

Bangladesh - Early Years Preschool Program Impact Evaluation 2018, Midline Survey

Elizabeth Spier

Report generated on: July 10, 2019

Visit our data catalog at: <https://microdata.worldbank.org/index.php>

Overview

Identification

ID NUMBER

BGD_2018_EYPP-ML_v01_M

Overview

ABSTRACT

This study aims to investigate the impacts of offering this additional year of pre-primary education in Bangladesh on child development outcomes (cognitive and social emotional), and will examine the benefits relative to the costs of the program. The study will also examine the mechanisms through which EYPP affects the outcomes of interest (e.g., children's school readiness), and the operational and community conditions for program implementation. This study will provide evidence for the Government of Bangladesh on how and how much the additional year of preschool benefits children, and at what cost. In addition to informing future policy in Bangladesh, this information may also be useful for other countries considering similar programming.

Scope

NOTES

Community: community infrastructure, community assets, and programming for children aged 3-6

School: classroom and school conditions, and material resources

Family/Household: household roster, family member characteristics, home environment, parenting practices, socio-economic background characteristics (food security, expenditures, child health)

Children: school readiness (social and emotional development, emergent numeracy, emergent literacy, executive function, fine motor skills, gross motor skills, and approaches to learning)

Coverage

GEOGRAPHIC COVERAGE

Three Upazilas - Gangni, Meherpur Sadar, and Mujibnagar under Meherpur District

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Elizabeth Spier	American Institutes for Research

OTHER PRODUCER(S)

Name	Affiliation	Role
Kevin Kamto	AIR	Questionnaire design, sampling, data collection, data analysis
Adria Molotsky	AIR	Questionnaire design, sampling, data collection, data analysis
Azizur Rahman	Data International	Data collection, data processing
Najmul Hossain	Data International	Data collection, data processing

FUNDING

Name	Abbreviation	Role
World Bank - Strategic Impact Evaluation Fund	SIEF	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Development Economics Data Group	DECDG	The World Bank	Documentation of the DDI

DATE OF METADATA PRODUCTION

2019-07-02

DDI DOCUMENT VERSION

Version 1 (July 2019)

DDI DOCUMENT ID

DDI_BGD_2018_EYPP-ML_v01_M_WB

Sampling

Sampling Procedure

All children that participated in the Baseline survey and their respective households were selected as the sample frame for the Midline survey. Table 1 of the survey report presents the targeted coverage by upazila and intervention area. In addition, 50 treatment school (Rangdhuno) teachers were also selected for interview using a structured questionnaire. To gain further insights on the pre-school performance and school community, four Focus Group Discussions (FGD) with School Management Committee (SMC) were conducted in Meherpur Sadar.

Of the 1,856 children recruited for this study, 908 were girls and 948 were boys.

Questionnaires

Overview

Alike the baseline survey, International Development and Early Learning Assessment (IDELA) tools is used for preschool children development assessment. The instrument used for collection of household information was revised and a new instrument to conduct Early Year Pre-School Program (EYPP) school teacher interview was introduced. Customized software was developed for the IDELA test; for the household data collection using Open Data Kit (ODK) tool. ODK is a free and open-source set of tools to manage mobile data collection solutions. Developing the IDELA tools under ODK was not difficult, involving minor modifications to an earlier version. Apps for household data collection was developed by DI.

Data Collection

Data Collection Dates

Start	End	Cycle
2018-12-01	2018-12-26	Midline Survey

Data Collection Mode

Computer Assisted Personal Interview [capi]

Data Collection Notes

With the goal of interviewing all children and households interviewed under the baseline survey, the midline data collection involved several steps. The first step of data collection involved tracking children covered under the baseline and currently enrolled under the EYPP program or admitted in a control school. Once these children were identified, IDELA test was administered followed by home visits to conduct the household interview.

Step two required tracking those children that are not currently enrolled under the EYPP program or admitted in a control school. To track these children, the Global Positioning System (GPS) coordinates collected under the baseline were used to locate their respective homestead. Once the household was tracked, identification of the child was ensured by verifying the name of his/her parents.

Step three involved tracking those children that could not be found at their residence as the child was visiting relatives during school holidays or the family permanently migrated to a different location. A total of 52 such children belonged to this category. Through subsequent visits to their residence or visiting a relative's place located within a few kilometer enabled interviewing 11 children and their parents. A summary status of those 41 children that could not interviewed are provided in the Table 2 of the survey report provided under Related Materials.

Questionnaires

Alike the baseline survey, International Development and Early Learning Assessment (IDELA) tools is used for preschool children development assessment. The instrument used for collection of household information was revised and a new instrument to conduct Early Year Pre-School Program (EYPP) school teacher interview was introduced. Customized software was developed for the IDELA test; for the household data collection using Open Data Kit (ODK) tool. ODK is a free and open-source set of tools to manage mobile data collection solutions. Developing the IDELA tools under ODK was not difficult, involving minor modifications to an earlier version. Apps for household data collection was developed by DI.

Supervision

For the midline data collection, effort was made to recruit and train all Field Supervisors (FS) and Enumerators (FE) who worked under the baseline survey in 2017. All FS and 85% FE of the baseline team were part of the data collection team. Experts from Save the Children (SAVE), Bangladesh and senior members of Data International Ltd. (DI) provided intensive training on IDELA and on the household instrument during November 25 - 30, 2018. In addition, all supervisors were trained separately on how to conduct the Teacher's interview. A total of 32 FE and 4 FS were trained. The FE and the FS underwent orientation and training in the usage of electronic data collection devices (TAB) with preinstalled IDELA tools and the household survey instrument.

Following the completion of the training, all FE and FS were asked to read and sign the AIR Participant Protection Assurance Form. During the training session, SAVE Meherpur office organized a briefing on Child Safeguard Policy of SAVE.

While 16 Enumerators (FEs) were entrusted with the task of using TABs for IDELA test administration, the remaining FEs begun collecting household data. In addition to field supervision, the Supervisors (FSs) were responsible for conducting the EYPP school teacher interview.

Data Processing

No content available

Data Appraisal

No content available

File Description

Variable List

Midline_Household

Content	Data corresponding to the Household Questionnaire
Cases	1815
Variable(s)	110
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V599	SI	Serial	contin	numeric	
V600	SID	Child ID	discrete	character	
V601	Q18oth	Other	discrete	character	
V602	D_O_I	Data of Interview	discrete	character	
V603	School	School ID	contin	numeric	
V604	Q03	How are you related to the child?	discrete	numeric	How are you related to the child?
V605	Q03oth	Other	discrete	character	How are you related to the child? - Specify
V606	Q04	What is the number of 7-10-year-old children in the family?	discrete	numeric	What is the number of 7-10-year-old children in the family?
V607	Q05	How many of the 7-10-year-old children in the family are attending school?	discrete	numeric	How many of the 7-10-year-old children in the family are attending school?
V608	Q06	What is the number of 11-15-year-old children in the family?	discrete	numeric	What is the number of 11-15-year-old children in the family?
V609	Q07	How many of the 11-15-year-old children in the family are attending school?	discrete	numeric	How many of the 11-15-year-old children in the family are attending school?
V610	Q08a	Story/picture books for young children?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Story/picture books for young children?
V611	Q08a1	If yes, how many books?	contin	numeric	Do you have any of the following types of other reading materials at home? - If yes, how many books?
V612	Q08b	Textbooks?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Textbooks?
V613	Q08c	Magazines?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Magazines?
V614	Q08d	Newspapers?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Newspapers?
V615	Q08e	Religious books?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Religious books?

V616	Q08f	Coloring books?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Coloring books?
V617	Q08g	Comics?	discrete	numeric	Do you have any of the following types of other reading materials at home? - Comics?
V618	Q09a	Homemade toys, such as stuffed dolls, cars, or other toys made at home?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Homemade toys, such as stuffed dolls, cars, or other toys made at home?
V619	Q09b	Toys from a shop or manufactured toys?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Toys from a shop or manufactured toys?
V620	Q09c	Household objects, such as bowls, cups or pots?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Household objects, such as bowls, cups or pots?
V621	Q09d	Objects found outside, such as sticks, stones or leaves?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Objects found outside, such as sticks, stones or leaves?
V622	Q09e	Does your child have any drawing or writing materials?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Does your child have any drawing or writing materials?
V623	Q09f	Does child have any puzzles (even a two piece puzzle counts)?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Does child have any puzzles (even a two piece puzzle counts)?
V624	Q09g	Does your child have any two or three piece toys that require hand-eye coordinat	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Does your child have any two or three piece toys that require hand-eye coordination?
V625	Q09h	Does child have toys that teach about colors, sizes or shapes?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Does child have toys that teach about colors, sizes or shapes?
V626	Q09i	Does child have toys or games that help teach about numbers/counting?	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Does child have toys or games that help teach about numbers/counting?
V627	Q09j	Others	discrete	numeric	9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with: - Others
V628	Q10a	Read books or look at pictures books with child?	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Read books or look at pictures books with child?
V629	Q10a_M	Read books or look at pictures books with child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".

V630	Q10a_F	Read books or look at pictures books with child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V631	Q10a_CG	Read books or look at pictures books with child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V632	Q10b	Tell stories to the child	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Tell stories to the child
V633	Q10b_M	Tell stories to the child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V634	Q10b_F	Tell stories to the child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V635	Q10b_CG	Tell stories to the child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V636	Q10c	Sing songs to or with the child, including lullabies	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Sing songs to or with the child, including lullabies?
V637	Q10c_M	Sing songs to or with the child, including lullabies by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V638	Q10c_F	Sing songs to or with the child, including lullabies by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V639	Q10c_CG	Sing songs to or with the child, including lullabies by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V640	Q10d	Take the child outside the home? For example, to the market, visit relatives	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Take the child outside the home? For example, to the market, visit relatives

V641	Q10d_M	Take the child outside the home? For example, to the market, visit relatives by	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V642	Q10d_F	Take the child outside the home? For example, to the market, visit relatives by	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V643	Q10d_CG	Take the child outside the home? For example, to the market, visit relatives by	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V644	Q10e	Play with the child any simple games	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Play with the child any simple games
V645	Q10e_M	Play with the child any simple games by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V646	Q10e_F	Play with the child any simple games by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V647	Q10e_CG	Play with the child any simple games by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V648	Q10f	Name objects or draw things to or with the child	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Name objects or draw things to or with the child
V649	Q10f_M	Name objects or draw things to or with the child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V650	Q10f_F	Name objects or draw things to or with the child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V651	Q10f_CG	Name objects or draw things to or with the child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".

V652	Q10g	Show or teach your child something new, like teach a new word, or teach how to d	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Show or teach your child something new, like teach a new word, or teach how to do something?
V653	Q10g_M	Show or teach your child something new, like teach a new word, or teach how to d	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V654	Q10g_F	Show or teach your child something new, like teach a new word, or teach how to d	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V655	Q10g_CG	Show or teach your child something new, like teach a new word, or teach how to d	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V656	Q10h	Teach alphabet or encourage to learn letters to the child	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Teach alphabet or encourage to learn letters to the child
V657	Q10h_M	Teach alphabet or encourage to learn letters to the child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V658	Q10h_F	Teach alphabet or encourage to learn letters to the child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V659	Q10h_CG	Teach alphabet or encourage to learn letters to the child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V660	Q10i	Play a counting game or teach numbers to the child	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Play a counting game or teach numbers to the child
V661	Q10i_M	Play a counting game or teach numbers to the child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V662	Q10i_F	Play a counting game or teach numbers to the child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".

V663	Q10i CG	Play a counting game or teach numbers to the child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V664	Q10j	Hug or show affection to your child	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Hug or show affection to your child
V665	Q10j_M	Hug or show affection to your child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V666	Q10j_F	Hug or show affection to your child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V667	Q10j CG	Hug or show affection to your child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V668	Q10k	Spank your child for misbehaving	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Spank your child for misbehaving
V669	Q10k_M	Spank your child for misbehaving by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V670	Q10k_F	Spank your child for misbehaving by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V671	Q10k CG	Spank your child for misbehaving by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V672	Q10l	Hit your child for misbehaving	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Hit your child for misbehaving
V673	Q10l_M	Hit your child for misbehaving by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V674	Q10l_F	Hit your child for misbehaving by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".

V675	Q10l CG	Hit your child for misbehaving by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V676	Q10m	Criticize or yell at your child	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - Criticize or yell at your child
V677	Q10m_M	Criticize or yell at your child by Mother	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V678	Q10m_F	Criticize or yell at your child by Father	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V679	Q10m CG	Criticize or yell at your child by Caregiver	discrete	numeric	10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate - ask "Who?" if the answer is "yes".
V680	Q11a	On a regular day, how many hours does the mother spend time talking, walking, an	discrete	numeric	I would like to know about how your child spends his/her day. - On a regular day, how many hours does the mother spend time talking, walking, and/or playing with the child?
V681	Q11b	On a regular day, how many hours does the father spend time talking, walking, an	discrete	numeric	I would like to know about how your child spends his/her day. - On a regular day, how many hours does the father spend time talking, walking, and/or playing with the child?
V682	Q11c	On a regular day, how many hours the child spend in the care of another child wh	discrete	numeric	I would like to know about how your child spends his/her day. - On a regular day, how many hours the child spend in the care of another child who is less than 10 years old?
V683	Q11d	On a regular day, how many hours does the child spend alone?	discrete	numeric	I would like to know about how your child spends his/her day. - On a regular day, how many hours does the child spend alone?
V684	Q12	In general, would you say that your child	discrete	numeric	In general, would you say that your child's health is?
V685	Q13	In the last 6 months, has [child name] received deworming	discrete	numeric	In the last 6 months, has [child name] received deworming?
V686	Q14	In the past 2 weeks, has [child name] had diarrhea, defined as loose stools more	discrete	numeric	In the past 2 weeks, has [child name] had diarrhea, defined as loose stools more than 3 times per day?
V687	Q15	In the past 2 weeks, has [child name] had cough or difficulty breathing?	discrete	numeric	In the past 2 weeks, has [child name] had cough or difficulty breathing?
V688	Q16	When was the last time that [study child name] was weighed for growth monitoring	discrete	numeric	When was the last time that [study child name] was weighed for growth monitoring?
V689	Q17	Did you enroll your child in any preschool program in 2018?	discrete	numeric	Did you enroll your child in any preschool program in 2018?

V690	Q18	If yes, which type of preschool program?	discrete	numeric	If yes, which type of preschool program?
V691	Recheck	Recheck	discrete	character	
V692	CT	Q18oth	discrete	character	
V693	Q19	On average, how many days per week did your child attend this preschool?	discrete	numeric	On average, how many days per week did your child attend this preschool?
V694	Q20	Was this preschool programme a full day programme (morning and afternoon), or a	discrete	numeric	Was this preschool programme a full day programme (morning and afternoon), or a half day programme (only morning or only afternoon)?
V695	Q21	How confident were you in your abilities to prepare your child for preschool?	discrete	numeric	How confident were you in your abilities to prepare your child for preschool?
V696	Q22	The school was a good place for my child to be.	discrete	numeric	The school was a good place for my child to be.
V697	Q23	The school did a good job preparing children for their futures.	discrete	numeric	The school did a good job preparing children for their futures.
V698	Q24	Going to school exposed my child to harmful people or ideas	discrete	numeric	Going to school exposed my child to harmful people or ideas.
V699	Q25	The school met my child	discrete	numeric	The school met my child's academic needs.
V700	Q26	The school met my child	discrete	numeric	The school met my child's social and behavioral needs.
V701	Q27	Doing well in preschool will improve my child	discrete	numeric	Doing well in preschool will improve my child's chances of having a good life when he/she grows up.
V702	Q28	This preschool kept me informed about my child	discrete	numeric	This preschool kept me informed about my child's performance and behavior.
V703	Q29	I like the teacher(s) at the preschool	discrete	numeric	I like the teacher(s) at the preschool.
V704	Q30	I feel comfortable talking with my child	discrete	numeric	I feel comfortable talking with my child's preschool teacher.
V705	Q31	The preschool is a welcoming place for families like mine	discrete	numeric	The preschool is a welcoming place for families like mine.
V706	Q32	The preschool is a safe place for my child	discrete	numeric	The preschool is a safe place for my child.
V707	Q33	Why didn	discrete	numeric	Why didn't you send your child to preschool in 2018?
V708	Q33oth	Other	discrete	character	

Midline_IDELA

Content	IDELA assessment data
Cases	1815
Variable(s)	129
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V440	start		discrete	character	
V441	g0cluster	Type of location	discrete	character	
V442	sid	Child ID number	discrete	character	
V443	PreschoolType	Type of preschool program	discrete	numeric	
V444	g4date	Date of interview:	discrete	character	
V445	ic1oni	Agree to interview	discrete	numeric	
V446	b1bg02	Q002. Please tell me how old you are:	discrete	numeric	
V447	b1bg03	Q003. Are you a boy or a girl?:	discrete	character	
V448	gcbc01	Do you agree to do these activities with me?	discrete	numeric	
V449	i1o1	Continue	discrete	numeric	
V450	i11item01_a	01-A. Please tell me your full name?	discrete	numeric	
V451	i11item01_b	01-B. Please tell me how old you are?	discrete	numeric	
V452	i11item01_c	01-C. Are you a boy or a girl?	discrete	numeric	
V453	i11item01_d	01-D. Please tell me the name of one person who takes care of you at home	discrete	numeric	
V454	i11item01_e	01-E. Please tell me the name of the neighborhood/ community/ village that you live in	discrete	numeric	
V455	i11item01_f	01-F. Please tell me the name of the state/ country that you live in	discrete	numeric	
V456	i2o2	Agreed to participate in ITEM 2	discrete	numeric	
V457	i21item02_a	02-A. Look at this picture and please show me the biggest circle.	discrete	numeric	
V458	i21item02_b	02-B. Now please show me the smallest circle.	discrete	numeric	
V459	i22item02_c	02-C. Now look at this picture. Please show me the longest stick.	discrete	numeric	
V460	i22item02_d	02-D. Please show me the shortest stick.	discrete	numeric	
V461	i3o3	We're going to play a game where we group pictures together that are similar.	discrete	numeric	
V462	i31item03_a	03-A. Look at these cards and try to arrange all of them in two groups with other	discrete	numeric	

V463	i32item03_b	03-B. Ok now look at the cards again and try to find another/different way to gr	contin	numeric
V464	i4item04_a	04-A. Please show me, where is the circle?	discrete	numeric
V465	i4item04_b	04-B. Please show me, where is the rectangle?	discrete	numeric
V466	i4item04_c	04-C. Please show me, where is the triangle?	discrete	numeric
V467	i4item04_d	04-D. Please show me, where is the square?	discrete	numeric
V468	i42item04_e	04-E. What is something that is shaped like a circle?	contin	numeric
V469	i5o5	Agreed to participate in ITEM 5	discrete	numeric
V470	i51r05_1	Row 1:	discrete	character
V471	i51r05_2	Row 2:	discrete	character
V472	i52r05_3	Row 3:	discrete	character
V473	i52r05_4	Row 4:	discrete	character
V474	item05_a	ITEM05_A	contin	numeric
V475	i6o6	Agreed to participate in ITEM 6	discrete	numeric
V476	i61item06_a	06-A. There are a lot of beans here. Please give me 3 beans.	discrete	numeric
V477	i61item06_b	06-B. Thank you. Now, please give me 8 beans.	discrete	numeric
V478	i62item06_c	06-C. Thank you. Now please give me 15 beans.	contin	numeric
V479	i63pe06_a	PE06-A.	discrete	numeric
V480	i63pe06_b	PE06-B.	discrete	numeric
V481	i7item07_a	07-A. How many beans do I have in total?	discrete	numeric
V482	i71item07_b	07-B. Here are 2 bikes. if you put 2 more bikes in the picture how many would th	contin	numeric
V483	i71item07_c	07-C. Ok. Now I have another picture. Here are 3 apples. If you took one away ho	contin	numeric
V484	i8o8	Agreed to participate in ITEM 8	discrete	numeric
V485	i81item08_a	08-A. Number of puzzle pieces correctly placed	discrete	numeric
V486	i82pe08_a	PE08-A.	discrete	numeric
V487	i82pe08_b	PE08-B.	discrete	numeric
V488	i9item09_a	09-A. Are there any other friends who you like to play with?	discrete	numeric
V489	i10item10_a	10-A. Think for a moment and tell me what makes you feel sad.	discrete	numeric
V490	i101item10_b	10-B. What do you do to feel better when you are feeling sad?	contin	numeric
V491	i101item10_c	10-C. What else do you do to feel better when you are feeling sad?	contin	numeric
V492	i101item10_d	10-D. Now tell me what makes you feel happy?	contin	numeric
V493	i11_o11	Agreed to participate in ITEM 11	discrete	numeric
V494	i112item11_a	11-A. How do you think this child is feeling right now?	discrete	numeric
V495	i112item11_b	11-B. What would you do to help her feel better?	discrete	numeric
V496	i112item11_c	11-C. Is there anything else you would do to make her feel better?	discrete	numeric
V497	i12item12_a	12-A. What would you do in this situation?	discrete	numeric
V498	i121item12_b	12-B. Is there anything else you would do?	contin	numeric
V499	i13o131	Agreed to participate in ITEM 13	discrete	numeric
V500	i131item13_a	Sequence A: 1	discrete	numeric

V501	i131item13_b	Sequence B: >5...2...9<	discrete	numeric
V502	i131item13_c	Sequence C: >8	discrete	numeric
V503	i131item13_d	Sequence D: >1	discrete	numeric
V504	i14o141	Agreed to participate in ITEM 14	discrete	numeric
V505	i142item14_a	Child understands the directions	discrete	numeric
V506	i143item14_b	14-B. Touch your head	discrete	character
V507	i143item14_c	14-C. Touch your toes	discrete	character
V508	i143item14_d	14-D. Touch your toes	discrete	character
V509	i143item14_e	14-E. Touch your head	discrete	character
V510	i143item14_f	14-F. Touch your toes	discrete	character
V511	i144pe14_a	Child stays concentrated on the task at hand; not easily distracted	discrete	numeric
V512	i144pe14_b	Child is motivated to complete task (solve the problem); does not want to stop t	discrete	numeric
V513	i15o15	Agreed to play Word game	discrete	numeric
V514	i151item15_a	15-A. Try to name as many things as you can think of and I will keep count.	contin	numeric
V515	i152item15_b	15-B. Try to name as many animals as you can think of and I will keep count aga	contin	numeric
V516	i16o16	Agreed to look at the book	discrete	numeric
V517	i161item16_a	16-A. Show me how you would open it so we can read it.	contin	numeric
V518	i162item16_b	16-B. Now show me where I should start reading.	contin	numeric
V519	i163item16_c	16-C. If I start to read here, on the first word, show me with your finger where	contin	numeric
V520	i17o17	Agreed to play an alphabet game now	discrete	numeric
V521	i171n172	What letter is this?	discrete	numeric
V522	i171r17_1	Row 1 :	discrete	character
V523	i171r17_2	Row 2 :	discrete	character
V524	i174r17_3	Row 3 :	discrete	character
V525	i174r17_4	Row 4 :	discrete	character
V526	item17_a	ITEM17_A	contin	numeric
V527	i18o18	Agreed to play a listening game	discrete	numeric
V528	i181item18_a	18-A. The word	contin	numeric
V529	i181item18_b	18-B. Toy starts with /t/. Listen to the words I say and tell me which one start	contin	numeric
V530	i181item18_c	18-C. Door /d/. Listen to the words I say and tell me which one starts with the	contin	numeric
V531	i19item19_a	19-A. Writing level	contin	numeric
V532	i20o20	Agreed to listen the story on CAT and MOUSE	discrete	numeric
V533	i201o201	Agreed to answer question on the story CAT and MOUSE	discrete	numeric
V534	i202item20_a	20-A. Who stole the cat	contin	numeric
V535	i202item20_b	20-B. What color was the hat?	contin	numeric
V536	i202item20_c	20-C. Why did the cat chase the mouse?	contin	numeric

V537	i202item20_d	20-D. Where did the mouse get trapped?	contin	numeric
V538	i202item20_e	20-E. Why did the cat decide not to eat the mouse?	contin	numeric
V539	i203pe20_a	Child stays concentrated on the task at hand; not easily distracted	discrete	numeric
V540	i203pe20_b	Child is motivated to complete task; does not want to stop the task.	discrete	numeric
V541	i21_item21_a	21-A. Number of closed corners, no gaps.	discrete	numeric
V542	i21_item21_b	21-B. Resembles closely the picture	contin	numeric
V543	i22_o22	Agreed to play another drawing game	discrete	numeric
V544	i221item22_a	a)	discrete	numeric
V545	i221item22_b	b)	discrete	numeric
V546	i221item22_c	c)	discrete	numeric
V547	i221item22_d	d)	discrete	numeric
V548	i221item22_e	e)	discrete	numeric
V549	i221item22_f	f)	discrete	numeric
V550	i221item22_g	g)	discrete	numeric
V551	i221item22_h	h)	discrete	numeric
V552	i222pe22_a	Child stays concentrated on the task at hand; not easily distracted	discrete	numeric
V553	i222pe22_b	Child is motivated to complete task; does not want to stop the task	discrete	numeric
V554	i23o23	Agreed to play folding game	discrete	numeric
V555	i231item23_a	23-A. Number of steps child folded precisely /correctly (within 1 cm) (0-4)	contin	numeric
V556	i232pe23_a	Child stays concentrated on the task at hand; not easily distracted	discrete	numeric
V557	i232pe23_b	Child is motivated to complete task; does not want to stop the task.	discrete	numeric
V558	i24item24_a	24-A. Number of steps hopped	contin	numeric
V559	oeo	End of Interview	discrete	numeric
V560	ooo_a	OO-A. Did the child pay attention to the instructions and demonstrations through	discrete	numeric
V561	ooo_b	OO-B. Did child show confidence when completing activities; did not show hesitat	contin	numeric
V562	ooo_c	OO-C. Did the child stay concentrated and on task during the activities and was	contin	numeric
V563	ooo_d	OO-D. Was child careful and diligent on tasks? Was child interested in accuracy?	contin	numeric
V564	ooo_e	OO-E. Did child show pleasure in accomplishing specific tasks?	contin	numeric
V565	ooo_f	OO-F. Was child motivated to complete tasks? Did not give up quickly or want to	contin	numeric
V566	ooo_g	OO-G. Was the child interested and curious about the tasks throughout the assess	discrete	numeric
V567	end		discrete	character
V568	metainstanceid	meta:instanceID	discrete	character

Midline_Teachers

Content	Data corresponding to the EYPP Teacher Questionnaire
Cases	50
Variable(s)	28
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V569	Dateofinterview	Date of interview	discrete	character	
V570	ScoolID	Scool ID	contin	numeric	
V571	Q1	The programme is necessary for children in this community.	discrete	numeric	Perceptions of the Early Years Preschool Programme - The programme is necessary for children in this community.
V572	Q2	The programme builds children	discrete	numeric	Perceptions of the Early Years Preschool Programme - The programme builds children's early mathematics skills well.
V573	Q3	The programme builds children	discrete	numeric	Perceptions of the Early Years Preschool Programme - The programme builds children's early literacy skills well.
V574	Q4	The programme builds children	discrete	numeric	The programme builds children's vocabularies.
V575	Q5	The programme builds children	discrete	numeric	Perceptions of the Early Years Preschool Programme - The programme builds children's understanding of how the world works.
V576	Q6	The programme builds children	discrete	numeric	Perceptions of the Early Years Preschool Programme - The programme builds children's social skills with their peers.
V577	Q7	The programme builds children	discrete	numeric	Perceptions of the Early Years Preschool Programme - The programme builds children's ability to behave well in a classroom.
V578	Q8	The children enjoy attending the programme.	discrete	numeric	Perceptions of the Early Years Preschool Programme - The children enjoy attending the programme.
V579	Q9	I have received adequate training and/or coaching to be able to teach the progra	discrete	numeric	Teaching the Early Years Preschool Programme - I have received adequate training and/or coaching to be able to teach the programme well.
V580	Q10	The instructions for teachers are clear, so I know how to deliver activities in	discrete	numeric	Teaching the Early Years Preschool Programme - The instructions for teachers are clear, so I know how to deliver activities in the curriculum.
V581	Q11	I have the materials I need to deliver the activities in the curriculum.	discrete	numeric	Teaching the Early Years Preschool Programme - I have the materials I need to deliver the activities in the curriculum.

V582	Q12	I am able to maintain control of my class while carrying out the curriculum.	discrete	numeric	Teaching the Early Years Preschool Programme - I am able to maintain control of my class while carrying out the curriculum.
V583	Q13	Sometimes children find the programme activities boring.	discrete	numeric	Teaching the Early Years Preschool Programme - Sometimes children find the programme activities boring.
V584	Q14	The curriculum activities to teach mathematics are at too easy a level for many	discrete	numeric	Teaching the Early Years Preschool Programme - The curriculum activities to teach mathematics are too easy for many children in my class.
V585	Q15	The curriculum activities to teach mathematics are at too difficult a level for	discrete	numeric	Teaching the Early Years Preschool Programme - The curriculum activities to teach mathematics are too difficult for many children in my class.
V586	Q16	The curriculum activities to teach literacy are at too easy a level for many chi	discrete	numeric	Teaching the Early Years Preschool Programme - The curriculum activities to teach literacy are too easy for many children in my class.
V587	Q17	The curriculum activities to teach literacy are at too difficult a level for man	discrete	numeric	Teaching the Early Years Preschool Programme - The curriculum activities to teach literacy are too difficult for many children in my class.
V588	Q18	I am able to meet the learning needs of all of the children in my class.	discrete	numeric	Teaching the Early Years Preschool Programme - I am able to meet the learning needs of all of the children in my class.
V589	Q19a	Based on your experiences, what are the best things about the programme?	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, what are the best things about the programme?
V590	Q19b	Based on your experiences, what are the best things about the programme?	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, what are the best things about the programme?
V591	Q19c	Based on your experiences, what are the best things about the programme?	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, what are the best things about the programme?
V592	Q20a	Based on your experiences, what most needs to be improved about the curriculum?	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, what most needs to be improved about the curriculum?
V593	Q20b	Based on your experiences, what most needs to be improved about the curriculum?	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, what most needs to be improved about the curriculum?
V594	Q21a	Are there any things that should be improved about the training or support teach	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, are there any things that should be improved about the training or support teachers receive to deliver the programme? If yes, what should be improved? [If more than three, note only top three]
V595	Q21b	Are there any things that should be improved about the training or support teach	discrete	character	Teaching the Early Years Preschool Programme - Based on your experiences, are there any things that should be improved about the training or support teachers receive to deliver the programme? If yes, what should be improved? [If more than three, note only top three]

V596 Q21c	Are there any things that should be improved about the training or support teach	discrete character	Teaching the Early Years Preschool Programme - Based on your experiences, are there any things that should be improved about the training or support teachers receive to deliver the programme? If yes, what should be improved? [If more than three, note only top three]
-----------	--	--------------------	--

Serial (SI)

File: Midline_Household

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 7	Minimum: 1
Decimals: 0	Maximum: 2828001
Range: 1-2828001	

Child ID (SID)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: character	Invalid: 0
Width: 9	

Other (Q180th)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1277
Format: character	Invalid: 0
Width: 49	

Data of Interview (D_O_I)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: character	Minimum: NaN
Width: 10	Maximum: NaN

School ID (School)

File: Midline_Household

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 6	Minimum: 4
Decimals: 2	Maximum: 258
Range: 4-258	

How are you related to the child? (Q03)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 5

Literal question

How are you related to the child?

Other (Q03oth)

File: Midline_Household

Overview

Type: Discrete
 Format: character
 Width: 13

Valid cases: 35
 Invalid: 0

Literal question

How are you related to the child?
 - Specify

What is the number of 7-10-year-old children in the family? (Q04)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 3

Literal question

What is the number of 7-10-year-old children in the family?

How many of the 7-10-year-old children in the family are attending school? (Q05)

File: Midline_Household

Overview

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

Valid cases: 335
 Invalid: 1480
 Minimum: 0
 Maximum: 2

Literal question

How many of the 7-10-year-old children in the family are attending school?

What is the number of 11-15-year-old children in the family? (Q06)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 4

Literal question

What is the number of 11-15-year-old children in the family?

How many of the 11-15-year-old children in the family are attending school? (Q07)

File: Midline_Household

Overview

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

Valid cases: 634
 Invalid: 1181
 Minimum: 0
 Maximum: 4

Literal question

How many of the 11-15-year-old children in the family are attending school?

Story/picture books for young children? (Q08a)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 99

Literal question

Do you have any of the following types of other reading materials at home?
 - Story/picture books for young children?

If yes, how many books? (Q08a1)

File: Midline_Household

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-30

Valid cases: 1255
 Invalid: 560
 Minimum: 1
 Maximum: 30

Literal question

Do you have any of the following types of other reading materials at home?
 - If yes, how many books?

Textbooks? (Q08b)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

Do you have any of the following types of other reading materials at home?
 - Textbooks?

Magazines? (Q08c)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

Do you have any of the following types of other reading materials at home?
 - Magazines?

Newspapers? (Q08d)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

Do you have any of the following types of other reading materials at home?
 - Newspapers?

Religious books? (Q08e)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

Do you have any of the following types of other reading materials at home?
 - Religious books?

Coloring books? (Q08f)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

Do you have any of the following types of other reading materials at home?
 - Coloring books?

Comics? (Q08g)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

Do you have any of the following types of other reading materials at home?
 - Comics?

Homemade toys, such as stuffed dolls, cars, or other toys made at home? (Q09a)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Homemade toys, such as stuffed dolls, cars, or other toys made at home?

Toys from a shop or manufactured toys? (Q09b)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Toys from a shop or manufactured toys?

Household objects, such as bowls, cups or pots? (Q09c)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Household objects, such as bowls, cups or pots?

Objects found outside, such as sticks, stones or leaves? (Q09d)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Objects found outside, such as sticks, stones or leaves?

Does your child have any drawing or writing materials? (Q09e)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Does your child have any drawing or writing materials?

Does child have any puzzles (even a two piece puzzle counts)? (Q09f)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 99

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Does child have any puzzles (even a two piece puzzle counts)?

Does your child have any two or three piece toys that require hand-eye coordinat (Q09g)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Does your child have any two or three piece toys that require hand-eye coordination?

Does child have toys that teach about colors, sizes or shapes? (Q09h) File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Does child have toys that teach about colors, sizes or shapes?

Does child have toys or games that help teach about numbers/counting? (Q09i) File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Does child have toys or games that help teach about numbers/counting?

Others (Q09j) File: Midline_Household

Overview

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

Valid cases: 0
 Invalid: 1815

Literal question

9. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:
 - Others

Read books or look at pictures books with child? (Q10a) File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Read books or look at pictures books with child?

Read books or look at pictures books with child by Mother (Q10a_M) File: Midline_Household

Overview

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

Valid cases: 1356
 Invalid: 459
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Read books or look at pictures books with child by Father (Q10a_F) File: Midline_Household

Overview

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

Valid cases: 298
 Invalid: 1517
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Read books or look at pictures books with child by Caregiver (Q10a_CG) File: Midline_Household

Overview

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

Valid cases: 380
 Invalid: 1435
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Tell stories to the child (Q10b)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Tell stories to the child

Tell stories to the child by Mother (Q10b_M)

File: Midline_Household

Overview

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

Valid cases: 1197
 Invalid: 618
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Tell stories to the child by Father (Q10b_F)

File: Midline_Household

Overview

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

Valid cases: 207
 Invalid: 1608
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Tell stories to the child by Caregiver (Q10b_CG)

File: Midline_Household

Overview

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

Valid cases: 362
 Invalid: 1453
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Sing songs to or with the child, including lullabies (Q10c)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Sing songs to or with the child, including lullabies?

Sing songs to or with the child, including lullabies by Mother (Q10c_M)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1091
Format: numeric	Invalid: 724
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Sing songs to or with the child, including lullabies by Father (Q10c_F)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 95
Format: numeric	Invalid: 1720
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Sing songs to or with the child, including lullabies by Caregiver (Q10c_CG)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 205
Format: numeric	Invalid: 1610
Width: 2	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-99	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Take the child outside the home? For example, to the market, visit relatives (Q10d)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- Take the child outside the home? For example, to the market, visit relatives

Take the child outside the home? For example, to the market, visit relatives by (Q10d_M)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1031
Format: numeric	Invalid: 784
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Take the child outside the home? For example, to the market, visit relatives by (Q10d_F)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 618
Format: numeric	Invalid: 1197
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Take the child outside the home? For example, to the market, visit relatives by (Q10d_CG)

File: Midline_Household

Overview

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

Valid cases: 384
Invalid: 1431
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Play with the child any simple games (Q10e)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- Play with the child any simple games

Play with the child any simple games by Mother (Q10e_M)

File: Midline_Household

Overview

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

Valid cases: 690
Invalid: 1125
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Play with the child any simple games by Father (Q10e_F)

File: Midline_Household

Overview

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

Valid cases: 151
Invalid: 1664
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Play with the child any simple games by Caregiver (Q10e_CG)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 308
Format: numeric	Invalid: 1507
Width: 2	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-99	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Name objects or draw things to or with the child (Q10f)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- Name objects or draw things to or with the child

Name objects or draw things to or with the child by Mother (Q10f_M)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 705
Format: numeric	Invalid: 1110
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Name objects or draw things to or with the child by Father (Q10f_F)

File: Midline_Household

Overview

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

Valid cases: 77
 Invalid: 1738
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Name objects or draw things to or with the child by Caregiver (Q10f_CG)

File: Midline_Household

Overview

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

Valid cases: 164
 Invalid: 1651
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Show or teach your child something new, like teach a new word, or teach how to d (Q10g)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Show or teach your child something new, like teach a new word, or teach how to do something?

Show or teach your child something new, like teach a new word, or teach how to d (Q10g_M)

File: Midline_Household

Overview

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

Valid cases: 1092
 Invalid: 723
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Show or teach your child something new, like teach a new word, or teach how to d (Q10g_F)

File: Midline_Household

Overview

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

Valid cases: 141
Invalid: 1674
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Show or teach your child something new, like teach a new word, or teach how to d (Q10g_CG)

File: Midline_Household

Overview

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

Valid cases: 241
Invalid: 1574
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Teach alphabet or encourage to learn letters to the child (Q10h)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- Teach alphabet or encourage to learn letters to the child

Teach alphabet or encourage to learn letters to the child by Mother (Q10h_M)

File: Midline_Household

Overview

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

Valid cases: 1501
 Invalid: 314
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Teach alphabet or encourage to learn letters to the child by Father (Q10h_F)

File: Midline_Household

Overview

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

Valid cases: 326
 Invalid: 1489
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Teach alphabet or encourage to learn letters to the child by Caregiver (Q10h_CG)

File: Midline_Household

Overview

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

Valid cases: 448
 Invalid: 1367
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Play a counting game or teach numbers to the child (Q10i)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Play a counting game or teach numbers to the child

Play a counting game or teach numbers to the child by Mother

(Q10i_M)

File: Midline_Household

Overview

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

Valid cases: 1157
Invalid: 658
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Play a counting game or teach numbers to the child by Father (Q10i_F)

File: Midline_Household

Overview

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

Valid cases: 223
Invalid: 1592
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Play a counting game or teach numbers to the child by Caregiver

(Q10i_CG)

File: Midline_Household

Overview

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

Valid cases: 321
Invalid: 1494
Minimum: 1
Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Hug or show affection to your child (Q10j)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Hug or show affection to your child

Hug or show affection to your child by Mother (Q10j_M)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1750
Format: numeric	Invalid: 65
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Hug or show affection to your child by Father (Q10j_F)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1310
Format: numeric	Invalid: 505
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Hug or show affection to your child by Caregiver (Q10j_CG)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1147
Format: numeric	Invalid: 668
Width: 2	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-99	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Spank your child for misbehaving (Q10k)

File: Midline_Household

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 2

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - Spank your child for misbehaving

Spank your child for misbehaving by Mother (Q10k_M) File: Midline_Household

Overview

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

Valid cases: 754
 Invalid: 1061
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Spank your child for misbehaving by Father (Q10k_F) File: Midline_Household

Overview

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

Valid cases: 47
 Invalid: 1768
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Spank your child for misbehaving by Caregiver (Q10k_CG) File: Midline_Household

Overview

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

Valid cases: 95
 Invalid: 1720
 Minimum: 1
 Maximum: 1

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
 - ask "Who?" if the answer is "yes".

Hit your child for misbehaving (Q10I)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- Hit your child for misbehaving

Hit your child for misbehaving by Mother (Q10I_M)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 818
Format: numeric	Invalid: 997
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Hit your child for misbehaving by Father (Q10I_F)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 53
Format: numeric	Invalid: 1762
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Hit your child for misbehaving by Caregiver (Q10I_CG)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 82
Format: numeric	Invalid: 1733
Width: 2	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-99	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Criticize or yell at your child (Q10m)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- Criticize or yell at your child

Criticize or yell at your child by Mother (Q10m_M)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1261
Format: numeric	Invalid: 554
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Criticize or yell at your child by Father (Q10m_F)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 248
Format: numeric	Invalid: 1567
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

Criticize or yell at your child by Caregiver (Q10m_CG)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 208
Format: numeric	Invalid: 1607
Width: 2	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-99	

Literal question

10. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". - tick as many as appropriate
- ask "Who?" if the answer is "yes".

On a regular day, how many hours does the mother spend time talking, walking, an (Q11a)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 0
Maximum: 9

Literal question

I would like to know about how your child spends his/her day.

- On a regular day, how many hours does the mother spend time talking, walking, and/or playing with the child?

On a regular day, how many hours does the father spend time talking, walking, an (Q11b)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 0
Maximum: 6

Literal question

I would like to know about how your child spends his/her day.

- On a regular day, how many hours does the father spend time talking, walking, and/or playing with the child?

On a regular day, how many hours the child spend in the care of another child wh (Q11c)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 0
Maximum: 8

Literal question

I would like to know about how your child spends his/her day.

- On a regular day, how many hours the child spend in the care of another child who is less than 10 years old?

On a regular day, how many hours does the child spend alone? (Q11d)

File: Midline_Household

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 0
Maximum: 6

Literal question

I would like to know about how your child spends his/her day.
 - On a regular day, how many hours does the child spend alone?

In general, would you say that your child (Q12)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-99	

Literal question

In general, would you say that your child's health is?

In the last 6 months, has [child name] received deworming (Q13)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 88
Range: 1-99	

Literal question

In the last 6 months, has [child name] received deworming?

In the past 2 weeks, has [child name] had diarrhea, defined as loose stools more (Q14)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 88
Range: 1-99	

Literal question

In the past 2 weeks, has [child name] had diarrhea, defined as loose stools more than 3 times per day?

In the past 2 weeks, has [child name] had cough or difficulty breathing? (Q15)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-99	

Literal question

In the past 2 weeks, has [child name] had cough or difficulty breathing?

When was the last time that [study child name] was weighed for growth monitoring (Q16)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

Literal question

When was the last time that [study child name] was weighed for growth monitoring?

Did you enroll your child in any preschool program in 2018? (Q17)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-99	

Literal question

Did you enroll your child in any preschool program in 2018?

Post question

Yes > continue to Q18
No > continue to Q33

If yes, which type of preschool program? (Q18)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-99	

Literal question

If yes, which type of preschool program?

Recheck (Recheck)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 131
Format: character	Invalid: 0
Width: 86	

Q18oth (CT)

File: Midline_Household

Overview

Type: Discrete
 Format: character
 Width: 49

Valid cases: 1277
 Invalid: 0

On average, how many days per week did your child attend this preschool? (Q19)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 88

Literal question

On average, how many days per week did your child attend this preschool?

Was this preschool programme a full day programme (morning and afternoon), or a (Q20)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 99

Literal question

Was this preschool programme a full day programme (morning and afternoon), or a half day programme (only morning or only afternoon)?

How confident were you in your abilities to prepare your child for preschool? (Q21)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 4

Literal question

How confident were you in your abilities to prepare your child for preschool?

The school was a good place for my child to be. (Q22)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 4

Pre question

I would now like to read you some statements about your child's preschool, and I want you to tell me whether you think each is not at all true, a little bit true, mostly true, or very true in your opinion. All the answers you provide will be kept confidential. This means that no one at your child's school will know what you tell me here.

Literal question

The school was a good place for my child to be.

The school did a good job preparing children for their futures. (Q23)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 4

Literal question

The school did a good job preparing children for their futures.

Going to school exposed my child to harmful people or ideas (Q24)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 4

Literal question

Going to school exposed my child to harmful people or ideas.

The school met my child (Q25)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 1
 Maximum: 4

Literal question

The school met my child's academic needs.

The school met my child (Q26)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1364
Format: numeric	Invalid: 451
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

Literal question

The school met my child's social and behavioral needs.

Doing well in preschool will improve my child (Q27)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1364
Format: numeric	Invalid: 451
Width: 1	Minimum: 2
Decimals: 0	Maximum: 4
Range: 1-4	

Literal question

Doing well in preschool will improve my child's chances of having a good life when he/she grows up.

This preschool kept me informed about my child (Q28)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1364
Format: numeric	Invalid: 451
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

Literal question

This preschool kept me informed about my child's performance and behavior.

I like the teacher(s) at the preschool (Q29)

File: Midline_Household

Overview

Type: Discrete	Valid cases: 1364
Format: numeric	Invalid: 451
Width: 1	Minimum: 1
Decimals: 0	Maximum: 4
Range: 1-4	

Literal question

I like the teacher(s) at the preschool.

I feel comfortable talking with my child (Q30)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 2
 Maximum: 4

Literal question

I feel comfortable talking with my child's preschool teacher.

The preschool is a welcoming place for families like mine (Q31)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 2
 Maximum: 4

Literal question

The preschool is a welcoming place for families like mine.

The preschool is a safe place for my child (Q32)

File: Midline_Household

Overview

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

Valid cases: 1364
 Invalid: 451
 Minimum: 2
 Maximum: 4

Literal question

The preschool is a safe place for my child.

Why didn't (Q33)

File: Midline_Household

Overview

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

Valid cases: 451
 Invalid: 1364
 Minimum: 1
 Maximum: 99

Pre question

> Closing

Literal question

Why didn't you send your child to preschool in 2018?

Other (Q33oth)

File: Midline_Household

Overview

Type: Discrete
Format: character
Width: 56

Valid cases: 35
Invalid: 0

(start)

File: Midline_IDELA

Overview

Type: Discrete

Format: character

Width: 28

Valid cases: 1815

Invalid: 0

Type of location (g0cluster)

File: Midline_IDELA

Overview

Type: Discrete

Format: character

Width: 9

Valid cases: 1815

Invalid: 0

Child ID number (sid)

File: Midline_IDELA

Overview

Type: Discrete

Format: character

Width: 9

Valid cases: 1815

Invalid: 0

Type of preschool program (PreschoolType)

File: Midline_IDELA

Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-99

Valid cases: 1815

Invalid: 0

Minimum: 1

Maximum: 6

Date of interview: (g4date)

File: Midline_IDELA

Overview

Type: Discrete

Format: character

Width: 28

Valid cases: 1815

Invalid: 0

Agree to interview (ic1oni)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

Q002. Please tell me how old you are: (b1bg02)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 4
 Maximum: 6

Q003. Are you a boy or a girl?: (b1bg03)

File: Midline_IDELA

Overview

Type: Discrete
 Format: character
 Width: 6

Valid cases: 1815
 Invalid: 0

Do you agree to do these activities with me? (gcgc01)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

Continue (i1o1)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

01-A. Please tell me your full name? (i11item01_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

01-B. Please tell me how old you are? (i11item01_b)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

01-C. Are you a boy or a girl? (i11item01_c)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

01-D. Please tell me the name of one person who takes care of you at home (i11item01_d)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

01-E. Please tell me the name of the neighborhood/ community/ village that you live in (i11item01_e)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

01-F. Please tell me the name of the state/ country that you live in
(i11item01_f)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to participate in ITEM 2 (i2o2)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

02-A. Look at this picture and please show me the biggest circle.
(i21item02_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

02-B. Now please show me the smallest circle. (i21item02_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

02-C. Now look at this picture. Please show me the longest stick.
(i22item02_c)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

02-D. Please show me the shortest stick. (i22item02_d)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

We're going to play a game where we group pictures together that are similar. (i3o3)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

03-A. Look at these cards and try to arrange all of them in two groups with othe (i31item03_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

03-B. Ok now look at the cards again and try to find another/different way to gr (i32item03_b)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

04-A. Please show me, where is the circle? (i4item04_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

04-B. Please show me, where is the rectangle? (i4item04_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

04-C. Please show me, where is the triangle? (i4item04_c)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

04-D. Please show me, where is the square? (i4item04_d)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

04-E. What is something that is shaped like a circle? (i42item04_e)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to participate in ITEM 5 (i5o5)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Row 1: (i51r05_1)
File: Midline_IDELA

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 1187
Invalid: 0

Row 2: (i51r05_2)
File: Midline_IDELA

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 1103
Invalid: 0

Row 3: (i52r05_3)
File: Midline_IDELA

Overview

Type: Discrete
Format: character
Width: 14

Valid cases: 453
Invalid: 0

Row 4: (i52r05_4)
File: Midline_IDELA

Overview

Type: Discrete
Format: character
Width: 14

Valid cases: 529
Invalid: 0

ITEM05_A (item05_a)
File: Midline_IDELA

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 0
Maximum: 20

Agreed to participate in ITEM 6 (i6o6)
File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

06-A. There are a lot of beans here. Please give me 3 beans.

(i61item06_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

06-B. Thank you. Now, please give me 8 beans. (i61item06_b)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

06-C. Thank you. Now please give me 15 beans. (i62item06_c)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1530
 Invalid: 285
 Minimum: 0
 Maximum: 999

PE06-A. (i63pe06_a)

File: Midline_IDELA

Overview

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

Valid cases: 1097
 Invalid: 718
 Minimum: 0
 Maximum: 1

PE06-B. (i63pe06_b)

File: Midline_IDELA

Overview

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

Valid cases: 1097
 Invalid: 718
 Minimum: 0
 Maximum: 999

07-A. How many beans do I have in total? (i7item07_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

07-B. Here are 2 bikes. if you put 2 more bikes in the picture how many would th (i71item07_b)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

07-C. Ok. Now I have another picture. Here are 3 apples. If you took one away ho (i71item07_c)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

Agreed to participate in ITEM 8 (i8o8)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

08-A. Number of puzzle pieces correctly placed (i81item08_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 6

PE08-A. (i82pe08_a)
 File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

PE08-B. (i82pe08_b)
 File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

09-A. Are there any other friends who you like to play with?
 (i9item09_a)
 File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 10

10-A. Think for a moment and tell me what makes you feel sad.
 (i10item10_a)
 File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

10-B. What do you do to feel better when you are feeling sad?

(i101item10_b)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1128
 Invalid: 687
 Minimum: 0
 Maximum: 999

10-C. What else do you do to feel better when you are feeling sad?

(i101item10_c)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 892
 Invalid: 923
 Minimum: 0
 Maximum: 999

10-D. Now tell me what makes you feel happy? (i101item10_d)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

Agreed to participate in ITEM 11 (i11_o11)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

11-A. How do you think this child is feeling right now? (i112item11_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

11-B. What would you do to help her feel better? (i112item11_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 579
Format: numeric	Invalid: 1236
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

11-C. Is there anything else you would do to make her feel better?
(i112item11_c)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 435
Format: numeric	Invalid: 1380
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

12-A. What would you do in this situation? (i12item12_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

12-B. Is there anything else you would do? (i121item12_b)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1026
Format: numeric	Invalid: 789
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to participate in ITEM 13 (i13o131)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Sequence A: 1 (i131item13_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Sequence B: >5...2...9< (i131item13_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Sequence C: >8 (i131item13_c)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Sequence D: >1 (i131item13_d)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to participate in ITEM 14 (i14o141)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Child understands the directions (i142item14_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

14-B. Touch your head (i143item14_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: character	Invalid: 0
Width: 12	

14-C. Touch your toes (i143item14_c)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: character	Invalid: 0
Width: 12	

14-D. Touch your toes (i143item14_d)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: character	Invalid: 0
Width: 12	

14-E. Touch your head (i143item14_e)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: character	Invalid: 0
Width: 12	

14-F. Touch your toes (i143item14_f)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: character	Invalid: 0
Width: 12	

Child stays concentrated on the task at hand; not easily distracted (i144pe14_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: numeric	Invalid: 507
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Child is motivated to complete task (solve the problem); does not want to stop t (i144pe14_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1308
Format: numeric	Invalid: 507
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to play Word game (i15o15)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

15-A. Try to name as many things as you can think of and I will keep count. (i151item15_a)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

15-B. Try to name as many animals as you can think of and I will keep count aga (i152item15_b)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

Agreed to look at the book (i16o16)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

16-A. Show me how you would open it so we can read it.

(i161item16_a)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

16-B. Now show me where I should start reading. (i162item16_b)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

16-C. If I start to read here, on the first word, show me with your finger where (i163item16_c)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

Agreed to play an alphabet game now (i17o17)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

What letter is this? (i171n172)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 1815
Width: 1	
Decimals: 0	

Row 1 : (i171r17_1)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1223
Format: character	Invalid: 0
Width: 9	

Row 2 : (i171r17_2)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1120
Format: character	Invalid: 0
Width: 9	

Row 3 : (i174r17_3)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 795
Format: character	Invalid: 0
Width: 9	

Row 4 : (i174r17_4)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 822
Format: character	Invalid: 0
Width: 9	

ITEM17_A (item17_a)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 20
Range: 0-20	

Agreed to play a listening game (i18o18)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

18-A. The word (i181item18_a)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

18-B. Toy starts with /t/. Listen to the words I say and tell me which one start (i181item18_b)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

18-C. Door /d/. Listen to the words I say and tell me which one starts with the (i181item18_c)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

19-A. Writing level (i19item19_a)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to listen the story on CAT and MOUSE (i20o20)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

Agreed to answer question on the story CAT and MOUSE (i201o201)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

20-A. Who stole the cat (i202item20_a)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

20-B. What color was the hat? (i202item20_b)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

20-C. Why did the cat chase the mouse? (i202item20_c)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

20-D. Where did the mouse get trapped? (i202item20_d)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

20-E. Why did the cat decide not to eat the mouse? (i202item20_e)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Child stays concentrated on the task at hand; not easily distracted (i203pe20_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Child is motivated to complete task; does not want to stop the task. (i203pe20_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

21-A. Number of closed corners, no gaps. (i21_item21_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 0
Decimals: 0	Maximum: 3
Range: 0-3	

21-B. Resembles closely the picture (i21_item21_b)

File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to play another drawing game (i22_o22)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

a) (i221item22_a)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

b) (i221item22_b)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

c) (i221item22_c)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

d) (i221item22_d)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

e) (i221item22_e)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

f) (i221item22_f)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

g) (i221item22_g)

File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

h) (i221item22_h) File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Child stays concentrated on the task at hand; not easily distracted (i222pe22_a) File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Child is motivated to complete task; does not want to stop the task (i222pe22_b) File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Agreed to play folding game (i23o23) File: Midline_IDELA

Overview

Type: Discrete	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 1
Range: 1-1	

23-A. Number of steps child folded precisely /correctly (within 1 cm) (0-4) (i231item23_a) File: Midline_IDELA

Overview

Type: Continuous	Valid cases: 1815
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

Child stays concentrated on the task at hand; not easily distracted

(i232pe23_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

Child is motivated to complete task; does not want to stop the task.

(i232pe23_b)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

24-A. Number of steps hopped (i24item24_a)

File: Midline_IDELA

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 0-999

Valid cases: 1815
 Invalid: 0
 Minimum: 0
 Maximum: 999

End of Interview (eoe)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 1

OO-A. Did the child pay attention to the instructions and demonstrations through (ooo_a)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 999

OO-B. Did child show confidence when completing activities; did not show hesitat (ooo_b)

File: Midline_IDELA

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 999

OO-C. Did the child stay concentrated and on task during the activities and was (ooo_c)

File: Midline_IDELA

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 999

OO-D. Was child careful and diligent on tasks? Was child interested in accuracy? (ooo_d)

File: Midline_IDELA

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 999

OO-E. Did child show pleasure in accomplishing specific tasks? (ooo_e)

File: Midline_IDELA

Overview

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

Valid cases: 1815
Invalid: 0
Minimum: 1
Maximum: 999

OO-F. Was child motivated to complete tasks? Did not give up quickly or want to (ooo_f)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 999

OO-G. Was the child interested and curious about the tasks throughout the assess (ooo_g)

File: Midline_IDELA

Overview

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

Valid cases: 1815
 Invalid: 0
 Minimum: 1
 Maximum: 999

(end)

File: Midline_IDELA

Overview

Type: Discrete
 Format: character
 Width: 28

Valid cases: 1815
 Invalid: 0

meta:instanceID (metainstanceid)

File: Midline_IDELA

Overview

Type: Discrete
 Format: character
 Width: 41

Valid cases: 1815
 Invalid: 0

Date of interview (Dateofinterview)

File: Midline_Teachers

Overview

Type: Discrete	Valid cases: 50
Format: character	Minimum: NaN
Width: 10	Maximum: NaN

Pre question

I am going to read ten statements about the Early Years Preschool Programme. For each, please tell me if you feel that this statement is not at all true, a little bit true, mostly true, or very true. Again, there are no right or wrong answers to these questions.

Scool ID (ScoolID)

File: Midline_Teachers

Overview

Type: Continuous	Valid cases: 50
Format: numeric	Invalid: 0
Width: 3	Minimum: 5
Decimals: 0	Maximum: 254
Range: 5-254	

The programme is necessary for children in this community. (Q1)

File: Midline_Teachers

Overview

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 0
Width: 2	Minimum: 3
Decimals: 0	Maximum: 4
Range: 1-99	

Literal question

Perceptions of the Early Years Preschool Programme
- The programme is necessary for children in this community.

The programme builds children (Q2)

File: Midline_Teachers

Overview

Type: Discrete	Valid cases: 50
Format: numeric	Invalid: 0
Width: 2	Minimum: 3
Decimals: 0	Maximum: 4
Range: 1-99	

Literal question

Perceptions of the Early Years Preschool Programme
- The programme builds children's early mathematics skills well.

The programme builds children (Q3)

File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 2
 Maximum: 4

Literal question

Perceptions of the Early Years Preschool Programme
 - The programme builds children's early literacy skills well.

The programme builds children (Q4)

File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 2
 Maximum: 4

Literal question

The programme builds children's vocabularies.

The programme builds children (Q5)

File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 2
 Maximum: 4

Literal question

Perceptions of the Early Years Preschool Programme
 - The programme builds children's understanding of how the world works.

The programme builds children (Q6)

File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 3
 Maximum: 4

Literal question

Perceptions of the Early Years Preschool Programme
 - The programme builds children's social skills with their peers.

The programme builds children (Q7)

File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 2
 Maximum: 4

Literal question

Perceptions of the Early Years Preschool Programme
 - The programme builds children's ability to behave well in a classroom.

The children enjoy attending the programme. (Q8) File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 2
 Maximum: 4

Literal question

Perceptions of the Early Years Preschool Programme
 - The children enjoy attending the programme.

I have received adequate training and/or coaching to be able to teach the progra (Q9) File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 3
 Maximum: 4

Pre question

Now I would like to ask you about your experiences teaching the Early Years Preschool Programme. Again, I am not here to judge you as a teacher, but rather to learn how well the programme works and where it could be improved.

Literal question

Teaching the Early Years Preschool Programme
 - I have received adequate training and/or coaching to be able to teach the programme well.

The instructions for teachers are clear, so I know how to deliver activities in (Q10) File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 2
 Maximum: 4

Literal question

Teaching the Early Years Preschool Programme
 - The instructions for teachers are clear, so I know how to deliver activities in the curriculum.

I have the materials I need to deliver the activities in the curriculum.

(Q11)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 2
Maximum: 4

Literal question

Teaching the Early Years Preschool Programme

- I have the materials I need to deliver the activities in the curriculum.

I am able to maintain control of my class while carrying out the curriculum. (Q12)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 2
Maximum: 4

Literal question

Teaching the Early Years Preschool Programme

- I am able to maintain control of my class while carrying out the curriculum.

Sometimes children find the programme activities boring. (Q13)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 1
Maximum: 4

Literal question

Teaching the Early Years Preschool Programme

- Sometimes children find the programme activities boring.

The curriculum activities to teach mathematics are at too easy a level for many (Q14)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 2
Maximum: 4

Literal question

Teaching the Early Years Preschool Programme

- The curriculum activities to teach mathematics are too easy for many children in my class.

The curriculum activities to teach mathematics are at too difficult a level for (Q15)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 1
Maximum: 3

Literal question

Teaching the Early Years Preschool Programme

- The curriculum activities to teach mathematics are too difficult for many children in my class.

The curriculum activities to teach literacy are at too easy a level for many chi (Q16)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 2
Maximum: 4

Literal question

Teaching the Early Years Preschool Programme

- The curriculum activities to teach literacy are too easy for many children in my class.

The curriculum activities to teach literacy are at too difficult a level for man (Q17)

File: Midline_Teachers

Overview

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

Valid cases: 50
Invalid: 0
Minimum: 1
Maximum: 3

Literal question

Teaching the Early Years Preschool Programme

- The curriculum activities to teach literacy are too difficult for many children in my class.

I am able to meet the learning needs of all of the children in my class. (Q18)

File: Midline_Teachers

Overview

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

Valid cases: 50
 Invalid: 0
 Minimum: 3
 Maximum: 4

Literal question

Teaching the Early Years Preschool Programme
 - I am able to meet the learning needs of all of the children in my class.

Based on your experiences, what are the best things about the programme? (Q19a)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 77

Valid cases: 50
 Invalid: 0

Literal question

Teaching the Early Years Preschool Programme
 - Based on your experiences, what are the best things about the programme?

Based on your experiences, what are the best things about the programme? (Q19b)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 77

Valid cases: 47
 Invalid: 0

Literal question

Teaching the Early Years Preschool Programme
 - Based on your experiences, what are the best things about the programme?

Based on your experiences, what are the best things about the programme? (Q19c)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 63

Valid cases: 34
 Invalid: 0

Literal question

Teaching the Early Years Preschool Programme
 - Based on your experiences, what are the best things about the programme?

Based on your experiences, what most needs to be improved about the curriculum? (Q20a)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 116

Valid cases: 50

Literal question

Teaching the Early Years Preschool Programme

- Based on your experiences, what most needs to be improved about the curriculum?

Based on your experiences, what most needs to be improved about the curriculum? (Q20b)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 116

Valid cases: 24

Literal question

Teaching the Early Years Preschool Programme

- Based on your experiences, what most needs to be improved about the curriculum?

Are there any things that should be improved about the training or support teach (Q21a)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 66

Valid cases: 50

Invalid: 0

Literal question

Teaching the Early Years Preschool Programme

- Based on your experiences, are there any things that should be improved about the training or support teachers receive to deliver the programme?

If yes, what should be improved? [If more than three, note only top three]

Are there any things that should be improved about the training or support teach (Q21b)

File: Midline_Teachers

Overview

Type: Discrete
 Format: character
 Width: 72

Valid cases: 33

Invalid: 0

Literal question

Teaching the Early Years Preschool Programme

- Based on your experiences, are there any things that should be improved about the training or support teachers receive to deliver the programme?

If yes, what should be improved? [If more than three, note only top three]

Are there any things that should be improved about the training or support teach (Q21c)

File: Midline_Teachers

Overview

Type: Discrete
Format: character
Width: 71

Valid cases: 8
Invalid: 0

Literal question

Teaching the Early Years Preschool Programme

- Based on your experiences, are there any things that should be improved about the training or support teachers receive to deliver the programme?

If yes, what should be improved? [If more than three, note only top three]

Documentation

Questionnaires

Household Questionnaire

Title Household Questionnaire
Country Bangladesh
Language English
Filename EYPP Parent Survey Questionnaire_16Nov2018_forDI.pdf

EYPP Teacher Questionnaire

Title EYPP Teacher Questionnaire
Country Bangladesh
Language English
Filename EYPP Teacher Questionnaire_16Nov2018_forDI.pdf

Reports

Field Report on Midline Survey - Impact Evaluation of Early Year Pre-School Program (EYPP)

Title Field Report on Midline Survey - Impact Evaluation of Early Year Pre-School Program (EYPP)
Author(s) Data International Ltd.
Date 2019-01-26
Country Bangladesh
Language English
Publisher(s) American Institutes for Research
Filename DI_Midline_Field Survey 26 Jan 2019.pdf
