

Ghana - Quality for Preschool Impact Evaluation 2017, Endline Survey

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Sampling

Sampling Procedure

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 four stages:

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.

In the final stage, 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

Schools: Of the 240 randomly sampled schools at baseline, 235 were successfully interviewed during both Midline and Endline. This yielded a school response rate of 98 percent. Only 2 percent of the randomly selected schools did not

participate in the study at Midline and Endline. These included three schools that declined to participate in the study and 2 schools that were closed down due to land litigation issues.

KG teachers: At Baseline, 444 preschool teachers were randomly selected for the QP4G study. Of these, 348 teachers, representing 78 percent, were successfully interviewed at Midline. However, 302 out of the 348 teachers were successfully interviewed at Endline for a teacher response rate of 88 percent. Teacher attrition was largely due to the movement/transfer of teachers from school/preschool classes and teachers leaving the teaching profession.

KG children: The evaluation team randomly sampled 3435 KG children at Baseline for the QP4G study. Of these, 2657, representing 89 percent of the 2975 KG children were successfully assessed at Endline. The attrition rate among the children was largely due to the change in schools of children because of family migration outside the catchment districts or region.

Caregivers: Caregiver participation in the QP4G study increased from 2134 at Baseline to 2710 at Midline. This represented a 27 percent increase in the caregiver coverage over the baseline. The increase in the caregiver coverage was largely due to the 576 additional active contact numbers obtained from the caregivers. These caregivers, hitherto, had no contact numbers at baseline. Of the 2710 caregivers interviewed at Midline, 1734 were successfully interviewed at Endline for a caregiver response rate of 64 percent. Caregiver attrition rate was due to non-working contact numbers and refusal to participate in the study.

Weighting

No weights were used in the analysis.

Questionnaires

Overview

Data were collected at Endline Survey using structured questionnaires or forms.

Child Assessment: Child Assessment was conducted using International Development and Early Learning Assessment [IDELA] tool designed by Save the Children. IDELA was adapted based on extensive pre-testing and piloting by different members of the evaluation team. The adapted version measured five indicators of ECD. The indicators were early numeracy skills, language/literacy skills and development, physical well-being and motor development, socio-emotional development, and approaches to learning. IDELA contained 28 items. In addition, one task was added – the Pencil Tap – to assess executive function skills. IDELA was translated into three local languages, namely, Twi, Ga, and Ewe. These local language versions had gone through rigorous processes of translation and back translation. No change was made to the IDELA used.

Environmental Scan: The Environmental Scan tool was designed to take inventories of the facilities in the KG classrooms. No changes have been made to the Endline version of the KG Class Environmental Scan. The class environmental scan also included a video recording of the KG classroom processes and systems.

TIPPS: The video recordings were coded using an early childhood education adapted version of TIPPS. Seidman, Raza, Kim, and McCoy (2014) of New York University developed the TIPPS instrument. TIPPS observes nineteen key concepts of teacher practices and classroom processes that influence children's cognitive and social-emotional development. The concept sheet was used to code the kindergarten classroom videos.

Teacher Survey: The Teacher Survey measured KG teachers' attitudes, behaviors, and perceptions on their background, nature and work conditions, depression and anxiety, external control, motivation, job satisfaction, burnout, and perceptions of early childhood education.

School Attendance Records: The School Attendance Records Form was designed to record school attendance information for the sampled KG teachers and children. The School Attendance Records form captured school-specific attendance details such as the active number of school days, the number of national/school-related holidays per term, and child-specific information such as present/absent from school.

Caregiver Survey: The Caregiver Survey was used to solicit information from primary caregivers regarding their background, food insufficiency, household wealth, parent's involvement with child's education, perceptions of early childhood development, and child discipline. Three more questions were added to the household wealth to capture the wage and household income of the primary caregivers. These questions were added to aid in the cost analysis of the parental engagement intervention. Four local language dictionaries of keywords and phrases were developed for the Caregiver Survey. The selected languages were Ga, Ewe, Twi, and Hausa.

Questionnaires are provided under the Related Materials tab.

Data Collection

Data Collection Dates

Start	End	Cycle
2017-02-06	2017-03-31	All School surveys (teacher survey, child assessment, classroom observation)
2017-05-22	2017-07-07	Caregiver Survey

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

Specialized data collection teams were hired for each specific data collection activity – child direct assessment, teacher survey, caregiver survey, school attendance records, and classroom observation. Each of these unique data collection teams was provided specialized training based on the focus of the data collection activity, content of the data collection instrument and specific protocols relating to the particular data collection activity. Training of each of these specialized teams included classroom training and school visits or field practice.

Data were collected using different means of administration. Child direct assessment and teacher survey were conducted using in-person interviews through computer-assisted personal interview. The child direct assessment and teacher survey lasted approximately 45 minutes. The caregiver survey was administered via phone using computer-assisted telephone interview. The caregiver survey duration was approximately 50 minutes. This includes a screening of caregivers to determine their eligibility for the interview. Classroom observation was done by physically observing the inventory of facilities in the facilities in the KG classrooms (environmental scan) and videotaping classroom processes and systems. These videos were then coded in a centralized location by trained and certified video coders. School attendance records involved the review of pupil attendance register and teacher attendance book and translating specific information on a number of days present and/or absent from school per term. This activity took about 1 hour per each KG class for the selected children and teachers.

To gain access to the selected schools, prior approval was sought from the Regional Ghana Education Service and the District Education Directors for the selected districts. The research team sought informed consent from the school head teachers, teachers, and caregivers. Each child's assent was sought before conducting the child direct assessment.

Teacher survey was administered strictly in the English language. Child direct assessment and caregiver survey were administered in the particular language the respondent understands and could speak fluently. The key languages were English, Twi, Ga, and Ewe. The child direct assessment was fully translated and back-translated in the local languages used for the assessment. Key stock of words or dictionary regarding specific variables were developed for the caregiver survey.

After each data collection activity, a debriefing was conducted to learn about the data collection procedures, instrument administration, logistics, challenges and lessons learned during the particular data collection activity.

Unlike the school attendance instrument that was fully piloted, the other data collection instruments were partially piloted based on the modifications done to the baseline instruments.

Data Collectors

Name	Abbreviation	Affiliation
Innovations for Poverty Action, Ghana	IPA	

SUPERVISION

Five different data collection teams were formed for the various Endline surveys. The teams conducted child assessment, teacher interviews, and classroom observation, video coding, school attendance records taking, and caregiver phone survey.

Data collection activities, namely, video coding, school attendance records taking, and caregiver phone survey were done in a centralized location while the others were done in the selected schools.

The school survey activities had seven field teams. Each field team comprised 1 team leader, 3 child assessors, and 1 teacher interviewer/videographers. Two field supervisors managed the field teams: each field supervisor was assigned 3 - 4

field teams. One auditor audited the teacher surveys.

Technically, each school survey team was assigned one school to complete a day. However, in order to ensure team productivity, the field teams were tasked to visit more than one school a day if the number of children in originally assigned school for a particular day was less than 15.

The caregiver phone survey had three auditors; two for auditing and one for sending top-ups to the respondents as a gift. There 12 phone interviewers, each completing 8 caregiver surveys per day.

Each phase of the data collection activity was monitored through field visits. The monitoring team covered IPA's Research Manager, Research Associate, Field Manager, and Survey Coordinator. Team leaders and field supervisors were also involved in monitoring their assigned team(s). With the exception of the caregiver survey and the video coding activities, field visits were done through accompaniment and spot checks. On-site observations were done for the caregiver survey and video coding activities since these activities were conducted in a central location (i.e., IPA office). The field visit was done to establish whether the protocols were followed and to assess the performance of the field staff. Each field staff was visited and observed multiple times during the data collection period by different monitors. Specific monitoring protocols, namely, IDELA Monitoring Form, Teacher Interviewers Monitoring Form, and Video Quality Form were used (these instruments are not shared).

Data Processing

Data Editing

Data consistency checks namely high-frequency checks and backchecks (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 data management systems. IPA possesses all the relevant code.

Other Processing

Data was collected electronically using SurveyCTO software (based on ODK). The SurveyCTO software has enhanced data quality controls systems or features such as automatic skip patterns, relevance, and constraints, which were integrated into the programming to guarantee data quality.

Data Appraisal

No content available

File Description

Variable List

QP4G_Caregiver_Survey_Endline

Content	Data from Endline Caregiver Survey
Cases	2787
Variable(s)	165
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V1	a3	A03. Interview date	contin	numeric	
V2	ida4_FU	A04. Caregiver ID	discrete	character	
V3	a5	A05. Confirm Caregiver ID	discrete	character	
V4	a7	A07. Primary caregiver's gender	discrete	numeric	
V5	a11	District name	discrete	character	
V6	School_ID	School ID	discrete	character	
V7	a16	A16. INTERVIEWER: How many children do you have listed in \${A13} for \${A6}?	discrete	numeric	
V8	a17_1	A17.1. Child ID	discrete	character	
V9	a17_2	A17.2. Child ID	discrete	character	
V10	a17_3	A17.3. Child ID	discrete	character	
V11	a17_4	A17.4. Child ID	discrete	character	
V12	a17_5	A17.5. Child ID	discrete	character	
V13	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V14	c1	C01. Were you interviewed by an IPA Surveyor in Oct./Nov. 2016 on phone regardin	discrete	numeric	
V15	c2	C02. Is primary caregiver same as follow-up I primary caregiver or as provided i	discrete	numeric	
V16	c3	C03. What is your relationship to \${A18_1}?	discrete	numeric	
V17	c4_1	C04.1 For how many years have you been the primary caregiver of \${A18_1}?	discrete	numeric	
V18	c4_2	C04.2 For how many months have you been the primary caregiver of \${A18_1}?	discrete	numeric	
V19	c5	C05. What is your age?	contin	numeric	
V20	c6	C06. What is the highest level of education you have completed?	discrete	numeric	
V21	c7	C07. What are the two main languages you use to communicate with \${A18_1} at ho	discrete	character	
V22	c7_1	C7_1. English	discrete	numeric	
V23	c7_2	C7_2. Basare	discrete	numeric	
V24	c7_3	C7_3. Builsa or Buli	discrete	numeric	
V25	c7_4	C7_4. Busanga	discrete	numeric	

ID	Name	Label	Type	Format	Question
V26	c7_5	C7_5. Chamba	discrete	numeric	
V27	c7_6	C7_6. Dagaare, Wale	discrete	numeric	
V28	c7_7	C7_7. Dagbane, Damba	discrete	numeric	
V29	c7_8	C7_8. Dangme, Krobo, Larteh	discrete	numeric	
V30	c7_9	C7_9. Ewe	discrete	numeric	
V31	c7_10	C7_10. Frafra/Grusi	discrete	numeric	
V32	c7_12	C7_12. Ga	discrete	numeric	
V33	c7_13	C7_13. Gonja	discrete	numeric	
V34	c7_14	C7_14. Hausa	discrete	numeric	
V35	c7_15	C7_15. Kotokoli	discrete	numeric	
V36	c7_16	C7_16. Kusasi or Kusal	discrete	numeric	
V37	c7_17	C7_17. Sissala	discrete	numeric	
V38	c7_18	C7_18. Twi, Fanti, Nzema, Efutu, Bono	discrete	numeric	
V39	c07_1_ospec		discrete	character	
V40	c7_11	C7_11. Fulani	discrete	numeric	
V41	c8	C08. What is your marital status?	discrete	numeric	
V42	c9_1	1. In what year was \${A18_1} born?	discrete	numeric	
V43	c9_2	2. In what month was \${A18_1} born?	discrete	numeric	
V44	c10	C10. How old was \${A18_1} at his/her last birthday?	discrete	numeric	
V45	d1	D01. How many members does your household have, including you? By a household, I	discrete	numeric	
V46	d2	D02. Are all household members aged 5 to 17 currently in school?	discrete	numeric	
V47	d3	D03. Can the male head/spouse read a phrase/sentence in English?	discrete	numeric	
V48	d4	D04. What is the main construction material used for the outer wall of your curr	discrete	numeric	
V49	d5	D05. What type of toilet facility does the household usually use?	discrete	numeric	
V50	d6	D06. What is the main fuel used by the household for cooking?	discrete	numeric	
V51	d7	D07. Does any household member own a working box iron or electric iron?	discrete	numeric	
V52	d8	D08. Does any household member own a working television, video player, VCD/DVD/M	discrete	numeric	
V53	d9	D09. How many working mobile phones do members of the household own?	discrete	numeric	
V54	d10	D10. Does any household member own a working bicycle, motor cycle, or car?	discrete	numeric	
V55	d11	How much income do you earn from wages and/or salaries in a normal work day?	contin	numeric	
V56	d12	Now I am going to ask you about the total household income for all the persons i	contin	numeric	
V57	d13	You may not be able to give us an exact figure for your total household income,	discrete	numeric	
V58	e1	E01. In the past 4 weeks (30 days), was there ever no food of any kind to eat in	discrete	numeric	
V59	e2	E02. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V60	e3	E03. In the past 4 weeks (30 days), did you or any household member go to sleep	discrete	numeric	

ID	Name	Label	Type	Format	Question
V61	e4	E04.How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V62	e5	E05. In the past 4 weeks (30 days), did you or any household member go a whole d	discrete	numeric	
V63	e6	E06. How often did this happen in the past 4 weeks (30 days)?	discrete	numeric	
V64	f1_a	F01.a. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V65	f1_a_ii	F01.a(ii).If yes: Who engages in this activity with child?	discrete	character	
V66	f1_a_ii_1	F1_a_ii_1. Mother	discrete	numeric	
V67	f1_a_ii_2	F1_a_ii_2. Father	discrete	numeric	
V68	f1_a_ii_3	F1_a_ii_3. Another adult relative	discrete	numeric	
V69	f1_a_ii_4	F1_a_ii_4. Other non-relative	discrete	numeric	
V70	f1_b	F01.b. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V71	f1_b_ii	F01.b(ii).If yes: Who engages in this activity with child?	discrete	character	
V72	f1_b_ii_1	F1_b_ii_1. Mother	discrete	numeric	
V73	f1_b_ii_2	F1_b_ii_2. Father	discrete	numeric	
V74	f1_b_ii_3	F1_b_ii_3. Another adult relative	discrete	numeric	
V75	f1_b_ii_4	F1_b_ii_4. Other non-relative	discrete	numeric	
V76	f1_c	F01.c. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V77	f1_c_ii	F01.c(ii).If yes: Who engages in this activity with child?	discrete	character	
V78	f1_c_ii_1	F1_c_ii_1. Mother	discrete	numeric	
V79	f1_c_ii_2	F1_c_ii_2. Father	discrete	numeric	
V80	f1_c_ii_3	F1_c_ii_3. Another adult relative	discrete	numeric	
V81	f1_c_ii_4	F1_c_ii_4. Other non-relative	discrete	numeric	
V82	f1_d	F01.d. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V83	f1_d_ii	F01.d(ii).If yes: Who engages in this activity with child?	discrete	character	
V84	f1_d_ii_1	F1_d_ii_1. Mother	discrete	numeric	
V85	f1_d_ii_2	F1_d_ii_2. Father	discrete	numeric	
V86	f1_d_ii_3	F1_d_ii_3. Another adult relative	discrete	numeric	
V87	f1_d_ii_4	F1_d_ii_4. Other non-relative	discrete	numeric	
V88	f1_e	F01.e. In the past 3 days, did you or any household member over 15 years of age	discrete	numeric	
V89	f1_e_ii	F01.e(ii).If yes: Who engages in this activity with child?	discrete	character	
V90	f1_e_ii_1	F1_e_ii_1. Mother	discrete	numeric	
V91	f1_e_ii_2	F1_e_ii_2. Father	discrete	numeric	
V92	f1_e_ii_3	F1_e_ii_3. Another adult relative	discrete	numeric	
V93	f1_e_ii_4	F1_e_ii_4. Other non-relative	discrete	numeric	
V94	f1_f	F01.f. In the past 3 days, did you or any household member over 15 years of age,	discrete	numeric	
V95	f1_f_ii	F01.f(ii).If yes: Who engages in this activity with child?	discrete	character	
V96	f1_f_ii_1	F1_f_ii_1. Mother	discrete	numeric	

ID	Name	Label	Type	Format	Question
V97	f1_f_ii_2	F1_f_ii_2. Father	discrete	numeric	
V98	f1_f_ii_3	F1_f_ii_3. Another adult relative	discrete	numeric	
V99	f1_f_ii_4	F1_f_ii_4. Other non-relative	discrete	numeric	
V100	f2	F02. How many children's books or picture books do you have for \$A18_1?	contin	numeric	
V101	f3	F03. During the past 30 days (4 weeks), how often have you or has another adult	discrete	numeric	
V102	f4a	F04a. How many times (have/has) \$A18_1's (mother/father/both of them/{you or}	discrete	numeric	
V103	f4b	F04b. How many times (have/has) \$A18_1's (mother/father/both of them/{you or}	discrete	numeric	
V104	f4c	F04c. How many times (have/has) \$A18_1's (mother/father/both of them/{you or}	discrete	numeric	
V105	f4d	F04d. How many times (have/has) \$A18_1's (mother/father/both of them/{you or}	discrete	numeric	
V106	f4e	F04e. How many times (have/has) \$A18_1's (mother/father/both of them/{you or}	discrete	numeric	
V107	f5a	F05a. Does \$A18_1 play with homemade toys (such as dolls, cars, or other toys	discrete	numeric	
V108	f5b	F05b. Does \$A18_1 play with toys from a shop or manufactured toys?	discrete	numeric	
V109	f5c	F05c. Does \$A18_1 play with household objects (such as bowls or pots)?	discrete	numeric	
V110	f5d	F05d. Does \$A18_1 play with objects found outside (such as sticks, rocks, ani	discrete	numeric	
V111	f5e	F05e. Does \$A18_1 play with any drawing or writing materials?	discrete	numeric	
V112	f5f	F05f. Does \$A18_1 play with any puzzles (even a two piece puzzle counts)?	discrete	numeric	
V113	f6	F06. Did you or any other adults in your household attend any PTA meeting in \$A18_1's	discrete	numeric	
V114	f7	F07. Did you or any other adults in your household attend any PTA meeting in \$A18_1's	discrete	numeric	
V115	f8	F08. (If yes to F07): How many PTA meetings in \$A18_1's school did you or any	discrete	numeric	
V116	f9	F09. Did you receive any flyers from \$A18_1's school between January and July	discrete	numeric	
V117	g5	G05. Is \$A18_1 still enrolled in the same school as September 2016 or has (he	discrete	numeric	
V118	g51	G05.1. Why have \$A18_1 stopped going to that school?	discrete	character	
V119	g51_1	G5.1_1. School was too far from child's current locality or home	discrete	numeric	
V120	g51_2	G5.1_2. High tuition or fees	discrete	numeric	
V121	g51_3	G5.1_3. Extra cost of sending child to school too high	discrete	numeric	
V122	g51_4	G5.1_4. School lacks transportation facilities	discrete	numeric	
V123	g51_5	G5.1_5. Teachers are not well trained and/or experienced	discrete	numeric	
V124	g51_6	G5.1_6. Performance of children in the school is poor	discrete	numeric	
V125	g51_7	G5.1_7. Children are not allowed to play as part of learning	discrete	numeric	
V126	g51_8	G5.1_8. School has poor infrastructure/facilities/equipment	discrete	numeric	
V127	g51_9	G5.1_9. Poor communication between school and parents	discrete	numeric	
V128	g51_10	G5.1_10. The school's environment is unsafe and unhealthy for my child	discrete	numeric	

ID	Name	Label	Type	Format	Question
V129	g51_11	G5.1_11. Better informed about school choice criteria for my child	discrete	numeric	
V130	g51_12	G5.1_12. Other (please specify)	discrete	numeric	
V131	g51_ospec	G05.1.1. Please specify other reason why \${A18_1} stopped going to that school?	discrete	character	
V132	g6a	G6a. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V133	g6b	G6b. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V134	g6c	G6c. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V135	g6d	G6d. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V136	g6e	G6e. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V137	g6f	G6f. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V138	g7a	G7a. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V139	g7b	G7b. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V140	g7c	G7c. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V141	g7d	G7d. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V142	g7e	G7e. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V143	g8a	G8a. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V144	g8b	G8b. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V145	g8c	G8c. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V146	g8d	G8d. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V147	g8e	G8e. When you think about quality in a kindergarten setting, how important is it	discrete	numeric	
V148	i1_a	I1_a. Please tell me if you or someone else in your household took away privilege	discrete	numeric	
V149	i1_b	I1_b. Please tell me if you or someone else in your household explained why \${A18_1}	discrete	numeric	
V150	i1_c	I1_c. Please tell me if you or someone else in your household shook \${A18_1} in	discrete	numeric	
V151	i1_d	I1_d. Please tell me if you or someone else in your household shouted, yelled at	discrete	numeric	
V152	i1_e	I1_e. Please tell me if you or someone else in your household gave \${A18_1} som	discrete	numeric	
V153	i1_f	I1_f. Please tell me if you or someone else in your household spanked, hit or sl	discrete	numeric	
V154	i1_g	I1_g. Please tell me if you or someone else in your household hit \${A18_1} on t	discrete	numeric	

ID	Name	Label	Type	Format	Question
V155	i1_h	I1_h. Please tell me if you or someone else in your household called \${A18_1} d	discrete	numeric	
V156	i1_i	I1_i. Please tell me if you or someone else in your household hit or slapped \${	discrete	numeric	
V157	i1_j	I1_j. Please tell me if you or someone else in your household hit or slapped \${	discrete	numeric	
V158	i1_k	I1_k. Please tell me if you or someone else in your household beat \${A18_1} up,	discrete	numeric	
V159	i2	I2. Do you believe that in order to bring up, raise, or educate a child properly	discrete	numeric	
V160	b5	B05. Language used to conduct the interview	discrete	numeric	
V161	b6	B06. Outcome of this questionnaire.	discrete	numeric	
V162	b6_ospec	B06.1. Please specify	discrete	character	
V163	b7	B7. If refused, why?	discrete	numeric	
V164	b8	B08. If partially complete, why?	discrete	character	
V165	submissiondate	Date/time submitted	discrete	character	

QP4G_Child_Assessment_Endline

Content	Data from Child Assessment
Cases	3344
Variable(s)	188
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V166	child_id	A05. Child ID	discrete	character	
V167	child_idc	A06. Confirm Child ID	discrete	character	
V168	Child_sex	A08. Child's sex	discrete	numeric	
V169	a12	A12. Type of school [1= PRIVATE; 2 = PUBLIC]	discrete	character	
V170	a13	A13. Is the child currently in the same school as in A11?	discrete	numeric	
V171	a14	A14. Child's class at follow up I [ENTER KG 1; KG 2; or COMBINED KG]	discrete	character	
V172	a14_confirm	A14.1. Please confirm whether the child is still in the same class as indicated	discrete	numeric	
V173	a14_current	A14.2. If no, what is the current class of the child?	discrete	numeric	
V174	b1	B01. Permission given by child to begin?	discrete	numeric	
V175	item101	item101	discrete	numeric	
V176	item102	item102	discrete	numeric	
V177	item103	item103	discrete	numeric	
V178	item104	item104	discrete	numeric	
V179	item105	item105	discrete	numeric	
V180	item106	item106	discrete	numeric	
V181	item201	item201	discrete	numeric	
V182	item202	item202	discrete	numeric	
V183	item203	item203	discrete	numeric	
V184	item204	item204	discrete	numeric	
V185	item301	item301	discrete	numeric	
V186	item302	item302	discrete	numeric	
V187	item401	item401	discrete	numeric	
V188	item402	item402	discrete	numeric	
V189	item403	item403	discrete	numeric	
V190	item404	item404	discrete	numeric	
V191	item405	item405	discrete	numeric	
V192	item501	item501	discrete	numeric	
V193	item502	item502	discrete	numeric	

ID	Name	Label	Type	Format	Question
V194	item503	item503	discrete	numeric	
V195	item504	item504	discrete	numeric	
V196	item505	item505	discrete	numeric	
V197	item506	item506	discrete	numeric	
V198	item507	item507	discrete	numeric	
V199	item508	item508	discrete	numeric	
V200	item509	item509	discrete	numeric	
V201	item510	item510	discrete	numeric	
V202	item5_check	item5_check	discrete	numeric	
V203	item511	item511	discrete	numeric	
V204	item512	item512	discrete	numeric	
V205	item513	item513	discrete	numeric	
V206	item514	item514	discrete	numeric	
V207	item515	item515	discrete	numeric	
V208	item516	item516	discrete	numeric	
V209	item517	item517	discrete	numeric	
V210	item518	item518	discrete	numeric	
V211	item519	item519	discrete	numeric	
V212	item520	item520	discrete	numeric	
V213	item601	item601	discrete	numeric	
V214	item602	item602	discrete	numeric	
V215	item603	item603	discrete	numeric	
V216	item604	item604	discrete	numeric	
V217	item605	item605	discrete	numeric	
V218	item606	item606	discrete	numeric	
V219	item701	item701	discrete	numeric	
V220	item702	item702	discrete	numeric	
V221	item703	item703	discrete	numeric	
V222	item704	item704	discrete	numeric	
V223	item705	item705	discrete	numeric	
V224	item801	item801	discrete	numeric	
V225	item802	item802	discrete	numeric	
V226	item803	item803	discrete	numeric	
V227	item804	item804	discrete	numeric	
V228	item805	item805	discrete	numeric	
V229	item806	item806	discrete	numeric	
V230	item807	item807	discrete	numeric	
V231	item808	item808	discrete	numeric	
V232	item901	item901	discrete	numeric	
V233	item902	item902	discrete	numeric	

ID	Name	Label	Type	Format	Question
V234	item903	item903	discrete	numeric	
V235	item904	item904	discrete	numeric	
V236	item905	item905	discrete	numeric	
V237	item1001	item1001	discrete	numeric	
V238	item1101	item1101	contin	numeric	
V239	item1102	item1102	discrete	numeric	
V240	item1103	item1103	discrete	numeric	
V241	item1104	item1104	discrete	numeric	
V242	item1201	item1201	contin	numeric	
V243	item1301	item1301	discrete	numeric	
V244	item1302	item1302	discrete	numeric	
V245	item1303	item1303	discrete	numeric	
V246	item1304	item1304	discrete	numeric	
V247	item1401	item1401	discrete	numeric	
V248	item1402	item1402	discrete	numeric	
V249	item1403	item1403	discrete	numeric	
V250	item1501	item1501	discrete	numeric	
V251	item1502	item1502	discrete	numeric	
V252	item1503	item1503	discrete	numeric	
V253	item1601	item1601	discrete	numeric	
V254	item1602	item1602	discrete	numeric	
V255	item1603	item1603	discrete	numeric	
V256	item1604	item1604	discrete	numeric	
V257	item1605	item1605	discrete	numeric	
V258	item17_check	item17_check	discrete	numeric	
V259	item1701	item1701	discrete	numeric	
V260	item1702	item1702	discrete	numeric	
V261	item1703	item1703	discrete	numeric	
V262	item1704	item1704	discrete	numeric	
V263	item1705	item1705	discrete	numeric	
V264	item1706	item1706	discrete	numeric	
V265	item1801	item1801	discrete	numeric	
V266	item1802	item1802	discrete	numeric	
V267	item1803	item1803	discrete	numeric	
V268	item1804	item1804	discrete	numeric	
V269	item1805	item1805	discrete	numeric	
V270	item1806	item1806	discrete	numeric	
V271	item1807	item1807	discrete	numeric	
V272	item1808	item1808	discrete	numeric	
V273	item1809	item1809	discrete	numeric	

ID	Name	Label	Type	Format	Question
V274	item1901	item1901	contin	numeric	
V275	item1902	item1902	contin	numeric	
V276	item2001	item2001	discrete	numeric	
V277	item2002	item2002	discrete	numeric	
V278	item2003	item2003	discrete	numeric	
V279	item2101	item2101	discrete	numeric	
V280	item2102	item2102	discrete	numeric	
V281	item2103	item2103	discrete	numeric	
V282	item2104	item2104	discrete	numeric	
V283	item2105	item2105	discrete	numeric	
V284	item2106	item2106	discrete	numeric	
V285	item2107	item2107	discrete	numeric	
V286	item2108	item2108	discrete	numeric	
V287	item2109	item2109	discrete	numeric	
V288	item2110	item2110	discrete	numeric	
V289	item21_check	item21_check	discrete	numeric	
V290	item2111	item2111	discrete	numeric	
V291	item2112	item2112	discrete	numeric	
V292	item2113	item2113	discrete	numeric	
V293	item2114	item2114	discrete	numeric	
V294	item2115	item2115	discrete	numeric	
V295	item2116	item2116	discrete	numeric	
V296	item2117	item2117	discrete	numeric	
V297	item2118	item2118	discrete	numeric	
V298	item2119	item2119	discrete	numeric	
V299	item2120	item2120	discrete	numeric	
V300	item2201	item2201	discrete	numeric	
V301	item2202	item2202	discrete	numeric	
V302	item2203	item2203	discrete	numeric	
V303	item2301	item2301	discrete	numeric	
V304	item2401	item2401	discrete	numeric	
V305	item2402	item2402	discrete	numeric	
V306	item2403	item2403	discrete	numeric	
V307	item2404	item2404	discrete	numeric	
V308	item2405	item2405	discrete	numeric	
V309	item2406	item2406	discrete	numeric	
V310	item2407	item2407	discrete	numeric	
V311	item2408	item2408	discrete	numeric	
V312	item2501	item2501	discrete	numeric	
V313	item2502	item2502	discrete	numeric	

ID	Name	Label	Type	Format	Question
V314	item2601	item2601	discrete	numeric	
V315	item2602	item2602	discrete	numeric	
V316	item2603	item2603	discrete	numeric	
V317	item2604	item2604	discrete	numeric	
V318	item2605	item2605	discrete	numeric	
V319	item2606	item2606	discrete	numeric	
V320	item2607	item2607	discrete	numeric	
V321	item2608	item2608	discrete	numeric	
V322	item2609	item2609	discrete	numeric	
V323	item2610	item2610	discrete	numeric	
V324	item2611	item2611	discrete	numeric	
V325	item2701	item2701	discrete	numeric	
V326	item2702	item2702	discrete	numeric	
V327	item2703	item2703	discrete	numeric	
V328	item2704	item2704	discrete	numeric	
V329	item2801	item2801	discrete	numeric	
V330	item2802	item2802	discrete	numeric	
V331	item2803	item2803	discrete	numeric	
V332	item2804	item2804	discrete	numeric	
V333	item2805	item2805	discrete	numeric	
V334	item2806	item2806	discrete	numeric	
V335	item2807	item2807	discrete	numeric	
V336	item2808	item2808	discrete	numeric	
V337	item2809	item2809	discrete	numeric	
V338	item2810	item2810	discrete	numeric	
V339	item2811	item2811	discrete	numeric	
V340	item2812	item2812	discrete	numeric	
V341	item2813	item2813	discrete	numeric	
V342	item2814	item2814	discrete	numeric	
V343	item2815	item2815	discrete	numeric	
V344	item2816	item2816	discrete	numeric	
V345	item2901	item2901	discrete	numeric	
V346	item2902	item2902	discrete	numeric	
V347	item2903	item2903	discrete	numeric	
V348	item2904	item2904	discrete	numeric	
V349	item2905	item2905	discrete	numeric	
V350	item2906	item2906	discrete	numeric	
V351	item2907	item2907	discrete	numeric	
V352	b2	B02. In which language was the assessment conducted?	discrete	numeric	
V353	b3	B03. Outcome of the child assessment.	discrete	numeric	

QP4G_Child_Attendance_Records_Endline

Content	Data from Child Attendance records
Cases	3083
Variable(s)	26
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V354	a1	A01. Surveyor code	discrete	character	
V355	a5	A05. Child ID	discrete	character	
V356	a6	A06. Confirm Child ID	discrete	character	
V357	a9	A09. ID of the school	discrete	character	
V358	b1	B01. Permission given by school head to begin?	discrete	numeric	
V359	filter1	Filter1. Does school have Pupil's Attendance Register or record for the first te	discrete	numeric	
V360	c1_weeks	C1.1. Total number of weeks spent in the first term.	discrete	numeric	
V361	sa1a	Total number of active school days in term one of 2016/2017 school year	contin	numeric	
V362	c2_national_holiday	C2_national_holiday	discrete	character	
V363	c2_school_holiday	C2.2. Number of school-related holidays observed during the first term.	discrete	numeric	
V364	c3	C3. Was there a period during the first term in which attendance was neither rec	discrete	numeric	
V365	c4	C4. How many days within the first term was attendance neither recorded nor comp	contin	numeric	
V366	c5	C5. Was \${A7} ever absent from school for 14 days or more in a row during the f	discrete	numeric	
V367	c6	C6. How many days (i.e., 14 days or more in a row) within the first term was \${	contin	numeric	
V368	sa1b	Total school attendance in term one of 2016/2017 school year	contin	numeric	
V369	filter2	Filter2. Does school have Pupil's Attendance Register or record for the second t	discrete	numeric	
V370	d1_weeks	D1.1. Total number of weeks spent in the second term.	discrete	numeric	
V371	sa2a	Total number of active school days in term two of 2016/2017 school year	contin	numeric	
V372	d2_national_holiday	D2_national_holiday	discrete	character	
V373	d2_school_holiday	D2.2. Number of school-related holidays observed during the second term.	discrete	numeric	
V374	d3	D3. Was there a period during the second term in which attendance was neither re	discrete	numeric	
V375	d4	D4. How many days within the second term was attendance neither recorded nor com	contin	numeric	

ID	Name	Label	Type	Format	Question
V376	d5	D5. Was \${A7} ever absent from school for 14 days or more in a row during the s	discrete	numeric	
V377	d6	D6. How many days (i.e., 14 days or more in a row) within the second term was \$	contin	numeric	
V378	sa2b	Total school attendance in term two of 2016/2017 school year	contin	numeric	
V379	b2	B02. Outcome of the class attendance recording.	discrete	numeric	

QP4G_Environmental_Scan_Endline

Content	Data from Classroom Observation module
Cases	413
Variable(s)	30
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V380	a1	A01. Videographer code	contin	numeric	
V381	a4	A04. Teacher ID	contin	numeric	
V382	a10	A10. Type of school [1= PRIVATE; 2 = PUBLIC]	discrete	character	
V383	a11	A11. KG class as at follow-up I	discrete	character	
V384	a11_confirm	A11.1. Please confirm whether the teacher is still in the same class as indicate	discrete	numeric	
V385	b1	B01. Do you agree for the video taping to be conducted?	discrete	numeric	
V386	c1	C01. In which class was the classroom observation (including the video recording	discrete	numeric	
V387	c2	C02. Subject being taught in class during video recording.	discrete	numeric	
V388	c2_ospec	C02.1. Please specify	discrete	character	
V389	c3	C03. Were there any problems encountered during videotaping?	discrete	numeric	
V390	c4	C04. What were the problems encountered during videotaping?	discrete	character	
V391	c4_ospec	C04.1. Please specify	discrete	character	
V392	d1	D01. How many teachers are in the classroom?	discrete	numeric	
V393	d2	D02.The classroom is:	discrete	numeric	
V394	d3	D03. What is the seating arrangement in the classroom?	discrete	numeric	
V395	d4	D04. Approximately how many childrens are in the classroom?	discrete	numeric	
V396	d5	D05. The majority of childrens are on:	discrete	numeric	
V397	d6_a	D06.a. Are children wearing uniforms?	discrete	numeric	
V398	d6_b	D06.b. Are there writing materials in the classroom? (e.g., pencils, chalk, pape	discrete	numeric	
V399	d6_c	D06.c. Are there books in the classroom?	discrete	numeric	
V400	d6_d	D06.d. Is there adequate seating space for all childrens?	discrete	numeric	
V401	d6_e	D06.e. Is there adequate writing space for all childrens?	discrete	numeric	
V402	d6_f	D06.f. Does outside noise affect communication?	discrete	numeric	
V403	d6_g	D06.g. Does the classroom have a blackboard?	discrete	numeric	
V404	d6_h	D06.h. Are there charts/posters displayed in classroom?	discrete	numeric	
V405	d6_i	D06.i. Is there a chair and/or table for teacher in classroom?	discrete	numeric	
V406	d6_j	D06.j. Is there adequate lighting in the classroom?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V407	d6_k	D06.k. Childrens participate in classroom management activities (such as cleanin	discrete	numeric	
V408	b5	B05. Outcome of this questionnaire.	discrete	numeric	
V409	submissiondate	Date/time submitted	discrete	character	

QP4G_Teacher_Attendance_Records_Endline

Content	Data from Teacher Attendance records
Cases	326
Variable(s)	27
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V410	a5	A05. Teacher ID	discrete	character	
V411	a6	A06. Confirm Teacher ID	discrete	character	
V412	a8	A08. District name	discrete	character	
V413	a9	A09. ID of the school	discrete	character	
V414	b1	B01. Permission given by school head to begin?	discrete	numeric	
V415	filter1	Filter1. Does school have Teacher's Attendance Book or record for the first term	discrete	numeric	
V416	c1_weeks	C1.1. Total number of weeks spent in the first term.	discrete	numeric	
V417	sa1a	Total number of active school days in term one of 2016/2017 school year	discrete	numeric	
V418	c2_national_holiday	C2_national_holiday	discrete	character	
V419	c2_school_holiday	C2.2. Number of school-related holidays observed during the first term.	discrete	numeric	
V420	c3	C3. Was there a period during the first term in which attendance was neither rec	discrete	numeric	
V421	c4	C4. How many days within the first term was attendance neither recorded nor comp	contin	numeric	
V422	c5	C5. Was \${A7} ever absent from school for 14 days or more in a row during the f	discrete	numeric	
V423	c6	C6. How many days (i.e., 14 days or more in a row) within the first term was \${	contin	numeric	
V424	sa1b	Total school attendance in term one of 2016/2017 school year	contin	numeric	
V425	filter2	Filter2. Does school have Teacher's Attendance Book or record for the second ter	discrete	numeric	
V426	d1_weeks	D1.1. Total number of weeks spent in the second term.	discrete	numeric	
V427	sa2a	Total number of active school days in term two of 2016/2017 school year	contin	numeric	
V428	d2_national_holiday	D2_national_holiday	discrete	character	
V429	d2_school_holiday	D2.2. Number of school-related holidays observed during the second term.	discrete	numeric	
V430	d3	D3. Was there a period during the second term in which attendance was neither re	discrete	numeric	
V431	d4	D4. How many days within the second term was attendance neither recorded nor com	contin	numeric	

ID	Name	Label	Type	Format	Question
V432	d5	D5. Was \${A7} ever absent from school for 14 days or more in a row during the s	discrete	numeric	
V433	d6	D6. How many days (i.e., 14 days or more in a row) within the second term was \$	contin	numeric	
V434	sa2b	Total school attendance in term two of 2016/2017 school year	contin	numeric	
V435	b2	B02. Outcome of the class attendance recording.	discrete	numeric	
V436	b2_ospec	B02.1. Please specify	discrete	character	

QP4G_Teacher_Survey_Endline

Content	Data from Endline Teacher Survey
Cases	431
Variable(s)	148
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	Name	Label	Type	Format	Question
V437	a1	A01. Interviewer code	contin	numeric	
V438	a4	A04. Interview date	discrete	character	
V439	a5	A05. Teacher ID	contin	numeric	
V440	a6	A06. Confirm Teacher ID	contin	numeric	
V441	a8	A08. ID of the School	discrete	character	
V442	a9_1	A09.1 Is the teacher currently in the same school as at follow up I?	discrete	numeric	
V443	a10	A10. Type of school [1= PRIVATE; 2 = PUBLIC]	discrete	character	
V444	a11	A11. KG class as at follow-up I	discrete	character	
V445	a11_confirm	A11.1. Please confirm whether the teacher is still in the same class as indicate	discrete	numeric	
V446	FUP11_class	A11.2. If no, what is the current class of the teacher?	discrete	numeric	
V447	b1	B01. Do you agree to participate in this survey?	discrete	numeric	
V448	int_before	Were you interviewed by an IPA Surveyor during the third term of the 2015/2016 a	discrete	numeric	
V449	c4	C04. Sex of kindergarten teacher	discrete	numeric	
V450	c5	C05. How old are you?	contin	numeric	
V451	c6_years	C06.1 Years	contin	numeric	
V452	c6_months	C06.2 Months	discrete	numeric	
V453	c6_yr	C6_yr	discrete	character	
V454	c6_fullyear	C6_fullyear	discrete	character	
V455	c7_years	C07.1 Years	contin	numeric	
V456	c7_months	C07.2 Months	discrete	numeric	
V457	c8	C08. What is the highest level of education that you have completed?	discrete	numeric	
V458	c9	C09. Do you have any education or training (e.g. seminars or workshops) in early	discrete	numeric	
V459	c10	C10. What is the highest level of qualification in early childhood development	discrete	numeric	
V460	c10_ospec	C10.1. Please specify	discrete	character	
V461	g1	G01. Is your teaching position temporary (will end in months to a year) or perma	discrete	numeric	
V462	g2	G02. Apart from this school, do you work as a teacher at another school?	discrete	numeric	

ID	Name	Label	Type	Format	Question
V463	g3	G03. If YES: Please indicate in how many other schools you work as a teacher.	discrete	numeric	
V464	g4	G04.What class do you currently teach in this school?	discrete	character	
V465	g5_nursery	G05.1. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V466	g5_kg1	G05.2. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V467	g5_kg2	G05.3. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V468	g5_comkg	G05.4. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V469	g5_class1	G05.4. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V470	g5_class2	G05.4. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V471	g5_class3	G05.4. How many children (i.e., class size) are you primarily responsible for ev	contin	numeric	
V472	g6_a	G06.a. How many hours per week are you required/expected to be at school and wor	contin	numeric	
V473	g6_b	G06.b. How many hours per week are you required/expected to be outside of school	discrete	numeric	
V474	g7_a	G07.a. On average, what percentage of daily class time is spent on Administrativ	contin	numeric	
V475	g7_b	G07.b.On average, what percentage of daily class time is spent on Keeping order	contin	numeric	
V476	g7_c	G07.c. On average, what percentage of daily class time is spent on Actual teachi	contin	numeric	
V477	g8	G08. How frequently are you supposed to be paid your salary?	discrete	numeric	
V478	g9	G09. How frequently are you actually paid on time?	discrete	numeric	
V479	g10	G10. Do you currently work for monetary compensation outside of your teaching po	discrete	numeric	
V480	g11	G11. If YES, about how many hours a week do you work in this other job?	contin	numeric	
V481	g12	G12. In the last year, did you do any job outside your teaching position in this	discrete	numeric	
V482	g13	G13.If YES: On the average, how many hours a week did you work in this job? DO N	contin	numeric	
V483	g14	G14.What is your salary per month? DO NOT PROMPT.	discrete	numeric	
V484	g15	G15.How much bonus/extra money do you receive from parents€™ contribution per ter	contin	numeric	
V485	g16	G16. How do you rate the quality of supervision that you receive from your schoo	discrete	numeric	
V486	g17_a	G17.a. Classes are too large	discrete	numeric	
V487	g17_b	G17.b. Classes are taught by inexperienced or poorly trained teachers	discrete	numeric	
V488	g17_c	G17.c. Lack of financial resources to create good environment for teachers and c	discrete	numeric	
V489	g17_d	G17.d. The school head has unrealistically high expectations of its teachers	discrete	numeric	
V490	g17_e	G17.e. The school changes curriculum too often	discrete	numeric	
V491	g17_f	G17.f. The school uses curriculum that are too difficult for the children	discrete	numeric	
V492	g17_g	G17.g. The parents in the community place demands on teachers that are too high	discrete	numeric	

ID	Name	Label	Type	Format	Question
V493	g18_a	G18.a. How much do parents support your work as a teacher by helping their child	discrete	numeric	
V494	g18_b	G18.b. How much do parents support your work as a teacher by sharing your values	discrete	numeric	
V495	g18_c	G18.c. How much do parents support your work as a teacher by helping their child	discrete	numeric	
V496	g18_d	G18.d. How much do parents support your work as a teacher by visiting school to	discrete	numeric	
V497	g18_e	G18.e. How much do parents support your work as a teacher by expecting their chil	discrete	numeric	
V498	g18_f	G18.f. How much do parents support your work as a teacher by expecting their chi	discrete	numeric	
V499	g18_g	G18.g. How much do parents support your work as a teacher by participating in th	discrete	numeric	
V500	g19	G19. How much respect do the parents and leaders of this community have for teac	discrete	numeric	
V501	g20	G20. In your opinion, how much are teachers valued by the citizens and leaders o	discrete	numeric	
V502	h1_a	H01.a. How often during the past one month have you been lacking in energy?	discrete	numeric	
V503	h1_b	H01.b. How often during the past one month have you felt that you have lost inter	discrete	numeric	
V504	h1_c	H01.c. How often during the past one month have you felt that you have lost confi	discrete	numeric	
V505	h1_d	H01.d. How often during the past one month have you felt hopeless?	discrete	numeric	
V506	h1_e	H01.e. How often during the past one month have you felt that you have difficult	discrete	numeric	
V507	h1_f	H01.f. How often during the past one month have you felt that you have lost weig	discrete	numeric	
V508	h1_g	H01.g. How often during the past one month have you been waking early?	discrete	numeric	
V509	h1_h	H01.h. How often during the past one month have you felt slowed up?	discrete	numeric	
V510	h1_i	H01.i. How often during the past one month have you tended to feel worse in the	discrete	numeric	
V511	h1_j	H01.j. How often during the past one month have you felt very anxious?	discrete	numeric	
V512	h1_k	H01.k. How often during the past one month have you been worrying a lot?	discrete	numeric	
V513	h1_l	H01.l. How often during the past one month have you been irritable?	discrete	numeric	
V514	h1_m	H01.m. How often during the past one month have you been having difficulty relax	discrete	numeric	
V515	h1_n	H01.n. How often during the past one month have you been sleeping poorly?	discrete	numeric	
V516	h1_o	H01.o. How often during the past one month have you been having headaches or nec	discrete	numeric	
V517	h1_p	H01.p. How often during the past one month have you been having any of the follo	discrete	numeric	
V518	h1_q	H01.q. How often during the past one month have you been worrying about your hea	discrete	numeric	
V519	h1_r	H01.r. How often during the past one month have you been having difficulty falli	discrete	numeric	
V520	h2_a	H02.a. How much children can learn in school is primarily determined by their ab	discrete	numeric	

ID	Name	Label	Type	Format	Question
V521	h2_b	H02.b.If the children have not learned discipline at home, there is not much the	discrete	numeric	
V522	h2_c	H02.c. A teacher cannot do much to improve children's achievements if they have	discrete	numeric	
V523	h2_d	H02.d.It is practically impossible for a teacher to motivate a child for academi	discrete	numeric	
V524	h2_e	H02.e.Good teaching is more important to children engagement in schoolwork than	discrete	numeric	
V525	h3_a	H03.a. I am motivated to help children learn to read and write.	discrete	numeric	
V526	h3_b	H03.b. I question my school's approach to teaching children reading and writing.	discrete	numeric	
V527	h3_c	H03.c. I am motivated to help children learn math.	discrete	numeric	
V528	h3_d	H03.d. I strongly agree with my school's goals for the children.	discrete	numeric	
V529	h3_e	H03.e. I am motivated to help children develop well emotionally (i.e., feel good	discrete	numeric	
V530	h3_f	H03.f. I enjoy teaching most days.	discrete	numeric	
V531	h3_g	H03.g. I am motivated to help children develop well socially (i.e., behave well,	discrete	numeric	
V532	h3_h	H03.h. I question my school's approach to helping children develop socially.	discrete	numeric	
V533	h3_i	H03.i. I have clear personal goals as a teacher	discrete	numeric	
V534	h4	H04. Which of the following do you consider the most important thing to you in y	discrete	numeric	
V535	h4_ospec	H04.1. Please specify	discrete	character	
V536	h5_a	a. I am satisfied with my job at this school	discrete	numeric	
V537	h5_b	b. I am satisfied with my decision to be a teacher	discrete	numeric	
V538	h5_c	c. I want to transfer to another school	discrete	numeric	
V539	h5_d	d. I want to leave the teaching profession	discrete	numeric	
V540	h6_a	a. Other teachers are satisfied with their job at this school	discrete	numeric	
V541	h6_b	b. Other teachers are satisfied with their decision to be a teacher in this scho	discrete	numeric	
V542	h6_c	c. Other teachers in this school want to transfer to another school	discrete	numeric	
V543	h6_d	d. Other teachers in this school want to leave the teaching profession	discrete	numeric	
V544	h7_1	H07.1. I feel emotionally drained from my work.	discrete	numeric	
V545	h7_2	H07.2. I feel used up at the end of the workday.	discrete	numeric	
V546	h7_3	H07.3. I feel fatigued when I get up in the morning and have to face another day	discrete	numeric	
V547	h7_4	H07.4. I can easily understand how my school children feel about things.	discrete	numeric	
V548	h7_5	H07.5. I feel I treat some school children as if they were impersonal objects	discrete	numeric	
V549	h7_6	H07.6. Working with people all day is really a strain on me.	discrete	numeric	
V550	h7_7	H07.7. I deal very effectively with the problems of my school children.	discrete	numeric	
V551	h7_8	H07.8. I feel burned out from my work.	discrete	numeric	
V552	h7_9	H07.9. I feel I'm positively influencing other people's lives through my work.	discrete	numeric	
V553	h7_10	H07.10. I've become more cold toward people since I took this job.	discrete	numeric	
V554	h7_11	H07.11. I worry that this job is hardening me emotionally.	discrete	numeric	
V555	h7_12	H07.12. I feel very energetic.	discrete	numeric	

ID	Name	Label	Type	Format	Question
V556	h7_13	H07.13. I feel frustrated by my job.	discrete	numeric	
V557	h7_14	H07.14. I feel I'm working too hard on my job.	discrete	numeric	
V558	h7_15	H07.15. I don't really care what happens to some school children.	discrete	numeric	
V559	h7_16	H07.16. Working with people directly puts too much stress on me.	discrete	numeric	
V560	h7_17	H07.17. I can easily create a relaxed atmosphere with my school children.	discrete	numeric	
V561	h7_18	H07.18. I feel excited after working closely with my school children.	discrete	numeric	
V562	h7_19	H07.19. I have accomplished many worthwhile things in this job.	discrete	numeric	
V563	h7_20	H07.20. I feel like I'm at the end of my rope.	discrete	numeric	
V564	h7_21	H07.21. In my work, I deal with emotional problems very calmly.	discrete	numeric	
V565	j1_a	J01_a. I know about children's needs as they grow and develop?	discrete	numeric	
V566	j1_b	J01_b. I encourage children to recognize letters or words?	discrete	numeric	
V567	j1_c	J01_c. I encourage children to recognize numbers or shapes?	discrete	numeric	
V568	j1_d	J01_d. I work with families to set individual plans and goals for children?	discrete	numeric	
V569	j1_e	J01_e. I provide materials for play and learning?	discrete	numeric	
V570	j1_f	J01_f. I measure children's development over time to determine how they're doing	discrete	numeric	
V571	j2_a	J02_a. I help children to build relationships with peers and adults?	discrete	numeric	
V572	j2_b	J02_b. I help children learn to control their behavior?	discrete	numeric	
V573	j2_c	J02_c. I encourage children to express thoughts and feelings?	discrete	numeric	
V574	j2_d	J02_d. I help children resolve conflicts with other children?	discrete	numeric	
V575	j2_e	J02_e. I discipline and/or behavior guidance styles match the parents?	discrete	numeric	
V576	j3_a	J03_a. I consider parents' goals, ideas, and suggestions when caring for children	discrete	numeric	
V577	j3_b	J03_b. I be willing to work with parents about their work schedules?	discrete	numeric	
V578	j3_c	J03_c. I include families in decision-making for the child's education?	discrete	numeric	
V579	j3_d	J03_d. I care about the entire family, not just the child?	discrete	numeric	
V580	j3_e	J03_e. I connect families to outside or community resources?	discrete	numeric	
V581	b2	B02. Outcome of this questionnaire.	discrete	numeric	
V582	b2_ospec	B2.1. Please specify	discrete	character	
V583	b3	B03. If refused, why?	discrete	numeric	
V584	b4	B04. Why is the questionnaire incomplete?	discrete	character	

QP4G_TIPPS_Endline

Content

Cases 347

Variable(s) 57

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	Name	Label	Type	Format	Question
V585	a4	A04. Teacher ID	contin	numeric	
V586	a7	A07. District name	discrete	character	
V587	a8	A08. School ID	discrete	character	
V588	a10	A10. KG Class	discrete	character	
V589	a11	A11. Type of school	discrete	character	
V590	a12	A12. Subject being taught in class	discrete	character	
V591	b1_a	b1_a	discrete	numeric	
V592	b1_b	b1_b	discrete	numeric	
V593	b1_c	b1_c	discrete	numeric	
V594	b1_d	b1_d	discrete	numeric	
V595	b1_e	b1_e	discrete	numeric	
V596	b2_a	b2_a	discrete	numeric	
V597	b2_b	b2_b	discrete	numeric	
V598	b2_c	b2_c	discrete	numeric	
V599	b2_d	b2_d	discrete	numeric	
V600	b2_e	b2_e	discrete	numeric	
V601	b2_f	b2_f	discrete	numeric	
V602	b2_g	b2_g	discrete	numeric	
V603	b2_h	b2_h	discrete	numeric	
V604	c1_a	c1_a	discrete	numeric	
V605	c1_b	c1_b	discrete	numeric	
V606	c2_a	c2_a	discrete	numeric	
V607	c2_b	c2_b	discrete	numeric	
V608	c3_a	c3_a	discrete	numeric	
V609	c3_b	c3_b	discrete	numeric	
V610	c4_a	c4_a	discrete	numeric	
V611	c4_b	c4_b	discrete	numeric	
V612	c5_a	c5_a	discrete	numeric	

ID	Name	Label	Type	Format	Question
V613	c5_b	c5_b	discrete	numeric	
V614	c6_a	c6_a	discrete	numeric	
V615	c6_b	c6_b	discrete	numeric	
V616	c7_a	c7_a	discrete	numeric	
V617	c7_b	c7_b	discrete	numeric	
V618	c8_a	c8_a	discrete	numeric	
V619	c8_b	c8_b	discrete	numeric	
V620	c9_a	c9_a	discrete	numeric	
V621	c9_b	c9_b	discrete	numeric	
V622	c10_a	c10_a	discrete	numeric	
V623	c10_b	c10_b	discrete	numeric	
V624	c11_a	c11_a	discrete	numeric	
V625	c11_b	c11_b	discrete	numeric	
V626	c12_a	c12_a	discrete	numeric	
V627	c12_b	c12_b	discrete	numeric	
V628	c13_a	c13_a	discrete	numeric	
V629	c13_b	c13_b	discrete	numeric	
V630	c14_a	c14_a	discrete	numeric	
V631	c14_b	c14_b	discrete	numeric	
V632	c15_a	c15_a	discrete	numeric	
V633	c15_b	c15_b	discrete	numeric	
V634	c16_a	c16_a	discrete	numeric	
V635	c16_b	c16_b	discrete	numeric	
V636	c17_a	c17_a	discrete	numeric	
V637	c17_b	c17_b	discrete	numeric	
V638	c18_a	c18_a	discrete	numeric	
V639	c18_b	c18_b	discrete	numeric	
V640	c19_a	c19_a	discrete	numeric	
V641	c19_b	c19_b	discrete	numeric	

A03. Interview date (a3)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Continuous	Valid cases: 2787
Format: numeric	Invalid: 0
Width: 5	Minimum: 19867
Decimals: 0	Maximum: 21006
Range: 19867-21006	

A04. Caregiver ID (ida4_FU)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2787
Format: character	Invalid: 0
Width: 8	

A05. Confirm Caregiver ID (a5)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2787
Format: character	Invalid: 0
Width: 8	

A07. Primary caregiver's gender (a7)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2787
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

District name (a11)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2787
Format: character	Invalid: 0
Width: 10	

School ID (School_ID)

File: QP4G_Caregiver_Survey_Endline

Overview

School ID (School_ID)

File: QP4G_Caregiver_Survey_Endline

Type: Discrete
Format: character
Width: 4

Valid cases: 2787
Invalid: 0

A16. INTERVIEWER: How many children do you have listed in \${A13} for \${A6}? (a16)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2787
Invalid: 0
Minimum: 1
Maximum: 5

A17.1. Child ID (a17_1)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 7

Valid cases: 2787
Invalid: 0

A17.2. Child ID (a17_2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 7

Valid cases: 190
Invalid: 0

A17.3. Child ID (a17_3)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 7

Valid cases: 5
Invalid: 0

A17.4. Child ID (a17_4)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 7

Valid cases: 5
Invalid: 0

A17.5. Child ID (a17_5)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 5
 Invalid: 0

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2787
 Invalid: 0
 Minimum: 1
 Maximum: 2

C01. Were you interviewed by an IPA Surveyor in Oct./Nov. 2016 on phone regardin (c1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 1
 Maximum: 2

C02. Is primary caregiver same as follow-up I primary caregiver or as provided i (c2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 1
 Maximum: 2

C03. What is your relationship to \${A18_1}? (c3)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2564
 Invalid: 223
 Minimum: 1
 Maximum: 14

C04.1 For how many years have you been the primary caregiver of $\{A18_1\}$? (c4_1)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2559
Format: numeric	Invalid: 228
Width: 2	Minimum: 0
Decimals: 0	Maximum: 12
Range: 0-12	

C04.2 For how many months have you been the primary caregiver of $\{A18_1\}$? (c4_2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2476
Format: numeric	Invalid: 311
Width: 2	Minimum: 0
Decimals: 0	Maximum: 11
Range: 0-11	

C05. What is your age? (c5)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Continuous	Valid cases: 2541
Format: numeric	Invalid: 246
Width: 2	Minimum: 17
Decimals: 0	Maximum: 80
Range: 17-80	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2563
Format: numeric	Invalid: 224
Width: 4	Minimum: -999
Decimals: 0	Maximum: 12
Range: -999-13	

C07. What are the two main languages you use to communicate with $\{A18_1\}$ at ho (c7)

File: QP4G_Caregiver_Survey_Endline

Overview

C07. What are the two main languages you use to communicate with $\{A18_1\}$ at ho (c7)

File: QP4G_Caregiver_Survey_Endline

Type: Discrete

Format: character

Width: 8

Valid cases: 2563

Invalid: 0

C7_1. English (c7_1)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 2563

Invalid: 224

Minimum: 0

Maximum: 1

C7_2. Basare (c7_2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 2563

Invalid: 224

Minimum: 0

Maximum: 1

C7_3. Builsa or Buli (c7_3)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 2563

Invalid: 224

Minimum: 0

Maximum: 1

C7_4. Busanga (c7_4)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-1

Valid cases: 2563

Invalid: 224

Minimum: 0

Maximum: 1

C7_5. Chamba (c7_5)

File: QP4G_Caregiver_Survey_Endline

C7_5. Chamba (c7_5)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_6. Dagaare, Wale (c7_6)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_7. Dagbane, Damba (c7_7)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_8. Dangme, Krobo, Larteh (c7_8)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_9. Ewe (c7_9)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_10. Frafra/Grusi (c7_10)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_12. Ga (c7_12)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_13. Gonja (c7_13)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_14. Hausa (c7_14)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_15. Kotokoli (c7_15)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_16. Kusasi or Kusal (c7_16)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_17. Sissala (c7_17)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C7_18. Twi, Fanti, Nzema, Efutu, Bono (c7_18)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

(c07_1_ospec)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 12

Valid cases: 60
 Invalid: 0

C7_11. Fulani (c7_11)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2563
 Invalid: 224
 Minimum: 0
 Maximum: 1

C08. What is your marital status? (c8)

File: QP4G_Caregiver_Survey_Endline

C08. What is your marital status? (c8)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2563
Format: numeric	Invalid: 224
Width: 4	Minimum: -999
Decimals: 0	Maximum: 7
Range: -999-7	

1. In what year was \${A18_1} born? (c9_1)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2551
Format: numeric	Invalid: 236
Width: 4	Minimum: 2005
Decimals: 0	Maximum: 2013
Range: 2005-2013	

2. In what month was \${A18_1} born? (c9_2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2487
Format: numeric	Invalid: 300
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-12	

C10. How old was \${A18_1} at his/her last birthday? (c10)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2558
Format: numeric	Invalid: 229
Width: 2	Minimum: 4
Decimals: 0	Maximum: 12
Range: 4-12	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2564
Format: numeric	Invalid: 223
Width: 4	Minimum: -222
Decimals: 0	Maximum: 8
Range: -222-8	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2464
Format: numeric	Invalid: 323
Width: 4	Minimum: 1
Decimals: 0	Maximum: 3
Range: -222-3	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2463
Format: numeric	Invalid: 324
Width: 4	Minimum: -222
Decimals: 0	Maximum: 3
Range: -222-3	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2463
Format: numeric	Invalid: 324
Width: 4	Minimum: -222
Decimals: 0	Maximum: 2
Range: -222-2	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2463
Format: numeric	Invalid: 324
Width: 4	Minimum: -222
Decimals: 0	Maximum: 4
Range: -222-4	

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2463
Invalid: 324
Minimum: -222
Maximum: 4

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2464
Invalid: 323
Minimum: 1
Maximum: 2

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2463
Invalid: 324
Minimum: -222
Maximum: 3

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2463
Invalid: 324
Minimum: -222
Maximum: 4

D10. Does any household member own a working bicycle, motor cycle, or car? (d10)

File: QP4G_Caregiver_Survey_Endline

Overview

D10. Does any household member own a working bicycle, motor cycle, or car? (d10)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2463
Invalid: 324
Minimum: -222
Maximum: 3

How much income do you earn from wages and/or salaries in a normal work day? (d11)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Continuous
Format: numeric
Width: 3
Decimals: 0
Range: 0-500

Valid cases: 1845
Invalid: 942
Minimum: 0
Maximum: 500

Now I am going to ask you about the total household income for all the persons i (d12)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-7000

Valid cases: 1222
Invalid: 1565
Minimum: 0
Maximum: 7000

You may not be able to give us an exact figure for your total household income, (d13)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-5

Valid cases: 754
Invalid: 2033
Minimum: 1
Maximum: 5

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2472
Invalid: 315
Minimum: 1
Maximum: 2

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 374
Invalid: 2413
Minimum: 1
Maximum: 3

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2472
Invalid: 315
Minimum: 1
Maximum: 2

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 144
Invalid: 2643
Minimum: -222
Maximum: 3

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2472
Invalid: 315
Minimum: 1
Maximum: 2

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

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 31
Invalid: 2756
Minimum: 1
Maximum: 2

F01.a. In the past 3 days, did you or any household member over 15 years of age (f1_a)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2471
Invalid: 316
Minimum: 1
Maximum: 3

F01.a(ii).If yes: Who engages in this activity with child? (f1_a_ii)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1301
Invalid: 0

F1_a_ii_1. Mother (f1_a_ii_1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1301
Invalid: 1486
Minimum: 0
Maximum: 1

F1_a_ii_2. Father (f1_a_ii_2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1301
Invalid: 1486
Minimum: 0
Maximum: 1

F1_a_ii_3. Another adult relative (f1_a_ii_3)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1301
 Invalid: 1486
 Minimum: 0
 Maximum: 1

F1_a_ii_4. Other non-relative (f1_a_ii_4)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1301
 Invalid: 1486
 Minimum: 0
 Maximum: 1

F01.b. In the past 3 days, did you or any household member over 15 years of age (f1_b)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2561
 Invalid: 226
 Minimum: 1
 Maximum: 3

F01.b(ii).If yes: Who engages in this activity with child? (f1_b_ii)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 781
 Invalid: 0

F1_b_ii_1. Mother (f1_b_ii_1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 781
 Invalid: 2006
 Minimum: 0
 Maximum: 1

F1_b_ii_2. Father (f1_b_ii_2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 781
Format: numeric	Invalid: 2006
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

F1_b_ii_3. Another adult relative (f1_b_ii_3)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 781
Format: numeric	Invalid: 2006
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

F1_b_ii_4. Other non-relative (f1_b_ii_4)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 781
Format: numeric	Invalid: 2006
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

F01.c. In the past 3 days, did you or any household member over 15 years of age (f1_c)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2560
Format: numeric	Invalid: 227
Width: 4	Minimum: 1
Decimals: 0	Maximum: 3
Range: -222-3	

F01.c(ii).If yes: Who engages in this activity with child? (f1_c_ii)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 1162
Format: character	Invalid: 0
Width: 5	

F1_c_ii_1. Mother (f1_c_ii_1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1162
 Invalid: 1625
 Minimum: 0
 Maximum: 1

F1_c_ii_2. Father (f1_c_ii_2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1162
 Invalid: 1625
 Minimum: 0
 Maximum: 1

F1_c_ii_3. Another adult relative (f1_c_ii_3)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1162
 Invalid: 1625
 Minimum: 0
 Maximum: 1

F1_c_ii_4. Other non-relative (f1_c_ii_4)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1162
 Invalid: 1625
 Minimum: 0
 Maximum: 1

F01.d. In the past 3 days, did you or any household member over 15 years of age (f1_d)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2560
 Invalid: 227
 Minimum: 1
 Maximum: 3

F01.d(ii).If yes: Who engages in this activity with child? (f1_d_ii)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 434
 Invalid: 0

F1_d_ii_1. Mother (f1_d_ii_1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 434
 Invalid: 2353
 Minimum: 0
 Maximum: 1

F1_d_ii_2. Father (f1_d_ii_2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 434
 Invalid: 2353
 Minimum: 0
 Maximum: 1

F1_d_ii_3. Another adult relative (f1_d_ii_3)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 434
 Invalid: 2353
 Minimum: 0
 Maximum: 1

F1_d_ii_4. Other non-relative (f1_d_ii_4)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 434
 Invalid: 2353
 Minimum: 0
 Maximum: 1

F01.e. In the past 3 days, did you or any household member over 15 years of age (f1_e)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2560
Invalid: 227
Minimum: 1
Maximum: 3

F01.e(ii).If yes: Who engages in this activity with child? (f1_e_ii)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 1602
Invalid: 0

F1_e_ii_1. Mother (f1_e_ii_1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1602
Invalid: 1185
Minimum: 0
Maximum: 1

F1_e_ii_2. Father (f1_e_ii_2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1602
Invalid: 1185
Minimum: 0
Maximum: 1

F1_e_ii_3. Another adult relative (f1_e_ii_3)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1602
Invalid: 1185
Minimum: 0
Maximum: 1

F1_e_ii_4. Other non-relative (f1_e_ii_4)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1602
 Invalid: 1185
 Minimum: 0
 Maximum: 1

F01.f. In the past 3 days, did you or any household member over 15 years of age, (f1_f)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2560
 Invalid: 227
 Minimum: 1
 Maximum: 3

F01.f(ii).If yes: Who engages in this activity with child? (f1_f_ii)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 5

Valid cases: 1325
 Invalid: 0

F1_f_ii_1. Mother (f1_f_ii_1)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1325
 Invalid: 1462
 Minimum: 0
 Maximum: 1

F1_f_ii_2. Father (f1_f_ii_2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 1325
 Invalid: 1462
 Minimum: 0
 Maximum: 1

F1_f_ii_3. Another adult relative (f1_f_ii_3)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 1325
Format: numeric	Invalid: 1462
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

F1_f_ii_4. Other non-relative (f1_f_ii_4)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 1325
Format: numeric	Invalid: 1462
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

F02. How many children's books or picture books do you have for \$A18_1? (f2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Continuous	Valid cases: 2380
Format: numeric	Invalid: 407
Width: 2	Minimum: 0
Decimals: 0	Maximum: 40
Range: 0-40	

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

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2555
Format: numeric	Invalid: 232
Width: 4	Minimum: 1
Decimals: 0	Maximum: 4
Range: -999-4	

F04a. How many times (have/has) \$A18_1's (mother/father/both of them/{you or}) (f4a)

File: QP4G_Caregiver_Survey_Endline

Overview

F04a. How many times (have/has) \${A18_1}'s (mother/father/both of them/{you or}) (f4a)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2363
Invalid: 424
Minimum: 0
Maximum: 9

F04b. How many times (have/has) \${A18_1}'s (mother/father/both of them/{you or}) (f4b)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-15

Valid cases: 2364
Invalid: 423
Minimum: 0
Maximum: 15

F04c. How many times (have/has) \${A18_1}'s (mother/father/both of them/{you or}) (f4c)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2510
Invalid: 277
Minimum: 0
Maximum: 10

F04d. How many times (have/has) \${A18_1}'s (mother/father/both of them/{you or}) (f4d)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2540
Invalid: 247
Minimum: 0
Maximum: 9

F04e. How many times (have/has) \${A18_1}'s (mother/father/both of them/{you or}) (f4e)

File: QP4G_Caregiver_Survey_Endline

Overview

F04e. How many times (have/has) \${A18_1}'s (mother/father/both of them/{you or}) (f4e)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2470
Invalid: 317
Minimum: 0
Maximum: 9

F05a. Does \${A18_1} play with homemade toys (such as dolls, cars, or other toys) (f5a)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2559
Invalid: 228
Minimum: 1
Maximum: 3

F05b. Does \${A18_1} play with toys from a shop or manufactured toys? (f5b)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2559
Invalid: 228
Minimum: 1
Maximum: 3

F05c. Does \${A18_1} play with household objects (such as bowls or pots)? (f5c)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2556
Invalid: 231
Minimum: 1
Maximum: 3

F05d. Does \${A18_1} play with objects found outside (such as sticks, rocks, and) (f5d)

File: QP4G_Caregiver_Survey_Endline

Overview

F05d. Does $\{A18_1\}$ play with objects found outside (such as sticks, rocks, and) (f5d)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2560
Invalid: 227
Minimum: 1
Maximum: 3

F05e. Does $\{A18_1\}$ play with any drawing or writing materials? (f5e)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2535
Invalid: 252
Minimum: 1
Maximum: 3

F05f. Does $\{A18_1\}$ play with any puzzles (even a two piece puzzle counts)? (f5f)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2559
Invalid: 228
Minimum: 1
Maximum: 3

F06. Did you or any other adults in your household attend any PTA meeting in $\{$ (f6)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 167
Invalid: 2620
Minimum: 1
Maximum: 2

F07. Did you or any other adults in your household attend any PTA meeting in $\{$ (f7)

File: QP4G_Caregiver_Survey_Endline

Overview

F07. Did you or any other adults in your household attend any PTA meeting in \${ (f7)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 90
Invalid: 2697
Minimum: 1
Maximum: 2

F08. (If yes to F07): How many PTA meetings in \${A18_1}'s school did you or any (f8)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 26
Invalid: 2761
Minimum: 1
Maximum: 5

F09. Did you receive any flyers from \${A18_1}'s school between January and July (f9)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 167
Invalid: 2620
Minimum: 1
Maximum: 2

G05. Is \${A18_1} still enrolled in the same school as September 2016 or has (he (g5)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2558
Invalid: 229
Minimum: 1
Maximum: 2

G05.1. Why have \${A18_1} stopped going to that school? (g51)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 414
Invalid: 0

G5.1_1. School was too far from child's current locality or home (g51_1)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_2. High tuition or fees (g51_2)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_3. Extra cost of sending child to school too high (g51_3)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_4. School lacks transportation facilities (g51_4)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_5. Teachers are not well trained and/or experienced (g51_5)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_6. Performance of children in the school is poor (g51_6)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_7. Children are not allowed to play as part of learning (g51_7)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 0
Range: 0-0	

G5.1_8. School has poor infrastructure/facilities/equipment (g51_8)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_9. Poor communication between school and parents (g51_9)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_10. The school's environment is unsafe and unhealthy for my child (g51_10)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_11. Better informed about school choice criteria for my child (g51_11)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G5.1_12. Other (please specify) (g51_12)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 414
Format: numeric	Invalid: 2373
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

G05.1.1. Please specify other reason why \${A18_1} stopped going to that school? (g51_ospec)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 146
Format: character	Invalid: 0
Width: 60	

G6a. When you think about quality in a kindergarten setting, how important is it (g6a)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete	Valid cases: 2468
Format: numeric	Invalid: 319
Width: 4	Minimum: -222
Decimals: 0	Maximum: 5
Range: -222-5	

G6b. When you think about quality in a kindergarten setting, how important is it (g6b)

File: QP4G_Caregiver_Survey_Endline

Overview

G6b. When you think about quality in a kindergarten setting, how important is it (g6b)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G6c. When you think about quality in a kindergarten setting, how important is it (g6c)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G6d. When you think about quality in a kindergarten setting, how important is it (g6d)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G6e. When you think about quality in a kindergarten setting, how important is it (g6e)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G6f. When you think about quality in a kindergarten setting, how important is it (g6f)

File: QP4G_Caregiver_Survey_Endline

Overview

G6f. When you think about quality in a kindergarten setting, how important is it (g6f)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2468
Invalid: 319
Minimum: 1
Maximum: 5

G7a. When you think about quality in a kindergarten setting, how important is it (g7a)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G7b. When you think about quality in a kindergarten setting, how important is it (g7b)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G7c. When you think about quality in a kindergarten setting, how important is it (g7c)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G7d. When you think about quality in a kindergarten setting, how important is it (g7d)

File: QP4G_Caregiver_Survey_Endline

Overview

G7d. When you think about quality in a kindergarten setting, how important is it (g7d)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G7e. When you think about quality in a kindergarten setting, how important is it (g7e)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G8a. When you think about quality in a kindergarten setting, how important is it (g8a)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G8b. When you think about quality in a kindergarten setting, how important is it (g8b)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G8c. When you think about quality in a kindergarten setting, how important is it (g8c)

File: QP4G_Caregiver_Survey_Endline

Overview

G8c. When you think about quality in a kindergarten setting, how important is it (g8c)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G8d. When you think about quality in a kindergarten setting, how important is it (g8d)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

G8e. When you think about quality in a kindergarten setting, how important is it (g8e)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2468
Invalid: 319
Minimum: -222
Maximum: 5

I1_a. Please tell me if you or someone else in your household took away privilege (i1_a)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2546
Invalid: 241
Minimum: 1
Maximum: 2

I1_b. Please tell me if you or someone else in your household explained why $\$A$ (i1_b)

File: QP4G_Caregiver_Survey_Endline

Overview

I1_b. Please tell me if you or someone else in your household explained why \${A (i1_b)}

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2546
Invalid: 241
Minimum: 1
Maximum: 2

I1_c. Please tell me if you or someone else in your household shook \${A18_1} in (i1_c)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2524
Invalid: 263
Minimum: 1
Maximum: 2

I1_d. Please tell me if you or someone else in your household shouted, yelled at (i1_d)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2545
Invalid: 242
Minimum: 1
Maximum: 2

I1_e. Please tell me if you or someone else in your household gave \${A18_1} som (i1_e)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2531
Invalid: 256
Minimum: 1
Maximum: 2

I1_f. Please tell me if you or someone else in your household spanked, hit or sl (i1_f)

File: QP4G_Caregiver_Survey_Endline

Overview

I1_f. Please tell me if you or someone else in your household spanked, hit or sl (i1_f)

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2526
Invalid: 261
Minimum: 1
Maximum: 2

I1_g. Please tell me if you or someone else in your household hit \${A18_1} on t (i1_g)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2535
Invalid: 252
Minimum: 1
Maximum: 2

I1_h. Please tell me if you or someone else in your household called \${A18_1} d (i1_h)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2535
Invalid: 252
Minimum: 1
Maximum: 2

I1_i. Please tell me if you or someone else in your household hit or slapped \${ (i1_i)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2544
Invalid: 243
Minimum: 1
Maximum: 2

I1_j. Please tell me if you or someone else in your household hit or slapped \${ (i1_j)

File: QP4G_Caregiver_Survey_Endline

Overview

I1_j. Please tell me if you or someone else in your household hit or slapped \${i1_j}

File: QP4G_Caregiver_Survey_Endline

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

Valid cases: 2529
Invalid: 258
Minimum: 1
Maximum: 2

I1_k. Please tell me if you or someone else in your household beat \${A18_1} up, (i1_k)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2540
Invalid: 247
Minimum: 1
Maximum: 2

I2. Do you believe that in order to bring up, raise, or educate a child properly (i2)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2525
Invalid: 262
Minimum: 1
Maximum: 2

B05. Language used to conduct the interview (b5)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2550
Invalid: 237
Minimum: 1
Maximum: 8

B06. Outcome of this questionnaire. (b6)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 2787
Invalid: 0
Minimum: 1
Maximum: 6

B06.1. Please specify (b6_ospec)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 34

Valid cases: 18
 Invalid: 0

B7. If refused, why? (b7)

File: QP4G_Caregiver_Survey_Endline

Overview

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

Valid cases: 27
 Invalid: 2760
 Minimum: 1
 Maximum: 7

B08. If partially complete, why? (b8)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 95

Valid cases: 3
 Invalid: 0

Date/time submitted (submissiondate)

File: QP4G_Caregiver_Survey_Endline

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 2787
 Minimum: NaN
 Maximum: NaN

A05. Child ID (child_id)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3344
 Invalid: 0

A06. Confirm Child ID (child_idc)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3344
 Invalid: 0

A08. Child's sex (Child_sex)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3344
 Invalid: 0
 Minimum: 1
 Maximum: 2

A12. Type of school [1= PRIVATE; 2 = PUBLIC] (a12)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 3344
 Invalid: 0

A13. Is the child currently in the same school as in A11? (a13)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3344
 Invalid: 0
 Minimum: 0
 Maximum: 1

A14. Child's class at follow up I [ENTER KG 1; KG 2; or COMBINED KG] (a14)

File: QP4G_Child_Assessment_Endline

Overview

A14. Child's class at follow up I [ENTER KG 1; KG 2; or COMBINED KG] (a14)

File: QP4G_Child_Assessment_Endline

Type: Discrete
Format: character
Width: 11

Valid cases: 3344
Invalid: 0

A14.1. Please confirm whether the child is still in the same class as indicated (a14_confirm)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3344
Invalid: 0
Minimum: 0
Maximum: 1

A14.2. If no, what is the current class of the child? (a14_current)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 2850
Invalid: 494
Minimum: 1
Maximum: 7

B01. Permission given by child to begin? (b1)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3344
Invalid: 0
Minimum: 0
Maximum: 1

item101 (item101)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
Format: numeric
Width: 3
Decimals: 0
Range: -99-1

Valid cases: 3126
Invalid: 218
Minimum: -99
Maximum: 1

item102 (item102)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item103 (item103)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item104 (item104)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item105 (item105)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item106 (item106)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item201 (item201)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: 0
Decimals: 0	Maximum: 1
Range: -99-1	

item202 (item202)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item203 (item203)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item204 (item204)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item301 (item301)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item302 (item302)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 1807
Format: numeric	Invalid: 1537
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item401 (item401)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: 0
Decimals: 0	Maximum: 1
Range: -99-1	

item402 (item402)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item403 (item403)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item404 (item404)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item405 (item405)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item501 (item501)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item502 (item502)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item503 (item503)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item504 (item504)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item505 (item505)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item506 (item506)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item507 (item507)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item508 (item508)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item509 (item509)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item510 (item510)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item5_check (item5_check)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item511 (item511)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item512 (item512)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item513 (item513)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item514 (item514)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item515 (item515)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item516 (item516)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item517 (item517)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item518 (item518)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item519 (item519)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item520 (item520)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2952
Format: numeric	Invalid: 392
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item601 (item601)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item602 (item602)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item603 (item603)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item604 (item604)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item605 (item605)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item606 (item606)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item701 (item701)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item702 (item702)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item703 (item703)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item704 (item704)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item705 (item705)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item801 (item801)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item802 (item802)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item803 (item803)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item804 (item804)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item805 (item805)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item806 (item806)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item807 (item807)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item808 (item808)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item901 (item901)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item902 (item902)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item903 (item903)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item904 (item904)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item905 (item905)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1001 (item1001)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1101 (item1101)

File: QP4G_Child_Assessment_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 2
 Range: 0-6

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 6

item1102 (item1102)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item1103 (item1103)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item1104 (item1104)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item1201 (item1201)

File: QP4G_Child_Assessment_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-10

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 10

item1301 (item1301)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1302 (item1302)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1303 (item1303)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1304 (item1304)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1401 (item1401)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1402 (item1402)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1403 (item1403)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2742
Format: numeric	Invalid: 602
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1501 (item1501)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 2
Range: -99-2	

item1502 (item1502)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-2

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 2

item1503 (item1503)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-2

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 2

item1601 (item1601)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1602 (item1602)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1603 (item1603)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item1604 (item1604)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1605 (item1605)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item17_check (item17_check)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1701 (item1701)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 973
Format: numeric	Invalid: 2371
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1702 (item1702)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 973
Format: numeric	Invalid: 2371
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1703 (item1703)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 973
Format: numeric	Invalid: 2371
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1704 (item1704)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 973
Format: numeric	Invalid: 2371
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1705 (item1705)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 973
Format: numeric	Invalid: 2371
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1706 (item1706)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 973
Format: numeric	Invalid: 2371
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item1801 (item1801)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

item1802 (item1802)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2976
Format: numeric	Invalid: 368
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1803 (item1803)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2976
Format: numeric	Invalid: 368
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1804 (item1804)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2976
Format: numeric	Invalid: 368
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1805 (item1805)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2976
Format: numeric	Invalid: 368
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1806 (item1806)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2976
Format: numeric	Invalid: 368
Width: 1	Minimum: 0
Decimals: 0	Maximum: 2
Range: 0-2	

item1807 (item1807)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 2976
 Invalid: 368
 Minimum: 0
 Maximum: 1

item1808 (item1808)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 2976
 Invalid: 368
 Minimum: 0
 Maximum: 1

item1809 (item1809)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 2976
 Invalid: 368
 Minimum: 0
 Maximum: 1

item1901 (item1901)

File: QP4G_Child_Assessment_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-10

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 10

item1902 (item1902)

File: QP4G_Child_Assessment_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-10

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 10

item2001 (item2001)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2002 (item2002)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2003 (item2003)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2101 (item2101)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2102 (item2102)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2103 (item2103)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2104 (item2104)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2105 (item2105)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2106 (item2106)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2107 (item2107)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2108 (item2108)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2109 (item2109)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2110 (item2110)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item21_check (item21_check)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2111 (item2111)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 2612
 Invalid: 732
 Minimum: -99
 Maximum: 1

item2112 (item2112)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2612
Format: numeric	Invalid: 732
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2113 (item2113)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2612
Format: numeric	Invalid: 732
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2114 (item2114)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2612
Format: numeric	Invalid: 732
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2115 (item2115)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2612
Format: numeric	Invalid: 732
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2116 (item2116)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 2612
Format: numeric	Invalid: 732
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2117 (item2117)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 2612
 Invalid: 732
 Minimum: -99
 Maximum: 1

item2118 (item2118)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 2612
 Invalid: 732
 Minimum: -99
 Maximum: 1

item2119 (item2119)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 2612
 Invalid: 732
 Minimum: -99
 Maximum: 1

item2120 (item2120)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 2612
 Invalid: 732
 Minimum: -99
 Maximum: 1

item2201 (item2201)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2202 (item2202)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2203 (item2203)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2301 (item2301)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-4

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 4

item2401 (item2401)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2402 (item2402)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2403 (item2403)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2404 (item2404)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2405 (item2405)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2406 (item2406)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2407 (item2407)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2408 (item2408)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2501 (item2501)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 4

item2502 (item2502)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2601 (item2601)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2602 (item2602)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2603 (item2603)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2604 (item2604)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2605 (item2605)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2606 (item2606)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2607 (item2607)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -99
Decimals: 0	Maximum: 1
Range: -99-1	

item2608 (item2608)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -99-1

Valid cases: 3126
 Invalid: 218
 Minimum: -99
 Maximum: 1

item2609 (item2609)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2610 (item2610)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2611 (item2611)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2701 (item2701)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 4

item2702 (item2702)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2703 (item2703)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2704 (item2704)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 0
 Maximum: 1

item2801 (item2801)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2802 (item2802)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2803 (item2803)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2804 (item2804)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2805 (item2805)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2806 (item2806)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2807 (item2807)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2808 (item2808)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2809 (item2809)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2810 (item2810)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2811 (item2811)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2812 (item2812)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-3

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 3

item2813 (item2813)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2814 (item2814)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2815 (item2815)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2816 (item2816)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: -88
Decimals: 0	Maximum: 3
Range: -88-3	

item2901 (item2901)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete	Valid cases: 3126
Format: numeric	Invalid: 218
Width: 3	Minimum: 1
Decimals: 0	Maximum: 4
Range: -88-4	

item2902 (item2902)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-4

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 4

item2903 (item2903)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-4

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 4

item2904 (item2904)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-4

Valid cases: 3126
 Invalid: 218
 Minimum: 1
 Maximum: 4

item2905 (item2905)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-4

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 4

item2906 (item2906)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-4

Valid cases: 3126
 Invalid: 218
 Minimum: 1
 Maximum: 4

item2907 (item2907)

File: QP4G_Child_Assessment_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 3
 Decimals: 0
 Range: -88-4

Valid cases: 3126
 Invalid: 218
 Minimum: -88
 Maximum: 4

B02. In which language was the assessment conducted? (b2)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3126
 Invalid: 218
 Minimum: 1
 Maximum: 7

B03. Outcome of the child assessment. (b3)

File: QP4G_Child_Assessment_Endline

Overview

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

Valid cases: 3344
 Invalid: 0
 Minimum: 1
 Maximum: 6

A01. Surveyor code (a1)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 2

Valid cases: 3083
 Invalid: 0

A05. Child ID (a5)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3083
 Invalid: 0

A06. Confirm Child ID (a6)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 7

Valid cases: 3083
 Invalid: 0

A09. ID of the school (a9)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 4

Valid cases: 3083
 Invalid: 0

B01. Permission given by school head to begin? (b1)

File: QP4G_Child_Attendance_Records_Endline

Overview

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

Valid cases: 3083
 Invalid: 0
 Minimum: 0
 Maximum: 1

Filter1. Does school have Pupil's Attendance Register or record for the first te (filter1)

File: QP4G_Child_Attendance_Records_Endline

Overview

Filter1. Does school have Pupil's Attendance Register or record for the first te (filter1)

File: QP4G_Child_Attendance_Records_Endline

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

Valid cases: 3056
Invalid: 27
Minimum: 0
Maximum: 1

C1.1. Total number of weeks spent in the first term. (c1_weeks)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 13-17

Valid cases: 3027
Invalid: 56
Minimum: 13
Maximum: 17

Total number of active school days in term one of 2016/2017 school year (sa1a)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 56-81

Valid cases: 3027
Invalid: 56
Minimum: 56
Maximum: 81

C2_national_holiday (c2_national_holiday)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3027
Invalid: 0

C2.2. Number of school-related holidays observed during the first term. (c2_school_holiday)

File: QP4G_Child_Attendance_Records_Endline

Overview

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

Valid cases: 3027
Invalid: 56
Minimum: 0
Maximum: 3

C3. Was there a period during the first term in which attendance was neither rec (c3)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 3027
Format: numeric	Invalid: 56
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

C4. How many days within the first term was attendance neither recorded nor comp (c4)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 395
Format: numeric	Invalid: 2688
Width: 2	Minimum: 1
Decimals: 0	Maximum: 74
Range: 1-74	

C5. Was \$A7 ever absent from school for 14 days or more in a row during the f (c5)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 3027
Format: numeric	Invalid: 56
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

C6. How many days (i.e., 14 days or more in a row) within the first term was \$ (c6)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 49
Format: numeric	Invalid: 3034
Width: 2	Minimum: 14
Decimals: 0	Maximum: 47
Range: 14-47	

Total school attendance in term one of 2016/2017 school year (sa1b)

File: QP4G_Child_Attendance_Records_Endline

Overview

Total school attendance in term one of 2016/2017 school year (sa1b)

File: QP4G_Child_Attendance_Records_Endline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-80

Valid cases: 3027
Invalid: 56
Minimum: 0
Maximum: 80

Filter2. Does school have Pupil's Attendance Register or record for the second t (filter2)

File: QP4G_Child_Attendance_Records_Endline

Overview

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

Valid cases: 3056
Invalid: 27
Minimum: 0
Maximum: 1

D1.1. Total number of weeks spent in the second term. (d1_weeks)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 11-16

Valid cases: 3043
Invalid: 40
Minimum: 11
Maximum: 16

Total number of active school days in term two of 2016/2017 school year (sa2a)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 54-75

Valid cases: 3043
Invalid: 40
Minimum: 54
Maximum: 75

D2_national_holiday (d2_national_holiday)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 3043
Invalid: 0

D2.2. Number of school-related holidays observed during the second term. (d2_school_holiday)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 3043
Format: numeric	Invalid: 40
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

D3. Was there a period during the second term in which attendance was neither re (d3)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 3043
Format: numeric	Invalid: 40
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

D4. How many days within the second term was attendance neither recorded nor com (d4)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 2910
Format: numeric	Invalid: 173
Width: 2	Minimum: 7
Decimals: 0	Maximum: 70
Range: 7-70	

D5. Was \$A7 ever absent from school for 14 days or more in a row during the s (d5)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 3043
Format: numeric	Invalid: 40
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

D6. How many days (i.e., 14 days or more in a row) within the second term was \$ (d6)

File: QP4G_Child_Attendance_Records_Endline

Overview

D6. How many days (i.e., 14 days or more in a row) within the second term was \$ (d6)

File: QP4G_Child_Attendance_Records_Endline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 14-48

Valid cases: 65
Invalid: 3018
Minimum: 14
Maximum: 48

Total school attendance in term two of 2016/2017 school year (sa2b)

File: QP4G_Child_Attendance_Records_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-61

Valid cases: 3043
Invalid: 40
Minimum: 0
Maximum: 61

B02. Outcome of the class attendance recording. (b2)

File: QP4G_Child_Attendance_Records_Endline

Overview

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

Valid cases: 3083
Invalid: 0
Minimum: 2
Maximum: 4

A01. Videographer code (a1)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 11-71

Valid cases: 413
 Invalid: 0
 Minimum: 11
 Maximum: 71

A04. Teacher ID (a4)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 6
 Decimals: 0
 Range: 100131-603041

Valid cases: 413
 Invalid: 0
 Minimum: 100131
 Maximum: 603041

A10. Type of school [1= PRIVATE; 2 = PUBLIC] (a10)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 413
 Invalid: 0

A11. KG class as at follow-up I (a11)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete
 Format: character
 Width: 11

Valid cases: 413
 Invalid: 0

A11.1. Please confirm whether the teacher is still in the same class as indicate (a11_confirm)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 413
 Invalid: 0
 Minimum: 0
 Maximum: 1

B01. Do you agree for the video taping to be conducted? (b1)

File: QP4G_Environmental_Scan_Endline

B01. Do you agree for the video taping to be conducted? (b1)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 413
 Invalid: 0
 Minimum: 0
 Maximum: 1

C01. In which class was the classroom observation (including the video recording (c1)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 357
 Invalid: 56
 Minimum: 1
 Maximum: 7

C02. Subject being taught in class during video recording. (c2)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 357
 Invalid: 56
 Minimum: 1
 Maximum: 8

C02.1. Please specify (c2_ospec)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete
 Format: character
 Width: 29

Valid cases: 22
 Invalid: 0

C03. Were there any problems encountered during videotaping? (c3)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 357
 Invalid: 56
 Minimum: 0
 Maximum: 1

C04. What were the problems encountered during videotaping? (c4)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 24
Format: character	Invalid: 0
Width: 3	

C04.1. Please specify (c4_ospec)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 7
Format: character	
Width: 183	

D01. How many teachers are in the classroom? (d1)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

D02.The classroom is: (d2)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D03. What is the seating arrangement in the classroom? (d3)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D04. Approximately how many childrens are in the classroom? (d4)

File: QP4G_Environmental_Scan_Endline

D04. Approximately how many childrens are in the classroom? (d4)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-5	

D05. The majority of childrens are on: (d5)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 2
Decimals: 0	Maximum: 5
Range: 1-5	

D06.a. Are children wearing uniforms? (d6_a)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.b. Are there writing materials in the classroom? (e.g., pencils, chalk, pape (d6_b)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.c. Are there books in the classroom? (d6_c)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.d. Is there adequate seating space for all childrens? (d6_d)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.e. Is there adequate writing space for all childrens? (d6_e)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.f. Does outside noise affect communication? (d6_f)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

D06.g. Does the classroom have a blackboard? (d6_g)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.h. Are there charts/posters displayed in classroom? (d6_h)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete	Valid cases: 357
Format: numeric	Invalid: 56
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-3	

D06.i. Is there a chair and/or table for teacher in classroom? (d6_i)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 357
Invalid: 56
Minimum: 1
Maximum: 2

D06.j. Is there adequate lighting in the classroom? (d6_j)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 357
Invalid: 56
Minimum: 1
Maximum: 2

D06.k. Childrens participate in classroom management activities (such as cleanin (d6_k)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 357
Invalid: 56
Minimum: 1
Maximum: 3

B05. Outcome of this questionnaire. (b5)

File: QP4G_Environmental_Scan_Endline

Overview

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

Valid cases: 413
Invalid: 0
Minimum: 1
Maximum: 7

Date/time submitted (submissiondate)

File: QP4G_Environmental_Scan_Endline

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 413
Minimum: NaN
Maximum: NaN

A05. Teacher ID (a5)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 6

Valid cases: 326
 Invalid: 0

A06. Confirm Teacher ID (a6)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 6

Valid cases: 326
 Invalid: 0

A08. District name (a8)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 21

Valid cases: 326
 Invalid: 0

A09. ID of the school (a9)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
 Format: character
 Width: 4

Valid cases: 326
 Invalid: 0

B01. Permission given by school head to begin? (b1)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

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

Valid cases: 326
 Invalid: 0
 Minimum: 0
 Maximum: 1

Filter1. Does school have Teacher's Attendance Book or record for the first term (filter1)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Filter1. Does school have Teacher's Attendance Book or record for the first term (filter1)

File: QP4G_Teacher_Attendance_Records_Endline

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

Valid cases: 324
Invalid: 2
Minimum: 0
Maximum: 1

C1.1. Total number of weeks spent in the first term. (c1_weeks)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 14-16

Valid cases: 315
Invalid: 11
Minimum: 14
Maximum: 16

Total number of active school days in term one of 2016/2017 school year (sa1a)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 57-75

Valid cases: 315
Invalid: 11
Minimum: 57
Maximum: 75

C2_national_holiday (c2_national_holiday)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 315
Invalid: 0

C2.2. Number of school-related holidays observed during the first term. (c2_school_holiday)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

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

Valid cases: 315
Invalid: 11
Minimum: 0
Maximum: 3

C3. Was there a period during the first term in which attendance was neither rec (c3)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 315
Format: numeric	Invalid: 11
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

C4. How many days within the first term was attendance neither recorded nor comp (c4)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 121
Format: numeric	Invalid: 205
Width: 2	Minimum: 1
Decimals: 0	Maximum: 71
Range: 1-71	

C5. Was \$A7 ever absent from school for 14 days or more in a row during the f (c5)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 315
Format: numeric	Invalid: 11
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

C6. How many days (i.e., 14 days or more in a row) within the first term was \$ (c6)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 30
Format: numeric	Invalid: 296
Width: 2	Minimum: 16
Decimals: 0	Maximum: 71
Range: 16-71	

Total school attendance in term one of 2016/2017 school year (sa1b)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Total school attendance in term one of 2016/2017 school year (sa1b)

File: QP4G_Teacher_Attendance_Records_Endline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-74

Valid cases: 315
Invalid: 11
Minimum: 0
Maximum: 74

Filter2. Does school have Teacher's Attendance Book or record for the second ter (filter2)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

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

Valid cases: 324
Invalid: 2
Minimum: 0
Maximum: 1

D1.1. Total number of weeks spent in the second term. (d1_weeks)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 12-16

Valid cases: 319
Invalid: 7
Minimum: 12
Maximum: 16

Total number of active school days in term two of 2016/2017 school year (sa2a)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 54-75

Valid cases: 319
Invalid: 7
Minimum: 54
Maximum: 75

D2_national_holiday (d2_national_holiday)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete
Format: character
Width: 1

Valid cases: 319
Invalid: 0

D2.2. Number of school-related holidays observed during the second term. (d2_school_holiday)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 319
Format: numeric	Invalid: 7
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

D3. Was there a period during the second term in which attendance was neither re (d3)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 319
Format: numeric	Invalid: 7
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

D4. How many days within the second term was attendance neither recorded nor com (d4)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 299
Format: numeric	Invalid: 27
Width: 2	Minimum: 7
Decimals: 0	Maximum: 70
Range: 7-70	

D5. Was \$A7\$ ever absent from school for 14 days or more in a row during the s (d5)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 319
Format: numeric	Invalid: 7
Width: 1	Minimum: 0
Decimals: 0	Maximum: 1
Range: 0-1	

D6. How many days (i.e., 14 days or more in a row) within the second term was \$ (d6)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

D6. How many days (i.e., 14 days or more in a row) within the second term was \$ (d6)

File: QP4G_Teacher_Attendance_Records_Endline

Type: Continuous	Valid cases: 28
Format: numeric	Invalid: 298
Width: 2	Minimum: 14
Decimals: 0	Maximum: 63
Range: 14-63	

Total school attendance in term two of 2016/2017 school year (sa2b)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Continuous	Valid cases: 319
Format: numeric	Invalid: 7
Width: 2	Minimum: 0
Decimals: 0	Maximum: 46
Range: 0-46	

B02. Outcome of the class attendance recording. (b2)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

Type: Discrete	Valid cases: 326
Format: numeric	Invalid: 0
Width: 1	Minimum: 2
Decimals: 0	Maximum: 2
Range: 1-7	

B02.1. Please specify (b2_ospec)

File: QP4G_Teacher_Attendance_Records_Endline

Overview

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

A01. Interviewer code (a1)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 431
Format: numeric	Invalid: 0
Width: 2	Minimum: 11
Decimals: 0	Maximum: 71
Range: 11-71	

A04. Interview date (a4)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 9	

A05. Teacher ID (a5)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 431
Format: numeric	Invalid: 0
Width: 6	Minimum: 100131
Decimals: 0	Maximum: 603041
Range: 100131-603041	

A06. Confirm Teacher ID (a6)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 431
Format: numeric	Invalid: 0
Width: 6	Minimum: 100131
Decimals: 0	Maximum: 603041
Range: 100131-603041	

A08. ID of the School (a8)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 4	

A09.1 Is the teacher currently in the same school as at follow up I?
(a9_1)

File: QP4G_Teacher_Survey_Endline

A09.1 Is the teacher currently in the same school as at follow up I? (a9_1)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 431
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

A10. Type of school [1= PRIVATE; 2 = PUBLIC] (a10)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 1	

A11. KG class as at follow-up I (a11)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 431
Format: character	Invalid: 0
Width: 11	

A11.1. Please confirm whether the teacher is still in the same class as indicate (a11_confirm)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 431
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

A11.2. If no, what is the current class of the teacher? (FUP11_class)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 108
Format: numeric	Invalid: 323
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

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

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 431
 Invalid: 0
 Minimum: 1
 Maximum: 2

Were you interviewed by an IPA Surveyor during the third term of the 2015/2016 a (int_before)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
 Invalid: 66
 Minimum: 1
 Maximum: 2

C04. Sex of kindergarten teacher (c4)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
 Invalid: 66
 Minimum: 1
 Maximum: 2

C05. How old are you? (c5)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 18-70

Valid cases: 365
 Invalid: 66
 Minimum: 18
 Maximum: 70

C06.1 Years (c6_years)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-38

Valid cases: 365
 Invalid: 66
 Minimum: 0
 Maximum: 38

C06.2 Months (c6_months)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 2	Minimum: 0
Decimals: 0	Maximum: 11
Range: 0-11	

C6_yr (c6_yr)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: character	Invalid: 0
Width: 4	

C6_fullyear (c6_fullyear)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: character	Invalid: 0
Width: 4	

C07.1 Years (c7_years)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 365
Format: numeric	Invalid: 66
Width: 2	Minimum: 0
Decimals: 0	Maximum: 26
Range: 0-26	

C07.2 Months (c7_months)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 2	Minimum: 0
Decimals: 0	Maximum: 11
Range: 0-11	

C08. What is the highest level of education that you have completed? (c8)

File: QP4G_Teacher_Survey_Endline

C08. What is the highest level of education that you have completed? (c8)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 4	Minimum: 3
Decimals: 0	Maximum: 12
Range: -999-12	

C09. Do you have any education or training (e.g. seminars or workshops) in early (c9)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 335
Format: numeric	Invalid: 96
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-6	

C10.1. Please specify (c10_ospec)

File: QP4G_Teacher_Survey_Endline

Overview

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

G01. Is your teaching position temporary (will end in months to a year) or perma (g1)

File: QP4G_Teacher_Survey_Endline

Overview

G01. Is your teaching position temporary (will end in months to a year) or perma (g1)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: -888
Maximum: 2

G02. Apart from this school, do you work as a teacher at another school? (g2)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 2
Maximum: 2

G03. If YES: Please indicate in how many other schools you work as a teacher. (g3)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 0
Invalid: 431

G04. What class do you currently teach in this school? (g4)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 5

Valid cases: 365
Invalid: 0

G05.1. How many children (i.e., class size) are you primarily responsible for ev (g5_nursery)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 6-75

Valid cases: 14
Invalid: 417
Minimum: 6
Maximum: 75

G05.2. How many children (i.e., class size) are you primarily responsible for ev (g5_kg1)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 152
Format: numeric	Invalid: 279
Width: 2	Minimum: 6
Decimals: 0	Maximum: 78
Range: 6-78	

G05.3. How many children (i.e., class size) are you primarily responsible for ev (g5_kg2)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 157
Format: numeric	Invalid: 274
Width: 2	Minimum: 5
Decimals: 0	Maximum: 65
Range: 5-65	

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5_comkg)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 21
Format: numeric	Invalid: 410
Width: 2	Minimum: 8
Decimals: 0	Maximum: 50
Range: 8-50	

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5_class1)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 12
Format: numeric	Invalid: 419
Width: 2	Minimum: 12
Decimals: 0	Maximum: 57
Range: 12-57	

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5_class2)

File: QP4G_Teacher_Survey_Endline

Overview

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5_class2)

File: QP4G_Teacher_Survey_Endline

Type: Continuous	Valid cases: 9
Format: numeric	Invalid: 422
Width: 2	Minimum: 5
Decimals: 0	Maximum: 53
Range: 5-53	

G05.4. How many children (i.e., class size) are you primarily responsible for ev (g5_class3)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 8
Format: numeric	Invalid: 423
Width: 2	Minimum: 5
Decimals: 0	Maximum: 75
Range: 5-75	

G06.a. How many hours per week are you required/expected to be at school and wor (g6_a)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 365
Format: numeric	Invalid: 66
Width: 2	Minimum: 10
Decimals: 0	Maximum: 50
Range: 10-50	

G06.b. How many hours per week are you required/expected to be outside of school (g6_b)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 2	Minimum: 0
Decimals: 0	Maximum: 19
Range: 0-19	

G07.a. On average, what percentage of daily class time is spent on Administrativ (g7_a)

File: QP4G_Teacher_Survey_Endline

Overview

G07.a. On average, what percentage of daily class time is spent on Administrative (g7_a)

File: QP4G_Teacher_Survey_Endline

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-70

Valid cases: 365
Invalid: 66
Minimum: 0
Maximum: 70

G07.b. On average, what percentage of daily class time is spent on Keeping order (g7_b)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 5-60

Valid cases: 365
Invalid: 66
Minimum: 5
Maximum: 60

G07.c. On average, what percentage of daily class time is spent on Actual teaching (g7_c)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 15-90

Valid cases: 365
Invalid: 66
Minimum: 15
Maximum: 90

G08. How frequently are you supposed to be paid your salary? (g8)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 3
Maximum: 3

G09. How frequently are you actually paid on time? (g9)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: -999-5

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G10. Do you currently work for monetary compensation outside of your teaching po (g10)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

G11. If YES, about how many hours a week do you work in this other job? (g11)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 55
Format: numeric	Invalid: 376
Width: 2	Minimum: 1
Decimals: 0	Maximum: 48
Range: 1-48	

G12. In the last year, did you do any job outside your teaching position in this (g12)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 4	Minimum: 1
Decimals: 0	Maximum: 2
Range: -999-2	

G13.If YES: On the average, how many hours a week did you work in this job? DO N (g13)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Continuous	Valid cases: 59
Format: numeric	Invalid: 372
Width: 2	Minimum: 1
Decimals: 0	Maximum: 48
Range: 1-48	

G14.What is your salary per month? DO NOT PROMPT. (g14)

File: QP4G_Teacher_Survey_Endline

Overview

G14.What is your salary per month? DO NOT PROMPT. (g14)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
 Invalid: 66
 Minimum: -999
 Maximum: 4

G15.How much bonus/extra money do you receive from parents' contribution per ter (g15)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
 Invalid: 66
 Minimum: -999
 Maximum: 999

G16. How do you rate the quality of supervision that you receive from your school (g16)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: -999-5

Valid cases: 365
 Invalid: 66
 Minimum: -999
 Maximum: 5

G17.a. Classes are too large (g17_a)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
 Invalid: 66
 Minimum: 1
 Maximum: 3

G17.b. Classes are taught by inexperienced or poorly trained teachers (g17_b)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
 Invalid: 66
 Minimum: 1
 Maximum: 3

G17.c. Lack of financial resources to create good environment for teachers and c (g17_c)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.e. The school changes curriculum too often (g17_e)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 3
Range: 1-3	

G17.g. The parents in the community place demands on teachers that are too high (g17_g)

File: QP4G_Teacher_Survey_Endline

Overview

G17.g. The parents in the community place demands on teachers that are too high (g17_g)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 3

G18.a. How much do parents support your work as a teacher by helping their child (g18_a)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G18.b. How much do parents support your work as a teacher by sharing your values (g18_b)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G18.c. How much do parents support your work as a teacher by helping their child (g18_c)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G18.d. How much do parents support your work as a teacher by visiting school to (g18_d)

File: QP4G_Teacher_Survey_Endline

Overview

G18.d. How much do parents support your work as a teacher by visiting school to (g18_d)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G18.e. How much do parents support your work as a teacher by expecting their child (g18_e)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G18.f. How much do parents support your work as a teacher by expecting their child (g18_f)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G18.g. How much do parents support your work as a teacher by participating in this (g18_g)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G19. How much respect do the parents and leaders of this community have for teachers (g19)

File: QP4G_Teacher_Survey_Endline

Overview

G19. How much respect do the parents and leaders of this community have for teac (g19)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

G20. In your opinion, how much are teachers valued by the citizens and leaders o (g20)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.a. How often during the past one month have you been lacking in energy? (h1_a)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.b.How often during the past one month have you felt that you have lost inter (h1_b)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 4

H01.c.How often during the past one month have you felt that you have lost confi (h1_c)

File: QP4G_Teacher_Survey_Endline

Overview

H01.c.How often during the past one month have you felt that you have lost confi (h1_c)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.d.How often during the past one month have you felt hopeless? (h1_d)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.e. How often during the past one month have you felt that you have difficult (h1_e)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.f. How often during the past one month have you felt that you have lost weig (h1_f)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.g. How often during the past one month have you been waking early? (h1_g)

File: QP4G_Teacher_Survey_Endline

Overview

H01.g. How often during the past one month have you been waking early? (h1_g)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.h. How often during the past one month have you felt slowed up? (h1_h)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.i. How often during the past one month have you tended to feel worse in the (h1_i)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.j. How often during the past one month have you felt very anxious? (h1_j)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.k. How often during the past one month have you been worrying a lot? (h1_k)

File: QP4G_Teacher_Survey_Endline

Overview

H01.k. How often during the past one month have you been worrying a lot? (h1_k)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.l. How often during the past one month have you been irritable? (h1_l)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.m. How often during the past one month have you been having difficulty relax (h1_m)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.n. How often during the past one month have you been sleeping poorly? (h1_n)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.o. How often during the past one month have you been having headaches or nec (h1_o)

File: QP4G_Teacher_Survey_Endline

Overview

H01.o. How often during the past one month have you been having headaches or nec (h1_o)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.p. How often during the past one month have you been having any of the follo (h1_p)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.q. How often during the past one month have you been worrying about your hea (h1_q)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H01.r. How often during the past one month have you been having difficulty falli (h1_r)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H02.a. How much children can learn in school is primarily determined by their ab (h2_a)

File: QP4G_Teacher_Survey_Endline

Overview

H02.a. How much children can learn in school is primarily determined by their ab (h2_a)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H02.b.If the children have not learned discipline at home, there is not much the (h2_b)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H02.c. A teacher cannot do much to improve children's achievements if they have (h2_c)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H02.d.It is practically impossible for a teacher to motivate a child for academi (h2_d)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H02.e.Good teaching is more important to children engagement in schoolwork than (h2_e)

File: QP4G_Teacher_Survey_Endline

Overview

H02.e. Good teaching is more important to children engagement in schoolwork than (h2_e)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.a. I am motivated to help children learn to read and write. (h3_a)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.b. I question my school's approach to teaching children reading and writing. (h3_b)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.c. I am motivated to help children learn math. (h3_c)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.d. I strongly agree with my school's goals for the children. (h3_d)

File: QP4G_Teacher_Survey_Endline

Overview

H03.d. I strongly agree with my school's goals for the children.
(h3_d)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.e. I am motivated to help children develop well emotionally
(i.e., feel good (h3_e)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.f. I enjoy teaching most days. (h3_f)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.g. I am motivated to help children develop well socially (i.e.,
behave well, (h3_g)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.h. I question my school's approach to helping children
develop socially. (h3_h)

File: QP4G_Teacher_Survey_Endline

Overview

H03.h. I question my school's approach to helping children develop socially. (h3_h)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H03.i. I have clear personal goals as a teacher (h3_i)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 2
Maximum: 5

H04. Which of the following do you consider the most important thing to you in y (h4)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H04.1. Please specify (h4_ospec)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete
Format: character
Width: 16

Valid cases: 1
Invalid: 0

a. I am satisfied with my job at this school (h5_a)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 4

b. I am satisfied with my decision to be a teacher (h5_b)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

c. I want to transfer to another school (h5_c)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

d. I want to leave the teaching profession (h5_d)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

a. Other teachers are satisfied with their job at this school (h6_a)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

b. Other teachers are satisfied with their decision to be a teacher in this scho (h6_b)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

H07.1. I feel emotionally drained from my work. (h7_1)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.3. I feel fatigued when I get up in the morning and have to face another day (h7_3)

File: QP4G_Teacher_Survey_Endline

Overview

H07.3. I feel fatigued when I get up in the morning and have to face another day (h7_3)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.4. I can easily understand how my school children feel about things. (h7_4)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.5. I feel I treat some school children as if they were impersonal objects (h7_5)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

H07.6. Working with people all day is really a strain on me. (h7_6)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.7. I deal very effectively with the problems of my school children. (h7_7)

File: QP4G_Teacher_Survey_Endline

Overview

H07.7. I deal very effectively with the problems of my school children. (h7_7)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.8. I feel burned out from my work. (h7_8)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.9. I feel I€™m positively influencing other people€™s lives through my work. (h7_9)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.10. I€™ve become more cold toward people since I took this job. (h7_10)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.11. I worry that this job is hardening me emotionally. (h7_11)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

H07.12. I feel very energetic. (h7_12)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.13. I feel frustrated by my job. (h7_13)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.14. I feel I'm working too hard on my job. (h7_14)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.15. I don't really care what happens to some school children. (h7_15)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.16. Working with people directly puts too much stress on me. (h7_16)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
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: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

H07.21. In my work, I deal with emotional problems very calmly. (h7_21)

File: QP4G_Teacher_Survey_Endline

Overview

H07.21. In my work, I deal with emotional problems very calmly.
(h7_21)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 7

JO1_a. € know about children's needs as they grow and develop?
(j1_a)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 3
Maximum: 5

JO1_b. € encourage children to recognize letters or words? (j1_b)
File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 3
Maximum: 5

JO1_c. € encourage children to recognize numbers or shapes?
(j1_c)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 3
Maximum: 5

JO1_d. € work with families to set individual plans and goals for children? (j1d)

File: QP4G_Teacher_Survey_Endline

Overview

JO1_d. € work with families to set individual plans and goals for children? (j1d)

File: QP4G_Teacher_Survey_Endline

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_e. € provide materials for play and learning? (j1_e)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO1_f. € measure children's development over time to determine how they're doing (j1_f)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO2_a. € help children to build relationships with peers and adults? (j2_a)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO2_b. € help children learn to control their behavior? (j2_b)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO2_c. € encourage children to express thoughts and feelings?
(j2_c)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 3
Decimals: 0	Maximum: 5
Range: 1-5	

JO2_d. € help children resolve conflicts with other children? (j2_d)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO2_e. € discipline and/or behavior guidance styles match the
parents? (j2_e)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

JO3_a. € consider parents' goals, ideas, and suggestions when
caring for childre (j3_a)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete	Valid cases: 365
Format: numeric	Invalid: 66
Width: 1	Minimum: 2
Decimals: 0	Maximum: 5
Range: 1-5	

JO3_b. € be willing to work with parents about their work
schedules? (j3_b)

File: QP4G_Teacher_Survey_Endline

Overview

JO3_b. € be willing to work with parents about their work schedules? (j3_b)

File: QP4G_Teacher_Survey_Endline

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

JO3_c. € include families in decision-making for the child's education? (j3_c)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

JO3_d. € care about the entire family, not just the child? (j3_d)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

JO3_e. € connect families to outside or community resources? (j3_e)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 365
Invalid: 66
Minimum: 1
Maximum: 5

B02. Outcome of this questionnaire. (b2)

File: QP4G_Teacher_Survey_Endline

Overview

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

Valid cases: 431
Invalid: 0
Minimum: 2
Maximum: 7

B2.1. Please specify (b2_ospec)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete

Format: character

Width: 25

Valid cases: 4

Invalid: 0

B03. If refused, why? (b3)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-4

Valid cases: 0

Invalid: 431

B04. Why is the questionnaire incomplete? (b4)

File: QP4G_Teacher_Survey_Endline

Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

A04. Teacher ID (a4)

File: QP4G_TIPPS_Endline

Overview

Type: Continuous
 Format: numeric
 Width: 6
 Decimals: 0
 Range: 100131-603041

Valid cases: 347
 Invalid: 0
 Minimum: 100131
 Maximum: 603041

A07. District name (a7)

File: QP4G_TIPPS_Endline

Overview

Type: Discrete
 Format: character
 Width: 21

Valid cases: 347
 Invalid: 0

A08. School ID (a8)

File: QP4G_TIPPS_Endline

Overview

Type: Discrete
 Format: character
 Width: 4

Valid cases: 347
 Invalid: 0

A10. KG Class (a10)

File: QP4G_TIPPS_Endline

Overview

Type: Discrete
 Format: character
 Width: 11

Valid cases: 347
 Invalid: 0

A11. Type of school (a11)

File: QP4G_TIPPS_Endline

Overview

Type: Discrete
 Format: character
 Width: 1

Valid cases: 347
 Invalid: 0

A12. Subject being taught in class (a12)

File: QP4G_TIPPS_Endline

Overview

Type: Discrete
 Format: character
 Width: 44

Valid cases: 346
 Invalid: 0

b1_a (b1_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b1_b (b1_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b1_c (b1_c)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b1_d (b1_d)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b1_e (b1_e)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_a (b2_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_b (b2_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_c (b2_c)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_d (b2_d)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_e (b2_e)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_f (b2_f)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_g (b2_g)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

b2_h (b2_h)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 2

c1_a (c1_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 347
 Invalid: 0
 Minimum: 1
 Maximum: 1

c1_b (c1_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 0
 Invalid: 347

c2_a (c2_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 332
 Invalid: 15
 Minimum: 1
 Maximum: 2

c2_b (c2_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 15
 Invalid: 332
 Minimum: 1
 Maximum: 2

c3_a (c3_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 340
 Invalid: 7
 Minimum: 1
 Maximum: 2

c3_b (c3_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 7
 Invalid: 340
 Minimum: 1
 Maximum: 2

c4_a (c4_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 222
 Invalid: 125
 Minimum: 1
 Maximum: 2

c4_b (c4_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 125
 Invalid: 222
 Minimum: 1
 Maximum: 2

c5_a (c5_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 23
 Invalid: 324
 Minimum: 1
 Maximum: 2

c5_b (c5_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 324
 Invalid: 23
 Minimum: 1
 Maximum: 2

c6_a (c6_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 256
 Invalid: 91
 Minimum: 1
 Maximum: 2

c6_b (c6_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 91
 Invalid: 256
 Minimum: 1
 Maximum: 2

c7_a (c7_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 227
 Invalid: 120
 Minimum: 1
 Maximum: 2

c7_b (c7_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 120
 Invalid: 227
 Minimum: 1
 Maximum: 2

c8_a (c8_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 127
 Invalid: 220
 Minimum: 1
 Maximum: 2

c8_b (c8_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 220
 Invalid: 127
 Minimum: 1
 Maximum: 2

c9_a (c9_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 207
 Invalid: 140
 Minimum: 1
 Maximum: 2

c9_b (c9_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 140
 Invalid: 207
 Minimum: 1
 Maximum: 2

c10_a (c10_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 168
 Invalid: 179
 Minimum: 1
 Maximum: 2

c10_b (c10_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 179
 Invalid: 168
 Minimum: 1
 Maximum: 2

c11_a (c11_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 20
 Invalid: 327
 Minimum: 2
 Maximum: 2

c11_b (c11_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 327
 Invalid: 20
 Minimum: 1
 Maximum: 2

c12_a (c12_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 78
 Invalid: 269
 Minimum: 1
 Maximum: 2

c12_b (c12_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 269
 Invalid: 78
 Minimum: 1
 Maximum: 2

c13_a (c13_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 325
 Invalid: 22
 Minimum: 1
 Maximum: 2

c13_b (c13_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 22
 Invalid: 325
 Minimum: 2
 Maximum: 2

c14_a (c14_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 51
 Invalid: 296
 Minimum: 1
 Maximum: 2

c14_b (c14_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 296
 Invalid: 51
 Minimum: 1
 Maximum: 2

c15_a (c15_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 341
 Invalid: 6
 Minimum: 2
 Maximum: 2

c15_b (c15_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 6
 Invalid: 341
 Minimum: 2
 Maximum: 2

c16_a (c16_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 346
 Invalid: 1
 Minimum: 2
 Maximum: 2

c16_b (c16_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 1
 Invalid: 346
 Minimum: 2
 Maximum: 2

c17_a (c17_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 44
 Invalid: 303
 Minimum: 1
 Maximum: 2

c17_b (c17_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 303
 Invalid: 44
 Minimum: 1
 Maximum: 2

c18_a (c18_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 64
 Invalid: 283
 Minimum: 1
 Maximum: 2

c18_b (c18_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 283
 Invalid: 64
 Minimum: 1
 Maximum: 2

c19_a (c19_a)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 18
 Invalid: 329
 Minimum: 2
 Maximum: 2

c19_b (c19_b)

File: QP4G_TIPPS_Endline

Overview

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

Valid cases: 329
Invalid: 18
Minimum: 1
Maximum: 2

Related Materials

Questionnaires

Kindergarten Caregiver Survey- Follow-up II

Title Kindergarten Caregiver Survey- Follow-up II
 Country Ghana
 Language English
 Filename QP4G_Caregiver_Survey_Endline.pdf

School Attendance Records Form - Kindergarten Children

Title School Attendance Records Form - Kindergarten Children
 Country Ghana
 Language English
 Filename QP4G_Children_Attendance_Record_Endline.pdf

Kindergarten Classroom Observation Form - Follow-up II Survey (Environmental Scan)

Title Kindergarten Classroom Observation Form - Follow-up II Survey (Environmental Scan)
 Country Ghana
 Language English
 Filename QP4G_Enviromental_Scan_Endline.pdf

Kindergarten Teacher Questionnaire - Follow-up II Survey

Title Kindergarten Teacher Questionnaire - Follow-up II Survey
 Country Ghana
 Language English
 Filename QP4G_Teacher_Survey_Endline.pdf

School Attendance Records Form - Kindergarten Teachers

Title School Attendance Records Form - Kindergarten Teachers
 Country Ghana
 Language English
 Filename QP4G_Teachers_Attendance_Record_Endline.pdf

Technical documents

Caregiver Phone Interviewers' Training

Title Caregiver Phone Interviewers' Training
 Country Ghana
 Language English

Filename QP4G_Caregiver_Interviewers_Agenda_Endline.pdf

Manual for Caregiver Phone Interviewers

Title Manual for Caregiver Phone Interviewers
 Country Ghana
 Language English
 Filename QP4G_Caregiver_Interviewers_Manual_Endline.pdf

Child Assessors' Training Agenda

Title Child Assessors' Training Agenda
 Country Ghana
 Language English
 Filename QP4G_Child_Assessors_Agenda_Endline.pdf

Manual for Child Assessors

Title Manual for Child Assessors
 Country Ghana
 Language English
 Filename QP4G_Child_Assessors_Manual_Endline.pdf

School Attendance Record Training Agenda

Title School Attendance Record Training Agenda
 Country Ghana
 Language English
 Filename QP4G_School_Attendance_Records_Agenda_Endline.pdf

Manual for School Attendance Takers

Title Manual for School Attendance Takers
 Country Ghana
 Language English
 Filename QP4G_School_Attendance_Records_Protocol_Endline.pdf

Manual for Teacher Interviewers and Videographers

Title Manual for Teacher Interviewers and Videographers
 Country Ghana
 Language English
 Filename QP4G_Teacher_Interviewers_Manual_Endline.pdf
