined_2	F18.1.2. Class exercise	contin	numeric	
V368	f18_combined_3	F18.1.3. Project work (e.g. painting)	contin	numeric	
V369	f18_combined_4	F18.1.4. Terminal exams	discrete	numeric	
V370	f19	F19. After the last KG children examination, did you do anything to analyze the	discrete	numeric	

ID	Name	Label	Type	Format	Question
V371	f20	F20. What did you do after analyzing the results?	discrete	character	
V372	f20_ospec	F20.1. Please specify	discrete	character	
V373	f21	F21. Do you discipline bad behavior at the KG level?	discrete	numeric	
V374	f22	F22. How do you discipline bad behavior from the KG children?	discrete	character	
V375	f22_ospec	F22.1. Please specify	discrete	character	
V376	f23	F23. Do you reward good behavior from the KG children?	discrete	numeric	
V377	f24	F24. How do you reward good behavior from the KG children?	discrete	character	
V378	f24_ospec	F24.1. Please specify	discrete	character	
V379	f25reg	F25.1. Total cost of attendance for KG child this term: Registration fees if new	contin	numeric	
V380	f25tuition	F25.2. Total cost of attendance for KG child this term: Tuition fees	contin	numeric	
V381	f25pta	F25.3. Total cost of attendance for KG child this term: PTA fees	contin	numeric	
V382	f25uniform	F25.4. Total cost of attendance for KG child this term: Uniform, sports clothes	contin	numeric	
V383	f25exam	F25.5. Total cost of attendance for KG child this term: Exam fees	contin	numeric	
V384	f25book	F25.6. Total cost of attendance for KG child this term: Books, school supplies	contin	numeric	
V385	f25extra	F25.7. Total cost of attendance for KG child this term: Extra classes	contin	numeric	
V386	f25food	F25.8. Total cost of attendance for KG child this term: Food/feeding	contin	numeric	
V387	f25inkind	F25.9. Total cost of attendance for KG child this term: In-kind expense	contin	numeric	
V388	f25boarding	F25.10. Total cost of attendance for KG child this term: Boarding	contin	numeric	
V389	f25other	F25.11. Total cost of attendance for KG child this term: Other	discrete	character	
V390	f25o_amount	F25.12. Total cost of attendance for KG child this term: Other (Specify amount)	contin	numeric	
V391	f26	F26. Does this school ever have problems paying its necessary bills?	discrete	numeric	
V392	f27	F27. On average, how much are KG teachers paid per month?	discrete	numeric	
V393	f28	F28. How does the school choose the salary level to pay KG teachers? Based on	discrete	character	
V394	f28_ospec	F28.1 Please specify	discrete	character	
V395	f29	F29. How is the salary level of KG teachers in this school compared to other sch	discrete	numeric	
V396	f30	F30. What would you say are the obstacles to this school in its effort to provid	discrete	character	
V397	f30_ospec	F30.1 Please specify	discrete	character	
V398	g1	G01. On average, how many school days per month are the KG teachers absent?	contin	numeric	
V399	g2	G02. Do you have records of KG teachers' class attendance?	discrete	numeric	
V400	oct_16absence_16	Oct 16: Teacher absences	contin	numeric	
V401	oct_16teachers_16	Oct 16: No. of teachers in the record	contin	numeric	
V402	nov_25absence_25	Nov 25: Teacher absences	contin	numeric	
V403	nov_25teachers_25	Nov 25: No. of teachers in the record	contin	numeric	
V404	dec_10absence_10	Dec 10: Teacher absences	contin	numeric	

ID	Name	Label	Type	Format	Question
V405	dec_10teachers_10	Dec 10: No. of teachers in the record	contin	numeric	
V406	feb_23absence_23	Feb 23: Teacher absences	contin	numeric	
V407	feb_23teachers_23	Feb 23: No. of teachers in the record	discrete	numeric	
V408	may_14absence_14	May 14: Teacher absences	contin	numeric	
V409	may_14teachers_14	May 14: No. of teachers in the record	discrete	numeric	
V410	h1	H01. Do you have records of the KG children's class attendance?	discrete	numeric	
V411	h2_oct_15absence_15	Oct 15: Absences of KG1 students	contin	numeric	
V412	h2_oct_15children_15	Oct 15: No of KG1 children in the record	contin	numeric	
V413	h2_nov_4absence_4	Nov 4: Absences of KG1 students	contin	numeric	
V414	h2_nov_4children_4	Nov 4: No of KG1 children in the record	contin	numeric	
V415	h2_dec_12absence_12	Dec 12: Absences of KG1 students	contin	numeric	
V416	h2_dec_12children_12	Dec 12: No of KG1 children in the record	contin	numeric	
V417	h2_feb_27absence_27	Feb 27: Absences of KG1 students	contin	numeric	
V418	h2_feb_27children_27	Feb 27: No of KG1 children in the record	contin	numeric	
V419	h2_may_14absence_14	May 14: Absences of KG1 students	contin	numeric	
V420	h2_may_14children_14	May 14: No of KG1 children in the record	contin	numeric	
V421	h3_oct_15absence_15	Oct 15: Absences of KG2 students	contin	numeric	
V422	h3_oct_15children_15	Oct 15: No of KG2 children in the record	contin	numeric	
V423	h3_nov_4absence_4	Nov 4: Absences of KG2 students	contin	numeric	
V424	h3_nov_4children_4	Nov 4: No of KG2 children in the record	contin	numeric	
V425	h3_dec_12absence_12	Dec 12: Absences of KG2 students	contin	numeric	
V426	h3_dec_12children_12	Dec 12: No of KG2 children in the record	contin	numeric	
V427	h3_feb_27absence_27	Feb 27: Absences of KG2 students	contin	numeric	
V428	h3_feb_27children_27	Feb 27: No of KG2 children in the record	contin	numeric	
V429	h3_may_14absence_14	May 14: Absences of KG2 students	contin	numeric	
V430	h3_may_14children_14	May 14: No of KG2 children in the record	contin	numeric	
V431	h4_oct_15absence_15	Oct 15: Absences of Combined KG students	discrete	numeric	
V432	h4_oct_15children_15	Oct 15: No of Combined KG children in the record	contin	numeric	
V433	h4_nov_4absence_4	Nov 4: Absences of Combined KG students	contin	numeric	
V434	h4_nov_4children_4	Nov 4: No of Combined KG children in the record	contin	numeric	
V435	h4_dec_12absence_12	Dec 12: Absences of Combined KG students	contin	numeric	
V436	h4_dec_12children_12	Dec 12: No of Combined KG children in the record	contin	numeric	
V437	h4_feb_27absence_27	Feb 27: Absences of Combined KG students	contin	numeric	
V438	h4_feb_27children_27	Feb 27: No of Combined KG children in the record	contin	numeric	
V439	h4_may_14absence_14	May 14: Absences of Combined KG students	contin	numeric	
V440	h4_may_14children_14	May 14: No of Combined KG children in the record	contin	numeric	
V441	h5	H05. What are the reasons for KG children absenteeism in this school?	discrete	character	
V442	h5_ospec	H05.1. Please specify	discrete	character	
V443	h6	H06. What percentage of KG1 children admitted in September 2014 are still curren	contin	numeric	



ID	Name	Label	Type	Format	Question
V444	h7	H07. What percentage of KG1 children who continued to KG2 in September 2014 are	contin	numeric	
V445	h8	H08. What percentage of KG2 children admitted in September 2014 are still curren	contin	numeric	
V446	i1	I01. Staff from this school makes direct contact with families whose children dr	discrete	numeric	
V447	i2	I02. When children are absent from school for more than a few days, school staff	discrete	numeric	
V448	i3	I03. School staff regularly keeps families informed of children progress (at lea	discrete	numeric	
V449	i4	I04. School staff contacts families promptly if there are concerns about a child	discrete	numeric	
V450	i5	I05. School staff talks to families about how to help their children with their	discrete	numeric	
V451	i6	I06. The school provides information about what is happening at the school to fa	discrete	numeric	
V452	i7	I07. All types of families are encouraged to participate in decision-making in t	discrete	numeric	
V453	i8	I08. The school holds meetings with parents at least thrice a year.	discrete	numeric	
V454	i9	I09. The school provides information on children progress to families in a langu	discrete	numeric	
V455	i10	I10. The school has an active Parent Teacher Association(PTA).	discrete	numeric	
V456	i11	I11. The school has an active School Management Council (SMC).	discrete	numeric	
V457	i12	I12. The school actively informs the community about what is happening at the sc	discrete	numeric	
V458	i13	I13. The school includes community members on all decision-making and advisory c	discrete	numeric	
V459	i14	I14. The school provides training for community representatives on the school's	discrete	numeric	
V460	i15	I15. The school has partnerships with local businesses or community organization	discrete	numeric	
V461	j1	J01. I am satisfied with my job at this school.	discrete	numeric	
V462	j2	J02. I am satisfied with my decision to be a head teacher.	discrete	numeric	
V463	j3	J03. I want to transfer to another school.	discrete	numeric	
V464	j4	J04. I want to leave the education profession.	discrete	numeric	
V465	k1	K01. I feel mentally drained from my work.	discrete	numeric	
V466	k2	K02. I feel fatigues when I get up in the morning.	discrete	numeric	
V467	k3	K03. Work all day with people is really a strain for me.	discrete	numeric	
V468	k4	K04. I deal very effectively with the problems of my staff.	discrete	numeric	
V469	k5	K05. I feel burned out from my work.	discrete	numeric	
V470	k6	K06. I feel I am positively influencing other people's lives.	discrete	numeric	
V471	k7	K07. I've become more callous toward people since I took this job.	discrete	numeric	
V472	k8	K08. I worry that this job is hardening me emotionally.	discrete	numeric	
V473	k9	K09. I feel very energetic.	discrete	numeric	
V474	k10	K10. I feel frustrated by my job.	discrete	numeric	

ID	Name	Label	Type	Format	Question
V475	k11	K11. I feel that I have accomplished many worthwhile things in this job.	discrete	numeric	
V476	l1	L01. Kindergarten children learn much at school.	discrete	numeric	
V477	l2	L02. If children get a good education early in life, it is easier for them to ca	discrete	numeric	
V478	l3	L03. Teachers should focus kindergarten instruction on building children€™s soc	discrete	numeric	
V479	l4	L04. Kindergarten education is necessary for children to do well in primary scho	discrete	numeric	
V480	l5	L05. Teachers should focus kindergarten instruction on building children€™s lit	discrete	numeric	
V481	l6	L06. Kindergarten children learn best when the teacher directs their instruction	discrete	numeric	
V482	l7	L07. Kindergarten children learn best when they are expected to sit still and pa	discrete	numeric	
V483	l8	L08. Kindergarten children learn important skills that are necessary for their s	discrete	numeric	
V484	l9	L09. Kindergarten children learn best when they are asked to memorize facts.	discrete	numeric	
V485	l10	L10. Expectations for the behavior of kindergarten children should be different	discrete	numeric	
V486	l11	L11. Kindergarten children learn best through play, rather than through formal i	discrete	numeric	
V487	l12	L12. Kindergarten children learn important skills that lay the foundation for th	discrete	numeric	
V488	l13	L13. Kindergarten children learn best when the teacher holds them accountable fo	discrete	numeric	
V489	l14	L14. Children succeed at school if they are helped by their teachers.	discrete	numeric	
V490	l15	L15. Children succeed at school if they are helped by their parents.	discrete	numeric	
V491	m1	M01. E01 Outcome of this questionnaire	discrete	numeric	
V492	m2	M02. Reasons for refusal	discrete	numeric	
V493	m2_ospec	M02.1. Please specify	discrete	character	
V494	m3	M03. Why is the questionnaire incomplete?	discrete	character	
V495	m4	M04. Please specify	discrete	character	
V496	m5	M05. Surveyor's comment on this interview.	discrete	character	
V497	m50	M05. Surveyor's comment on this interview.	discrete	character	
V498	m51	M05. Surveyor's comment on this interview.	discrete	character	
V499	starttime		discrete	character	
V500	endtime		discrete	character	
V501	form_version		discrete	numeric	

## De-identified\_IDELA

Content

Cases 3435

Variable(s) 229

Structure Type:  
Keys: ()

Version

Producer

Missing Data

## Variables

ID	Name	Label	Type	Format	Question
V502	submissiondate	Date/time submitted	discrete	character	
V503	child_id	Child ID	contin	numeric	
V504	greetingsn1	greetings-n1	discrete	numeric	
V505	greetingsn2	greetings-n2	discrete	numeric	
V506	greetingsn3	greetings-n3	discrete	numeric	
V507	greetingsn4	greetings-n4	discrete	numeric	
V508	a17	A17. Interview date	discrete	character	
V509	a18	A18. Permission given by child to begin?	discrete	numeric	
V510	a19	A19. Child Assessment completed?	discrete	numeric	
V511	a19_ospec	A19. Please specify	discrete	character	
V512	note1		discrete	numeric	
V513	item102	102. How old are you?	discrete	numeric	
V514	item103	103. Are you a boy or a girl?	discrete	numeric	
V515	item106	106. What is the name of the country that you live in?	discrete	numeric	
V516	note2_1		discrete	numeric	
V517	item201	201. Child identifies biggest circle	discrete	numeric	
V518	item202	202. Child identifies smallest circle	discrete	numeric	
V519	note2_2		discrete	numeric	
V520	item203	203. Child identifies longest stick	discrete	numeric	
V521	item204	204. Child identifies shortest stick	discrete	numeric	
V522	note3		discrete	numeric	
V523	item301	301. Child sorts cards by first criterion	discrete	numeric	
V524	item3bnote3b		discrete	numeric	
V525	item3bnote3c		discrete	numeric	
V526	item302	302. Child sorts cards by second criterion	discrete	numeric	
V527	note4_1		discrete	numeric	
V528	item401	401. Child identifies circle	discrete	numeric	
V529	item402	402. Child identifies rectangle	discrete	numeric	

ID	Name	Label	Type	Format	Question
V530	item403	403. Child identifies triangle	discrete	numeric	
V531	item404	404. Child identifies square	discrete	numeric	
V532	item405	405. Child names something that is shaped like a circle	discrete	numeric	
V533	note5		discrete	numeric	
V534	item501	501. Child identifies 2 correctly	discrete	numeric	
V535	item502	502. Child identifies 4 correctly	discrete	numeric	
V536	item503	503. Child identifies 10 correctly	discrete	numeric	
V537	item504	504. Child identifies 5 correctly	discrete	numeric	
V538	item505	505. Child identifies 7 correctly	discrete	numeric	
V539	item506	506. Child identifies 9 correctly	discrete	numeric	
V540	item507	507. Child identifies 6 correctly	discrete	numeric	
V541	item508	508. Child identifies 8 correctly	discrete	numeric	
V542	item509	509. Child identifies 3 correctly	discrete	numeric	
V543	item510	510. Child identifies 1 correctly	discrete	numeric	
V544	item5_check	Did the child identify more than 3 numbers correctly?	discrete	numeric	
V545	item511	511. Child identifies 13 correctly	discrete	numeric	
V546	item512	512. Child identifies 17 correctly	discrete	numeric	
V547	item513	513. Child identifies 14 correctly	discrete	numeric	
V548	item514	514. Child identifies 19 correctly	discrete	numeric	
V549	item515	515. Child identifies 16 correctly	discrete	numeric	
V550	item516	516. Child identifies 15 correctly	discrete	numeric	
V551	item517	517. Child identifies 18 correctly	discrete	numeric	
V552	item518	518. Child identifies 11 correctly	discrete	numeric	
V553	item519	519. Child identifies 12 correctly	discrete	numeric	
V554	item520	520. Child identifies 20 correctly	discrete	numeric	
V555	note6		discrete	numeric	
V556	item601	601. Child identifies 3 items	discrete	numeric	
V557	item602	602. Child identifies 8 items	discrete	numeric	
V558	item603	603. Child identifies 15 items	discrete	numeric	
V559	item604	604. Child stays concentrated on the task at hand; not easily distracted	discrete	numeric	
V560	item605	605. Child diligent/careful in their approach to the task	discrete	numeric	
V561	item606	606. Child is motivated to complete task; does not want to stop the task.	discrete	numeric	
V562	note7a		discrete	numeric	
V563	item701	701. Child adds 3 and 2 [5]	discrete	numeric	
V564	note7b		discrete	numeric	
V565	item702	702. Child adds 2 and 2 [4]	discrete	numeric	
V566	item703	703. Child subtracts 1 from 3 [2]	discrete	numeric	
V567	note7c		discrete	numeric	
V568	item704	704. Child adds 5 and 3 [8]	discrete	numeric	

ID	Name	Label	Type	Format	Question
V569	note7d		discrete	numeric	
V570	item705	705. Child subtracts 2 from 8 [6]	discrete	numeric	
V571	note8_1		discrete	numeric	
V572	item801	801. Child identifies number 9 as the biggest in the first row	discrete	numeric	
V573	item802	802. Child identifies number 4 as the smallest in the first row	discrete	numeric	
V574	item803	803. Child identifies number 7 as the biggest in the second row	discrete	numeric	
V575	item804	804. Child identifies number 1 as the smallest in the second row	discrete	numeric	
V576	item805	805. Child identifies number 9 as the biggest in the third row	discrete	numeric	
V577	item806	806. Child identifies number 3 as the smallest in the third row	discrete	numeric	
V578	item807	807. Child identifies number 15 as the biggest in the fourth row	discrete	numeric	
V579	item808	808. Child identifies number 5 as the smallest in the fourth row	discrete	numeric	
V580	note9		discrete	numeric	
V581	item901	901. Child identifies 13 as the missing number	discrete	numeric	
V582	item902	902. Child identifies 18 as the missing number	discrete	numeric	
V583	item903	903. Child identifies 29 as the missing number	discrete	numeric	
V584	item904	904. Child identifies 1 as the missing number	discrete	numeric	
V585	item905	905. Child identifies 8 as the missing number	discrete	numeric	
V586	note10		discrete	numeric	
V587	item1001	1001. Child selects the large white bead	discrete	numeric	
V588	note11		discrete	numeric	
V589	item1101	1101. Number of puzzle pieces fit together (0, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5, 5)	contin	numeric	
V590	item1102	1102. Child stays concentrated on the task at hand; not easily distracted	discrete	numeric	
V591	item1103	1103. Child diligent/careful in their approach to the task	discrete	numeric	
V592	item1104	1104. Child is motivated to complete task; does not want to stop the task	discrete	numeric	
V593	note12		discrete	numeric	
V594	item1201	1201. Number of friends named (0-10)	contin	numeric	
V595	note13		discrete	numeric	
V596	item1301	1301. Child identifies something that makes him or her sad	discrete	numeric	
V597	item1302	1302. Child gives one response on dealing with sad feeling	discrete	numeric	
V598	item1303	1303. Child gives another response on dealing with sad feeling	discrete	numeric	
V599	item1304	1304. Child identifies something that makes him or her happy	discrete	numeric	
V600	note14		discrete	numeric	
V601	item1401	1401. Child identifies that friend is feeling sad/hurt/upset.	discrete	numeric	
V602	item1402	1402. Child gives one response for how to make friend feel better.	discrete	numeric	
V603	item1403	Is there anything else you will do?	discrete	numeric	
V604	note15		discrete	numeric	
V605	item1501	1501. Child gives one response for how to solve conflict	discrete	numeric	
V606	item1502	1502. Child gives second response for how to solve conflict	discrete	numeric	

ID	Name	Label	Type	Format	Question
V607	item1503	1503. Child (voluntarily) gives a third response for how to solve conflict	discrete	numeric	
V608	note16		discrete	numeric	
V609	item1601	1601. Short term memory: 1...6	discrete	numeric	
V610	item1602	1602. Short term memory: 5...2...9	discrete	numeric	
V611	item1603	1603. Short term memory: 8...3...1...4	discrete	numeric	
V612	item1604	1604. Short term memory: 1...2...4...7...3	discrete	numeric	
V613	item1605	1605. Short term memory: 7...9...2...1...4...5	discrete	numeric	
V614	note17		discrete	numeric	
V615	item17_check	17.1 Did the child get both trial questions right?	discrete	numeric	
V616	note17_2		discrete	numeric	
V617	item1701	1701. Backwards digit spin: 4...1	discrete	numeric	
V618	item1702	1702. Backwards digit spin: 6...2	discrete	numeric	
V619	item1703	1703. Backwards digit spin: 3...5...6	discrete	numeric	
V620	item1704	1704. Backwards digit spin: 2...9...8	discrete	numeric	
V621	item1705	1705. Backwards digit spin: 4...9...2...7	discrete	numeric	
V622	item1706	1706. Backwards digit spin: 1...6...4...5	discrete	numeric	
V623	note18		discrete	numeric	
V624	item1801	1801. Child understands the directions (Move on to next items if the child DOES	discrete	numeric	
V625	item1802	1802. Touch your head	discrete	numeric	
V626	item1803	1803. Touch your toes	discrete	numeric	
V627	item1804	1804. Touch your toes	discrete	numeric	
V628	item1805	1805. Touch your head	discrete	numeric	
V629	item1806	1806. Touch your toes	discrete	numeric	
V630	item1807	1807. Child stays concentrated on the task at hand; not easily distracted.	discrete	numeric	
V631	item1808	1808. Child diligent/careful in their approach to the task.	discrete	numeric	
V632	item1809	1809. Child is motivated to complete task; does not want to stop the task.	discrete	numeric	
V633	note19		discrete	numeric	
V634	item1901	1901. Number of market items named (0-10)	contin	numeric	
V635	item1902	1902. Number of animals named (0-10)	contin	numeric	
V636	note20		discrete	numeric	
V637	item2001	2001. Child opens the book appropriately (turns book so words are no longer upsi	discrete	numeric	
V638	item2002	2002. Child points to text on the top left corner of the page	discrete	numeric	
V639	item2003	2003. Child shows direction of text	discrete	numeric	
V640	note21		discrete	numeric	
V641	item2101	2101. Child identifies E correctly	discrete	numeric	
V642	item2102	2102. Child identifies T correctly	discrete	numeric	
V643	item2103	2103. Child identifies A correctly	discrete	numeric	

ID	Name	Label	Type	Format	Question
V644	item2104	2104. Child identifies N correctly	discrete	numeric	
V645	item2105	2105. Child identifies I correctly	discrete	numeric	
V646	item2106	2106. Child identifies O correctly	discrete	numeric	
V647	item2107	2107. Child identifies S correctly	discrete	numeric	
V648	item2108	2108. Child identifies H correctly	discrete	numeric	
V649	item2109	2109. Child identifies R correctly	discrete	numeric	
V650	item2110	2110. Child identifies D correctly	discrete	numeric	
V651	item21_check	Did the child identify more than 3 letters correctly?	discrete	numeric	
V652	item2111	2111. Child identifies L correctly	discrete	numeric	
V653	item2112	2112. Child identifies C correctly	discrete	numeric	
V654	item2113	2113. Child identifies U correctly	discrete	numeric	
V655	item2114	2114. Child identifies M correctly	discrete	numeric	
V656	item2115	21121. Child identifies F correctly	discrete	numeric	
V657	item2116	2116. Child identifies G correctly	discrete	numeric	
V658	item2117	2117. Child identifies W correctly	discrete	numeric	
V659	item2118	2118. Child identifies B correctly	discrete	numeric	
V660	item2119	2119. Child identifies Y correctly	discrete	numeric	
V661	item2120	2120. Child identifies P correctly	discrete	numeric	
V662	note22a		discrete	numeric	
V663	item2201	2201. Child identifies /s/ word pair	discrete	numeric	
V664	item2202	2202. Child identifies /t/ word pair	discrete	numeric	
V665	item2203	2203. Child identifies /k/ word pair	discrete	numeric	
V666	note23		discrete	numeric	
V667	item2301	2301. Writing level	discrete	numeric	
V668	note24		discrete	numeric	
V669	item2401	2401. 'Who stole the catâ„s hat?' (the mouse)	discrete	numeric	
V670	item2402	2402. 'What is the color of the hat?' (red)	discrete	numeric	
V671	item2403	2403. 'Why did the cat chase the mouse?' (because the mouse took/stole its hat)	discrete	numeric	
V672	item2404	2404. 'Where did the mouse get trapped ?' (under the table)	discrete	numeric	
V673	item2405	2405. 'Why did the cat decide not to eat the mouse?' (because the mouse gave bac	discrete	numeric	
V674	item2406	2406. Child stays concentrated on the task at hand; not easily distracted.	discrete	numeric	
V675	item2407	2407. Child is diligent/careful in their approach to the task.	discrete	numeric	
V676	item2408	2408. Child is motivated to complete task; does not want to stop the task.	discrete	numeric	
V677	note25		discrete	numeric	
V678	item25	item25-item25	discrete	numeric	
V679	item2501	2501. Number of closed corners, no gaps (0, 1, 2, 3, 4)	contin	numeric	
V680	item2502	2502. Resembles closely the picture (four relatively straight lines)	discrete	numeric	
V681	note26		discrete	numeric	

ID	Name	Label	Type	Format	Question
V682	item2601	2601. Child draws a head	discrete	numeric	
V683	item2602	2602. Child draws a trunk/body	discrete	numeric	
V684	item2603	2603. Child draws arms	discrete	numeric	
V685	item2604	2604. Child draws legs	discrete	numeric	
V686	item2605	2605. Child draws 1 facial feature	discrete	numeric	
V687	item2606	2606. Child draws 2 facial feature	discrete	numeric	
V688	item2607	2607. Child draws hands	discrete	numeric	
V689	item2608	2608. Child draws feet	discrete	numeric	
V690	item2609	2609. Child stays concentrated on the task at hand; not easily distracted	discrete	numeric	
V691	item2610	2610. Child diligent/careful in their approach to the task	discrete	numeric	
V692	item2611	2611. Child is motivated to complete task; does not want to stop the task.	discrete	numeric	
V693	note27		discrete	numeric	
V694	item2701	2701. Number of steps child folded precisely /correctly (within 1 cm) (0-4)	contin	numeric	
V695	item2702	2702. Child stays concentrated on the task at hand; not easily distracted	discrete	numeric	
V696	item2703	2703. Child diligent/careful in their approach to the task	discrete	numeric	
V697	item2704	2704. Child is motivated to complete task; does not want to stop the task.	discrete	numeric	
V698	note28		discrete	numeric	
V699	item2801	2801. 2 taps	discrete	numeric	
V700	item2802	2802. 1 tap	discrete	numeric	
V701	item2803	2803. 1 tap	discrete	numeric	
V702	item2804	2804. 2 taps	discrete	numeric	
V703	item2805	2805. 1 tap	discrete	numeric	
V704	item2806	2806. 2 taps	discrete	numeric	
V705	item2807	2807. 1 tap	discrete	numeric	
V706	item2808	2808. 2 taps	discrete	numeric	
V707	item2809	2809. 2 taps	discrete	numeric	
V708	item2810	2810. 1 tap	discrete	numeric	
V709	item2811	2811. 2 taps	discrete	numeric	
V710	item2812	2812. 1 tap	discrete	numeric	
V711	item2813	2813. 1 tap	discrete	numeric	
V712	item2814	2814. 2 taps	discrete	numeric	
V713	item2815	2815. 2 taps	discrete	numeric	
V714	item2816	2816. 1 tap	discrete	numeric	
V715	note28_2		discrete	numeric	
V716	note29		discrete	numeric	
V717	item2901	2901. Did the child pay attention to the instructions and demonstrations through	discrete	numeric	



ID	Name	Label	Type	Format	Question
V718	item2902	2902.Did child show confidence when completing activities; did not show hesitati	discrete	numeric	
V719	item2903	2903. Did the child stay concentrated and on task during the activities and was	discrete	numeric	
V720	item2904	2904. Was child careful and diligent on tasks? Was child interested in accuracy?	discrete	numeric	
V721	item2905	2905. Did child show pleasure in accomplishing specific tasks?	discrete	numeric	
V722	item2906	2906. Was child motivated to complete tasks? Did not give up quickly and did not	discrete	numeric	
V723	item2907	2907. Was the child interested and curious about the tasks throughout the assess	discrete	numeric	
V724	language	What language the survey was conducted in?	discrete	numeric	
V725	commentsitem3001	3001. CHILD ASSESSOR: Please provide your overall comment on the assessment of t	discrete	character	
V726	comment0	3001. CHILD ASSESSOR: Please provide your overall comment on the assessment of t	discrete	character	
V727	endnote		discrete	numeric	
V728	key	Unique submission ID	discrete	character	
V729	starttime		discrete	character	
V730	endtime		discrete	character	

## De-identified\_KG\_Teacher\_Survey

Content

Cases 444

Variable(s) 244

Structure Type:  
Keys: ()

Version

Producer

Missing Data

## Variables

ID	Name	Label	Type	Format	Question
V731	submissiondate	Date/time submitted	discrete	character	
V732	kgteacher_id	KG Teacher ID	discrete	character	
V733	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V734	b2	B02. Outcome of this questionnaire.	discrete	numeric	
V735	b2_1	B2.1. If refused, why?	discrete	numeric	
V736	b2_1_ospec	B2.1.a. specify	discrete	character	
V737	b2_3_ospec	B2.3. Why is questionnaire partially completed?	discrete	character	
V738	b2_6_ospec	B2.6. Please specify	discrete	character	
V739	c6_years	C06.1 Years	contin	numeric	
V740	c6_months	C06.2 Months	discrete	numeric	
V741	c6_yr	Number of years as a preschool teacher	discrete	character	
V742	c6_fullyear	C6_fullyear	discrete	character	
V743	c7_years	C07.1 Number of years as a kindergarten teacher at this school	contin	numeric	
V744	c7_months	C07.2 Number of months as a kindergarten teacher at this school	discrete	numeric	
V745	c8	C08. What is the highest level of education that you have completed?	discrete	numeric	
V746	c08_ospec	C08.1. Please specify	discrete	character	
V747	c9	C09. Do you have any education or training (e.g. seminars or workshops) in early	discrete	numeric	
V748	c10	C10. What is the highest level of qualification in early childhood development t	discrete	numeric	
V749	c10_ospec	C10.1. Please specify	discrete	character	
V750	c11	C11. What is the highest level of education that your father has completed?	discrete	numeric	
V751	c11_ospec	C11.1. Please specify	discrete	character	
V752	c12	C12. What is the highest level of education that your mother has completed?	discrete	numeric	
V753	c12_ospec	C12.1. Please specify	discrete	character	
V754	c13	C13. What is your marital status?	discrete	numeric	
V755	c14	C14.What is/are your local languages?	discrete	character	

ID	Name	Label	Type	Format	Question
V756	c14_1	C14.1 Local language is Twi/Fante	discrete	numeric	
V757	c14_2	C14.2 Local language is Ewe	discrete	numeric	
V758	c14_3	C14.3 Local language is Ga	discrete	numeric	
V759	c14_4	C14.4 Local language is Dangme	discrete	numeric	
V760	c14_5	C14.5 Local language is Hausa	discrete	numeric	
V761	c14_6	C14.6 Local language is Dagbani	discrete	numeric	
V762	c14_7	C14.7 Local language is Dagaare	discrete	numeric	
V763	c14_8	C14.8 Local language is Nzema	discrete	numeric	
V764	c14_9	C14.9 Local language is Kasem	discrete	numeric	
V765	c14_10	C14.10 Local language is Gonja	discrete	numeric	
V766	c14_11	C14.11 Local language is Other	discrete	numeric	
V767	c14_ospec	C14.1. Please specify	discrete	character	
V768	c15_a	C15.a. How do you assess yourself in speaking English?	discrete	numeric	
V769	c15_b	C15.b. How do you assess yourself in speaking Twi/Fante?	discrete	numeric	
V770	c15_c	C15.c. How do you assess yourself in speaking Ewe?	discrete	numeric	
V771	c15_d	C15.d. How do you assess yourself in speaking Ga?	discrete	numeric	
V772	c15_e	C15.e. How do you assess yourself in speaking Dangme?	discrete	numeric	
V773	c15_f	C.15.f. How do you assess yourself in speaking Hausa?	discrete	numeric	
V774	c15_g	C.15.g. How do you assess yourself in speaking Dagbani?	discrete	numeric	
V775	c15_h	C.15.h. How do you assess yourself in speaking Dagaare?	discrete	numeric	
V776	c15_i	C.15.i. How do you assess yourself in speaking Nzema?	discrete	numeric	
V777	c15_j	C.15.j. How do you assess yourself in speaking Kasem?	discrete	numeric	
V778	c15_k	C.15.j. How do you assess yourself in speaking Gonja?	discrete	numeric	
V779	c15_l	C15.g. How do you assess yourself in speaking \${C14_ospec}	discrete	numeric	
V780	c16_a	C16.a. What is your level of writing English?	discrete	numeric	
V781	c16_b	C16.b. What is your level of writing Twi/Fante?	discrete	numeric	
V782	c16_c	C16.c. What is your level of writing Ewe?	discrete	numeric	
V783	c16_d	C16.d. What is your level of writing Ga?	discrete	numeric	
V784	c16_e	C16.e. What is your level of writing Dangme?	discrete	numeric	
V785	c16_f	C.12.f. What is your level of writing Hausa?	discrete	numeric	
V786	c16_g	C.16.g. What is your level of writing Dagbani?	discrete	numeric	
V787	c16_h	C.16.h. What is your level of writing Dagaare?	discrete	numeric	
V788	c16_i	C.16.i. What is your level of writing Nzema?	discrete	numeric	
V789	c16_j	C.16.j. What is your level of writing Kasem?	discrete	numeric	
V790	c16_k	C.16.k. What is your level of writing Gonja?	discrete	numeric	
V791	c16_l	C16.l. What is your level of writing \${C14_ospec}	discrete	numeric	
V792	c17	C17. Main languages of instruction at the kindergarten level	discrete	numeric	
V793	c18	C17. Main local languages of instruction at the kindergarten level	discrete	character	
V794	c18_1	C18.1 Language of instruction in kindergarten is Twi/Fante	discrete	numeric	

ID	Name	Label	Type	Format	Question
V795	c18_2	C18.2 Language of instruction in kindergarten is Ewe	discrete	numeric	
V796	c18_3	C18.3 Language of instruction in kindergarten is Ga	discrete	numeric	
V797	c18_4	C18.4 Language of instruction in kindergarten is Dangme	discrete	numeric	
V798	c18_5	C18.5 Language of instruction in kindergarten is Hausa	discrete	numeric	
V799	c18_6	C18.6 Language of instruction in kindergarten is Dagbani	discrete	numeric	
V800	c18_7	C18.7 Language of instruction in kindergarten is Dagaare	discrete	numeric	
V801	c18_8	C18.8 Language of instruction in kindergarten is Nzema	discrete	numeric	
V802	c18_9	C18.9 Language of instruction in kindergarten is Kasem	discrete	numeric	
V803	c18_10	C18.10 Language of instruction in kindergarten is Gonja	discrete	numeric	
V804	c18_11	C18.11 Language of instruction in kindergarten is Other	discrete	numeric	
V805	c18_ospec	C18.1. Please specify	discrete	character	
V806	sec_c_comments	Please enter any comments you have for this section	discrete	character	
V807	sec_c_c0	Please enter any comments you have for this section	discrete	character	
V808	secd	SecD	discrete	numeric	
V809	secd_hsewealth	SecD_HseWealth	discrete	numeric	
V810	d1	D01. How many members (including yourself) does your household have?	discrete	numeric	
V811	d2	D02. How many children (less than 18 years) live in your household?	discrete	numeric	
V812	d3	D03. How many adults, including yourself (more than 18 years) live in your house	discrete	numeric	
V813	d4	D04. Are all household members aged 5 to 17 currently in school?	discrete	numeric	
V814	d5	D05. Can the male head/spouse read a phrase/sentence in English?	discrete	numeric	
V815	d6	D06. What is the main construction material used for the outer wall of your curr	discrete	numeric	
V816	d7	D07. What type of toilet facility does the household usually use?	discrete	numeric	
V817	d8	D08. What is the main fuel used by the household for cooking?	discrete	numeric	
V818	d9	D09. Does any household member own a working box iron or electric iron?	discrete	numeric	
V819	d10	D10. Does any household member own a working television, video player, VCD/DVD/M	discrete	numeric	
V820	d11	D11. How many working mobile phones do members of the household own?	discrete	numeric	
V821	d12	D12. Do you own or have access to a functioning mobile phone (for the number alr	discrete	character	
V822	d12_1	D12.1 Owns a smart phone (can connect to the internet	discrete	numeric	
V823	d12_2	D12.2 Owns an ordinary phone	discrete	numeric	
V824	d12_3	D12.3 Does not own a phone	discrete	numeric	
V825	d13	D13. Does any household member own a working bicycle, motor cycle, or car?	discrete	numeric	
V826	d14	D14. In the past four weeks, how many people in your household have been very sic	contin	numeric	
V827	d15	D15. How do you rate your own physical health?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V828	sec_d_comments	Please enter any comments you have for this section	discrete	character	
V829	e1	E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in	discrete	numeric	
V830	e2	E02. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V831	e3	E03. In the past 4 weeks (30 days), did you or any household member go to sleep	discrete	numeric	
V832	e4	E04. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V833	e5	E05. In the past 4 weeks (30 days), did you or any household member go a whole d	discrete	numeric	
V834	e6	E06. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V835	sec_e_comments	Please enter any comments you have for this section	discrete	character	
V836	f1	F01. Were you born in the community in which you currently stay?	discrete	numeric	
V837	f2	F02. Were you living at your current community/town before you began teaching at	discrete	numeric	
V838	yrs_livedf3_years	F03.1. Year	contin	numeric	
V839	yrs_livedf3_months	F03.2. Months	contin	numeric	
V840	f4	F04. How many of your closest family members live nearby?	discrete	numeric	
V841	f5	F05. How many of your closest friends who you really rely on for support live ne	discrete	numeric	
V842	f6	F06. What is the main means of transportation that you use to get to school ever	discrete	numeric	
V843	f6_ospec	F06.1. Please specify	discrete	character	
V844	avg_walkinghrs7_hours	F07.1. Hour	contin	numeric	
V845	avg_walkinghrs7_minutes	F07.2. Minute	contin	numeric	
V846	sec_f_comments	Please enter any comments you have for this section	discrete	character	
V847	g1	G01. Is your teaching position temporary (will end in months to a year) or perma	discrete	numeric	
V848	g2	G02. Apart from this school, do you work as a teacher at another school?	discrete	numeric	
V849	g3	G03. If YES: Please indicate in how many other schools you work as a teacher.	discrete	numeric	
V850	g4	G04. What KG grades do you currently teach in this school?	discrete	character	
V851	g4_1	G4.1 Currently teaches KG1	discrete	numeric	
V852	g4_2	G4.2 Currently teaches KG2	discrete	numeric	
V853	g4_3	G4.3 Currently teaches Combined KG	discrete	numeric	
V854	g4_4	G4.4 Currently teaches other classes	discrete	numeric	
V855	g5_kg1	G05.1. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V856	g5_kg2	G05.2. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V857	g5_comkg	G05.3. How many children (i.e., class size) are you primarily responsible for eve	contin	numeric	
V858	g5_ospec	G05.4. How many children (i.e., class size) are you primarily responsible for ev	discrete	numeric	
V859	g6_a	G06.a. How many hours per week are you required/expected to be at school and wor	contin	numeric	

ID	Name	Label	Type	Format	Question
V860	g6_b	G06.b.How many hours per week are you required/expected to be outside of school	discrete	numeric	
V861	g7_a	G07.a. On average, what percentage of daily class time is spent on Administrativ	contin	numeric	
V862	g7_b	G07.b.On average, what percentage of daily class time is spent on Keeping order	contin	numeric	
V863	g7_c	G07.c. On average, what percentage of daily class time is spent on Actual teachi	contin	numeric	
V864	g8	G08. How frequently are you supposed to be paid your salary?	discrete	numeric	
V865	g8_ospec	G08.1. Please specify	discrete	character	
V866	g9	G09. How frequently are you actually paid on time?	discrete	numeric	
V867	g9_ospec	G09.1. Please specify	discrete	character	
V868	g10	G10. Do you currently work for monetary compensation outside of your teaching po	discrete	numeric	
V869	g11	G11. If YES, about how many hours a week do you work in this other job?	contin	numeric	
V870	g12	G12. In the last year, did you do any job outside your teaching position in this	discrete	numeric	
V871	g13	G13.If YES: On the average, how many hours a week did you work in this job? DO N	contin	numeric	
V872	g14	G14.What is your salary per month? DO NOT PROMPT.	discrete	numeric	
V873	g15	G15.How much bonus/extra money do you receive from parents' contribution per ter	contin	numeric	
V874	g16	G16. How do you rate the quality of supervision that you receive from your schoo	discrete	numeric	
V875	g17_a	G17.a. Classes are too large	discrete	numeric	
V876	g17_b	G17.b. Classes are taught by inexperienced or poorly trained teachers	discrete	numeric	
V877	g17_c	G17.c. Lack of financial resources to create good environment for teachers and c	discrete	numeric	
V878	g17_d	G17.d. The school head has unrealistically high expectations of its teachers	discrete	numeric	
V879	g17_e	G17.e. The school changes curriculum too often	discrete	numeric	
V880	g17_f	G17.f. The school uses curriculum that are too difficult for the children	discrete	numeric	
V881	g17_g	G17.g. The parents in the community place demands on teachers that are too high	discrete	numeric	
V882	g18_a	G18.a. How much do parents support your work as a teacher by helping their child	discrete	numeric	
V883	g18_b	G18.b. How much do parents support your work as a teacher by sharing your values	discrete	numeric	
V884	g18_c	G18.c. How much do parents support your work as a teacher by helping their child	discrete	numeric	
V885	g18_d	G18.d. How much do parents support your work as a teacher by visiting school to	discrete	numeric	
V886	g18_e	G18.e.How much do parents support your work as a teacher by expecting their chil	discrete	numeric	
V887	g18_f	G18.f. How much do parents support your work as a teacher by expecting their chi	discrete	numeric	

ID	Name	Label	Type	Format	Question
V888	g18_g	G18.g. How much do parents support your work as a teacher by participating in th	discrete	numeric	
V889	g19	G19. How much respect do the parents and leaders of this community have for teac	discrete	numeric	
V890	g20	G20. In your opinion, how much are teachers valued by the citizens and leaders o	discrete	numeric	
V891	sec_g_comments	Please enter any comments you have for this section	discrete	character	
V892	h1_a	H01.a. How often during the past one month have you been lacking in energy?	discrete	numeric	
V893	h1_b	H01.b.How often during the past one month have you felt that you have lost inter	discrete	numeric	
V894	h1_c	H01.c.How often during the past one month have you felt that you have lost confi	discrete	numeric	
V895	h1_d	H01.d.How often during the past one month have you felt hopeless?	discrete	numeric	
V896	h1_e	H01.e. How often during the past one month have you felt that you have difficult	discrete	numeric	
V897	h1_f	H01.f. How often during the past one month have you felt that you have lost weig	discrete	numeric	
V898	h1_g	H01.g. How often during the past one month have you been waking early?	discrete	numeric	
V899	h1_h	H01.h. How often during the past one month have you felt slowed up?	discrete	numeric	
V900	h1_i	H01.i. How often during the past one month have you tended to feel worse in the	discrete	numeric	
V901	h1_j	H01.j. How often during the past one month have you felt very anxious?	discrete	numeric	
V902	h1_k	H01.k. How often during the past one month have you been worrying a lot?	discrete	numeric	
V903	h1_l	H01.l. How often during the past one month have you been irritable?	discrete	numeric	
V904	h1_m	H01.m. How often during the past one month have you been having difficulty relax	discrete	numeric	
V905	h1_n	H01.n. How often during the past one month have you been sleeping poorly?	discrete	numeric	
V906	h1_o	H01.o. How often during the past one month have you been having headaches or nec	discrete	numeric	
V907	h1_p	H01.p. How often during the past one month have you been having any of the follo	discrete	numeric	
V908	h1_q	H01.q. How often during the past one month have you been worrying about your hea	discrete	numeric	
V909	h1_r	H01.r. How often during the past one month have you been having difficulty falli	discrete	numeric	
V910	h2_a	H02.a. How much children can learn in school is primarily determined by their ab	discrete	numeric	
V911	h2_b	H02.b.If the children have not learned discipline at home, there is not much the	discrete	numeric	
V912	h2_c	H02.c. A teacher cannot do much to improve children's achievements if they have	discrete	numeric	
V913	h2_d	H02.d.It is practically impossible for a teacher to motivate a child for academi	discrete	numeric	

ID	Name	Label	Type	Format	Question
V914	h2_e	H02.e. Good teaching is more important to children engagement in schoolwork than	discrete	numeric	
V915	h3_a	H03.a. I am motivated to help children learn to read and write.	discrete	numeric	
V916	h3_b	H03.b. I question my school's approach to teaching children reading and writing.	discrete	numeric	
V917	h3_c	H03.c. I am motivated to help children learn math.	discrete	numeric	
V918	h3_d	H03.d. I strongly agree with my school's goals for the children.	discrete	numeric	
V919	h3_e	H03.e. I am motivated to help children develop well emotionally (i.e., feel good)	discrete	numeric	
V920	h3_f	H03.f. I enjoy teaching most days.	discrete	numeric	
V921	h3_g	H03.g. I am motivated to help children develop well socially (i.e., behave well,	discrete	numeric	
V922	h3_h	H03.h. I question my school's approach to helping children develop socially.	discrete	numeric	
V923	h3_i	H03.i. I have clear personal goals as a teacher	discrete	numeric	
V924	h4	H04. Which of the following do you consider the most important thing to you in y	discrete	numeric	
V925	h4_ospec	H04.1. Please specify	discrete	character	
V926	h5_a	a. I am satisfied with my job at this school	discrete	numeric	
V927	h5_b	b. I am satisfied with my decision to be a teacher	discrete	numeric	
V928	h5_c	c. I want to transfer to another school	discrete	numeric	
V929	h5_d	d. I want to leave the teaching profession	discrete	numeric	
V930	h6_a	a. Other teachers are satisfied with their job at this school	discrete	numeric	
V931	h6_b	b. Other teachers are satisfied with their decision to be a teacher in this scho	discrete	numeric	
V932	h6_c	c. Other teachers in this school want to transfer to another school	discrete	numeric	
V933	h6_d	d. Other teachers in this school want to leave the teaching profession	discrete	numeric	
V934	h7_1	H07.1. I feel emotionally drained from my work.	discrete	numeric	
V935	h7_2	H07.2. I feel used up at the end of the workday.	discrete	numeric	
V936	h7_3	H07.3. I feel fatigued when I get up in the morning and have to face another day	discrete	numeric	
V937	h7_4	H07.4. I can easily understand how my school children feel about things.	discrete	numeric	
V938	h7_5	H07.5. I feel I treat some school children as if they were impersonal objects	discrete	numeric	
V939	h7_6	H07.6. Working with people all day is really a strain on me.	discrete	numeric	
V940	h7_7	H07.7. I deal very effectively with the problems of my school children.	discrete	numeric	
V941	h7_8	H07.8. I feel burned out from my work.	discrete	numeric	
V942	h7_9	H07.9. I feel I'm positively influencing other people's lives through my work.	discrete	numeric	
V943	h7_10	H07.10. I've become more cold toward people since I took this job.	discrete	numeric	
V944	h7_11	H07.11. I worry that this job is hardening me emotionally.	discrete	numeric	



ID	Name	Label	Type	Format	Question
V945	h7_12	H07.12. I feel very energetic.	discrete	numeric	
V946	h7_13	H07.13. I feel frustrated by my job.	discrete	numeric	
V947	h7_14	H07.14. I feel I'm working too hard on my job.	discrete	numeric	
V948	h7_15	H07.15. I don't really care what happens to some school children.	discrete	numeric	
V949	h7_16	H07.16. Working with people directly puts too much stress on me.	discrete	numeric	
V950	h7_17	H07.17. I can easily create a relaxed atmosphere with my school children.	discrete	numeric	
V951	h7_18	H07.18. I feel excited after working closely with my school children.	discrete	numeric	
V952	h7_19	H07.19. I have accomplished many worthwhile things in this job.	discrete	numeric	
V953	h7_20	H07.20. I feel like I'm at the end of my rope.	discrete	numeric	
V954	h7_21	H07.21. In my work, I deal with emotional problems very calmly.	discrete	numeric	
V955	sec_h_comments	Please enter any comments you have for this section	discrete	character	
V956	sec_h_c0	Please enter any comments you have for this section	discrete	character	
V957	i1	I01. Which of the following letters is a consonant?	discrete	numeric	
V958	i2	I02. Which of the following letters is a vowel?	discrete	numeric	
V959	i3	I03. What is a syllable in the word 'unbelievable'?	discrete	numeric	
V960	i4	I04. How many syllabus are in the word 'irregular'?	discrete	numeric	
V961	i5	I05. How many speech sounds does the word 'cat' have?	discrete	numeric	
V962	i6	I06. Which of the following words rhymes with 'cough'?	discrete	numeric	
V963	i7	I07. How many speech sounds does the word 'check' have	discrete	numeric	
V964	i8	I08. When teaching English, which of the following words should be taught first?	discrete	numeric	
V965	sec_i_comments	Please enter any comments you have for this section	discrete	character	
V966	secjj1	J01. INTERVIEWER: Please provide your overall comment on the interview with this	discrete	character	
V967	secjj10	J01. INTERVIEWER: Please provide your overall comment on the interview with this	discrete	character	
V968	secjj2	J02. TEAM LEADER: Record data issues based on your review of this administered q	discrete	character	
V969	secjj20	J02. TEAM LEADER: Record data issues based on your review of this administered q	discrete	character	
V970	key	Unique submission ID	discrete	character	
V971	starttime		discrete	character	
V972	endtime		discrete	character	
V973	secaa3	A03. Interview date	discrete	character	
V974	After_Intervention		discrete	numeric	

## De-identified\_Proprietor\_Survey

Content

Cases 108

Variable(s) 64

Structure  
Type:  
Keys: ()

Version

Producer

Missing Data

## Variables

ID	Name	Label	Type	Format	Question
V975	submissiondate	Date/time submitted	discrete	character	
V976	surveyid	Survey ID	contin	numeric	
V977	a1	A01. Would you be happy for us to conduct surveys with head teacher, KG teachers	discrete	numeric	
V978	a2	A02. Permission given?	discrete	numeric	
V979	b2	B02. Sex of proprietor	discrete	numeric	
V980	b3	B03. How old are you?	contin	numeric	
V981	b5	B05. What is the highest level of education that you have completed?	discrete	numeric	
V982	b5_ospec	B05.1. Please specify	discrete	character	
V983	b6_1	B06.1. Number of years resp has been a proprietor at this school	contin	numeric	
V984	b6_2	B06.2. Number of months resp has been a proprietor at this school	discrete	numeric	
V985	b7	B07. What was your main profession before you started this school?	discrete	numeric	
V986	b7_ospec	B07.1 Please specify	discrete	character	
V987	b8	B08. (If head teacher): For how long have you been a head teacher?	discrete	numeric	
V988	b9	B09. (If teacher): For how long have you been a teacher?	contin	numeric	
V989	b10	B10. Is being a proprietor your primary occupation?	discrete	numeric	
V990	b11	B11. If not, what is your primary occupation?	discrete	numeric	
V991	b11_ospec	B11.1. Please specify	discrete	character	
V992	c1	C01. Is this school a branch of a chain of schools or centers (i.e., is there mo	discrete	numeric	
V993	c3	C03. How many other schools are part of the chain?	discrete	numeric	
V994	c4	C04. How did you finance the opening of this school?	discrete	character	
V995	c4_ospec	C04.1. Specify source financing for opening of this school	discrete	character	
V996	c5	C05. (If loan) Have you repaid the loan?	discrete	numeric	
V997	c6	C06. (If loan) Have you repaid the interest?	discrete	numeric	
V998	c7	C07. Does this school ever have problems paying teacher salaries on time?	discrete	numeric	
V999	c8	C08. How does the school set/charge school fees for KG children?	discrete	character	
V1000	c8_ospec	C08.1. Please specify	discrete	character	
V1001	c9	C09. Can parents of KG children opt to pay school fees in installments?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V1002	c10_1	C10.1. For those who use installments, % of students who pay based on the 1st	contin	numeric	
V1003	c10_2	C10.2. For those who use installments, % of students who pay based on the 2nd	contin	numeric	
V1004	c10_3	C10.3. For those who use installments, % of students who pay based on the 3rd	contin	numeric	
V1005	c10_4	C10.4. For those who use installments, % of students who pay based on the 4th	discrete	character	
V1006	c10_4_spec	C10.4. Record percentage of other payment option	contin	numeric	
V1007	c11	C11. Is the goal of the school to make profit eventually?	discrete	numeric	
V1008	c12	C12. In 2013/14 school yr, did school make a profit or loss?	discrete	numeric	
V1009	c13	C13. Obstacles to this school to provide learning to the children?	discrete	character	
V1010	c13_ospec	C13.1. Please specify	discrete	character	
V1011	d1	D01. Do you live in this community?	discrete	numeric	
V1012	d2_1	D02.1. Number of years resp has lived in this community	contin	numeric	
V1013	d2_2	D02.1. Number of months resp has lived in this community	discrete	numeric	
V1014	d3	D03. Did you live in this community before starting the school?	discrete	numeric	
V1015	e1	E01. Kindergarten children learn much at school.	discrete	numeric	
V1016	e2	E02. If children get a good education early in life, it is easier for them to ca	discrete	numeric	
V1017	e3	E03. Teachers should focus on building social and behavioral skills	discrete	numeric	
V1018	e4	E04. Kindergarten education is necessary for children to do well in primary scho	discrete	numeric	
V1019	e5	E05. Teachers should focus on building literacy and math skills	discrete	numeric	
V1020	e6	E06. Kindergarten children learn best when the teacher directs their instruction	discrete	numeric	
V1021	e7	E07. Kindergarten children learn best when they are expected to sit still and pa	discrete	numeric	
V1022	e8	E08. Kindergarten children learn important skills that are necessary for their s	discrete	numeric	
V1023	e9	E09. Kindergarten children learn best when they are asked to memorize facts.	discrete	numeric	
V1024	e10	E10. Expectations for the behavior of kindergarten children should be different	discrete	numeric	
V1025	e11	E11. Kindergarten children learn best through play, rather than through formal i	discrete	numeric	
V1026	e12	E12. Kindergarten children learn important skills that lay the foundation for th	discrete	numeric	
V1027	e13	E13. Kindergarten children learn best when the teacher holds them accountable fo	discrete	numeric	
V1028	e14	E14. Children succeed at school if they are helped by their teachers.	discrete	numeric	
V1029	e15	E15. Children succeed at school if they are helped by their parents.	discrete	numeric	
V1030	f1	F01. E01 Outcome of this questionnaire	discrete	numeric	
V1031	f2	F02. Reasons for refusal	discrete	numeric	
V1032	f2_ospec	F02.1. Please specify	discrete	character	
V1033	f3	F03. Why is the questionnaire incomplete?	discrete	character	

ID	Name	Label	Type	Format	Question
V1034	f4	F04. Please specify	discrete	character	
V1035	f5	F05. Surveyor's comment on this interview.	discrete	character	
V1036	starttime		discrete	character	
V1037	endtime		discrete	character	
V1038	interviewdate	03. Interview date	discrete	character	



## Date/time submitted (submissiondate)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
Format: character  
Width: 16

Valid cases: 2140  
Invalid: 0

## A03. Interview date (a3\_interviewdate)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
Format: character  
Width: 10

Valid cases: 2011  
Minimum: NaN  
Maximum: NaN

## Caregiver ID (caregiver\_id)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
Format: character  
Width: 8

Valid cases: 2140  
Invalid: 0

## Child ID (child\_id)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
Format: character  
Width: 7

Valid cases: 2140  
Invalid: 0

## School Type (stype)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 2140  
Invalid: 0

## A14. Primary caregiver's gender (a14\_caregivergender)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2140  
Invalid: 0

## A15. INTERVIEWER: How many children do you have listed in \${A6} for \${caregive (a15)}

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2140  
Invalid: 0

## A16.1. Child code (child1a16\_1)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 2140  
Invalid: 0

## A18.1. Child's gender (child1a18\_1)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2140  
Invalid: 0

## A16.2. Child code (child2a16\_2)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 124  
Invalid: 0

## A18.2. Child's gender (child2a18\_2)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 124  
Invalid: 2016

## A16.3. Child code (child3a16\_3)

File: De-identified\_Caregiver

## A16.3. Child code (child3a16\_3)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 3  
 Invalid: 0

## A18.3. Child's gender (child3a18\_3)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 3  
 Invalid: 2137

## A16.4. Child code (child4a16\_4)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 3  
 Invalid: 0

## A18.4. Child's gender (child4a18\_4)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 3  
 Invalid: 2137

## A16.5. Child code (child5a16\_5)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## A18.5. Child's gender (child5a18\_5)

File: De-identified\_Caregiver

**Overview**



## A18.5. Child's gender (child5a18\_5)

File: De-identified\_Caregiver

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

Valid cases: 0  
 Invalid: 2140

## B01. Do you agree to participate in this survey? (b1)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2140  
 Invalid: 0

## B02. Language used to conduct the interview (b2)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -222-10

Valid cases: 2140  
 Invalid: 0

## B02.1. Please specify (b2\_ospec)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## B03. Outcome of this questionnaire. (b3)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2140  
 Invalid: 0

## B3.1 Specify outcome of questionnaire (b3\_ospec)

File: De-identified\_Caregiver

**Overview**

## B3.1 Specify outcome of questionnaire (b3\_ospec)

### File: De-identified\_Caregiver

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

Valid cases: 0  
Invalid: 2140

## B4. If refused, why? (b4)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 11  
Invalid: 2129

## B4.1. Please specify (b4\_ospec)

### File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 170

Valid cases: 3

## B05. Why is the interview incomplete? (b5)

### File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 101

Valid cases: 9

## C01. Are you $\{A17\_1\}$ 's primary caregiver? (c1)

### File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2133  
Invalid: 7

## C03. What is your relationship to $\{A17\_1\}$ ? (c3)

### File: De-identified\_Caregiver

#### Overview

## C03. What is your relationship to \${A17\_1}? (c3)

File: De-identified\_Caregiver

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -222-15

Valid cases: 2132  
 Invalid: 8

## C04.1 Years (c4years)

File: De-identified\_Caregiver

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-10

Valid cases: 2132  
 Invalid: 8  
 Minimum: -888  
 Maximum: 10

## C04.2 Months (c4months)

File: De-identified\_Caregiver

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-11

Valid cases: 2132  
 Invalid: 8  
 Minimum: -888  
 Maximum: 11

## usual-mm (mm)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 849  
 Invalid: 1291

## C05. What is your age? IN COMPLETED YEARS (c5)

File: De-identified\_Caregiver

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-82

Valid cases: 2132  
 Invalid: 8  
 Minimum: -888  
 Maximum: 82

## C06. What is the highest level of education you have completed? (c6)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-13

Valid cases: 2132  
Invalid: 8

## C06.1. Please specify (c06\_ospec)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 38

Valid cases: 4  
Invalid: 0

## C07. What are the two main languages you use to communicate with your child at h (c7)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2132  
Invalid: 0

## C07.1 Main language of communication at home is English (c7\_1)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## C07.2 Main language of communication at home is Twi/Fanti (c7\_2)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## C07.3 Main language of communication at home is Ewe (c7\_3)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2019  
 Invalid: 121

## C07.4 Main language of communication at home is Ga (c7\_4)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2019  
 Invalid: 121

## C07.5 Main language of communication at home is Dangme (c7\_5)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2019  
 Invalid: 121

## C07.6 Main language of communication at home is Hausa (c7\_6)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2019  
 Invalid: 121

## C07.7 Main language of communication at home is Other 1 (specify) (c7\_7)

File: De-identified\_Caregiver

**Overview**

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

Valid cases: 2019  
 Invalid: 121

## C07.8 Main language of communication at home is Other 2 (specify) (c7\_8)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## C07.1. Please specify (c07\_1\_ospec)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 21

Valid cases: 259  
Invalid: 0

## C07.2. Please specify (c07\_2\_ospec)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 3  
Invalid: 0

## C08. What is your marital status? (c8)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-7

Valid cases: 2132  
Invalid: 8

## C09. Year Child was born (c9year)

File: De-identified\_Caregiver

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-2013

Valid cases: 2132  
Invalid: 8  
Minimum: -999  
Maximum: 2013

## C10. How old was $\{A17\_1\}$ at his/her last birthday? (c10)

File: De-identified\_Caregiver

C10. How old was  $\{A17\_1\}$  at his/her last birthday? (c10)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-10

Valid cases: 2132  
Invalid: 8  
Minimum: -999  
Maximum: 10

D01. How many members does your household have, including you? (d1)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-8

Valid cases: 2127  
Invalid: 13

D02. Are all household members aged 5 to 17 currently in school? (d2)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2127  
Invalid: 13

D03. Can the male head/spouse read a phrase/sentence in English? (d3)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2127  
Invalid: 13

D04. What is the main construction material used for the outer wall of your curr (d4)

File: De-identified\_Caregiver

#### Overview

D04. What is the main construction material used for the outer wall of your curr (d4)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2127  
Invalid: 13

D05. What type of toilet facility does the household usually use? (d5)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-4

Valid cases: 2127  
Invalid: 13

D06. What is the main fuel used by the household for cooking? (d6)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-4

Valid cases: 2127  
Invalid: 13

D07. Does any household member own a working box iron or electric iron? (d7)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2127  
Invalid: 13

D08. Does any household member own a working television, video player, VCD/DVD/M (d8)

File: De-identified\_Caregiver

#### Overview



D08. Does any household member own a working television, video player, VCD/DVD/M (d8)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2127  
Invalid: 13

D09. How many working mobile phones do members of the household own? (d9)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-4

Valid cases: 2127  
Invalid: 13

D10. Do you own or have access to a functioning mobile phone (for the number am (d10)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 2127  
Invalid: 0

D11. Does any household member own a working bicycle, motor cycle, or car? (d11)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2127  
Invalid: 13

E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in (e1)

File: De-identified\_Caregiver

#### Overview

E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in (e1)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2125  
Invalid: 15

E02. How often did this happen in the past 4 weeks (30 days)? (e2)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 518  
Invalid: 1622

E03. In the past 4 weeks (30 days), did you or any household member go to sleep (e3)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2125  
Invalid: 15

E04. How often did this happen in the past 4 weeks (30 days)? (e4)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 340  
Invalid: 1800

E05. In the past 4 weeks (30 days), did you or any household member go a whole d (e5)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2125  
Invalid: 15

## E06. How often did this happen in the past 4 weeks (30 days)? (e6)

### File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 242  
Invalid: 1898

## F01.a. Read books to or looked at picture books with \${A17\_1}? (f1\_a)

### File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

## F01.a(ii).If yes: Who engages in this activity with \${A17\_1}? Is it the mother, (f1\_a\_ii)

### File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 1607  
Invalid: 0

## F01.a(ii) Mother read books with Child \${A17\_1} (f1\_a\_ii\_1)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

## F01.a(ii) Father read books with Child \${A17\_1} (f1\_a\_ii\_2)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.a(ii) Another adult relative read books with Child \${A17\_1}  
(f1\_a\_ii\_3)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.a(ii) Other non-relative read books with Child \${A17\_1}  
(f1\_a\_ii\_4)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.b. Told stories to \${A17\_1}? (f1\_b)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F01.b(ii).If yes: Who engages in this activity with \${A17\_1}? Is it  
the mother, (f1\_b\_ii)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 5

Valid cases: 1094  
Invalid: 0

F01.b(ii) Mother told stories to Child \${A17\_1} (f1\_b\_ii\_1)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.b(ii) Father told stories to Child \${A17\_1} (f1\_b\_ii\_2)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.b(ii) Another adult relative told stories to Child \${A17\_1}  
(f1\_b\_ii\_3)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.b(ii) Other non-relative told stories to Child \${A17\_1}  
(f1\_b\_ii\_4)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.c. Sang songs to or with \${A17\_1}, including lullabies? (f1\_c)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F01.c(ii).If yes: Who engages in this activity with \${A17\_1}? Is it  
the mother, (f1\_c\_ii)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 1374  
Invalid: 0

F01.c(ii) Mother sang songs (including lullabies) with/to Child  
\$[A17\_1] (f1\_c\_ii\_1)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.c(ii) Father sang songs (including lullabies) with/to Child  
\$[A17\_1] (f1\_c\_ii\_2)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.c(ii) Another adult relative sang songs (including lullabies)  
with/to Child (f1\_c\_ii\_3)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.c(ii) Other non-relative sang songs (including lullabies)  
with/to Child \$[A1 (f1\_c\_ii\_4)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.d. Taken \$\{A17\_1\}\$ outside the home? For example to the  
market, to events, v (f1\_d)

File: De-identified\_Caregiver

#### Overview

F01.d. Taken \${A17\_1} outside the home? For example to the market, to events, v (f1\_d)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F01.d(ii).If yes: Who engages in this activity with \${A17\_1}? Is it the mother, (f1\_d\_ii)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 1345  
Invalid: 0

F01.d(ii) Mother took Child \${A17\_1} outside of the home (eg to markets, events, (f1\_d\_ii\_1)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.d(ii) Father took Child \${A17\_1} outside of the home (eg to markets, events, (f1\_d\_ii\_2)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.d(ii) Another adult relative took Child \${A17\_1} outside of the home (eg to (f1\_d\_ii\_3)

File: De-identified\_Caregiver

#### Overview

F01.d(ii) Another adult relative took Child \$[A17\_1] outside of the home (eg to (f1\_d\_ii\_3)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

F01.d(ii) Other non-relative took Child \$[A17\_1] outside of the home (eg to mark (f1\_d\_ii\_4)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.e. Played with \${A17\_1}? (f1\_e)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F01.e(ii).If yes: Who engages in this activity with \${A17\_1}? Is it the mother, (f1\_e\_ii)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 1989  
Invalid: 0

F01.e(ii) Mother played with \$[A17\_1] (f1\_e\_ii\_1)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121



F01.e(ii) Father played with \${A17\_1} (f1\_e\_ii\_2)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.e(ii) Another adult relative played with \${A17\_1} (f1\_e\_ii\_3)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.e(ii) Other non-relative played with \${A17\_1} (f1\_e\_ii\_4)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

F01.f. Named, counted, or drew things to or with \${A17\_1}? (f1\_f)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F01.f(ii).If yes: Who engages in this activity with \${A17\_1}? Is it the mother, (f1\_f\_ii)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 1578  
Invalid: 0

F01.f(ii) Mother named, counted, or drew things with Child  
 \$[A17\_1] (f1\_f\_ii\_1)  
 File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
 Invalid: 121

F01.f(ii) Father named, counted, or drew things with Child  
 \$[A17\_1] (f1\_f\_ii\_2)  
 File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
 Invalid: 121

F01.f(ii) Another adult relative named, counted, or drew things  
 with Child \$[A17\_1] (f1\_f\_ii\_3)  
 File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
 Invalid: 121

F01.f(ii) Other non-relative named, counted, or drew things with  
 Child \$[A17\_1] (f1\_f\_ii\_4)  
 File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
 Invalid: 121

F02. How many children's books or picture books do you have  
 for \$[A17\_1]? (f2)  
 File: De-identified\_Caregiver

#### Overview

F02. How many children's books or picture books do you have for {A17\_1}? (f2)

File: De-identified\_Caregiver

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-54

Valid cases: 2124  
Invalid: 16  
Minimum: -888  
Maximum: 54

F03. During the past 30 days (4 weeks), how often have you or has another adult (f3)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2124  
Invalid: 16

F04.a Specify reason why answer in F4.a (# times attended PTA meeting) was Not A (f4a\_specify)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 100

Valid cases: 2124  
Invalid: 0

F04.a # of times either/both parent: attended a PTA meeting (f4a)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-45

Valid cases: 2124  
Invalid: 16  
Minimum: -888  
Maximum: 45

F04.a Specify reason why answer in F4.a (# times attended scheduled meeting with (f4b\_specify)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 128

Valid cases: 2124

F04.b # of times either/both parent: attended scheduled meeting with 's teacher (f4b)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-48

Valid cases: 2124  
Invalid: 16  
Minimum: -888  
Maximum: 48

F04.a Specify reason why answer in F4.a (# times attended school or class event (f4c\_specify)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 98

Valid cases: 2124  
Invalid: 0

F04.c # of times either/both parent: attended school or class event such as play (f4c)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-8

Valid cases: 2124  
Invalid: 16  
Minimum: -888  
Maximum: 8

F04.a Specify reason why answer in F4.a (# times volunteered or served on school (f4d\_specify)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 86

Valid cases: 2124  
Invalid: 0

F04.d # of times either/both parent: volunteered or served on school committee (f4d)

File: De-identified\_Caregiver

#### Overview

F04.d # of times either/both parent: volunteered or served on school committee (f4d)

File: De-identified\_Caregiver

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-19

Valid cases: 2124  
Invalid: 16  
Minimum: -888  
Maximum: 19

F04.a Specify reason why answer in F4.a (# times participated in fund raising fo (f4e\_specify)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 93

Valid cases: 2124  
Invalid: 0

F04.e # of times either/both parent: participated in fund raising for 's school (f4e)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-6

Valid cases: 2124  
Invalid: 16  
Minimum: -888  
Maximum: 6

F05.a Child [A17\_1] plays with: Homemade toys (such as dolls, cars, or other toy (f5a)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F05.b Child [A17\_1] plays with: Toys from a shop or manufactured toys? (f5b)

File: De-identified\_Caregiver

#### Overview

F05.b Child [A17\_1] plays with: Toys from a shop or manufactured toys? (f5b)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F05.c Child [A17\_1] plays with: Household objects (such as bowls or pots)? (f5c)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F05.d Child [A17\_1] plays with: Objects found outside (such as sticks, rocks, an (f5d)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F05.e Child [A17\_1] plays with: Any drawing or writing materials? (f5e)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

F05.f Child [A17\_1] plays with: Any puzzles (even a two piece puzzle counts)? (f5f)

File: De-identified\_Caregiver

#### Overview

F05.f Child [A17\_1] plays with: Any puzzles (even a two piece puzzle counts)? (f5f)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2124  
Invalid: 16

G01. What do you think is the MOST important education period to invest in for a (g1)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-3

Valid cases: 2121  
Invalid: 19

G02. What makes a good kindergarten school? (g2)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 20

Valid cases: 2121  
Invalid: 0

G02. Specify other quality that makes a good kindergarten (g2\_ospec)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 138

Valid cases: 396

G02.1 Quality in a good kindergarten: Good food for children (g2\_1)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.2 Quality in a good kindergarten: Motivated teachers (g2\_2)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.3 Quality in a good kindergarten: Availability of transportation (g2\_3)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.4 Quality in a good kindergarten: Opening hours/schedule (g2\_4)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.5 Quality in a good kindergarten: Overall reputation of the school (g2\_5)

### File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.6 Quality in a good kindergarten: Quality of teachers(experience)/instructio (g2\_6)

### File: De-identified\_Caregiver

#### Overview



## G02.6 Quality in a good kindergarten: Quality of teachers(experience)/instructio (g2\_6)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G02.7 Quality in a good kindergarten: School's good results on tests/exams (g2\_7)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.8 Quality in a good kindergarten: The school has a good curriculum (g2\_8)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.9 Quality in a good kindergarten: Teacher/pupil ratio or class size (g2\_9)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.10 Quality in a good kindergarten: School's focus on play-based learning (g2\_10)

File: De-identified\_Caregiver

### Overview

## G02.10 Quality in a good kindergarten: School's focus on play-based learning (g2\_10)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G02.11 Quality in a good kindergarten: Regular assessment of children (g2\_11)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.12 Quality in a good kindergarten: English as main language of instruction (g2\_12)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.13 Quality in a good kindergarten: Children are given homework regularly (g2\_13)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.14 Quality in a good kindergarten: School neighborhood/locality (g2\_14)

File: De-identified\_Caregiver

### Overview

## G02.14 Quality in a good kindergarten: School neighborhood/locality (g2\_14)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G02.15 Quality in a good kindergarten: Diversity of the student body (g2\_15)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.16 Quality in a good kindergarten: Long existence of school (g2\_16)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.17 Quality in a good kindergarten: Ethnic/religious/social values of school (g2\_17)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.18 Quality in a good kindergarten: Moderate school fees/extra costs (g2\_18)

File: De-identified\_Caregiver

### Overview

## G02.18 Quality in a good kindergarten: Moderate school fees/extra costs (g2\_18)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G02.19 Quality in a good kindergarten: Flexibility of fee payment (g2\_19)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.20 Quality in a good kindergarten: Good infrastructure/facilities/equipment (g2\_20)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.21 Quality in a good kindergarten: Good communication between school and par (g2\_21)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.22 Quality in a good kindergarten: Preschool attached to basic school (g2\_22)

File: De-identified\_Caregiver

### Overview

## G02.22 Quality in a good kindergarten: Preschool attached to basic school (g2\_22)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G02.23 Quality in a good kindergarten: Safe school environment (g2\_23)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.24 Quality in a good kindergarten: Clean/healthy school environment (g2\_24)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.25 Quality in a good kindergarten: Children well behaved, learn discipline (g2\_25)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G02.26 Quality in a good kindergarten: Children are given homework regularly (g2\_26)

File: De-identified\_Caregiver

### Overview

## G02.26 Quality in a good kindergarten: Children are given homework regularly (g2\_26)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G02.27 Quality in a good kindergarten: Other (g2\_27)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G03. To what extent are you satisfied with your child's school? (g3)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G04. What were the reasons for choosing to send \${A17\_1} to his/her current sch (g4)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 23

Valid cases: 2121  
Invalid: 0

## G04. Specify other reason why parent chose to have their child attend that kinde (g4\_ospec)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: character  
Width: 83

Valid cases: 396  
Invalid: 0

## G04.1 Reason for choosing this school: Closeness/proximity to/from home (g4\_1)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.2 Reasons for choosing this school: Closeness to/from work (g4\_2)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.3 Reasons for choosing this school: Availability of transportation (g4\_3)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.4 Reasons for choosing this school: Opening hours/schedule (g4\_4)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.5 Reasons for choosing this school: Overall reputation of the school (g4\_5)

File: De-identified\_Caregiver

### Overview

## G04.5 Reasons for choosing this school: Overall reputation of the school (g4\_5)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G04.6 Reasons for choosing this school: Quality of teachers(experience)/instruct (g4\_6)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.7 Reasons for choosing this school: School's good results on tests/exams (g4\_7)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.8 Reasons for choosing this school: The school has a good curriculum (g4\_8)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.9 Reasons for choosing this school: Teacher/pupil ratio or class size (g4\_9)

File: De-identified\_Caregiver

### Overview



## G04.9 Reasons for choosing this school: Teacher/pupil ratio or class size (g4\_9)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G04.10 Reasons for choosing this school: School's focus on play-based learning (g4\_10)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.11 Reasons for choosing this school: Regular assessment of children (g4\_11)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.12 Reasons for choosing this school: English as main language of instruction (g4\_12)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.13 Reasons for choosing this school: Children are given homework regularly (g4\_13)

File: De-identified\_Caregiver

### Overview

### G04.13 Reasons for choosing this school: Children are given homework regularly (g4\_13)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

### G04.14 Reasons for choosing this school: School neighborhood/locality (g4\_14)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

### G04.15 Reasons for choosing this school: Diversity of the student body (g4\_15)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

### G04.16 Reasons for choosing this school: Long existence of school (g4\_16)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2019  
Invalid: 121

### G04.17 Reasons for choosing this school: Ethnic/religious/social values of school (g4\_17)

File: De-identified\_Caregiver

#### Overview

## G04.17 Reasons for choosing this school: Ethnic/religious/social values of school (g4\_17)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G04.18 Reasons for choosing this school: Moderate school fees/extra costs (g4\_18)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.19 Reasons for choosing this school: Flexibility of fee payment (g4\_19)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.20 Reasons for choosing this school: Good infrastructure/facilities/equipment (g4\_20)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.21 Reasons for choosing this school: Good communication between school and parent (g4\_21)

File: De-identified\_Caregiver

### Overview

## G04.21 Reasons for choosing this school: Good communication between school and p (g4\_21)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G04.22 Reasons for choosing this school: Preschool attached to basic school (g4\_22)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.23 Reasons for choosing this school: Safe school environment (g4\_23)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.24 Reasons for choosing this school: Clean/healthy school environment (g4\_24)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.25 Reasons for choosing this school: Safety to and from school (g4\_25)

File: De-identified\_Caregiver

### Overview

## G04.25 Reasons for choosing this school: Safety to and from school (g4\_25)

File: De-identified\_Caregiver

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

Valid cases: 2019  
Invalid: 121

## G04.26 Reasons for choosing this school: Same school as that of siblings/neighbor (g4\_26)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.27 Reasons for choosing this school: No vacancy in other schools (g4\_27)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.28 Reasons for choosing this school: School fees are affordable (g4\_28)

File: De-identified\_Caregiver

### Overview

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

Valid cases: 2019  
Invalid: 121

## G04.29 Reasons for choosing this school: Other (g4\_29)

File: De-identified\_Caregiver

### Overview

## G04.29 Reasons for choosing this school: Other (g4\_29)

File: De-identified\_Caregiver

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

Valid cases: 2019  
 Invalid: 121

G05. Has  $\{A17\_1\}$  changed the main preschool he/she was attending since the las (g5)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -222-3

Valid cases: 2121  
 Invalid: 19

G06.a Importance that teachers: know about children's needs as they grow and dev (g6a)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -222-5

Valid cases: 2121  
 Invalid: 19

G06.b Importance that teachers: encourage children to recognize letters or words (g6b)

File: De-identified\_Caregiver

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -222-5

Valid cases: 2059  
 Invalid: 81

G06.c Importance that teachers: encourage children to recognize numbers or shape (g6c)

File: De-identified\_Caregiver

**Overview**

## G06.c Importance that teachers: encourage children to recognize numbers or shape (g6c)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G06.d Importance that teachers: work with families to set individual plans and g (g6d)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G06.e Importance that teachers: provide materials for play and learning? (g6e)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G06.f Importance that teachers: measure children's development over time to dete (g6f)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G07.a Importance that teachers: help children to build relationships with peers (g7a)

File: De-identified\_Caregiver

### Overview

## G07.a Importance that teachers: help children to build relationships with peers (g7a)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G07.b Importance that teachers: help children learn to control their behavior? (g7b)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G07.c Importance that teachers: encourage children to express thoughts and feelings (g7c)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G07.d Importance that teachers: help children resolve conflicts with other child (g7d)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G07.e Importance that teachers: discipline and/or behavior guidance styles match (g7e)

File: De-identified\_Caregiver

### Overview



## G07.e Importance that teachers: discipline and/or behavior guidance styles match (g7e)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G08.a Importance that teachers: consider parents' goals, ideas, and suggestions (g8a)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G08.b Importance that teachers: be willing to work with parents about their work (g8b)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G08.c Importance that teachers: include families in decision-making for the child (g8c)

File: De-identified\_Caregiver

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

## G08.d Importance that teachers: care about the entire family, not just the child (g8d)

File: De-identified\_Caregiver

### Overview

G08.d Importance that teachers: care about the entire family, not just the child (g8d)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

G08.e Importance that teachers: connect families to outside or community resourc (g8e)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 2121  
Invalid: 19

H01. Do you or any other person pay school fees for \${A17\_1}? (h1)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-2

Valid cases: 2118  
Invalid: 22

H02. On the average, how much do you currently pay as school fees per term for \ (h2)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-1200

Valid cases: 1317  
Invalid: 823  
Minimum: -888  
Maximum: 1200

H03. Do you generally pay \${A17\_1}'s school fees per day, per week, per months, (h3)

File: De-identified\_Caregiver

#### Overview

H03. Do you generally pay \${A17\_1}'s school fees per day, per week, per months, (h3)

File: De-identified\_Caregiver

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-5

Valid cases: 1317  
Invalid: 823

H04. Apart from the school fees, how much other fees did you pay per term for \$ (h4)

File: De-identified\_Caregiver

#### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 0  
Range: -1118050-1500

Valid cases: 2118  
Invalid: 22  
Minimum: -1118050  
Maximum: 1500

I01. Thinking ahead to next year, do you have any plan to enroll \${A17\_1} at a (i1)

File: De-identified\_Caregiver

#### Overview

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

Valid cases: 2118  
Invalid: 22

(starttime)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 16

Valid cases: 2140  
Invalid: 0

(endtime)

File: De-identified\_Caregiver

#### Overview

Type: Discrete  
Format: character  
Width: 16

Valid cases: 2140  
Invalid: 0

Date/time submitted (submissiondate)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 24

Valid cases: 238  
Invalid: 0

Survey ID (surveyid)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1001-6030

Valid cases: 238  
Invalid: 0  
Minimum: 1001  
Maximum: 6030

A05. District name (a5\_district)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 238  
Invalid: 0

A03. Interview date (a3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 238  
Minimum: NaN  
Maximum: NaN

A08. Type of school (a8\_schooltype)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 238  
Invalid: 0

B01. Would you be happy for us to conduct surveys with head teacher, KG teachers (b1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

B01. Would you be happy for us to conduct surveys with head teacher, KG teachers (b1)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

B02. Do you agree to participate in this survey? (b2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 1

C01. Is the Head Teacher also the proprietor of the school? (c1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

C04. How old are you? (c4)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-78

Valid cases: 206  
Invalid: 32  
Minimum: -999  
Maximum: 78

C06. What is the highest level of education that you have completed? (c6)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-12

Valid cases: 206  
Invalid: 32  
Minimum: -999  
Maximum: 12

## C06.1. Please specify (c6\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 43

Valid cases: 10  
Invalid: 0

## C07. Do you have any education or training in early childhood development? (c7)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

## C08. What is the highest level of qualification in early childhood development t (c8)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 108  
Invalid: 130  
Minimum: 1  
Maximum: 4

## C08.1 Please specify (c8\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 52

Valid cases: 12  
Invalid: 0

## C09. What is your position in this school? (c9)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

## C09.1. Specify position in school (c9\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 21

Valid cases: 10  
 Invalid: 0

## C10. Do you also double as a class teacher? (c10)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 226  
 Invalid: 12  
 Minimum: 1  
 Maximum: 2

## C11. How many years have you been a class teacher? (c11)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 2  
 Range: 0.25-45

Valid cases: 82  
 Invalid: 156  
 Minimum: 0.3  
 Maximum: 45

## C12.1. Number of years resp has been a Head Teacher (c12\_1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-2014

Valid cases: 225  
 Invalid: 13  
 Minimum: -888  
 Maximum: 2014

## C12.2. Number of months resp has been a Head Teacher (c12\_2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-11

Valid cases: 225  
 Invalid: 13  
 Minimum: -888  
 Maximum: 11

C13.1. Number of years resp has been a Head Teacher at this school (c13\_1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 225
Format: numeric	Invalid: 13
Width: 2	Minimum: 0
Decimals: 0	Maximum: 33
Range: 0-33	

C13.2. Number of months resp has been a Head Teacher at this school (c13\_2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 225
Format: numeric	Invalid: 13
Width: 4	Minimum: -888
Decimals: 0	Maximum: 19
Range: -888-19	

D01. What year was the school established? (d1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 238
Format: numeric	Invalid: 0
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2013
Range: -888-2013	

D02. What year did the kindergarten classes start? IF DIFFERENT YEARS FOR KG 1 (d2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 238
Format: numeric	Invalid: 0
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2014
Range: -888-2014	

D03. Is this school run by a religious body? (d3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview



## D03. Is this school run by a religious body? (d3)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## D04. What is the school's religious affiliation? (d4)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-12

Valid cases: 47  
 Invalid: 191  
 Minimum: 1  
 Maximum: 12

## D04.1. Please specify (d4\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 24

Valid cases: 3  
 Invalid: 0

## D05. Who owns the school currently? (d5)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 7

## D05.2. Please specify privately owned (company) (d5\_2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 38

Valid cases: 3  
 Invalid: 0

## D05.4. Please specify religious body (d5\_4)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

## D05.4. Please specify religious body (d5\_4)

File: De-identified\_Head\_Teacher\_Survey

Type: Discrete  
 Format: character  
 Width: 53

Valid cases: 9  
 Invalid: 0

## D05.5. Please specify Charity/NGO (d5\_5)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 2  
 Invalid: 0

## D05.6. Please specify Community group (d5\_6)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## D05.7. Please specify other (d5\_7)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 38

Valid cases: 4  
 Invalid: 0

## D06. Which of these institutions is the school registered with or has submitted (d6)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 9

Valid cases: 238  
 Invalid: 0

## D06.1. Please specify (d6\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 51

Valid cases: 20  
 Invalid: 0

D07. (If GES): What is the registration status of this school with the GES? (d7)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 235
Format: numeric	Invalid: 3
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D08. If registered, which A-D bands/grades did the GES allocate to this school? (d8)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 227
Format: numeric	Invalid: 11
Width: 4	Minimum: -888
Decimals: 0	Maximum: 4
Range: -999-4	

D09. How long has the school been registered? (d9)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 227
Format: numeric	Invalid: 11
Width: 4	Minimum: -999
Decimals: 0	Maximum: 104
Range: -999-104	

D10. (If approved) Did the circuit supervisor visit the school during the 2013/2 (d10)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 227
Format: numeric	Invalid: 11
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

D11. What was the purpose of the circuit supervisor's visit? (d11)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 186
Format: character	Invalid: 0
Width: 5	

D011.1. Please specify (d11\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 76

Valid cases: 27  
Invalid: 0

D12. How many times did the circuit supervisor visit the school during the 2013/ (d12)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-20

Valid cases: 186  
Invalid: 52  
Minimum: 1  
Maximum: 20

D13. What classes does this school have? (d13)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 43

Valid cases: 238  
Invalid: 0

D14. Do you have written/documentated rules and regulations for staff in the schoo (d14)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 238  
Invalid: 0

D15. What was the date of the most recent staff meeting? (d15)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 238  
Minimum: NaN  
Maximum: NaN

D16. What were the main topics of discussion at the last staff meeting? (d16)

File: De-identified\_Head\_Teacher\_Survey

D16. What were the main topics of discussion at the last staff meeting? (d16)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 13

Valid cases: 238  
Invalid: 0

D16.1. Please specify (d16\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 166

Valid cases: 154

D17. Do you have a formal system in which senior teachers mentor junior teachers (d17)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

D18. For example, who is the mentor for your most junior teacher? (d18)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 86  
Invalid: 152  
Minimum: 1  
Maximum: 2

D19. Are your mentors trained? (d19)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 86  
Invalid: 152  
Minimum: 1  
Maximum: 2

D20. Do you have any other professional development plan for teachers? (d20)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-3

Valid cases: 238  
Invalid: 0  
Minimum: -888  
Maximum: 3

D20. Please describe (d20\_describe)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 224

Valid cases: 154

D21. Do you conduct performance review with your staff? (d21)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

D22. Do teachers participate in decision making in this school? (d22)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

D23. Which category of teachers are involved in decision making in the school? (d23)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 232  
Invalid: 6  
Minimum: 2  
Maximum: 7

## D23.1. Please specify (d23\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 42

Valid cases: 4  
 Invalid: 0

## D24. Does your school plan to take part in any in-service KG teacher training du (d24)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 3

## D25. Which body or organization plans to organize the KG teacher training during (d25)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 99  
 Invalid: 139  
 Minimum: 1  
 Maximum: 4

## D25.3 Please specify name of Non-governmental organization (d25\_3)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 41

Valid cases: 2  
 Invalid: 0

## D26. Is the school part of a cluster of schools managed by the government? (d26)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## D28. How many other schools are part of the cluster? (d28)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-14

Valid cases: 64  
 Invalid: 174  
 Minimum: 1  
 Maximum: 14

## D30. Is the school a part of a school cluster/group which organises activities s (d30)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## D32. On the average, how many times in the academic year does this cluster/group (d32)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-20

Valid cases: 69  
 Invalid: 169  
 Minimum: -888  
 Maximum: 20

## D33. How many other schools are part of this school cluster which organises acti (d33)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 69  
 Invalid: 169  
 Minimum: 0  
 Maximum: 14

## E01. Does the school have a Parent Teacher Association (PTA)? (e1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**



E01. Does the school have a Parent Teacher Association (PTA)?  
(e1)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

E02. How many times has the school met with the PTA to discuss school related is (e2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 235  
Invalid: 3  
Minimum: 0  
Maximum: 9

E03. How many parents attended the last PTA meeting? (e3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 235  
Invalid: 3  
Minimum: 2  
Maximum: 4

E04. At the last PTA meeting, what were the principal topic of discussion? (e4)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 9

Valid cases: 235  
Invalid: 0

E04.1. Please specify (e4\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 159

Valid cases: 158

E05. Imagine that something comes up that requires a PTA meeting in the next 3 d (e5)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 235
Format: numeric	Invalid: 3
Width: 1	Minimum: 2
Decimals: 0	Maximum: 5
Range: 1-5	

E06. Did the school receive any support in cash from any source during the 2013/ (e6)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 4	Minimum: -888
Decimals: 0	Maximum: 2
Range: -888-2	

E07.1. % of financial support, 2013/14 school yr: Govt (eg capitation grant) (e7gov)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 88
Format: numeric	Invalid: 150
Width: 4	Minimum: -888
Decimals: 0	Maximum: 100
Range: -888-100	

E07.2. % of financial support, 2013/14 school yr: School fees or levies (e7sch)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 88
Format: numeric	Invalid: 150
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

E07.3. % of financial support, 2013/14 school yr: Donations or sponsorships (e7don)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

### E07.3. % of financial support, 2013/14 school yr: Donations or sponsorships (e7don)

File: De-identified\_Head\_Teacher\_Survey

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-550

Valid cases: 88  
Invalid: 150  
Minimum: -888  
Maximum: 550

### E07.4. % of financial support, 2013/14 school yr: Other source (e7other)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 68

Valid cases: 88  
Invalid: 0

### E07.4.1. Specify % of financial support from other source (e7ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-95

Valid cases: 88  
Invalid: 150  
Minimum: -888  
Maximum: 95

### E08. Did the school receive any support in kind from any source during the 2013/ (e8)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 2

### E09. For each of the following items, please indicate whether the school receive (e9)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 21

Valid cases: 80  
Invalid: 0

## E09.A. Please other Item (e9\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 75

Valid cases: 60  
 Invalid: 0

## E09.1. Text Books (e9\_1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 18  
 Invalid: 0

## E09.1.1. Please specify (e9\_1\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 4  
 Invalid: 0

## E09.2. Desks for children/pupil (e9\_2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 8  
 Invalid: 0

## E09.2.1. Please specify (e9\_2\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 16

Valid cases: 2  
 Invalid: 0

## E09.3. Paper (A4) (e9\_3)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 2  
 Invalid: 0

## E09.3.1. Please specify (e9\_3\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1  
 Invalid: 0

## E09.4. Notebooks/Exercise books (e9\_4)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 9  
 Invalid: 0

## E09.4.1. Please specify (e9\_4\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 2  
 Invalid: 0

## E09.5. Pens/pencils (e9\_5)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 6  
 Invalid: 0

## E09.5.1. Please specify (e9\_5\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1  
 Invalid: 0

## E09.6. Chalk/Marker (e9\_6)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 6  
 Invalid: 0

## E09.6.1. Please specify (e9\_6\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.7. Black/white boards (e9\_7)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 3  
 Invalid: 0

## E09.7.1. Please specify (e9\_7\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 4

Valid cases: 1  
 Invalid: 0

## E09.8. Football (e9\_8)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 9  
 Invalid: 0

## E09.8.1. Please specify (e9\_8\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 23

Valid cases: 6  
 Invalid: 0

## E09.9. Pair of jersey (e9\_9)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 8  
 Invalid: 0

## E09.9.1. Please specify (e9\_9\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 17

Valid cases: 2  
 Invalid: 0

## E09.10. Football boot (e9\_10)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.10.1. Please specify (e9\_10\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.11. Maps/posters (e9\_11)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 5  
 Invalid: 0

## E09.11.1. Please specify (e9\_11\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 23

Valid cases: 1  
 Invalid: 0

## E09.12. Cement (e9\_12)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 4  
 Invalid: 0

## E09.12.1. Please specify (e9\_12\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.13. Blocks (e9\_13)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.13.1. Please specify (e9\_13\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.14. Tables/chairs for staff (e9\_14)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 5

Valid cases: 9  
 Invalid: 0

## E09.14.1. Please specify (e9\_14\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 19

Valid cases: 3  
 Invalid: 0

## E09.15. Crayon (e9\_15)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 5  
 Invalid: 0



## E09.15.1. Please specify (e9\_15\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## E09.16. Other (e9\_16)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 3

Valid cases: 60  
 Invalid: 0

## E09.16.1. Please specify (e9\_16\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 38

Valid cases: 19  
 Invalid: 0

## E10.1. Text Books (e10\_1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 8-570

Valid cases: 18  
 Invalid: 220  
 Minimum: 8  
 Maximum: 570

## E10.2. Desks for children/pupil (e10\_2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-60

Valid cases: 8  
 Invalid: 230  
 Minimum: -888  
 Maximum: 60

## E10.3. Paper (A4) (e10\_3)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

## E10.3. Paper (A4) (e10\_3)

## File: De-identified\_Head\_Teacher\_Survey

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 236
Width: 1	Minimum: 2
Decimals: 0	Maximum: 5
Range: 2-5	

## E10.4. Notebooks/Exercise books (e10\_4)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous	Valid cases: 9
Format: numeric	Invalid: 229
Width: 4	Minimum: 0
Decimals: 0	Maximum: 2625
Range: 0-2625	

## E10.5. Pens/pencils (e10\_5)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous	Valid cases: 6
Format: numeric	Invalid: 232
Width: 3	Minimum: 3
Decimals: 0	Maximum: 500
Range: 3-500	

## E10.6. Chalk/Marker (e10\_6)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous	Valid cases: 6
Format: numeric	Invalid: 232
Width: 3	Minimum: 1
Decimals: 0	Maximum: 117
Range: 1-117	

## E10.7. Black/white boards (e10\_7)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 235
Width: 2	Minimum: 1
Decimals: 0	Maximum: 10
Range: 1-10	

## E10.8. Football (e10\_8)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 9  
 Invalid: 229  
 Minimum: 1  
 Maximum: 5

## E10.9. Pair of jersey (e10\_9)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-30

Valid cases: 8  
 Invalid: 230  
 Minimum: -888  
 Maximum: 30

## E10.10. Boot (e10\_10)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 0  
 Invalid: 238

## E10.11. Maps/posters (e10\_11)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-20

Valid cases: 5  
 Invalid: 233  
 Minimum: 1  
 Maximum: 20

## E10.12. Cement (e10\_12)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 4  
 Invalid: 234  
 Minimum: 2  
 Maximum: 20

## E10.13. Blocks (e10\_13)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 0  
 Invalid: 238

## E10.14. Tables/chairs for staff (e10\_14)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 1-125

Valid cases: 9  
 Invalid: 229  
 Minimum: 1  
 Maximum: 125

## E10.15. Tables/chairs for staff (e10\_15)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-600

Valid cases: 5  
 Invalid: 233  
 Minimum: 0  
 Maximum: 600

## E10.16. Other (Please specify) (e10\_16)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 86

Valid cases: 60  
 Invalid: 0

## F01. Does the school have a curriculum for the KG level? (f1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## F02. Where did the school obtain the curriculum? (f2)

File: De-identified\_Head\_Teacher\_Survey

## F02. Where did the school obtain the curriculum? (f2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 234  
 Invalid: 4  
 Minimum: 1  
 Maximum: 5

## F02.1. Please specify (f2\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 49

Valid cases: 4  
 Invalid: 0

## F03. Does this school run a double shift system? (f3)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## F04. Does the double shift apply to KG classes? (f4)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 19  
 Invalid: 219  
 Minimum: 2  
 Maximum: 2

## F05. What is the total number of KG children currently in the morning shift? (f5)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 0  
 Invalid: 238

F06. What is the total number of KG children currently in the afternoon shift? (f6)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 0  
Invalid: 238

F07. Which of these KG classes does the school have? (f7)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 238  
Invalid: 0

F08.1. Number of Boys enrolled in KG1 (f8\_1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-128

Valid cases: 209  
Invalid: 29  
Minimum: 1  
Maximum: 128

F08.2. Number of Girls enrolled in KG1 (f8\_2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-117

Valid cases: 209  
Invalid: 29  
Minimum: 0  
Maximum: 117

F08.3. Total number of students enrolled in KG1 (f8\_3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 4-245

Valid cases: 209  
Invalid: 29  
Minimum: 4  
Maximum: 245

## F08.1. Number of Boys enrolled in KG2 (f9\_1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 1-139

Valid cases: 206  
 Invalid: 32  
 Minimum: 1  
 Maximum: 139

## F08.2. Number of Girls enrolled in KG2 (f9\_2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-130

Valid cases: 206  
 Invalid: 32  
 Minimum: 0  
 Maximum: 130

## F08.3. Total number of students enrolled in KG2 (f9\_3)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 2-269

Valid cases: 206  
 Invalid: 32  
 Minimum: 2  
 Maximum: 269

## F09.1.1. Number of Boys enrolled in Combined KG (f9\_combine\_1)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 29  
 Invalid: 209  
 Minimum: 2  
 Maximum: 36

## F09.1.2. Number of Girls enrolled in Combined KG (f9\_combine\_2)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 3-27

Valid cases: 29  
 Invalid: 209  
 Minimum: 3  
 Maximum: 27

### F09.1.3. Total number of students enrolled in Combined KG (f9\_combine\_3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 29
Format: numeric	Invalid: 209
Width: 2	Minimum: 9
Decimals: 0	Maximum: 60
Range: 9-60	

### F10. Does the school admit all children who wish to enroll in KG? (f10)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### F11. If not, what criteria does the school use when deciding which children to e (f11)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 87
Format: character	Invalid: 0
Width: 5	

### F11.1. Please specify (f11\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 23
Format: character	Invalid: 0
Width: 88	

### F12. What is the main language of instruction used at the KG 1 level? (f12)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 209
Format: numeric	Invalid: 29
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	



F13. What is the main language of instruction used at the KG 2 level? (f13)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 207
Format: numeric	Invalid: 31
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

F14. What are the main mother tongue languages used for instruction at the KG le (f14)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 236
Format: character	Invalid: 0
Width: 3	

F14.1. Please specify (f14\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 12
Format: character	Invalid: 0
Width: 44	

F15. How many KG teachers currently work at the school on the payroll? (f15)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

F16. How many KG attendants currently work in the school? (f16)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 238
Format: numeric	Invalid: 0
Width: 4	Minimum: -111
Decimals: 0	Maximum: 6
Range: -111-6	

## F17.1. Class tests (f17\_1)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-200

Valid cases: 209  
 Invalid: 29  
 Minimum: -888  
 Maximum: 200

## F17.2. Class exercise (f17\_2)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-850

Valid cases: 209  
 Invalid: 29  
 Minimum: -888  
 Maximum: 850

## F17.3. Project work (e.g. painting) (f17\_3)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-480

Valid cases: 209  
 Invalid: 29  
 Minimum: -888  
 Maximum: 480

## F17.4. Terminal exams (f17\_4)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 209  
 Invalid: 29  
 Minimum: 0  
 Maximum: 3

## F18.1. Class tests (f18\_1)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-312

Valid cases: 206  
 Invalid: 32  
 Minimum: -888  
 Maximum: 312

## F18.2. Class exercise (f18\_2)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-975

Valid cases: 206  
 Invalid: 32  
 Minimum: -888  
 Maximum: 975

## F18.3. Project work (e.g. painting) (f18\_3)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-460

Valid cases: 206  
 Invalid: 32  
 Minimum: -888  
 Maximum: 460

## F18.4. Terminal exams (f18\_4)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 206  
 Invalid: 32  
 Minimum: 0  
 Maximum: 3

## F18.1.1. Class tests (f18\_combined\_1)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 5  
 Decimals: 0  
 Range: 0-26223

Valid cases: 29  
 Invalid: 209  
 Minimum: 0  
 Maximum: 26223

## F18.1.2. Class exercise (f18\_combined\_2)

## File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-750

Valid cases: 29  
 Invalid: 209  
 Minimum: 0  
 Maximum: 750

## F18.1.3. Project work (e.g. painting) (f18\_combined\_3)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-420

Valid cases: 29  
 Invalid: 209  
 Minimum: 0  
 Maximum: 420

## F18.1.4. Terminal exams (f18\_combined\_4)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 29  
 Invalid: 209  
 Minimum: 1  
 Maximum: 3

## F19. After the last KG children examination, did you do anything to analyze the (f19)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## F20. What did you do after analyzing the results? (f20)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 7

Valid cases: 196  
 Invalid: 0

## F20.1. Please specify (f20\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 121

Valid cases: 89

## F21. Do you discipline bad behavior at the KG level? (f21)

File: De-identified\_Head\_Teacher\_Survey

## F21. Do you discipline bad behavior at the KG level? (f21)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## F22. How do you discipline bad behavior from the KG children? (f22)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 6

Valid cases: 208  
 Invalid: 0

## F22.1. Please specify (f22\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 96

Valid cases: 110  
 Invalid: 0

## F23. Do you reward good behavior from the KG children? (f23)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## F24. How do you reward good behavior from the KG children? (f24)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 5

Valid cases: 226  
 Invalid: 0

## F24.1. Please specify (f24\_ospec)

File: De-identified\_Head\_Teacher\_Survey

## F24.1. Please specify (f24\_ospec)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 76

Valid cases: 15  
 Invalid: 0

## F25.1. Total cost of attendance for KG child this term:

Registration fees if new (f25reg)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-420

Valid cases: 238  
 Invalid: 0  
 Minimum: -999  
 Maximum: 420

## F25.2. Total cost of attendance for KG child this term: Tuition fees (f25tuition)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-600

Valid cases: 238  
 Invalid: 0  
 Minimum: -999  
 Maximum: 600

## F25.3. Total cost of attendance for KG child this term: PTA fees (f25pta)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-52

Valid cases: 238  
 Invalid: 0  
 Minimum: -999  
 Maximum: 52

## F25.4. Total cost of attendance for KG child this term: Uniform, sports clothes (f25uniform)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

F25.4. Total cost of attendance for KG child this term: Uniform, sports clothes (f25uniform)

File: De-identified\_Head\_Teacher\_Survey

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-150

Valid cases: 238  
Invalid: 0  
Minimum: -999  
Maximum: 150

F25.5. Total cost of attendance for KG child this term: Exam fees (f25exam)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-30

Valid cases: 238  
Invalid: 0  
Minimum: -888  
Maximum: 30

F25.6. Total cost of attendance for KG child this term: Books, school supplies (f25book)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-165

Valid cases: 238  
Invalid: 0  
Minimum: -999  
Maximum: 165

F25.7. Total cost of attendance for KG child this term: Extra classes (f25extra)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -111-200

Valid cases: 238  
Invalid: 0  
Minimum: -111  
Maximum: 200

F25.8. Total cost of attendance for KG child this term: Food/feeding (f25food)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

## F25.8. Total cost of attendance for KG child this term:

Food/feeding (f25food)

File: De-identified\_Head\_Teacher\_Survey

Type: Continuous

Format: numeric

Width: 4

Decimals: 0

Range: -111-410

Valid cases: 238

Invalid: 0

Minimum: -111

Maximum: 410

## F25.9. Total cost of attendance for KG child this term: In-kind expense (f25inkind)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous

Format: numeric

Width: 4

Decimals: 0

Range: -111-60

Valid cases: 238

Invalid: 0

Minimum: -111

Maximum: 60

## F25.10. Total cost of attendance for KG child this term: Boarding (f25boarding)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous

Format: numeric

Width: 4

Decimals: 0

Range: -111-60

Valid cases: 238

Invalid: 0

Minimum: -111

Maximum: 60

## F25.11. Total cost of attendance for KG child this term: Other (f25other)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete

Format: character

Width: 170

Valid cases: 238

## F25.12. Total cost of attendance for KG child this term: Other (Specify amount) (f25o\_amount)

File: De-identified\_Head\_Teacher\_Survey

**Overview**



F25.12. Total cost of attendance for KG child this term: Other  
(Specify amount) (f25o\_amount)

File: De-identified\_Head\_Teacher\_Survey

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-100

Valid cases: 238  
Invalid: 0  
Minimum: -888  
Maximum: 100

F26. Does this school ever have problems paying its necessary bills? (f26)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 3

F27. On average, how much are KG teachers paid per month? (f27)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: -999  
Maximum: 4

F28. How does the school choose the salary level to pay KG teachers? Based on (f28)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 7

Valid cases: 238  
Invalid: 0

F28.1 Please specify (f28\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 63

Valid cases: 94  
Invalid: 0

F29. How is the salary level of KG teachers in this school compared to other sch (f29)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-3

Valid cases: 238  
Invalid: 0  
Minimum: -888  
Maximum: 3

F30. What would you say are the obstacles to this school in its effort to provid (f30)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 238  
Invalid: 0

F30.1 Please specify (f30\_ospec)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 172

Valid cases: 107

G01. On average, how many school days per month are the KG teachers absent? (g1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: -999  
Maximum: 4

G02. Do you have records of KG teachers' class attendance? (g2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 3

## Oct 16: Teacher absences (oct\_16absence\_16)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -333-2

Valid cases: 192  
 Invalid: 46  
 Minimum: -333  
 Maximum: 2

## Oct 16: No. of teachers in the record (oct\_16teachers\_16)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -333-10

Valid cases: 192  
 Invalid: 46  
 Minimum: -333  
 Maximum: 10

## Nov 25: Teacher absences (nov\_25absence\_25)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -333-2

Valid cases: 192  
 Invalid: 46  
 Minimum: -333  
 Maximum: 2

## Nov 25: No. of teachers in the record (nov\_25teachers\_25)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -333-9

Valid cases: 192  
 Invalid: 46  
 Minimum: -333  
 Maximum: 9

## Dec 10: Teacher absences (dec\_10absence\_10)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -333-3

Valid cases: 192  
 Invalid: 46  
 Minimum: -333  
 Maximum: 3

## Dec 10: No. of teachers in the record (dec\_10teachers\_10)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-9

Valid cases: 192  
Invalid: 46  
Minimum: -333  
Maximum: 9

## Feb 23: Teacher absences (feb\_23absence\_23)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-3

Valid cases: 192  
Invalid: 46  
Minimum: -333  
Maximum: 3

## Feb 23: No. of teachers in the record (feb\_23teachers\_23)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-13

Valid cases: 192  
Invalid: 46  
Minimum: 1  
Maximum: 13

## May 14: Teacher absences (may\_14absence\_14)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-2

Valid cases: 192  
Invalid: 46  
Minimum: -333  
Maximum: 2

## May 14: No. of teachers in the record (may\_14teachers\_14)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 192  
Invalid: 46  
Minimum: 1  
Maximum: 10

# H01. Do you have records of the KG children's class attendance? (h1)

File: De-identified\_Head\_Teacher\_Survey

## Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

# Oct 15: Absences of KG1 students (h2\_oct\_15absence\_15)

File: De-identified\_Head\_Teacher\_Survey

## Overview

Type: Continuous	Valid cases: 185
Format: numeric	Invalid: 53
Width: 4	Minimum: -333
Decimals: 0	Maximum: 26
Range: -333-26	

# Oct 15: No of KG1 children in the record (h2\_oct\_15children\_15)

File: De-identified\_Head\_Teacher\_Survey

## Overview

Type: Continuous	Valid cases: 185
Format: numeric	Invalid: 53
Width: 3	Minimum: 4
Decimals: 0	Maximum: 146
Range: 4-146	

# Nov 4: Absences of KG1 students (h2\_nov\_4absence\_4)

File: De-identified\_Head\_Teacher\_Survey

## Overview

Type: Continuous	Valid cases: 185
Format: numeric	Invalid: 53
Width: 4	Minimum: -333
Decimals: 0	Maximum: 36
Range: -333-36	

# Nov 4: No of KG1 children in the record (h2\_nov\_4children\_4)

File: De-identified\_Head\_Teacher\_Survey

## Overview

Type: Continuous	Valid cases: 185
Format: numeric	Invalid: 53
Width: 3	Minimum: 0
Decimals: 0	Maximum: 174
Range: 0-174	

## Dec 12: Absences of KG1 students (h2\_dec\_12absence\_12)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-34

Valid cases: 185  
Invalid: 53  
Minimum: -333  
Maximum: 34

## Dec 12: No of KG1 children in the record (h2\_dec\_12children\_12)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-174

Valid cases: 185  
Invalid: 53  
Minimum: 0  
Maximum: 174

## Feb 27: Absences of KG1 students (h2\_feb\_27absence\_27)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-40

Valid cases: 185  
Invalid: 53  
Minimum: -333  
Maximum: 40

## Feb 27: No of KG1 children in the record (h2\_feb\_27children\_27)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 4-153

Valid cases: 185  
Invalid: 53  
Minimum: 4  
Maximum: 153

## May 14: Absences of KG1 students (h2\_may\_14absence\_14)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-91

Valid cases: 185  
Invalid: 53  
Minimum: -333  
Maximum: 91

## May 14: No of KG1 children in the record (h2\_may\_14children\_14)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 185
Format: numeric	Invalid: 53
Width: 3	Minimum: 0
Decimals: 0	Maximum: 162
Range: 0-162	

## Oct 15: Absences of KG2 students (h3\_oct\_15absence\_15)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 182
Format: numeric	Invalid: 56
Width: 4	Minimum: -333
Decimals: 0	Maximum: 15
Range: -333-15	

## Oct 15: No of KG2 children in the record (h3\_oct\_15children\_15)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 182
Format: numeric	Invalid: 56
Width: 3	Minimum: 3
Decimals: 0	Maximum: 148
Range: 3-148	

## Nov 4: Absences of KG2 students (h3\_nov\_4absence\_4)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 182
Format: numeric	Invalid: 56
Width: 4	Minimum: -333
Decimals: 0	Maximum: 49
Range: -333-49	

## Nov 4: No of KG2 children in the record (h3\_nov\_4children\_4)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 182
Format: numeric	Invalid: 56
Width: 3	Minimum: 0
Decimals: 0	Maximum: 148
Range: 0-148	

## Dec 12: Absences of KG2 students (h3\_dec\_12absence\_12)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-16

Valid cases: 182  
Invalid: 56  
Minimum: -333  
Maximum: 16

## Dec 12: No of KG2 children in the record (h3\_dec\_12children\_12)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 3-148

Valid cases: 182  
Invalid: 56  
Minimum: 3  
Maximum: 148

## Feb 27: Absences of KG2 students (h3\_feb\_27absence\_27)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-47

Valid cases: 182  
Invalid: 56  
Minimum: -333  
Maximum: 47

## Feb 27: No of KG2 children in the record (h3\_feb\_27children\_27)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 3-151

Valid cases: 182  
Invalid: 56  
Minimum: 3  
Maximum: 151

## May 14: Absences of KG2 students (h3\_may\_14absence\_14)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-73

Valid cases: 182  
Invalid: 56  
Minimum: -333  
Maximum: 73



## May 14: No of KG2 children in the record (h3\_may\_14children\_14)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 3-152

Valid cases: 182  
Invalid: 56  
Minimum: 3  
Maximum: 152

## Oct 15: Absences of Combined KG students (h4\_oct\_15absence\_15)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 29  
Invalid: 209  
Minimum: 0  
Maximum: 8

## Oct 15: No of Combined KG children in the record (h4\_oct\_15children\_15)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 8-43

Valid cases: 29  
Invalid: 209  
Minimum: 8  
Maximum: 43

## Nov 4: Absences of Combined KG students (h4\_nov\_4absence\_4)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -333-8

Valid cases: 29  
Invalid: 209  
Minimum: -333  
Maximum: 8

## Nov 4: No of Combined KG children in the record (h4\_nov\_4children\_4)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 8-42

Valid cases: 29  
Invalid: 209  
Minimum: 8  
Maximum: 42

## Dec 12: Absences of Combined KG students (h4\_dec\_12absence\_12) File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Continuous	Valid cases: 29
Format: numeric	Invalid: 209
Width: 4	Minimum: -333
Decimals: 0	Maximum: 5
Range: -333-5	

## Dec 12: No of Combined KG children in the record (h4\_dec\_12children\_12) File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Continuous	Valid cases: 29
Format: numeric	Invalid: 209
Width: 2	Minimum: 8
Decimals: 0	Maximum: 42
Range: 8-42	

## Feb 27: Absences of Combined KG students (h4\_feb\_27absence\_27) File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Continuous	Valid cases: 29
Format: numeric	Invalid: 209
Width: 4	Minimum: -222
Decimals: 0	Maximum: 21
Range: -222-21	

## Feb 27: No of Combined KG children in the record (h4\_feb\_27children\_27) File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Continuous	Valid cases: 29
Format: numeric	Invalid: 209
Width: 2	Minimum: 9
Decimals: 0	Maximum: 42
Range: 9-42	

## May 14: Absences of Combined KG students (h4\_may\_14absence\_14) File: De-identified\_Head\_Teacher\_Survey

### Overview

## May 14: Absences of Combined KG students (h4\_may\_14absence\_14)

File: De-identified\_Head\_Teacher\_Survey

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -222-28

Valid cases: 29  
Invalid: 209  
Minimum: -222  
Maximum: 28

## May 14: No of Combined KG children in the record (h4\_may\_14children\_14)

File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 8-49

Valid cases: 29  
Invalid: 209  
Minimum: 8  
Maximum: 49

## H05. What are the reasons for KG children absenteeism in this school? (h5)

File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Discrete  
Format: character  
Width: 9

Valid cases: 214  
Invalid: 0

## H05.1. Please specify (h5\_ospec)

File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Discrete  
Format: character  
Width: 117

Valid cases: 98

## H06. What percentage of KG1 children admitted in September 2014 are still curren (h6)

File: De-identified\_Head\_Teacher\_Survey

### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-100

Valid cases: 209  
Invalid: 29  
Minimum: -888  
Maximum: 100

H07. What percentage of KG1 children who continued to KG2 in September 2014 are (h7)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 208
Format: numeric	Invalid: 30
Width: 4	Minimum: -888
Decimals: 0	Maximum: 100
Range: -888-100	

H08. What percentage of KG2 children admitted in September 2014 are still curren (h8)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 208
Format: numeric	Invalid: 30
Width: 4	Minimum: -888
Decimals: 0	Maximum: 108
Range: -888-108	

I01. Staff from this school makes direct contact with families whose children dr (i1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

I02. When children are absent from school for more than a few days, school staff (i2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

I03. School staff regularly keeps families informed of children progress (at lea (i3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

I03. School staff regularly keeps families informed of children progress (at lea (i3)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I04. School staff contacts families promptly if there are concerns about a child (i4)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 2  
Maximum: 4

I05. School staff talks to families about how to help their children with their (i5)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I06. The school provides information about what is happening at the school to fa (i6)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I07. All types of families are encouraged to participate in decision-making in t (i7)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

I07. All types of families are encouraged to participate in decision-making in t (i7)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I08. The school holds meetings with parents at least thrice a year. (i8)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I09. The school provides information on children progress to families in a langu (i9)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I10. The school has an active Parent Teacher Association(PTA). (i10)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I11. The school has an active School Management Council (SMC). (i11)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

I11. The school has an active School Management Council (SMC).  
(i11)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I12. The school actively informs the community about what is happening at the sc (i12)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I13. The school includes community members on all decision-making and advisory c (i13)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I14. The school provides training for community representatives on the school's (i14)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

I15. The school has partnerships with local businesses or community organization (i15)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

I15. The school has partnerships with local businesses or community organization (i15)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

J01. I am satisfied with my job at this school. (j1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

J02. I am satisfied with my decision to be a head teacher. (j2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

J03. I want to transfer to another school. (j3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4

J04. I want to leave the education profession. (j4)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 4



K01. I feel mentally drained from my work. (k1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 5

K02. I feel fatigues when I get up in the morning. (k2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 5

K03. Work all day with people is really a strain for me. (k3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 5

K04. I deal very effectively with the problems of my staff. (k4)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 5

K05. I feel burned out from my work. (k5)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 238  
Invalid: 0  
Minimum: 1  
Maximum: 5

K06. I feel I am positively influencing other people's lives. (k6)  
File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

K07. I've become more callous toward people since I took this job. (k7)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

K08. I worry that this job is hardening me emotionally. (k8)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

K09. I feel very energetic. (k9)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

K10. I feel frustrated by my job. (k10)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

K11. I feel that I have accomplished many worthwhile things in this job. (k11)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 238
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

L01. Kindergarten children learn much at school. (l1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 32
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

L02. If children get a good education early in life, it is easier for them to ca (l2)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 32
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

L03. Teachers should focus kindergarten instruction on building children's soc (l3)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 206
Format: numeric	Invalid: 32
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

L04. Kindergarten education is necessary for children to do well in primary scho (l4)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

L04. Kindergarten education is necessary for children to do well in primary school (l4)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 206  
Invalid: 32  
Minimum: 2  
Maximum: 4

L05. Teachers should focus kindergarten instruction on building children's literacy skills (l5)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L06. Kindergarten children learn best when the teacher directs their instruction (l6)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L07. Kindergarten children learn best when they are expected to sit still and pay attention (l7)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L08. Kindergarten children learn important skills that are necessary for their future (l8)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

L08. Kindergarten children learn important skills that are necessary for their s (l8)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L09. Kindergarten children learn best when they are asked to memorize facts. (l9)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L10. Expectations for the behavior of kindergarten children should be different (l10)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L11. Kindergarten children learn best through play, rather than through formal i (l11)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L12. Kindergarten children learn important skills that lay the foundation for th (l12)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

L12. Kindergarten children learn important skills that lay the foundation for th (l12)

File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L13. Kindergarten children learn best when the teacher holds them accountable fo (l13)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

L14. Children succeed at school if they are helped by their teachers. (l14)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 2  
Maximum: 4

L15. Children succeed at school if they are helped by their parents. (l15)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 206  
Invalid: 32  
Minimum: 1  
Maximum: 4

M01. E01 Outcome of this questionnaire (m1)

File: De-identified\_Head\_Teacher\_Survey

#### Overview

## M01. E01 Outcome of this questionnaire (m1)

### File: De-identified\_Head\_Teacher\_Survey

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

Valid cases: 238  
Invalid: 0  
Minimum: 2  
Maximum: 3

## M02. Reasons for refusal (m2)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

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

Valid cases: 0  
Invalid: 238

## M02.1. Please specify (m2\_ospec)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

## M03. Why is the questionnaire incomplete? (m3)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 154

Valid cases: 5

## M04. Please specify (m4)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

## M05. Surveyor's comment on this interview. (m5)

### File: De-identified\_Head\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 255

Valid cases: 165

## M05. Surveyor's comment on this interview. (m50)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 255

Valid cases: 38

## M05. Surveyor's comment on this interview. (m51)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 83

Valid cases: 52  
 Invalid: 0

## (starttime)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 238  
 Minimum: NaN  
 Maximum: NaN

## (endtime)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 238  
 Minimum: NaN  
 Maximum: NaN

## (form\_version)

File: De-identified\_Head\_Teacher\_Survey

**Overview**

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

Valid cases: 238  
 Invalid: 0  
 Minimum: 1  
 Maximum: 3



Date/time submitted (submissiondate)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: character  
 Width: 16

Valid cases: 3435  
 Invalid: 0

Child ID (child\_id)

File: De-identified\_IDELA

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 7  
 Decimals: 0  
 Range: 1001301-6030204

Valid cases: 3435  
 Invalid: 0  
 Minimum: 1001301  
 Maximum: 6030204

greetings-n1 (greetingsn1)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

greetings-n2 (greetingsn2)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

greetings-n3 (greetingsn3)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

greetings-n4 (greetingsn4)

File: De-identified\_IDELA

**Overview**

## greetings-n4 (greetingsn4)

## File: De-identified\_IDELA

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

Valid cases: 0  
 Invalid: 3435

## A17. Interview date (a17)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 3435  
 Minimum: NaN  
 Maximum: NaN

## A18. Permission given by child to begin? (a18)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 1  
 Maximum: 1

## A19. Child Assessment completed? (a19)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 1  
 Maximum: 5

## A19. Please specify (a19\_ospec)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: character  
 Width: 64

Valid cases: 1  
 Invalid: 0

## (note1)

## File: De-identified\_IDELA

**Overview**

(note1)

File: De-identified\_IDELA

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

Valid cases: 0  
 Invalid: 3435

102. How old are you? (item102)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

103. Are you a boy or a girl? (item103)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

106. What is the name of the country that you live in? (item106)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note2\_1)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

201. Child identifies biggest circle (item201)

File: De-identified\_IDELA

**Overview**

## 201. Child identifies biggest circle (item201)

File: De-identified\_IDELA

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 202. Child identifies smallest circle (item202)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note2\_2)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 203. Child identifies longest stick (item203)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 204. Child identifies shortest stick (item204)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note3)

File: De-identified\_IDELA

(note3)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

301. Child sorts cards by first criterion (item301)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(item3bnote3b)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

(item3bnote3c)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

302. Child sorts cards by second criterion (item302)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1168  
 Invalid: 2267  
 Minimum: -99  
 Maximum: 1

(note4\_1)

File: De-identified\_IDELA

(note4\_1)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

401. Child identifies circle (item401)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

402. Child identifies rectangle (item402)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

403. Child identifies triangle (item403)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

404. Child identifies square (item404)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 405. Child names something that is shaped like a circle (item405)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note5)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 501. Child identifies 2 correctly (item501)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 502. Child identifies 4 correctly (item502)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 503. Child identifies 10 correctly (item503)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 504. Child identifies 5 correctly (item504)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 505. Child identifies 7 correctly (item505)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 506. Child identifies 9 correctly (item506)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 507. Child identifies 6 correctly (item507)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 508. Child identifies 8 correctly (item508)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1



## 509. Child identifies 3 correctly (item509)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 510. Child identifies 1 correctly (item510)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

Did the child identify more than 3 numbers correctly?  
(item5\_check)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## 511. Child identifies 13 correctly (item511)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 512. Child identifies 17 correctly (item512)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 513. Child identifies 14 correctly (item513)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 514. Child identifies 19 correctly (item514)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 515. Child identifies 16 correctly (item515)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 516. Child identifies 15 correctly (item516)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 517. Child identifies 18 correctly (item517)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 518. Child identifies 11 correctly (item518)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 519. Child identifies 12 correctly (item519)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

## 520. Child identifies 20 correctly (item520)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2454  
 Invalid: 981  
 Minimum: -99  
 Maximum: 1

(note6)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 601. Child identifies 3 items (item601)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 602. Child identifies 8 items (item602)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 603. Child identifies 15 items (item603)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 604. Child stays concentrated on the task at hand; not easily distracted (item604)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## 605. Child diligent/careful in their approach to the task (item605)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## 606. Child is motivated to complete task; does not want to stop the task. (item606)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

(note7a)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

701. Child adds 3 and 2 [5] (item701)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note7b)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

702. Child adds 2 and 2 [4] (item702)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

703. Child subtracts 1 from 3 [2] (item703)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note7c)

File: De-identified\_IDELA

(note7c)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

704. Child adds 5 and 3 [8] (item704)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note7d)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

705. Child subtracts 2 from 8 [6] (item705)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note8\_1)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

801. Child identifies number 9 as the biggest in the first row  
(item801)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

802. Child identifies number 4 as the smallest in the first row  
(item802)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

803. Child identifies number 7 as the biggest in the second row  
(item803)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

804. Child identifies number 1 as the smallest in the second row  
(item804)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

805. Child identifies number 9 as the biggest in the third row  
(item805)

File: De-identified\_IDELA

#### Overview

805. Child identifies number 9 as the biggest in the third row  
(item805)

File: De-identified\_IDELA

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

806. Child identifies number 3 as the smallest in the third row  
(item806)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

807. Child identifies number 15 as the biggest in the fourth row  
(item807)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

808. Child identifies number 5 as the smallest in the fourth row  
(item808)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

(note9)

File: De-identified\_IDELA

#### Overview



(note9)

## File: De-identified\_IDELA

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

Valid cases: 0  
 Invalid: 3435

901. Child identifies 13 as the missing number (item901)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

902. Child identifies 18 as the missing number (item902)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

903. Child identifies 29 as the missing number (item903)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

904. Child identifies 1 as the missing number (item904)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

905. Child identifies 8 as the missing number (item905)

## File: De-identified\_IDELA

## 905. Child identifies 8 as the missing number (item905)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note10)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 1001. Child selects the large white bead (item1001)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note11)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 1101. Number of puzzle pieces fit together (0, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5, 5 (item1101)

File: De-identified\_IDELA

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 2  
 Range: 0-6

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 6

1102. Child stays concentrated on the task at hand; not easily distracted (item1102)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

1103. Child diligent/careful in their approach to the task (item1103)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

1104. Child is motivated to complete task; does not want to stop the task (item1104)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

(note12)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

1201. Number of friends named (0-10) (item1201)

File: De-identified\_IDELA

#### Overview

## 1201. Number of friends named (0-10) (item1201)

File: De-identified\_IDELA

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-10

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 10

(note13)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 1301. Child identifies something that makes him or her sad (item1301)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 1302. Child gives one response on dealing with sad feeling (item1302)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 1303. Child gives another response on dealing with sad feeling (item1303)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

1304. Child identifies something that makes him or her happy  
(item1304)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

(note14)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

1401. Child identifies that friend is feeling sad/hurt/upset.  
(item1401)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

1402. Child gives one response for how to make friend feel better.  
(item1402)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

Is there anything else you will do? (item1403)

File: De-identified\_IDELA

#### Overview

## Is there anything else you will do? (item1403)

## File: De-identified\_IDELA

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 2392  
 Invalid: 1043  
 Minimum: -99  
 Maximum: 1

## (note15)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 1501. Child gives one response for how to solve conflict (item1501)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-2

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 2

## 1502. Child gives second response for how to solve conflict (item1502)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-2

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 2

## 1503. Child (voluntarily) gives a third response for how to solve conflict (item1503)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-2

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 2

(note16)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

1601. Short term memory: 1...6 (item1601)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

1602. Short term memory: 5...2...9 (item1602)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

1603. Short term memory: 8...3...1...4 (item1603)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

1604. Short term memory: 1...2...4...7...3 (item1604)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

1605. Short term memory: 7...9...2...1...4...5 (item1605)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

(note17)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

17.1 Did the child get both trial questions right? (item17\_check)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

(note17\_2)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

1701. Backwards digit spin: 4...1 (item1701)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 387  
Invalid: 3048  
Minimum: -99  
Maximum: 1

1702. Backwards digit spin: 6...2 (item1702)

File: De-identified\_IDELA



## 1702. Backwards digit spin: 6...2 (item1702)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 387  
 Invalid: 3048  
 Minimum: -99  
 Maximum: 1

## 1703. Backwards digit spin: 3...5...6 (item1703)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 387  
 Invalid: 3048  
 Minimum: -99  
 Maximum: 1

## 1704. Backwards digit spin: 2...9...8 (item1704)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 387  
 Invalid: 3048  
 Minimum: -99  
 Maximum: 1

## 1705. Backwards digit spin: 4...9...2...7 (item1705)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 387  
 Invalid: 3048  
 Minimum: -99  
 Maximum: 1

## 1706. Backwards digit spin: 1...6...4...5 (item1706)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 387  
 Invalid: 3048  
 Minimum: -99  
 Maximum: 1

(note18)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

1801. Child understands the directions (Move on to next items if the child DOES (item1801)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

1802. Touch your head (item1802)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 2

1803. Touch your toes (item1803)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 2

1804. Touch your toes (item1804)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 2

## 1805. Touch your head (item1805)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 2

## 1806. Touch your toes (item1806)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 2

## 1807. Child stays concentrated on the task at hand; not easily distracted. (item1807)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 1

## 1808. Child diligent/careful in their approach to the task. (item1808)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 2763  
 Invalid: 672  
 Minimum: 0  
 Maximum: 1

## 1809. Child is motivated to complete task; does not want to stop the task. (item1809)

File: De-identified\_IDELA

**Overview**

1809. Child is motivated to complete task; does not want to stop the task. (item1809)

File: De-identified\_IDELA

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

Valid cases: 2763  
Invalid: 672  
Minimum: 0  
Maximum: 1

(note19)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

1901. Number of market items named (0-10) (item1901)

File: De-identified\_IDELA

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-10

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 10

1902. Number of animals named (0-10) (item1902)

File: De-identified\_IDELA

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-10

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 10

(note20)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

2001. Child opens the book appropriately (turns book so words are no longer upsi (item2001)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

2002. Child points to text on the top left corner of the page (item2002)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

2003. Child shows direction of text (item2003)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

(note21)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

2101. Child identifies E correctly (item2101)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

## 2102. Child identifies T correctly (item2102)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2103. Child identifies A correctly (item2103)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2104. Child identifies N correctly (item2104)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2105. Child identifies I correctly (item2105)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2106. Child identifies O correctly (item2106)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2107. Child identifies S correctly (item2107)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2108. Child identifies H correctly (item2108)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2109. Child identifies R correctly (item2109)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2110. Child identifies D correctly (item2110)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## Did the child identify more than 3 letters correctly? (item21\_check)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## 2111. Child identifies L correctly (item2111)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2112. Child identifies C correctly (item2112)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2113. Child identifies U correctly (item2113)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2114. Child identifies M correctly (item2114)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 21121. Child identifies F correctly (item2115)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1



## 2116. Child identifies G correctly (item2116)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2117. Child identifies W correctly (item2117)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2118. Child identifies B correctly (item2118)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2119. Child identifies Y correctly (item2119)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

## 2120. Child identifies P correctly (item2120)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 1699  
 Invalid: 1736  
 Minimum: -99  
 Maximum: 1

(note22a)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

2201. Child identifies /s/ word pair (item2201)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

2202. Child identifies /t/ word pair (item2202)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

2203. Child identifies /k/ word pair (item2203)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

(note23)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

2301. Writing level (item2301)

File: De-identified\_IDELA

## 2301. Writing level (item2301)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-4

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 4

## (note24)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 2401. 'Who stole the catâ,,s hat?' (the mouse) (item2401)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2402. 'What is the color of the hat?' (red) (item2402)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2403. 'Why did the cat chase the mouse?' (because the mouse took/stole its hat) (item2403)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

2404. 'Where did the mouse get trapped ?' (under the table)  
(item2404)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

2405. 'Why did the cat decide not to eat the mouse?' (because the mouse gave bac (item2405)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-1

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 1

2406. Child stays concentrated on the task at hand; not easily distracted. (item2406)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

2407. Child is diligent/careful in their approach to the task.  
(item2407)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

2408. Child is motivated to complete task; does not want to stop the task. (item2408)

File: De-identified\_IDELA

#### Overview

2408. Child is motivated to complete task; does not want to stop the task. (item2408)

File: De-identified\_IDELA

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

(note25)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

item25-item25 (item25)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

2501. Number of closed corners, no gaps (0, 1, 2, 3, 4) (item2501)

File: De-identified\_IDELA

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-4

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 4

2502. Resembles closely the picture (four relatively straight lines) (item2502)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

(note26)

## File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

## 2601. Child draws a head (item2601)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2602. Child draws a trunk/body (item2602)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2603. Child draws arms (item2603)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2604. Child draws legs (item2604)

## File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2605. Child draws 1 facial feature (item2605)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2606. Child draws 2 facial feature (item2606)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2607. Child draws hands (item2607)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2608. Child draws feet (item2608)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -99-1

Valid cases: 3435  
 Invalid: 0  
 Minimum: -99  
 Maximum: 1

## 2609. Child stays concentrated on the task at hand; not easily distracted (item2609)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 3435  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

2610. Child diligent/careful in their approach to the task  
(item2610)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

2611. Child is motivated to complete task; does not want to stop  
the task. (item2611)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

(note27)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

2701. Number of steps child folded precisely /correctly (within 1  
cm) (0-4) (item2701)

File: De-identified\_IDELA

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -99-4

Valid cases: 3435  
Invalid: 0  
Minimum: -99  
Maximum: 4

2702. Child stays concentrated on the task at hand; not easily  
distracted (item2702)

File: De-identified\_IDELA

#### Overview



2702. Child stays concentrated on the task at hand; not easily distracted (item2702)

File: De-identified\_IDELA

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

2703. Child diligent/careful in their approach to the task (item2703)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

2704. Child is motivated to complete task; does not want to stop the task. (item2704)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 3435  
Invalid: 0  
Minimum: 0  
Maximum: 1

(note28)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

2801. 2 taps (item2801)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -88-3

Valid cases: 3435  
Invalid: 0  
Minimum: -88  
Maximum: 3

## 2802. 1 tap (item2802)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2803. 1 tap (item2803)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2804. 2 taps (item2804)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2805. 1 tap (item2805)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2806. 2 taps (item2806)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2807. 1 tap (item2807)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2808. 2 taps (item2808)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2809. 2 taps (item2809)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2810. 1 tap (item2810)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2811. 2 taps (item2811)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2812. 1 tap (item2812)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2813. 1 tap (item2813)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2814. 2 taps (item2814)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2815. 2 taps (item2815)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

## 2816. 1 tap (item2816)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-3

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 3

(note28\_2)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

(note29)

File: De-identified\_IDELA

**Overview**

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

Valid cases: 0  
 Invalid: 3435

2901. Did the child pay attention to the instructions and demonstrations through (item2901)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-4

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 4

2902. Did child show confidence when completing activities; did not show hesitancy (item2902)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-4

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 4

2903. Did the child stay concentrated and on task during the activities and was (item2903)

File: De-identified\_IDELA

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: -88-4

Valid cases: 3435  
 Invalid: 0  
 Minimum: -88  
 Maximum: 4

2904. Was child careful and diligent on tasks? Was child interested in accuracy? (item2904)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -88-4

Valid cases: 3435  
Invalid: 0  
Minimum: -88  
Maximum: 4

2905. Did child show pleasure in accomplishing specific tasks? (item2905)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -88-4

Valid cases: 3435  
Invalid: 0  
Minimum: -88  
Maximum: 4

2906. Was child motivated to complete tasks? Did not give up quickly and did not (item2906)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -88-4

Valid cases: 3435  
Invalid: 0  
Minimum: -88  
Maximum: 4

2907. Was the child interested and curious about the tasks throughout the assess (item2907)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: -88-4

Valid cases: 3435  
Invalid: 0  
Minimum: -88  
Maximum: 4

What language the survey was conducted in? (language)

File: De-identified\_IDELA

#### Overview

What language the survey was conducted in? (language)

File: De-identified\_IDELA

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

Valid cases: 3435  
Invalid: 0  
Minimum: 1  
Maximum: 7

3001. CHILD ASSESSOR: Please provide your overall comment on the assessment of t (commentsitem3001)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: character  
Width: 255

Valid cases: 3072

3001. CHILD ASSESSOR: Please provide your overall comment on the assessment of t (comment0)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: character  
Width: 127

Valid cases: 3072

(endnote)

File: De-identified\_IDELA

#### Overview

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

Valid cases: 0  
Invalid: 3435

Unique submission ID (key)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: character  
Width: 41

Valid cases: 3435  
Invalid: 0

(starttime)

File: De-identified\_IDELA

#### Overview

(starttime)

File: De-identified\_IDELA

Type: Discrete  
Format: character  
Width: 10

Valid cases: 3435  
Minimum: NaN  
Maximum: NaN

(endtime)

File: De-identified\_IDELA

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 3435  
Minimum: NaN  
Maximum: NaN



## Date/time submitted (submissiondate)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 16

Valid cases: 444  
Invalid: 0

## KG Teacher ID (kgteacher\_id)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 6

Valid cases: 444  
Invalid: 0

## B01. Do you agree to participate in this survey? (b1)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 1

## B02. Outcome of this questionnaire. (b2)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 2  
Maximum: 3

## B2.1. If refused, why? (b2\_1)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 0  
Invalid: 444

## B2.1.a. specify (b2\_1\_ospec)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

## B2.1.a. specify (b2\_1\_ospec)

## File: De-identified\_KG\_Teacher\_Survey

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

## B2.3. Why is questionnaire partially completed? (b2\_3\_ospec)

## File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 186

Valid cases: 1

## B2.6. Please specify (b2\_6\_ospec)

## File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

## C06.1 Years (c6\_years)

## File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-40

Valid cases: 444  
Invalid: 0  
Minimum: -888  
Maximum: 40

## C06.2 Months (c6\_months)

## File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 11

## Number of years as a preschool teacher (c6\_yr)

## File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 5

Valid cases: 444  
Invalid: 0

## C6\_fullyear (c6\_fullyear)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 5

Valid cases: 444  
Invalid: 0

## C07.1 Number of years as a kindergarten teacher at this school (c7\_years)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-30

Valid cases: 444  
Invalid: 0  
Minimum: -888  
Maximum: 30

## C07.2 Number of months as a kindergarten teacher at this school (c7\_months)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 11

## C08. What is the highest level of education that you have completed? (c8)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-12

Valid cases: 444  
Invalid: 0  
Minimum: 2  
Maximum: 12

## C08.1. Please specify (c08\_ospec)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
Format: character  
Width: 39

Valid cases: 4  
Invalid: 0

C09. Do you have any education or training (e.g. seminars or workshops) in early (c9)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

C10. What is the highest level of qualification in early childhood development t (c10)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 299
Format: numeric	Invalid: 145
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

C10.1. Please specify (c10\_ospec)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 8
Format: character	Invalid: 0
Width: 87	

C11. What is the highest level of education that your father has completed? (c11)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 4	Minimum: -999
Decimals: 0	Maximum: 12
Range: -999-12	

C11.1. Please specify (c11\_ospec)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 4
Format: character	Invalid: 0
Width: 33	

C12. What is the highest level of education that your mother has completed? (c12)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-12

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 12

C12.1. Please specify (c12\_ospec)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 33

Valid cases: 3  
Invalid: 0

C13. What is your marital status? (c13)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-7

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

C14. What is/are your local languages? (c14)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 12

Valid cases: 444  
Invalid: 0

C14.1 Local language is Twi/Fante (c14\_1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

C14.2 Local language is Ewe (c14\_2)

File: De-identified\_KG\_Teacher\_Survey

## C14.2 Local language is Ewe (c14\_2)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.3 Local language is Ga (c14\_3)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.4 Local language is Dangme (c14\_4)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.5 Local language is Hausa (c14\_5)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.6 Local language is Dagbani (c14\_6)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.7 Local language is Dagaare (c14\_7)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.8 Local language is Nzema (c14\_8)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.9 Local language is Kasem (c14\_9)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.10 Local language is Gonja (c14\_10)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.11 Local language is Other (c14\_11)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## C14.1. Please specify (c14\_ospec)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 18

Valid cases: 43  
 Invalid: 0

## C15.a. How do you assess yourself in speaking English? (c15\_a)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 1  
 Maximum: 4

## C15.b. How do you assess yourself in speaking Twi/Fante? (c15\_b)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 423  
 Invalid: 21  
 Minimum: 2  
 Maximum: 4

## C15.c. How do you assess yourself in speaking Ewe? (c15\_c)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 139  
 Invalid: 305  
 Minimum: 2  
 Maximum: 4

## C15.d. How do you assess yourself in speaking Ga? (c15\_d)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 233  
 Invalid: 211  
 Minimum: 1  
 Maximum: 4

## C15.e. How do you assess yourself in speaking Dangme? (c15\_e)

File: De-identified\_KG\_Teacher\_Survey



## C15.e. How do you assess yourself in speaking Dangme? (c15\_e)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 40
Format: numeric	Invalid: 404
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

## C.15.f. How do you assess yourself in speaking Hausa? (c15\_f)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 33
Format: numeric	Invalid: 411
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

## C.15.g. How do you assess yourself in speaking Dagbani? (c15\_g)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 10
Format: numeric	Invalid: 434
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

## C.15.h. How do you assess yourself in speaking Dagaare? (c15\_h)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 437
Width: 1	Minimum: 3
Decimals: 0	Maximum: 4
Range: 1-4	

## C.15.i. How do you assess yourself in speaking Nzema? (c15\_i)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 442
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

## C.15.j. How do you assess yourself in speaking Kasem? (c15\_j)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 5  
 Invalid: 439  
 Minimum: 3  
 Maximum: 4

## C.15.j. How do you assess yourself in speaking Gonja? (c15\_k)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 3  
 Invalid: 441  
 Minimum: 3  
 Maximum: 4

C15.g. How do you assess yourself in speaking \${C14\_ospec}  
(c15\_l)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 44  
 Invalid: 400  
 Minimum: 2  
 Maximum: 4

## C16.a. What is your level of writing English? (c16\_a)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 2  
 Maximum: 4

## C16.b. What is your level of writing Twi/Fante? (c16\_b)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 423  
 Invalid: 21  
 Minimum: 1  
 Maximum: 4

## C16.c. What is your level of writing Ewe? (c16\_c)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 139  
 Invalid: 305  
 Minimum: 1  
 Maximum: 4

## C16.d. What is your level of writing Ga? (c16\_d)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 233  
 Invalid: 211  
 Minimum: 1  
 Maximum: 4

## C16.e. What is your level of writing Dangme? (c16\_e)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 40  
 Invalid: 404  
 Minimum: 1  
 Maximum: 4

## C.12.f. What is your level of writing Hausa? (c16\_f)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 33  
 Invalid: 411  
 Minimum: 1  
 Maximum: 4

## C.16.g. What is your level of writing Dagbani? (c16\_g)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 10  
 Invalid: 434  
 Minimum: 1  
 Maximum: 3

## C.16.h. What is your level of writing Dagaare? (c16\_h)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 437
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

## C.16.i. What is your level of writing Nzema? (c16\_i)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 442
Width: 1	Minimum: 2
Decimals: 0	Maximum: 3
Range: 1-4	

## C.16.j. What is your level of writing Kasem? (c16\_j)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 439
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

## C.16.k. What is your level of writing Gonja? (c16\_k)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 441
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

## C16.l. What is your level of writing \${C14\_ospec} (c16\_l)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete	Valid cases: 44
Format: numeric	Invalid: 400
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

## C17. Main languages of instruction at the kindergarten level (c17)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 3

## C17. Main local languages of instruction at the kindergarten level (c18)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 402  
Invalid: 0

## C18.1 Language of instruction in kindergarten is Twi/Fante (c18\_1)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

## C18.2 Language of instruction in kindergarten is Ewe (c18\_2)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

## C18.3 Language of instruction in kindergarten is Ga (c18\_3)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

## C18.4 Language of instruction in kindergarten is Dangme (c18\_4)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-1	

## C18.5 Language of instruction in kindergarten is Hausa (c18\_5)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## C18.6 Language of instruction in kindergarten is Dagbani (c18\_6)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-1	

## C18.7 Language of instruction in kindergarten is Dagaare (c18\_7)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-1	

## C18.8 Language of instruction in kindergarten is Nzema (c18\_8)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-1	

## C18.9 Language of instruction in kindergarten is Kasem (c18\_9)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 0

## C18.10 Language of instruction in kindergarten is Gonja (c18\_10)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 0

## C18.11 Language of instruction in kindergarten is Other (c18\_11)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

## C18.1. Please specify (c18\_ospec)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 12

Valid cases: 2  
Invalid: 0

Please enter any comments you have for this section  
(sec\_c\_comments)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 255

Valid cases: 195

Please enter any comments you have for this section (sec\_c\_c0)

File: De-identified\_KG\_Teacher\_Survey

Please enter any comments you have for this section (sec\_c\_c0)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 131

Valid cases: 1

SecD (secd)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 0  
Invalid: 444

SecD\_HseWealth (secd\_hsewealth)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 0  
Invalid: 444

D01. How many members (including yourself) does your household have? (d1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 9

D02. How many children (less than 18 years) live in your household? (d2)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 8



D03. How many adults, including yourself (more than 18 years) live in your house (d3)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 13
Range: 1-13	

D04. Are all household members aged 5 to 17 currently in school? (d4)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D05. Can the male head/spouse read a phrase/sentence in English? (d5)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06. What is the main construction material used for the outer wall of your curr (d6)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

D07. What type of toilet facility does the household usually use? (d7)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

D07. What type of toilet facility does the household usually use? (d7)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

D08. What is the main fuel used by the household for cooking? (d8)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 2  
Maximum: 4

D09. Does any household member own a working box iron or electric iron? (d9)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 2

D10. Does any household member own a working television, video player, VCD/DVD/M (d10)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 3

D11. How many working mobile phones do members of the household own? (d11)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

D11. How many working mobile phones do members of the household own? (d11)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

D12. Do you own or have access to a functioning mobile phone (for the number alr (d12)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 3

Valid cases: 444  
Invalid: 0

D12.1 Owns a smart phone (can connect to the internet (d12\_1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

D12.2 Owns an ordinary phone (d12\_2)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

D12.3 Does not own a phone (d12\_3)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 1

D13. Does any household member own a working bicycle, motor cycle, or car? (d13)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 3

D14. In the past four weeks, how many people in your household have been very sick (d14)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-6

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 6

D15. How do you rate your own physical health? (d15)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 4

Please enter any comments you have for this section (sec\_d\_comments)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 111

Valid cases: 171

E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in (e1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in (e1)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 2

E02. How often did this happen in the past 4 weeks (30 days)? (e2)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 32  
Invalid: 412  
Minimum: 1  
Maximum: 3

E03. In the past 4 weeks (30 days), did you or any household member go to sleep (e3)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 2

E04. How often did this happen in the past 4 weeks (30 days)? (e4)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 30  
Invalid: 414  
Minimum: 1  
Maximum: 2

E05. In the past 4 weeks (30 days), did you or any household member go a whole d (e5)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 2

## E06. How often did this happen in the past 4 weeks (30 days)? (e6)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 8
Format: numeric	Invalid: 436
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

Please enter any comments you have for this section  
(sec\_e\_comments)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 158
Format: character	Invalid: 0
Width: 97	

## F01. Were you born in the community in which you currently stay? (f1)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## F02. Were you living at your current community/town before you began teaching at (f2)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## F03.1. Year (yrs\_livedf3\_years)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous	Valid cases: 444
Format: numeric	Invalid: 0
Width: 4	Minimum: -888
Decimals: 0	Maximum: 58
Range: -888-58	

## F03.2. Months (yrs\_livedf3\_months)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-11

Valid cases: 444  
Invalid: 0  
Minimum: -888  
Maximum: 11

## F04. How many of your closest family members live nearby? (f4)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-5

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

## F05. How many of your closest friends who you really rely on for support live ne (f5)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-5

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

## F06. What is the main means of transportation that you use to get to school ever (f6)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-7

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

## F06.1. Please specify (f6\_ospec)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 25

Valid cases: 8  
Invalid: 0

## F07.1. Hour (avg\_walkinghrs7\_hours)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-3

Valid cases: 444  
 Invalid: 0  
 Minimum: -888  
 Maximum: 3

## F07.2. Minute (avg\_walkinghrs7\_minutes)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 50

Please enter any comments you have for this section  
 (sec\_f\_comments)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 156

Valid cases: 162

G01. Is your teaching position temporary (will end in months to a year) or perma (g1)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: -999  
 Maximum: 2

G02. Apart from this school, do you work as a teacher at another school? (g2)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2



G03. If YES: Please indicate in how many other schools you work as a teacher. (g3)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 16
Format: numeric	Invalid: 428
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G04.What KG grades do you currently teach in this school? (g4)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: character	Invalid: 0
Width: 3	

G4.1 Currently teaches KG1 (g4\_1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G4.2 Currently teaches KG2 (g4\_2)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G4.3 Currently teaches Combined KG (g4\_3)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

## G4.4 Currently teaches other classes (g4\_4)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

## G05.1. How many children (i.e., class size) are you primarily responsible for ev (g5\_kg1)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-62

Valid cases: 202  
 Invalid: 242  
 Minimum: -888  
 Maximum: 62

## G05.2. How many children (i.e., class size) are you primarily responsible for ev (g5\_kg2)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 5-70

Valid cases: 200  
 Invalid: 244  
 Minimum: 5  
 Maximum: 70

## G05.3.How many children (i.e., class size) are you primarily responsible for eve (g5\_comkg)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 6-60

Valid cases: 42  
 Invalid: 402  
 Minimum: 6  
 Maximum: 60

## G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5\_ospec)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5\_ospec)

File: De-identified\_KG\_Teacher\_Survey

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 12-20

Valid cases: 2  
Invalid: 442  
Minimum: 12  
Maximum: 20

G06.a. How many hours per week are you required/expected to be at school and wor (g6\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 50

G06.b. How many hours per week are you required/expected to be outside of school (g6\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 20

G07.a. On average, what percentage of daily class time is spent on Administrativ (g7\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 2  
Range: 0-70

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 70

G07.b. On average, what percentage of daily class time is spent on Keeping order (g7\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

G07.b. On average, what percentage of daily class time is spent on Keeping order (g7\_b)

File: De-identified\_KG\_Teacher\_Survey

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 2  
Range: 0-70

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 70

G07.c. On average, what percentage of daily class time is spent on Actual teachi (g7\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 5  
Decimals: 2  
Range: 0-92

Valid cases: 444  
Invalid: 0  
Minimum: 0  
Maximum: 92

G08. How frequently are you supposed to be paid your salary? (g8)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 2  
Maximum: 4

G08.1. Please specify (g8\_ospec)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 34

Valid cases: 1  
Invalid: 0

G09. How frequently are you actually paid on time? (g9)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 6

G09.1. Please specify (g9\_ospec)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 94

Valid cases: 10  
Invalid: 0

G10. Do you currently work for monetary compensation outside of your teaching po (g10)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 2

G11. If YES, about how many hours a week do you work in this other job? (g11)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-48

Valid cases: 46  
Invalid: 398  
Minimum: 1  
Maximum: 48

G12. In the last year, did you do any job outside your teaching position in this (g12)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 2

G13.If YES: On the average, how many hours a week did you work in this job? DO N (g13)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

G13.If YES: On the average, how many hours a week did you work in this job? DO N (g13)

File: De-identified\_KG\_Teacher\_Survey

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-48

Valid cases: 65  
Invalid: 379  
Minimum: 1  
Maximum: 48

G14.What is your salary per month? DO NOT PROMPT. (g14)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 4

G15.How much bonus/extra money do you receive from parents' contribution per ter (g15)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 7  
Decimals: 2  
Range: -999-999

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 999

G16. How do you rate the quality of supervision that you receive from your schoo (g16)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-5

Valid cases: 444  
Invalid: 0  
Minimum: -999  
Maximum: 5

G17.a. Classes are too large (g17\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 3

G17.b. Classes are taught by inexperienced or poorly trained teachers (g17\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.c. Lack of financial resources to create good environment for teachers and c (g17\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.d. The school head has unrealistically high expectations of its teachers (g17\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.e. The school changes curriculum too often (g17\_e)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.f. The school uses curriculum that are too difficult for the children (g17\_f)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

G17.f. The school uses curriculum that are too difficult for the children (g17\_f)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 3

G17.g. The parents in the community place demands on teachers that are too high (g17\_g)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 3

G18.a. How much do parents support your work as a teacher by helping their child (g18\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G18.b. How much do parents support your work as a teacher by sharing your values (g18\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G18.c. How much do parents support your work as a teacher by helping their child (g18\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview



G18.c. How much do parents support your work as a teacher by helping their child (g18\_c)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G18.d. How much do parents support your work as a teacher by visiting school to (g18\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G18.e. How much do parents support your work as a teacher by expecting their child (g18\_e)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G18.f. How much do parents support your work as a teacher by expecting their child (g18\_f)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G18.g. How much do parents support your work as a teacher by participating in the (g18\_g)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

G18.g. How much do parents support your work as a teacher by participating in th (g18\_g)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G19. How much respect do the parents and leaders of this community have for teac (g19)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

G20. In your opinion, how much are teachers valued by the citizens and leaders o (g20)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

Please enter any comments you have for this section (sec\_g\_comments)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 230

Valid cases: 197

H01.a. How often during the past one month have you been lacking in energy? (h1\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H01.a. How often during the past one month have you been lacking in energy? (h1\_a)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.b. How often during the past one month have you felt that you have lost interest (h1\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.c. How often during the past one month have you felt that you have lost confidence (h1\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.d. How often during the past one month have you felt hopeless? (h1\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.e. How often during the past one month have you felt that you have difficulty (h1\_e)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H01.e. How often during the past one month have you felt that you have difficult (h1\_e)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.f. How often during the past one month have you felt that you have lost weig (h1\_f)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.g. How often during the past one month have you been waking early? (h1\_g)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.h. How often during the past one month have you felt slowed up? (h1\_h)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.i. How often during the past one month have you tended to feel worse in the (h1\_i)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H01.i. How often during the past one month have you tended to feel worse in the (h1\_i)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.j. How often during the past one month have you felt very anxious? (h1\_j)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.k. How often during the past one month have you been worrying a lot? (h1\_k)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.l. How often during the past one month have you been irritable? (h1\_l)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.m. How often during the past one month have you been having difficulty relax (h1\_m)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H01.m. How often during the past one month have you been having difficulty relax (h1\_m)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.n. How often during the past one month have you been sleeping poorly? (h1\_n)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.o. How often during the past one month have you been having headaches or nec (h1\_o)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.p. How often during the past one month have you been having any of the follo (h1\_p)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.q. How often during the past one month have you been worrying about your hea (h1\_q)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H01.q. How often during the past one month have you been worrying about your head (h1\_q)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H01.r. How often during the past one month have you been having difficulty falling (h1\_r)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H02.a. How much children can learn in school is primarily determined by their ability (h2\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H02.b. If the children have not learned discipline at home, there is not much to be done (h2\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H02.c. A teacher cannot do much to improve children's achievements if they have (h2\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H02.c. A teacher cannot do much to improve children's achievements if they have (h2\_c)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H02.d. It is practically impossible for a teacher to motivate a child for academi (h2\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H02.e. Good teaching is more important to children engagement in schoolwork than (h2\_e)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.a. I am motivated to help children learn to read and write. (h3\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.b. I question my school's approach to teaching children reading and writing. (h3\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview



H03.b. I question my school's approach to teaching children reading and writing. (h3\_b)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.c. I am motivated to help children learn math. (h3\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.d. I strongly agree with my school's goals for the children. (h3\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.e. I am motivated to help children develop well emotionally (i.e., feel good (h3\_e)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.f. I enjoy teaching most days. (h3\_f)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 5

H03.g. I am motivated to help children develop well socially (i.e., behave well, (h3\_g)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.h. I question my school's approach to helping children develop socially. (h3\_h)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H03.i. I have clear personal goals as a teacher (h3\_i)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

H04. Which of the following do you consider the most important thing to you in y (h4)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-5	

H04.1. Please specify (h4\_ospec)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

a. I am satisfied with my job at this school (h5\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

b. I am satisfied with my decision to be a teacher (h5\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

c. I want to transfer to another school (h5\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

d. I want to leave the teaching profession (h5\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

a. Other teachers are satisfied with their job at this school (h6\_a)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 4

b. Other teachers are satisfied with their decision to be a teacher in this school (h6\_b)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

c. Other teachers in this school want to transfer to another school (h6\_c)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

d. Other teachers in this school want to leave the teaching profession (h6\_d)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

H07.1. I feel emotionally drained from my work. (h7\_1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.2. I feel used up at the end of the workday. (h7\_2)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

## H07.2. I feel used up at the end of the workday. (h7\_2)

### File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

## H07.3. I feel fatigued when I get up in the morning and have to face another day (h7\_3)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

## H07.4. I can easily understand how my school children feel about things. (h7\_4)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

## H07.5. I feel I treat some school children as if they were impersonal objects (h7\_5)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

## H07.6. Working with people all day is really a strain on me. (h7\_6)

### File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.7. I deal very effectively with the problems of my school children. (h7\_7)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.8. I feel burned out from my work. (h7\_8)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.9. I feel I'm positively influencing other people's lives through my work. (h7\_9)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.10. I've become more cold toward people since I took this job. (h7\_10)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.11. I worry that this job is hardening me emotionally. (h7\_11)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

H07.11. I worry that this job is hardening me emotionally. (h7\_11)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.12. I feel very energetic. (h7\_12)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.13. I feel frustrated by my job. (h7\_13)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.14. I feel Iâ€™m working too hard on my job. (h7\_14)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.15. I donâ€™t really care what happens to some school children. (h7\_15)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.16. Working with people directly puts too much stress on me.  
(h7\_16)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.17. I can easily create a relaxed atmosphere with my school children. (h7\_17)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.18. I feel excited after working closely with my school children. (h7\_18)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.19. I have accomplished many worthwhile things in this job.  
(h7\_19)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete	Valid cases: 444
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.20. I feel like I'm at the end of my rope. (h7\_20)

File: De-identified\_KG\_Teacher\_Survey

#### Overview



H07.20. I feel like I'm at the end of my rope. (h7\_20)

File: De-identified\_KG\_Teacher\_Survey

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

H07.21. In my work, I deal with emotional problems very calmly.  
(h7\_21)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

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

Valid cases: 444  
Invalid: 0  
Minimum: 1  
Maximum: 7

Please enter any comments you have for this section  
(sec\_h\_comments)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 254

Valid cases: 182

Please enter any comments you have for this section (sec\_h\_c0)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 41

Valid cases: 1  
Invalid: 0

I01. Which of the following letters is a consonant? (i1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-5

Valid cases: 444  
Invalid: 0  
Minimum: -888  
Maximum: 5

I02. Which of the following letters is a vowel? (i2)

File: De-identified\_KG\_Teacher\_Survey

## I02. Which of the following letters is a vowel? (i2)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-5

Valid cases: 444  
 Invalid: 0  
 Minimum: -888  
 Maximum: 5

## I03. What is a syllable in the word 'unbelievable'? (i3)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-5

Valid cases: 444  
 Invalid: 0  
 Minimum: -888  
 Maximum: 5

## I04. How many syllabus are in the word 'irregular'? (i4)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-4

Valid cases: 444  
 Invalid: 0  
 Minimum: -888  
 Maximum: 4

## I05. How many speech sounds does the word 'cat' have? (i5)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-4

Valid cases: 444  
 Invalid: 0  
 Minimum: -888  
 Maximum: 3

## I06. Which of the following words rhymes with 'cough'? (i6)

File: De-identified\_KG\_Teacher\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -888-4

Valid cases: 444  
 Invalid: 0  
 Minimum: -888  
 Maximum: 4

I07. How many speech sounds does the word 'check' have (i7)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-4

Valid cases: 444  
Invalid: 0  
Minimum: -888  
Maximum: 4

I08. When teaching English, which of the following words should be taught first? (i8)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -888-5

Valid cases: 444  
Invalid: 0  
Minimum: -888  
Maximum: 5

Please enter any comments you have for this section  
(sec\_i\_comments)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 250

Valid cases: 173

J01. INTERVIEWER: Please provide your overall comment on the interview with this (secjj1)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 255

Valid cases: 341

J01. INTERVIEWER: Please provide your overall comment on the interview with this (secjj10)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 35

Valid cases: 146  
Invalid: 0

J02. TEAM LEADER: Record data issues based on your review of this administered q (secjj2)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 255

Valid cases: 349

J02. TEAM LEADER: Record data issues based on your review of this administered q (secjj20)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 128  
Invalid: 0

Unique submission ID (key)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 41

Valid cases: 444  
Invalid: 0

(starttime)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 444  
Minimum: NaN  
Maximum: NaN

(endtime)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 444  
Minimum: NaN  
Maximum: NaN

A03. Interview date (secaa3)

File: De-identified\_KG\_Teacher\_Survey

#### Overview

## A03. Interview date (secaa3)

## File: De-identified\_KG\_Teacher\_Survey

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 444  
 Minimum: NaN  
 Maximum: NaN

## (After\_Intervention)

## File: De-identified\_KG\_Teacher\_Survey

**Overview**

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

Valid cases: 444  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1

Date/time submitted (submissiondate)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 24

Valid cases: 108  
Invalid: 0

Survey ID (surveyid)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1023-6030

Valid cases: 108  
Invalid: 0  
Minimum: 1023  
Maximum: 6030

A01. Would you be happy for us to conduct surveys with head teacher, KG teachers (a1)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 2

A02. Permission given? (a2)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 1

B02. Sex of proprietor (b2)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 2

## B03. How old are you? (b3)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-89

Valid cases: 108  
 Invalid: 0  
 Minimum: -999  
 Maximum: 89

## B05. What is the highest level of education that you have completed? (b5)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: -999-12

Valid cases: 108  
 Invalid: 0  
 Minimum: -999  
 Maximum: 12

## B05.1. Please specify (b5\_ospec)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 29

Valid cases: 8  
 Invalid: 0

## B06.1. Number of years resp has been a proprietor at this school (b6\_1)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-33

Valid cases: 108  
 Invalid: 0  
 Minimum: 0  
 Maximum: 33

## B06.2. Number of months resp has been a proprietor at this school (b6\_2)

File: De-identified\_Proprietor\_Survey

**Overview**

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

Valid cases: 108  
 Invalid: 0  
 Minimum: 0  
 Maximum: 11

B07. What was your main profession before you started this school?  
(b7)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 4	Minimum: 1
Decimals: 0	Maximum: 7
Range: -999-7	

B07.1 Please specify (b7\_ospec)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 18
Format: character	Invalid: 0
Width: 59	

B08. (If head teacher): For how long have you been a head teacher?  
(b8)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 1
Format: numeric	Invalid: 107
Width: 1	Minimum: 5
Decimals: 0	Maximum: 5
Range: 5-5	

B09. (If teacher): For how long have you been a teacher? (b9)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Continuous	Valid cases: 37
Format: numeric	Invalid: 71
Width: 4	Minimum: 2
Decimals: 0	Maximum: 1997
Range: 2-1997	

B10. Is being a proprietor your primary occupation? (b10)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	



## B11. If not, what is your primary occupation? (b11)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-7

Valid cases: 25  
Invalid: 83  
Minimum: 1  
Maximum: 6

## B11.1. Please specify (b11\_ospec)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete  
Format: character  
Width: 27

Valid cases: 7  
Invalid: 0

## C01. Is this school a branch of a chain of schools or centers (i.e., is there more than one school or center in the chain?) (c1)

File: De-identified\_Proprietor\_Survey

### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 2

## C03. How many other schools are part of the chain? (c3)

File: De-identified\_Proprietor\_Survey

### Overview

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

Valid cases: 7  
Invalid: 101  
Minimum: 1  
Maximum: 2

## C04. How did you finance the opening of this school? (c4)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete  
Format: character  
Width: 5

Valid cases: 108  
Invalid: 0

## C04.1. Specify source financing for opening of this school (c4\_ospec)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete	Valid cases: 10
Format: character	Invalid: 0
Width: 38	

## C05. (If loan) Have you repaid the loan? (c5)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete	Valid cases: 10
Format: numeric	Invalid: 98
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

## C06. (If loan) Have you repaid the interest? (c6)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete	Valid cases: 10
Format: numeric	Invalid: 98
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -111-2	

## C07. Does this school ever have problems paying teacher salaries on time? (c7)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

## C08. How does the school set/charge school fees for KG children? (c8)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete	Valid cases: 108
Format: character	Invalid: 0
Width: 7	

## C08.1. Please specify (c8\_ospec)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 59

Valid cases: 10  
 Invalid: 0

## C09. Can parents of KG children opt to pay school fees in installments? (c9)

File: De-identified\_Proprietor\_Survey

**Overview**

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

Valid cases: 108  
 Invalid: 0  
 Minimum: 1  
 Maximum: 2

## C10.1. For those who use installments, % of students who pay based on the 1st (c10\_1)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-90

Valid cases: 99  
 Invalid: 9  
 Minimum: 0  
 Maximum: 90

## C10.2. For those who use installments, % of students who pay based on the 2nd (c10\_2)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-80

Valid cases: 99  
 Invalid: 9  
 Minimum: 0  
 Maximum: 80

## C10.3. For those who use installments, % of students who pay based on the 3rd (c10\_3)

File: De-identified\_Proprietor\_Survey

**Overview**

C10.3. For those who use installments, % of students who pay based on the 3rd (c10\_3)

File: De-identified\_Proprietor\_Survey

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-90

Valid cases: 99  
Invalid: 9  
Minimum: 0  
Maximum: 90

C10.4. For those who use installments, % of students who pay based on the 4th (c10\_4)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete  
Format: character  
Width: 53

Valid cases: 99  
Invalid: 0

C10.4. Record percentage of other payment option (c10\_4\_spec)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-100

Valid cases: 99  
Invalid: 9  
Minimum: 0  
Maximum: 100

C11. Is the goal of the school to make profit eventually? (c11)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 2

C12. In 2013/14 school yr, did school make a profit or loss? (c12)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: -999-3

Valid cases: 108  
Invalid: 0  
Minimum: -999  
Maximum: 3

## C13. Obstacles to this school to provide learning to the children? (c13)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete  
Format: character  
Width: 8

Valid cases: 108  
Invalid: 0

## C13.1. Please specify (c13\_ospec)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Discrete  
Format: character  
Width: 147

Valid cases: 26

## D01. Do you live in this community? (d1)

File: De-identified\_Proprietor\_Survey

### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 2

## D02.1. Number of years resp has lived in this community (d2\_1)

File: De-identified\_Proprietor\_Survey

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-63

Valid cases: 85  
Invalid: 23  
Minimum: 1  
Maximum: 63

## D02.1. Number of months resp has lived in this community (d2\_2)

File: De-identified\_Proprietor\_Survey

### Overview

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

Valid cases: 85  
Invalid: 23  
Minimum: 0  
Maximum: 11

D03. Did you live in this community before starting the school?  
(d3)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

E01. Kindergarten children learn much at school. (e1)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

E02. If children get a good education early in life, it is easier for them to ca (e2)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 1	Minimum: 3
Decimals: 0	Maximum: 4
Range: 1-4	

E03. Teachers should focus on building social and behavioral skills (e3)

File: De-identified\_Proprietor\_Survey

#### Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 0
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

E04. Kindergarten education is necessary for children to do well in primary scho (e4)

File: De-identified\_Proprietor\_Survey

#### Overview

E04. Kindergarten education is necessary for children to do well in primary scho (e4)

File: De-identified\_Proprietor\_Survey

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

Valid cases: 108  
Invalid: 0  
Minimum: 2  
Maximum: 4

E05. Teachers should focus on building literacy and math skills (e5)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E06. Kindergarten children learn best when the teacher directs their instruction (e6)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E07. Kindergarten children learn best when they are expected to sit still and pa (e7)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E08. Kindergarten children learn important skills that are necessary for their s (e8)

File: De-identified\_Proprietor\_Survey

#### Overview

E08. Kindergarten children learn important skills that are necessary for their s (e8)

File: De-identified\_Proprietor\_Survey

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E09. Kindergarten children learn best when they are asked to memorize facts. (e9)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E10. Expectations for the behavior of kindergarten children should be different (e10)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 2  
Maximum: 4

E11. Kindergarten children learn best through play, rather than through formal i (e11)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E12. Kindergarten children learn important skills that lay the foundation for th (e12)

File: De-identified\_Proprietor\_Survey

#### Overview



E12. Kindergarten children learn important skills that lay the foundation for th (e12)

File: De-identified\_Proprietor\_Survey

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

Valid cases: 108  
Invalid: 0  
Minimum: 2  
Maximum: 4

E13. Kindergarten children learn best when the teacher holds them accountable fo (e13)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 1  
Maximum: 4

E14. Children succeed at school if they are helped by their teachers. (e14)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 2  
Maximum: 4

E15. Children succeed at school if they are helped by their parents. (e15)

File: De-identified\_Proprietor\_Survey

#### Overview

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

Valid cases: 108  
Invalid: 0  
Minimum: 2  
Maximum: 4

F01. E01 Outcome of this questionnaire (f1)

File: De-identified\_Proprietor\_Survey

#### Overview

## F01. E01 Outcome of this questionnaire (f1)

## File: De-identified\_Proprietor\_Survey

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

Valid cases: 108  
 Invalid: 0  
 Minimum: 2  
 Maximum: 2

## F02. Reasons for refusal (f2)

## File: De-identified\_Proprietor\_Survey

**Overview**

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

Valid cases: 0  
 Invalid: 108

## F02.1. Please specify (f2\_ospec)

## File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## F03. Why is the questionnaire incomplete? (f3)

## File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## F04. Please specify (f4)

## File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 1

Valid cases: 0  
 Invalid: 0

## F05. Surveyor's comment on this interview. (f5)

## File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete  
 Format: character  
 Width: 156

Valid cases: 61

(starttime)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete	Valid cases: 108
Format: character	Minimum: NaN
Width: 10	Maximum: NaN

(endtime)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete	Valid cases: 108
Format: character	Minimum: NaN
Width: 10	Maximum: NaN

03. Interview date (interviewdate)

File: De-identified\_Proprietor\_Survey

**Overview**

Type: Discrete	Valid cases: 108
Format: character	Minimum: NaN
Width: 10	Maximum: NaN

## Related Materials

### Questionnaires

#### Baseline I - Head teacher Survey

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Title Baseline I - Head teacher Survey  
 Country Ghana  
 Language English  
 Filename Baseline I - Head teacher Survey.zip

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#### Baseline I - Proprietor Survey

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Title Baseline I - Proprietor Survey  
 Country Ghana  
 Language English  
 Filename Baseline I - Proprietor Survey.zip

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#### Baseline II - Caregiver survey

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Title Baseline II - Caregiver survey  
 Country Ghana  
 Language English  
 Filename Baseline II - Caregiver survey.zip

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#### Baseline II - KG teacher survey

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Title Baseline II - KG teacher survey  
 Country Ghana  
 Language English  
 Filename Baseline II - KG teacher survey.zip

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### Technical documents

#### Caregiver training manual for Baseline II

---

Title Caregiver training manual for Baseline II  
 Country Ghana  
 Language English  
 Filename Caregiver training manual for Baseline II.pdf

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#### Caregiver Survey Codebook

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Title Caregiver Survey Codebook  
 Country Ghana  
 Language English  
 Filename Caregiver\_Survey\_codebook.xls

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## Head Teacher Survey Codebook

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Title Head Teacher Survey Codebook  
 Country Ghana  
 Language English  
 Filename Head\_Teacher\_Survey\_codebook.xls

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## IDELA Training Agenda Baseline II

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 Country Ghana  
 Language English  
 Filename IDELA Training Agenda Baseline II.pdf

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## IDELA Training Manual Baseline II

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Title IDELA Training Manual Baseline II  
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 Language English  
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## IDELA Training Slides

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 Language English  
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## IDELA Survey Codebook

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 Country Ghana  
 Language English  
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## IPA QP4G Baseline II Interviewer Training

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 Country Ghana  
 Language English  
 Filename IPA QP4G Baseline II Training \_ ET.pdf

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## KG Teacher Survey Debriefing outline

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 Country Ghana  
 Language English  
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## KG Teacher Survey Codebook

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Title KG Teacher Survey Codebook

Country Ghana  
 Language English  
 Filename KG\_Teacher\_Survey\_codebook.xls

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## Proprietor Survey Codebook

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Title Proprietor Survey Codebook  
 Country Ghana  
 Language English  
 Filename Proprietor\_Survey\_codebook.xls

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## QP4G Baseline II phone survey Training

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Title QP4G Baseline II phone survey Training  
 Country Ghana  
 Language English  
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## QP4G Training Slides Baseline I

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Title QP4G Training Slides Baseline I  
 Country Ghana  
 Language English  
 Filename QP4G TRAINING SLIDES \_BASELINE I.pdf

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## QP4G Training Agenda Caregiver Survey

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Title QP4G Training Agenda Caregiver Survey  
 Country Ghana  
 Language English  
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## Sampling Design

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 Country Ghana  
 Language English  
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## Teacher Interviewers' Training manual Baseline II

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 Country Ghana  
 Language English  
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## Training Agenda Baseline I

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 Country Ghana  
 Language English  
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## Training agenda for teacher interviewers - Baseline II

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Country Ghana  
Language English  
Filename Training agenda for teacher interviewers - Baseline II.pdf

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## Training manual for school team - Baseline II

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Title Training manual for school team - Baseline II  
Country Ghana  
Language English  
Filename Training manual for school team - Baseline II.pdf

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## Training manual for proprietor and head teacher - Baseline I

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Title Training manual for proprietor and head teacher - Baseline I  
Country Ghana  
Language English  
Filename TRAINING MAUAL FOR BASELINE ET V1.pdf

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