

Papua New Guinea - Public Expenditure and Service Delivery Survey 2002, A survey of 220 schools

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Sampling

Sampling Procedure

Three districts were randomly selected within provinces with probability proportional to the number of schools in the district. In two of the provinces, viz. Gulf and West New Britain, that only had two districts, both were selected. Ten schools were then selected randomly within each district. In NCD, which does not have districts but is organized by wards/census enumeration areas, 30 schools were randomly selected.

The original sample included 220 schools. Many of the schools in the original sample could not be covered for a variety of reasons. In these cases, replacement schools (randomly selected from the same district) were used. A special effort was made to ensure coverage of remote schools. In particular, some sites were revisited later to cover schools that could not be surveyed during the first attempt due to logistical difficulties. The schools are widely dispersed throughout the country.

The PESD schools are further classified by the level of poverty and remoteness. The level of poverty is measured by the estimated poverty rate for the LLG where the school is located, and the remoteness index is based on a composite measure of distance and travel time from the school to a range of facilities. The PESD sample of schools is well distributed across the remoteness and poverty spectrum. (For further details on the measures of poverty and remoteness, see Annexes 2 and 3 of the survey report.) Also, while poverty rate and the remoteness indices are significantly correlated across the PESD sample, these attributes are not collinear. The weighted correlation coefficient is 0.15, while the unweighted correlation is 0.27, both statistically significant at the 5% level or better.

Weighting

The sampling weights reflect the probability of a school being selected from all the schools in a given province. The results of the calculations described here are presented in Table A1.1 in the survey report.

In order for a given school to be selected into the sample, two random events must transpire. Its district must first be selected, and then the school itself must be chosen from all of the schools in the district. So the overall probability of selection is simply the product of the probabilities of each event occurring. Defining a school S_i , in district D_i and province P_i , we can write:

$$P(S_i \text{ selected}) = (P(S_i \text{ selected} \mid D_i \text{ selected}) * P(D_i \text{ selected}))$$

Probability of a district being selected

Districts in Gulf, West New Britain and NCD were automatically selected, and so have a selection probability of one. Three districts were selected from each of the remaining provinces using PPS sampling. This procedure defines the probability of a district being selected in any draw as the number of schools in the district divided by the number of schools in the province, so the overall probability of selection is three times this ratio:

$$P(D_i \text{ selected}) = 3 * (\text{number of schools in } D_i / (\text{number of schools in } P_i))$$

The calculated probabilities of selection for each district are listed in column (c). In East New Britain, two districts (Gazelle and Pomio) were large enough to be selected twice, so the calculated probabilities for these districts were greater than one. We set these probabilities equal to one, and redistribute the excess probability equally between the other two districts.

A Monte Carlo simulation produced empirical estimates of the probabilities which are extremely close to the theoretical results. These estimates are reported in Appendix 1 of the survey report.

Probability of a school being selected

Each school in a selected district has a probability of selection equal to the number of schools selected from the district, divided by the total number of schools in the district:

$$P(S_i \text{ selected} \mid D_i \text{ selected}) = \text{number from selected schools of } D_i / \text{number of schools in } D_i$$

The probabilities of each school being selected are reported in Appendix 1 of the survey report.

Overall probability of selection

The overall probability of selection, reported in column (f), is the product of columns (c) and (e). Column (g) reports expansion factors for each school, which are simply the inverse of the overall probabilities. These give the number of schools in the province represented by each selected school. (The sum of expansion factors for all selected schools in a province should, by definition, equal the total number of schools in that province. Because of the adjustment to the weights for ENB schools described earlier, the expansion factors for ENB schools sum to slightly more than the total 146 schools in the province. We therefore scale the expansion factors for ENB down slightly so they sum to 146.)

The estimated weights are on average greater than one, so the sum of the weights across schools exceeds the number of schools in the survey. To correct for this, the expansion factors were scaled down by a common factor. This also forces the average normalized weight across all schools to be one. The normalized weights and expansion factors are given in Appendix 1 of the survey report.

Questionnaires

Overview

The survey used a series of instruments for collecting data at different levels. These included:

Instruments at the school level:

- School survey – the main instrument (S1)
- Grade 5 teacher survey (S2)
- Board of Management survey (S3)
- Parent survey (S4)

Instruments at the district/provincial level:

- District Education Administrator (DEA) survey (D2)
- Provincial Education Adviser (PEA) survey (P1)

An instrument for health centers:

- Health facility survey (H1)

These instruments were used to collect data on a range of topics including: characteristics of the head teacher, teachers, characteristics of schools, inspectors, BOM, parents, school finances, classroom environment, teacher activity, resources for teaching, community-school interaction, organization and structure of DEA/PEA offices, District and Provincial Education Boards, budget process, school fee subsidy and other sources of funding, and roles and responsibilities in education.

The health facility survey was not intended to be a full service delivery survey in order to keep the field operations and costs within manageable limits. It was added as a rider to the school survey. Health facilities that could be reached within 20 minutes from the sample schools were covered. Thus, as against a sample of 214 schools, the survey covered 117 health facilities. A short instrument collected information on how often the facilities were open, the presence of staff, and the availability of key medicines. Table 2.2 in the survey report gives details of PESD sample coverage by instrument, province and district.

Data Collection

Data Collection Dates

| Start | End | Cycle |
|---------|---------|-------|
| 2002-02 | 2002-08 | N/A |

Data Collection Mode

Face-to-face [f2f]

DATA COLLECTION NOTES

The study used both quantitative and qualitative instruments. The quantitative instrument took the form of a service delivery survey – referred to as the Public Expenditure and Service Delivery, or simply the PESD, survey. The qualitative instrument used participatory methods to gather information in twelve schools, and is referred to as the Twelve-School study. The 12 schools were selected from within the sample of schools for the PESD survey.

The survey operation was implemented by the Education Department of the National Research Institute (NRI) in Port Moresby. Fieldwork for the survey was spread over the period February-August 2002. The first school was surveyed on February 5, 2002, and the last on August 7, 2002; however, all except 3 schools and one health facility were surveyed during March-July 2002, and 90% of the schools were surveyed over the two months of April and May 2002.

Further information was also collected from relevant agencies to chart the flow of resources from the national government to the school level, and additional data were collated from several governmental sources on such other items as enrolment, teacher payroll and public expenditures.

Not all instruments could be completed for all the 214 schools. Key respondents for particular instruments were sometimes not available. The smaller number of schools covered for the Grade 5 Teacher Survey (S2) partly also reflects the fact that several (13) of our sample schools were single-teacher schools (for which a separate S2 instrument was not fielded).

Data Processing

No content available

Data Appraisal

No content available

File Description

Variable List

identifiers

| | |
|--------------|---|
| Content | <p>identifiers.dta contains the following variables: id number school name of school province province district district census census unit identifier code school code weight remote remoteness index (range 0-1) remgrp group(rem) remotegroup Remoteness Grouping (Gaurav) expfac expansion factor distpsu Districts with three NCD districts classgroup Disadvantage Index group from Hanson disgroup Modified Disadvantage Index Group(Hanson) llgcode llghdschyr HH Head Years of Schooling, LLG llgadultread Adult Literacy Rate, LLG llghdwageinc HH Head earns wage income, LLG llgname llgname from census povrate LLG Poverty Rate region Region povgroup Poverty Grouping - remote, remgrp, remotegrp were derived from variables collected in the survey (see Report Annex) - classgroup, disgroup are imported from the mapping exercise by Hanson. - llg..., and pov... variables are derived from the PNG poverty mapping exercise (see Report Annex) and contain llg level data on poverty and other characteristics</p> |
| Cases | 214 |
| Variable(s) | 22 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|--------------|---|----------|-----------|----------|
| V329 | id | number | contin | numeric | |
| V330 | school | name of school | discrete | character | |
| V331 | province | province | discrete | numeric | |
| V332 | district | district | discrete | numeric | |
| V333 | census | census unit identifier | discrete | character | |
| V334 | code | school code | discrete | character | |
| V335 | weight | | contin | numeric | |
| V336 | remote | remoteness index (range 0-1) | contin | numeric | |
| V337 | remgrp | group(rem) | discrete | numeric | |
| V338 | remotegroup | Remoteness Grouping (Gaurav) | discrete | numeric | |
| V339 | expfac | expansion factor | contin | numeric | |
| V340 | distpsu | Districts with three NCD districts | discrete | numeric | |
| V341 | classgroup | Disadvantage Index group from Hanson | discrete | numeric | |
| V342 | disgroup | Modified Disadvantage Index Group(Hanson) | discrete | numeric | |
| V343 | llgcode | | contin | numeric | |
| V344 | llghdschyr | HH Head Years of Schooling, LLG | contin | numeric | |
| V345 | llgadultread | Adult Literacy Rate, LLG | contin | numeric | |
| V346 | llghdwageinc | HH Head earns wage income, LLG | contin | numeric | |
| V347 | llgname | llgname from census | discrete | character | |
| V348 | povrate | LLG Poverty Rate | contin | numeric | |
| V349 | region | Region | discrete | numeric | |
| V350 | povgroup | Poverty Grouping | discrete | numeric | |

S1v3

| | |
|--------------|---|
| Content | Data collected from the school survey module (220 schools from 8 provinces). This includes: A. BACKGROUND B. CHARACTERISTICS OF THE PRIMARY RESPONDENT C. CHARACTERISTICS OF THE SCHOOL D. SECURITY ISSUES E. INSPECTORS, BOARD OF MANAGEMENT AND PARENTS F. SCHOOL FINANCES AND SOURCES OF SUPPORT H. ROLES AND RESPONSIBILITIES IN EDUCATION I. STRENGTHS AND WEAKNESSES J1. TEACHERS |
| Cases | 214 |
| Variable(s) | 517 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|----------|------------------------------|----------|-----------|---|
| V939 | id | number | contin | numeric | |
| V940 | school | name of school | discrete | character | |
| V941 | province | province | discrete | numeric | |
| V942 | district | district | discrete | numeric | |
| V943 | census | census unit identifier | discrete | character | |
| V944 | code | school code | discrete | character | |
| V945 | weight | | contin | numeric | |
| V946 | s1qa1 | name of interviewer | discrete | character | |
| V947 | s1qa4 | village | discrete | character | |
| V948 | s1qa7 | interview date | discrete | character | |
| V949 | s1qa9 | school address | discrete | character | |
| V950 | s1qa10 | telephone number | discrete | numeric | |
| V951 | s1qa11 | school level | discrete | numeric | |
| V952 | s1qa12 | agency type | discrete | numeric | |
| V953 | s1qa13 | school type | discrete | numeric | |
| V954 | s1qa14 | year school upgraded | discrete | numeric | |
| V955 | s1qa15 | year school established | discrete | numeric | |
| V956 | s1qa16 | number of elementary schools | discrete | numeric | |
| V957 | s1qa17 | name of member | discrete | character | |
| V958 | s1qa18 | member from local area | discrete | numeric | |
| V959 | s1qa19 | knowledge of team arrival | discrete | numeric | |
| V960 | s1qb1 | name | discrete | character | Name |
| V961 | s1qb2 | gender | discrete | numeric | Gender |
| V962 | s1qb3 | age | discrete | numeric | Age |
| V963 | s1qb4 | are you head teacher? | discrete | numeric | Are you the Head Teacher |
| V964 | s1qb5 | what is position | discrete | numeric | If not the Head Teacher: What is your position? |

| ID | Name | Label | Type | Format | Question |
|------|---------|---|----------|-----------|--|
| V965 | s1qb6 | born in district | discrete | numeric | Born in this district? |
| V966 | s1qb7 | born in village | discrete | numeric | Born in this province? |
| V967 | s1qb8 | number of years head teacher | discrete | numeric | Number of years as a head teacher? |
| V968 | s1qb9 | number years head teacher at this school | discrete | numeric | Number of years as a head teacher at this school? |
| V969 | s1qb10 | number of years as a teacher before becoming headteacher | discrete | numeric | Number of years as a teacher before you became a head teacher? |
| V970 | s1qb11 | number of years as a teacher at this school before becoming headteacher | discrete | numeric | Number of years as a teacher at this school, before you became a head teacher? |
| V971 | s1qb12 | highest level of education | discrete | numeric | Highest education level completed? |
| V972 | s1qb13 | apply for this school | discrete | numeric | Did you apply to be posted to this school? |
| V973 | s1qb14 | why where you posted | discrete | numeric | If No; Why were you posted to this school? |
| V974 | s1qb15a | most say | discrete | numeric | Who had the most say in appointing you to this school? (a) Most say |
| V975 | s1qb15b | who else | discrete | numeric | Who had the most say in appointing you to this school? (b) Who else had a say |
| V976 | s1qb16 | you | discrete | numeric | How much say did you have in the decision? |
| V977 | s1qb17 | remain at school in 2003 | discrete | numeric | Do you want to stay at this school next year? |
| V978 | s1qc18 | other schools | discrete | numeric | Are there any other schools that local children could go to instead of this one? |
| V979 | s1qc19a | name | discrete | character | If yes, please list the closest (up to three) |
| V980 | s1qc19b | type of school | discrete | numeric | Type of school |
| V981 | s1qc19c | agency type | discrete | numeric | Agency Type |
| V982 | s1qc19d | means of travel | discrete | numeric | |
| V983 | s1qc19e | days | discrete | numeric | How long would it take to get from this school to the other school? (days) |
| V984 | s1qc19f | hours | discrete | numeric | How long would it take to get from this school to the other school? (hours) |
| V985 | s1qc19g | minutes | discrete | numeric | How long would it take to get from this school to the other school? (minutes) |
| V986 | s1qc20a | name | discrete | character | If yes, please list the closest (up to three) |
| V987 | s1qc20b | type | discrete | numeric | Type of school |
| V988 | s1qc20c | agency type | discrete | numeric | Agency Type |
| V989 | s1qc20d | means of travel | discrete | numeric | |
| V990 | s1qc20e | days | discrete | numeric | How long would it take to get from this school to the other school? (days) |
| V991 | s1qc20f | hours | discrete | numeric | How long would it take to get from this school to the other school? (hours) |
| V992 | s1qc20g | minutes | discrete | numeric | How long would it take to get from this school to the other school? (minutes) |
| V993 | s1qc21a | name | discrete | character | If yes, please list the closest (up to three) |
| V994 | s1qc21b | type | discrete | numeric | Type of school |
| V995 | s1qc21c | agency type | discrete | numeric | Agency Type |

| ID | Name | Label | Type | Format | Question |
|-------|---------|---|----------|---------|---|
| V996 | s1qc21d | means of travel | discrete | numeric | |
| V997 | s1qc21e | days | discrete | numeric | How long would it take to get from this school to the other school? (days) |
| V998 | s1qc21f | hours | discrete | numeric | How long would it take to get from this school to the other school? (hours) |
| V999 | s1qc21g | minutes | discrete | numeric | How long would it take to get from this school to the other school? (minutes) |
| V1000 | s1qc22 | reasons for choice of school | discrete | numeric | What are the main reasons children or parents choose this school? |
| V1001 | s1qc23a | number of permanent classrooms | discrete | numeric | How many permanent classrooms are there at this school? |
| V1002 | s1qc23b | number needing rebuild | discrete | numeric | How many permanent classrooms are in such a bad state that they need to be completely rebuilt? |
| V1003 | s1qc23c | number needing maintenance | discrete | numeric | How many permanent classrooms are in such a bad state that they need some maintenance? |
| V1004 | s1qc24a | number of semi-permanent classrooms | discrete | numeric | How many semi-permanent classrooms are there at this school? |
| V1005 | s1qc24b | number needing rebuild | discrete | numeric | How many semi-permanent classrooms are in such a bad state that they need to be completely rebuilt? |
| V1006 | s1qc24c | number needing maintenance | discrete | numeric | How many semi-permanent classrooms are in such a bad state that they need some maintenance? |
| V1007 | s1qc25a | number of bush material classrooms | discrete | numeric | How many bush material classrooms are there at this school? |
| V1008 | s1qc25b | number needing rebuild | discrete | numeric | How many bush material classrooms are in such a bad state that they need to be completely rebuilt? |
| V1009 | s1qc25c | number needing maintenance | discrete | numeric | How many bush material classrooms are in such a bad state that they need some maintenance? |
| V1010 | s1qc26a | number of permanent teacher houses | discrete | numeric | How many permanent teacher staff houses are there at this school? |
| V1011 | s1qc26b | number needing rebuild | discrete | numeric | How many permanent teacher staff houses are in such a bad state that they need to be completely rebuilt? |
| V1012 | s1qc26c | number needing maintenance | discrete | numeric | How many permanent teacher staff houses are in such a bad state that they need some maintenance? |
| V1013 | s1qc27a | number of semi-permanent teacher houses | discrete | numeric | How many semi-permanent teacher staff houses are there at this school? |
| V1014 | s1qc27b | number needing rebuild | discrete | numeric | How many semi-permanent teacher staff houses are in such a bad state that they need to be completely rebuilt? |
| V1015 | s1qc27c | number needing maintenance | discrete | numeric | How many semi-permanent teacher staff houses are in such a bad state that they need some maintenance? |
| V1016 | s1qc28a | number of bush material teacher houses | discrete | numeric | How many bush material teacher staff houses are there at this school? |
| V1017 | s1qc28b | number needing rebuild | discrete | numeric | How many bush material teacher staff houses are in such a bad state that they need to be completely rebuilt? |
| V1018 | s1qc28c | number needing maintenance | discrete | numeric | How many bush material teacher staff houses are in such a bad state that they need some maintenance? |
| V1019 | s1qc29 | number of classrooms with blackboard | discrete | numeric | How many classrooms have a blackboard? |
| V1020 | s1qc30 | number with leaks | discrete | numeric | How many classrooms have a roof that leaks when it rains? |
| V1021 | s1qc31 | number of classrooms with chair and table | discrete | numeric | How many classrooms have a chair and table for the teacher? |

| ID | Name | Label | Type | Format | Question |
|-------|----------|---|----------|---------|---|
| V1022 | s1qc32 | number of classrooms with storage space | discrete | numeric | How many classrooms have storage space that can be locked at night? |
| V1023 | s1qc33 | number of classrooms with electricity | discrete | numeric | How many classrooms have electricity that works? |
| V1024 | s1qc34 | library | discrete | numeric | What is the availability of the following: Library |
| V1025 | s1qc35 | staff-room | discrete | numeric | What is the availability of the following: Staff-room |
| V1026 | s1qc36 | administration block | discrete | numeric | What is the availability of the following: Administration block |
| V1027 | s1qc37 | clear radio reception | discrete | numeric | What is the availability of the following: Clear radio reception |
| V1028 | s1qc38 | school vehicle | discrete | numeric | What is the availability of the following: School vehicle |
| V1029 | s1qc39 | agriculture area for student use | discrete | numeric | What is the availability of the following: Agriculture area for student use |
| V1030 | s1qc40 | agriculture area for teacher use | discrete | numeric | What is the availability of the following: Agriculture area for teacher use |
| V1031 | s1qc41 | land for expansion | discrete | numeric | What is the availability of the following: Land for expansion |
| V1032 | s1qc42 | sports area | discrete | numeric | What is the availability of the following: Sports area |
| V1033 | s1qc43 | sports equipment | discrete | numeric | What is the availability of the following: Sports equipment |
| V1034 | s1qc44 | specialist science classroom | discrete | numeric | What is the availability of the following: Specialist Science classroom |
| V1035 | s1qc45 | specialist technology classroom | discrete | numeric | What is the availability of the following: Specialist Technology classroom |
| V1036 | s1qc46 | specialist home economics classroom | discrete | numeric | What is the availability of the following: Specialist Home Economics classroom |
| V1037 | s1qc47 | owner of school land | discrete | numeric | Who owns the land used by the school? |
| V1038 | s1qc48aa | school closure 2001 | discrete | numeric | Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2001 |
| V1039 | s1qc48ab | reasons for school closure 2001 | discrete | numeric | Reasons |
| V1040 | s1qc48ac | number of times | discrete | numeric | How many times during the year? |
| V1041 | s1qc48ad | total days | discrete | numeric | Total number of days |
| V1042 | s1qc48ba | school closure 2002 | discrete | numeric | Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2002 |
| V1043 | s1qc48bb | reasons for school closure 2002 | discrete | numeric | Reasons |
| V1044 | s1qc48bc | number of times | discrete | numeric | How many times during the year? |
| V1045 | s1qc48bd | total days | discrete | numeric | Total number of days |
| V1046 | s1qc49 | access to public grid | discrete | numeric | Does the school have electricity (public grid / Elkom) |
| V1047 | s1qc50 | usable water tank | discrete | numeric | Does the school have a usable water tank? |
| V1048 | s1qc51 | source of drinking water | discrete | numeric | What is the main source of drinking water supply for the school? |
| V1049 | s1qc52 | source is available today | discrete | numeric | Are the students able to drink water from that source today? |
| V1050 | s1qc53 | water availability in 2001 | discrete | numeric | Was water available all year round from that source in 2001? |
| V1051 | s1qc54 | toilet type for teachers | discrete | numeric | What is the main type of toilet facilities for teachers at the school? |
| V1052 | s1qc55 | reliability of water for flushing | discrete | numeric | If flush : How reliable is the water supply for the toilets? |
| V1053 | s1qc56 | toilet type for male students | discrete | numeric | What is the main type of toilet facilities for male students? |

| ID | Name | Label | Type | Format | Question |
|-------|---------|-----------------------------------|----------|---------|---|
| V1054 | s1qc57 | reliability of water for flushing | discrete | numeric | If flush : How reliable is the water supply for the toilets? |
| V1055 | s1qc58 | enough toilets for boys | discrete | numeric | Are there enough toilets for boys? |
| V1056 | s1qc59 | number needed | discrete | numeric | If No : How many more are needed? |
| V1057 | s1qc60 | toilet type for female students | discrete | numeric | What is the main type of toilet facilities for female students? |
| V1058 | s1qc61 | reliability of water for flushing | discrete | numeric | If flush : How reliable is the water supply for the toilets? |
| V1059 | s1qc62 | enough toilets for girls | discrete | numeric | Are there enough toilets for girls? |
| V1060 | s1qc63 | number needed | discrete | numeric | If No : How many more are needed? |
| V1061 | s1qc64a | distance to high school | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): High school or Secondary school |
| V1062 | s1qc64b | means of travel | discrete | numeric | How would you get there? (High school or Secondary school) |
| V1063 | s1qc64c | days | discrete | numeric | How long does it take to get there? (days) (High school or Secondary school) |
| V1064 | s1qc64d | hours | discrete | numeric | How long does it take to get there? (hours) (High school or Secondary school) |
| V1065 | s1qc64e | minutes | discrete | numeric | |
| V1066 | s1qc65a | distance to health centre | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Health center/aid post |
| V1067 | s1qc65b | means of travel | discrete | numeric | How would you get there? (Health center/aid post) |
| V1068 | s1qc65c | days | discrete | numeric | How long does it take to get there? (days) (Health center/aid post) |
| V1069 | s1qc65d | hours | discrete | numeric | How long does it take to get there? (hours) (Health center/aid post) |
| V1070 | s1qc65e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Health center/aid post) |
| V1071 | s1qc66a | distance to vocational centre | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Vocational center |
| V1072 | s1qc66b | means of travel | discrete | numeric | How would you get there? (Vocational center) |
| V1073 | s1qc66c | days | discrete | numeric | How long does it take to get there? (days) (Vocational center) |
| V1074 | s1qc66d | hours | discrete | numeric | How long does it take to get there? (hours) (Vocational center) |
| V1075 | s1qc66e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Vocational center) |
| V1076 | s1qc67a | distance to a stationery store | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Nearest store that sells basic materials (eg. books and pencils) |
| V1077 | s1qc67b | means of travel | discrete | numeric | How would you get there? (Nearest store that sells basic materials (eg. books and pencils)) |
| V1078 | s1qc67c | days | discrete | numeric | How long does it take to get there? (days) (Nearest store that sells basic materials (eg. books and pencils)) |
| V1079 | s1qc67d | hours | discrete | numeric | How long does it take to get there? (hours) (Nearest store that sells basic materials (eg. books and pencils)) |
| V1080 | s1qc67e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Nearest store that sells basic materials (eg. books and pencils)) |
| V1081 | s1qc68a | distance to trade store | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Trade store |
| V1082 | s1qc68b | means of travel | discrete | numeric | How would you get there? (Trade store) |

| ID | Name | Label | Type | Format | Question |
|-------|---------|--------------------------------|----------|---------|--|
| V1083 | s1qc68c | days | discrete | numeric | How long does it take to get there? (days) (Trade store) |
| V1084 | s1qc68d | hours | discrete | numeric | How long does it take to get there? (hours) (Trade store) |
| V1085 | s1qc68e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Trade store) |
| V1086 | s1qc69a | distance to postal services | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Postal service |
| V1087 | s1qc69b | means of travel | discrete | numeric | How would you get there? (Postal service) |
| V1088 | s1qc69c | days | discrete | numeric | How long does it take to get there? (days) (Postal service) |
| V1089 | s1qc69d | hours | discrete | numeric | How long does it take to get there? (hours) (Postal service) |
| V1090 | s1qc69e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Postal service) |
| V1091 | s1qc70a | distance to bank | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Bank |
| V1092 | s1qc70b | means of travel | discrete | numeric | How would you get there? (Bank) |
| V1093 | s1qc70c | days | discrete | numeric | How long does it take to get there? (days) (Bank) |
| V1094 | s1qc70d | hours | discrete | numeric | How long does it take to get there? (hours) (Bank) |
| V1095 | s1qc70e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Bank) |
| V1096 | s1qc71a | distance to police station | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Police station |
| V1097 | s1qc71b | means of travel | discrete | numeric | How would you get there? (Police station) |
| V1098 | s1qc71c | days | discrete | numeric | How long does it take to get there? (days) (Police station) |
| V1099 | s1qc71d | hours | discrete | numeric | How long does it take to get there? (hours) (Police station) |
| V1100 | s1qc71e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Police station) |
| V1101 | s1qc72a | distance to bitumen road | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Bitumen road |
| V1102 | s1qc72b | means of travel | discrete | numeric | How would you get there? (Bitumen road) |
| V1103 | s1qc72c | days | discrete | numeric | How long does it take to get there? (days) Bitumen road |
| V1104 | s1qc72d | hours | discrete | numeric | How long does it take to get there? (hours) Bitumen road |
| V1105 | s1qc72e | minutes | discrete | numeric | How long does it take to get there? (minutes) Bitumen road |
| V1106 | s1qc73a | distance to pmv stop | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): PMV pickup point |
| V1107 | s1qc73b | means of travel | discrete | numeric | How would you get there? (PMV pickup point) |
| V1108 | s1qc73c | days | discrete | numeric | How long does it take to get there? (days) (PMV pickup point) |
| V1109 | s1qc73d | hours | discrete | numeric | How long does it take to get there? (hours) (PMV pickup point) |
| V1110 | s1qc73e | minutes | discrete | numeric | How long does it take to get there? (minutes) (PMV pickup point) |
| V1111 | s1qc74a | distance to town/station | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Town / station |
| V1112 | s1qc74b | means of travel | discrete | numeric | How would you get there? (Town / station) |
| V1113 | s1qc74c | days | discrete | numeric | How long does it take to get there? (days) (Town / station) |
| V1114 | s1qc74d | hours | discrete | numeric | How long does it take to get there? (hours) (Town / station) |
| V1115 | s1qc74e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Town / station) |
| V1116 | s1qc75a | distance to provincial capital | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Provincial capital (of this province) |

| ID | Name | Label | Type | Format | Question |
|-------|---------|----------------------------|----------|---------|---|
| V1117 | s1qc75b | means of travel | discrete | numeric | How would you get there? (Provincial capital (of this province)) |
| V1118 | s1qc75c | days | discrete | numeric | How long does it take to get there? (days) (Provincial capital (of this province)) |
| V1119 | s1qc75d | hours | discrete | numeric | How long does it take to get there? (hours) (Provincial capital (of this province)) |
| V1120 | s1qc75e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Provincial capital (of this province)) |
| V1121 | s1qc76a | distance to airstrip | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Air strip |
| V1122 | s1qc76b | means of travel | discrete | numeric | How would you get there? (Air strip) |
| V1123 | s1qc76c | days | discrete | numeric | How long does it take to get there? (days) (Air strip) |
| V1124 | s1qc76d | hours | discrete | numeric | How long does it take to get there? (hours) (Air strip) |
| V1125 | s1qc76e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Air strip) |
| V1126 | s1qc77a | distance to telephone | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): Telephone that is working |
| V1127 | s1qc77b | means of travel | discrete | numeric | How would you get there? (Telephone that is working) |
| V1128 | s1qc77c | days | discrete | numeric | How long does it take to get there? (days) (Telephone that is working) |
| V1129 | s1qc77d | hours | discrete | numeric | How long does it take to get there? (hours) (Telephone that is working) |
| V1130 | s1qc77e | minutes | discrete | numeric | How long does it take to get there? (minutes) (Telephone that is working) |
| V1131 | s1qc78a | distance to vhf radio | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): VHF radio that is working |
| V1132 | s1qc78b | means of travel | discrete | numeric | How would you get there? (VHF radio that is working) |
| V1133 | s1qc78c | days | discrete | numeric | How long does it take to get there? (days) (VHF radio that is working) |
| V1134 | s1qc78d | hours | discrete | numeric | How long does it take to get there? (hours) (VHF radio that is working) |
| V1135 | s1qc78e | minutes | discrete | numeric | How long does it take to get there? (minutes) (VHF radio that is working) |
| V1136 | s1qc79a | distance to boat service | discrete | numeric | How far is the closest source for the following (Distance / How many kilometers?): For coastal and island schools: Regular boat service |
| V1137 | s1qc79b | means of travel | discrete | numeric | How would you get there? (For coastal and island schools: Regular boat service) |
| V1138 | s1qc79c | days | discrete | numeric | How long does it take to get there? (days) (For coastal and island schools: Regular boat service) |
| V1139 | s1qc79d | hours | discrete | numeric | How long does it take to get there? (hours) (For coastal and island schools: Regular boat service) |
| V1140 | s1qc79e | minutes | discrete | numeric | How long does it take to get there? (minutes) (For coastal and island schools: Regular boat service) |
| V1141 | s1qd1a | fencing around school 2000 | discrete | numeric | Did the school have effective security fencing around the school in 2000 |
| V1142 | s1qd1b | fencing around school 2001 | discrete | numeric | Did the school have effective security fencing around the school in 2001 |
| V1143 | s1qd1c | fencing around school 2002 | discrete | numeric | Did the school have effective security fencing around the school in 2002 |

| ID | Name | Label | Type | Format | Question |
|-------|--------|---|----------|-----------|--|
| V1144 | s1qd2a | fencing around houses 2000 | discrete | numeric | Did the school have effective security fencing around teachers houses in 2000 |
| V1145 | s1qd2b | fencing around houses 2001 | discrete | numeric | Did the school have effective security fencing around teachers houses in 2001 |
| V1146 | s1qd2c | fencing around houses 2002 | discrete | numeric | Did the school have effective security fencing around teachers houses in 2002 |
| V1147 | s1qd3a | employ security guards 2000 | discrete | numeric | Did you employ security guards in 2000 |
| V1148 | s1qd3b | employ security guards 2001 | discrete | numeric | Did you employ security guards in 2001 |
| V1149 | s1qd3c | employ security guards 2002 | discrete | numeric | Did you employ security guards in 2002 |
| V1150 | s1qd4a | cost of security 2000 | discrete | numeric | How much did you spend on security in 2000 |
| V1151 | s1qd4b | cost of security 2001 | discrete | numeric | How much did you spend on security in 2001 |
| V1152 | s1qd4c | cost of security 2002 | discrete | numeric | How much did you spend on security in 2002 |
| V1153 | s1qd5a | number of burglaries of school 2000 | discrete | numeric | How many times was the school broken into in 2000 |
| V1154 | s1qd5b | number of burglaries of school 2001 | discrete | numeric | How many times was the school broken into in 2001 |
| V1155 | s1qd5c | number of burglaries of school 2002 | discrete | numeric | How many times was the school broken into in 2002 |
| V1156 | s1qd6a | value of goods 2000 | discrete | numeric | Estimate value of goods stolen or damaged in 2000 |
| V1157 | s1qd6b | value of goods 2001 | discrete | numeric | Estimate value of goods stolen or damaged in 2001 |
| V1158 | s1qd6c | value of goods 2002 | discrete | numeric | Estimate value of goods stolen or damaged in 2002 |
| V1159 | s1qe1a | inspector visits 2000 | discrete | numeric | How often did the inspector visit in 2000 |
| V1160 | s1qe1b | inspector visits 2001 | discrete | numeric | How often did the inspector visit in 2001 |
| V1161 | s1qe1c | inspector visits 2002 | discrete | numeric | How often did the inspector visit in 2002 |
| V1162 | s1qe2 | purpose of visit | discrete | numeric | What was the purpose of the last inspector's visit |
| V1163 | s1qe3a | inspector met head teacher | discrete | numeric | At that visit, did the inspector meet with the head teacher |
| V1164 | s1qe3b | inspector met teachers | discrete | numeric | At that visit, did the inspector meet with teachers |
| V1165 | s1qe3c | inspector met bom | discrete | numeric | At that visit, did the inspector meet with the board of management |
| V1166 | s1qe3d | inspector met pnc | discrete | numeric | At that visit, did the inspector meet with parents/PNC/community |
| V1167 | s1qe3e | inspector observed classes | discrete | numeric | At that visit, did the inspector observe classes |
| V1168 | s1qe3f | inspector checked records | discrete | numeric | At that visit, did the inspector check school records |
| V1169 | s1qe4a | kind of feedback | discrete | numeric | What kind of feedback was given at the end of that visit? |
| V1170 | s1qe4b | kind of feedback | discrete | numeric | What kind of feedback was given at the end of that visit? |
| V1171 | s1qe4c | kind of feedback | discrete | numeric | What kind of feedback was given at the end of that visit? |
| V1172 | s1qe5 | written feedback later | discrete | numeric | Did you get any feedback in writing that was sent to the school at a later time? |
| V1173 | s1qe6 | length of time in weeks to receive written report | discrete | numeric | If yes : How long did it take before you received the written report? |
| V1174 | s1qe7 | number bom meetings 2001 | discrete | numeric | How many times did the school BOM meet in 2001? |
| V1175 | s1qe8 | number bom meetings 2002 | discrete | numeric | How many times has the BOM met in 2002? |
| V1176 | s1qe9 | last bom meeting | discrete | character | When was the last BOM meeting? |

| ID | Name | Label | Type | Format | Question |
|-------|----------|---|----------|-----------|---|
| V1177 | s1qe10a | common bom agenda items | discrete | numeric | What are the four most common agenda items at the BOM meetings |
| V1178 | s1qe10b | common bom agenda items | discrete | numeric | What are the four most common agenda items at the BOM meetings |
| V1179 | s1qe10c | common bom agenda items | discrete | numeric | What are the four most common agenda items at the BOM meetings |
| V1180 | s1qe10d | common bom agenda items | discrete | numeric | What are the four most common agenda items at the BOM meetings |
| V1181 | s1qe11 | chair of bom is parent of student | discrete | numeric | Is the chairman of the BOM a parent of a student? |
| V1182 | s1qe12 | number on bom | discrete | numeric | How many people are on the school's BOM |
| V1183 | s1qe13aa | number of male head teacher bom members | discrete | numeric | How many of the following types of people are on the school's BOM: Head-teacher male |
| V1184 | s1qe13ab | number of female head teacher bom members | discrete | numeric | How many of the following types of people are on the school's BOM: Head-teacher female |
| V1185 | s1qe13ba | male staff representative | discrete | numeric | How many of the following types of people are on the school's BOM: Staff representative male |
| V1186 | s1qe13bb | female staff representative | discrete | numeric | How many of the following types of people are on the school's BOM: Staff representative female |
| V1187 | s1qe13ca | male parent representative | discrete | numeric | How many of the following types of people are on the school's BOM: Parent representative male |
| V1188 | s1qe13cb | female parent representative | discrete | numeric | How many of the following types of people are on the school's BOM: Parent representative female |
| V1189 | s1qe13da | male church member | discrete | numeric | How many of the following types of people are on the school's BOM: Representative from a Church agency male |
| V1190 | s1qe13db | female church member | discrete | numeric | How many of the following types of people are on the school's BOM: Representative from a Church agency female |
| V1191 | s1qe13ea | male politician member | discrete | numeric | How many of the following types of people are on the school's BOM: Local politician male |
| V1192 | s1qe13eb | female politician member | discrete | numeric | How many of the following types of people are on the school's BOM: Local politician female |
| V1193 | s1qe13fa | male other member | discrete | numeric | How many of the following types of people are on the school's BOM: Other male |
| V1194 | s1qe13fb | female other member | discrete | numeric | How many of the following types of people are on the school's BOM: Other female |
| V1195 | s1qe14 | pnc at school | discrete | numeric | Is there a PNC at this school? |
| V1196 | s1qe15 | times met in 2001 | discrete | numeric | If yes: How many times did the PNC meet in 2001? |
| V1197 | s1qe16 | times met in 2002 | discrete | numeric | If yes: How many times has the PNC met in 2002? |
| V1198 | s1qe17 | last meeting | discrete | character | If yes: When was the last PNC meeting? |
| V1199 | s1qe18 | percentage parent attending | discrete | numeric | If yes: What percentage of parents attend PNC meetings? |
| V1200 | s1qe19 | parents collect assessment reports | discrete | numeric | Do parents come to the school to collect assessment reports when these are ready? |
| V1201 | s1qe20 | what percentage collect | discrete | numeric | If Yes: What percentage of parents do this? |
| V1202 | s1qe21 | head teacher calls meeting of parents | discrete | numeric | Does the head teacher or BOM ever call a meeting to discuss school issues with parents? |
| V1203 | s1qe22 | percentage parents attending | discrete | numeric | If Yes: What percentage of parents attend? |
| V1204 | s1qe23 | community as learning site | discrete | numeric | Do teachers ever take children out of the classroom to learn in the community? |

| ID | Name | Label | Type | Format | Question |
|-------|---------|---|----------|---------|--|
| V1205 | s1qe24 | community involvement in school | discrete | numeric | Does the school invite community members to help develop school programs and activities? |
| V1206 | s1qe25 | teachers organise community activities | discrete | numeric | Do teachers organize community activities such as adult classes, sporting competitions? |
| V1207 | s1qe26 | community and cultural activities | discrete | numeric | Do community members teach cultural activities in the school? |
| V1208 | s1qe27 | school use of village land | discrete | numeric | Does the village or community allow the school to use its land for agricultural classes? |
| V1209 | s1qe28a | school use for meetings | discrete | numeric | Is the school ever used by the community for community meetings in classrooms or grounds |
| V1210 | s1qe28b | school use for adult classes | discrete | numeric | Is the school ever used by the community for adult education classes |
| V1211 | s1qe28c | school use for sports | discrete | numeric | Is the school ever used by the community for adult sports activities |
| V1212 | s1qf1aa | school fee lower primary 2000 | discrete | numeric | How much do parents have to pay for the school fee (per student, per year)? Lower primary 2000 |
| V1213 | s1qf1ab | school fee upper primary 2000 | discrete | numeric | How much do parents have to pay for the school fee (per student, per year)? Upper primary 2000 |
| V1214 | s1qf1ba | school fee lower primary 2001 | discrete | numeric | How much do parents have to pay for the school fee (per student, per year)? Lower primary 2001 |
| V1215 | s1qf1bb | school fee upper primary 2001 | discrete | numeric | How much do parents have to pay for the school fee (per student, per year)? Upper primary 2001 |
| V1216 | s1qf1ca | school fee lower primary 2002 | discrete | numeric | How much do parents have to pay for the school fee (per student, per year)? Lower primary 2002 |
| V1217 | s1qf1cb | school fee upper primary 2002 | discrete | numeric | How much do parents have to pay for the school fee (per student, per year)? Upper primary 2002 |
| V1218 | s1qf2aa | project fee first child lower primary 2000 | discrete | numeric | How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Lower primary 2000 |
| V1219 | s1qf2ab | project fee first child upper primary 2000 | discrete | numeric | How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Upper primary 2000 |
| V1220 | s1qf2ba | project fee first child lower primary 2001 | discrete | numeric | How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Lower primary 2001 |
| V1221 | s1qf2bb | project fee first child upper primary 2001 | discrete | numeric | How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Upper primary 2001 |
| V1222 | s1qf2ca | project fee first child lower primary 2002 | discrete | numeric | How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Lower primary 2002 |
| V1223 | s1qf2cb | project fee first child upper primary 2002 | discrete | numeric | How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Upper primary 2002 |
| V1224 | s1qf3aa | project fee second child lower primary 2000 | discrete | numeric | How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Lower primary 2000 |
| V1225 | s1qf3ab | project fee second child upper primary 2000 | discrete | numeric | How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Upper primary 2000 |
| V1226 | s1qf3ba | project fee second child lower primary 2001 | discrete | numeric | How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Lower primary 2001 |

| ID | Name | Label | Type | Format | Question |
|-------|---------|---|----------|---------|--|
| V1227 | s1qf3bb | project fee second child upper primary 2001 | discrete | numeric | How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Upper primary 2001 |
| V1228 | s1qf3ca | project fee second child lower primary 2002 | discrete | numeric | How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Lower primary 2002 |
| V1229 | s1qf3cb | project fee second child upper primary 2002 | discrete | numeric | How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Upper primary 2002 |
| V1230 | s1qf4aa | additional fees lower primary 2000 | discrete | numeric | How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Lower primary 2000 |
| V1231 | s1qf4ab | additional fees upper primary 2000 | discrete | numeric | How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Upper primary 2000 |
| V1232 | s1qf4ba | additional fees lower primary 2001 | discrete | numeric | How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Lower primary 2001 |
| V1233 | s1qf4bb | additional fees upper primary 2001 | discrete | numeric | How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Upper primary 2001 |
| V1234 | s1qf4ca | additional fees lower primary 2002 | discrete | numeric | How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Lower primary 2002 |
| V1235 | s1qf4cb | additional fees upper primary 2002 | discrete | numeric | How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Upper primary 2002 |
| V1236 | s1qf5a | when fees due 2000 | discrete | numeric | When were fees due at this school? 2000 |
| V1237 | s1qf5b | when fees due 2001 | discrete | numeric | When were fees due at this school? 2001 |
| V1238 | s1qf5c | when fees due 2002 | discrete | numeric | When were fees due at this school? 2002 |
| V1239 | s1qf6a | percentage parents can afford fee 2000 | discrete | numeric | What percentage of parents could afford the fees? 2000 |
| V1240 | s1qf6b | percentage parents can afford fee 2001 | discrete | numeric | What percentage of parents could afford the fees? 2001 |
| V1241 | s1qf6c | percentage parents can afford fee 2002 | discrete | numeric | What percentage of parents could afford the fees? 2002 |
| V1242 | s1qf7a | consequences for non-payment 2000 | discrete | numeric | What happened to a student if they were not able to pay fees? 2000 |
| V1243 | s1qf7b | consequences for non-payment 2001 | discrete | numeric | What happened to a student if they were not able to pay fees? 2001 |
| V1244 | s1qf7c | consequences for non-payment 2002 | discrete | numeric | What happened to a student if they were not able to pay fees? 2002 |
| V1245 | s1qf8a | financial assistance provided 2000 | discrete | numeric | How many disadvantaged families or students got financial assistance for fees at this school? 2000 |
| V1246 | s1qf8b | financial assistance provided 2001 | discrete | numeric | How many disadvantaged families or students got financial assistance for fees at this school? 2001 |
| V1247 | s1qf8c | financial assistance provided 2002 | discrete | numeric | How many disadvantaged families or students got financial assistance for fees at this school? 2002 |
| V1248 | s1qf9a | amount fees owing 2000 | discrete | numeric | How much money was still owed by parents at the end of the year? 2000 |
| V1249 | s1qf9b | amount fees owing 2001 | discrete | numeric | How much money was still owed by parents at the end of the year? 2001 |

| ID | Name | Label | Type | Format | Question |
|-------|----------|--|----------|---------|---|
| V1250 | s1qf10aa | total school fees paid by parents 2000 | discrete | numeric | What was the total amount that the school raised from fees charged to parents? School fees, 2000 |
| V1251 | s1qf10ab | total school fees paid by parents 2001 | discrete | numeric | What was the total amount that the school raised from fees charged to parents? School fees, 2001 |
| V1252 | s1qf10ba | total project fees paid by parents 2000 | discrete | numeric | What was the total amount that the school raised from fees charged to parents? Project fees, 2000 |
| V1253 | s1qf10bb | total project fees paid by parents 2001 | discrete | numeric | What was the total amount that the school raised from fees charged to parents? Project fees, 2001 |
| V1254 | s1qf10ca | total of other fees paid by parents 2000 | discrete | numeric | What was the total amount that the school raised from fees charged to parents? Other school specific fees, 2000 |
| V1255 | s1qf10cb | total of other fees paid by parents 2001 | discrete | numeric | What was the total amount that the school raised from fees charged to parents? Other school specific fees, 2001 |
| V1256 | s1qf11 | q10 based on records or memory | discrete | numeric | Was question 10 based on school or BOM records or respondent's memory? |
| V1257 | s1qf12aa | lower primary school subsidy per student in 2000 | discrete | numeric | What was the amount of the government school subsidy per student in 2000? Lower Primary |
| V1258 | s1qf12ab | lower primary school subsidy per student in 2001 | discrete | numeric | What was the amount of the government school subsidy per student in 2001? Lower Primary |
| V1259 | s1qf12ac | lower primary school subsidy per student in 2002 | discrete | numeric | What was the amount of the government school subsidy per student in 2002? Lower Primary |
| V1260 | s1qf12ba | upper primary school subsidy per student in 2000 | discrete | numeric | What was the amount of the government school subsidy per student in 2000? Upper Primary |
| V1261 | s1qf12bb | upper primary school subsidy per student in 2001 | discrete | numeric | What was the amount of the government school subsidy per student in 2001? Upper Primary |
| V1262 | s1qf12bc | upper primary school subsidy per student in 2002 | discrete | numeric | What was the amount of the government school subsidy per student in 2002? Upper Primary |
| V1263 | s1qf13a | subsidy received as money quarter one 2001 | discrete | numeric | Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? First quarter |
| V1264 | s1qf13b | subsidy received as money quarter two 2001 | discrete | numeric | Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? Second quarter |
| V1265 | s1qf13c | subsidy received as money quarter three 2001 | discrete | numeric | Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? Third quarter |
| V1266 | s1qf13d | subsidy received as money quarter four 2001 | discrete | numeric | Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? Fourth quarter |
| V1267 | s1qf14a | amount received quarter one 2001 | discrete | numeric | If yes, how much money was received? First quarter |
| V1268 | s1qf14b | amount received quarter two 2001 | discrete | numeric | If yes, how much money was received? Second quarter |
| V1269 | s1qf14c | amount received quarter three 2001 | discrete | numeric | If yes, how much money was received? Third quarter |
| V1270 | s1qf14d | amount received quarter four 2001 | discrete | numeric | If yes, how much money was received? Fourth quarter |
| V1271 | s1qf15a | month money received quarter one 2001 | discrete | numeric | If yes, in what month was that money transferred to the school? First quarter |
| V1272 | s1qf15b | month money received quarter two 2001 | discrete | numeric | If yes, in what month was that money transferred to the school? Second quarter |
| V1273 | s1qf15c | month money received quarter three 2001 | discrete | numeric | If yes, in what month was that money transferred to the school? Third quarter |
| V1274 | s1qf15d | month money received quarter four 2001 | discrete | numeric | If yes, in what month was that money transferred to the school? Fourth quarter |

| ID | Name | Label | Type | Format | Question |
|-------|---------|---|----------|-----------|--|
| V1275 | s1qf16a | number of weeks before money spent quarter one 2001 | discrete | numeric | If yes, how long did it take before you could spend that money? First quarter |
| V1276 | s1qf16b | number of weeks before money spent quarter two 2001 | discrete | numeric | If yes, how long did it take before you could spend that money? Second quarter |
| V1277 | s1qf16c | number of weeks before money spent quarter three 2001 | discrete | numeric | If yes, how long did it take before you could spend that money? Third quarter |
| V1278 | s1qf16d | number of weeks before money spent quarter four 2001 | discrete | numeric | If yes, how long did it take before you could spend that money? Fourth quarter |
| V1279 | s1qf17a | subsidy received in kind quarter one 2001 | discrete | numeric | Did you receive any of this subsidy in any other form, e.g. books, materials ... ? First quarter |
| V1280 | s1qf17b | subsidy received in kind quarter two 2001 | discrete | numeric | Did you receive any of this subsidy in any other form, e.g. books, materials ... ? Second quarter |
| V1281 | s1qf17c | subsidy received in kind quarter three 2001 | discrete | numeric | Did you receive any of this subsidy in any other form, e.g. books, materials ... ? Third quarter |
| V1282 | s1qf17d | subsidy received in kind quarter four 2001 | discrete | numeric | Did you receive any of this subsidy in any other form, e.g. books, materials ... ? Fourth quarter |
| V1283 | s1qf18a | value of supplies quarter one 2001 | discrete | numeric | If yes, what was the value of the supplies received? First quarter |
| V1284 | s1qf18b | value of supplies quarter two 2001 | discrete | numeric | If yes, what was the value of the supplies received? Second quarter |
| V1285 | s1qf18c | value of supplies quarter three 2001 | discrete | numeric | If yes, what was the value of the supplies received? Third quarter |
| V1286 | s1qf18d | value of supplies quarter four 2001 | discrete | numeric | If yes, what was the value of the supplies received? Fourth quarter |
| V1287 | s1qf19a | month supplies received quarter one 2001 | discrete | numeric | If yes, in what month were those supplies received? First quarter |
| V1288 | s1qf19b | month supplies received quarter two 2001 | discrete | numeric | If yes, in what month were those supplies received? Second quarter |
| V1289 | s1qf19c | month supplies received quarter three 2001 | discrete | numeric | If yes, in what month were those supplies received? Third quarter |
| V1290 | s1qf19d | month supplies received quarter four 2001 | discrete | numeric | If yes, in what month were those supplies received? Fourth quarter |
| V1291 | s1qf20a | name of supplying company quarter one 2001 | discrete | character | If yes, what was the name of the supplying company? First quarter |
| V1292 | s1qf20b | name of supplying company quarter two 2001 | discrete | character | If yes, what was the name of the supplying company? Second quarter |
| V1293 | s1qf20c | name of supplying company quarter three 2001 | discrete | character | If yes, what was the name of the supplying company? Third quarter |
| V1294 | s1qf20d | name of supplying company quarter four 2001 | discrete | character | If yes, what was the name of the supplying company? Fourth quarter |
| V1295 | s1qf21a | subsidy received as money quarter one 2002 | discrete | numeric | Did you receive any of this subsidy by cheque or direct transfer to a bank account? First quarter |
| V1296 | s1qf21b | subsidy received as money quarter two 2002 | discrete | numeric | Did you receive any of this subsidy by cheque or direct transfer to a bank account? Second quarter |
| V1297 | s1qf22a | amount received quarter one 2002 | discrete | numeric | If received, how much money was received? First quarter |
| V1298 | s1qf22b | amount received quarter two 2002 | discrete | numeric | If received, how much money was received? Second quarter |

| ID | Name | Label | Type | Format | Question |
|-------|---------|--|----------|---------|---|
| V1299 | s1qf23a | who handed it over quarter one 2002 | discrete | numeric | If received and if it was a cheque, who handed it to you? First quarter |
| V1300 | s1qf23b | who handed it over quarter two 2002 | discrete | numeric | If received and if it was a cheque, who handed it to you? Second quarter |
| V1301 | s1qf24a | month received quarter one 2002 | discrete | numeric | If received, in what month was that money transferred to the school? First quarter |
| V1302 | s1qf24b | month received quarter two 2002 | discrete | numeric | If received, in what month was that money transferred to the school? Second quarter |
| V1303 | s1qf25a | availability of funds quarter one 2002 | discrete | numeric | If received, how long did it take before you could spend that money? First quarter |
| V1304 | s1qf25b | availability of funds quarter two 2002 | discrete | numeric | If received, how long did it take before you could spend that money? Second quarter |
| V1305 | s1qf26a | other financial support 2001 national government | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? National government |
| V1306 | s1qf26b | other financial support 2001 provincial government | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Provincial government |
| V1307 | s1qf26c | other financial support 2001 llg | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? District and Local Level government |
| V1308 | s1qf26d | other financial support 2001 church | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Church organizations |
| V1309 | s1qf26e | other financial support 2001 ngos | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? NGOs |
| V1310 | s1qf26f | other financial support 2001 local politicians | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Local politicians |
| V1311 | s1qf26g | other financial support 2001 donors | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Donor agencies |
| V1312 | s1qf26h | other financial support 2001 private business | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other private institutions |
| V1313 | s1qf26i | other financial support 2001 school fundraising | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete) |
| V1314 | s1qf26j | other financial support 2001 other | discrete | numeric | Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other |
| V1315 | s1qf27a | other in kind support 2001 national government | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? National government |
| V1316 | s1qf27b | other in kind support 2001 provincial government | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Provincial government |
| V1317 | s1qf27c | other in kind support 2001 llg | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? District and Local Level government |
| V1318 | s1qf27d | other in kind support 2001 church | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Church organizations |
| V1319 | s1qf27e | other in kind support 2001 ngos | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? NGOs |

| ID | Name | Label | Type | Format | Question |
|-------|---------|---|----------|---------|---|
| V1320 | s1qf27f | other in kind support 2001 local politician | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Local politicians |
| V1321 | s1qf27g | other in kind support 2001 donors | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Donor agencies |
| V1322 | s1qf27h | other in kind support 2001 private business | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other private institutions |
| V1323 | s1qf27i | other in kind support 2001 school fundraising | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete) |
| V1324 | s1qf27j | other in kind support 2001 other | discrete | numeric | Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other |
| V1325 | s1qf28a | number classroom building projects 2000 | discrete | numeric | How many classroom building projects started at this school in 2000 |
| V1326 | s1qf28b | number classroom building projects 2001 | discrete | numeric | How many classroom building projects started at this school in 2001 |
| V1327 | s1qf28c | number classroom building projects 2002 | discrete | numeric | How many classroom building projects started at this school in 2002 |
| V1328 | s1qf29a | number teacher housing projects 2000 | discrete | numeric | How many teacher housing projects started at this school in 2000 |
| V1329 | s1qf29b | number teacher housing projects 2001 | discrete | numeric | How many teacher housing projects started at this school in 2001 |
| V1330 | s1qf29c | number teacher housing projects 2002 | discrete | numeric | How many teacher housing projects started at this school in 2002 |
| V1331 | s1qf30a | number other building projects 2000 | discrete | numeric | How many other building projects (e.g. administration block, library) started at this school in 2000 |
| V1332 | s1qf30b | number other building projects 2001 | discrete | numeric | How many other building projects (e.g. administration block, library) started at this school in 2001 |
| V1333 | s1qf30c | number other building projects 2002 | discrete | numeric | How many other building projects (e.g. administration block, library) started at this school in 2001 |
| V1334 | s1qf31a | number building projects completed 2000 | discrete | numeric | How many of these projects have been completed? In 2000 |
| V1335 | s1qf31b | number building projects completed 2001 | discrete | numeric | How many of these projects have been completed? In 2001 |
| V1336 | s1qf31c | number building projects completed 2002 | discrete | numeric | How many of these projects have been completed? In 2002 |
| V1337 | s1qf32a | how many bank accounts are there for this school? | discrete | numeric | How many bank accounts are there for this school? |
| V1338 | s1qf32b | joint account | discrete | numeric | If more than one: Is there a joint account managed by the school and the BOM? |
| V1339 | s1qf33 | separate school account | discrete | numeric | If more than one: Is there a separate account managed by the school? |
| V1340 | s1qf34 | separate bom account | discrete | numeric | If more than one: Is there a separate account managed by the BOM? |
| V1341 | s1qf35 | other accounts | discrete | numeric | If more than one: Are there any other accounts? |
| V1342 | s1qf36a | maintenance | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on maintenance |
| V1343 | s1qf36b | infrastructure | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on infrastructure |

| ID | Name | Label | Type | Format | Question |
|-------|----------|-----------------|----------|---------|---|
| V1344 | s1qf36c | basic materials | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on basic materials |
| V1345 | s1qf36d | texts | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on textbooks |
| V1346 | s1qf36e | consumables | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on consumables / expendable items |
| V1347 | s1qf36f | equipment | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on equipment |
| V1348 | s1qf36g | transport | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on transport |
| V1349 | s1qf36h | extra staff | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on extra staff |
| V1350 | s1qf36i | other | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on other |
| V1351 | s1qf36j | combination | discrete | numeric | |
| V1352 | s1qf37a | maintenance | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on maintenance (Account 1) |
| V1353 | s1qf37ab | maintenance | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on maintenance (Other Account(s)) |
| V1354 | s1qf37b | infrastructure | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Account 1) |
| V1355 | s1qf37bb | infrastructure | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Other Account(s)) |
| V1356 | s1qf37c | basic materials | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Account 1) |
| V1357 | s1qf37cb | basic materials | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Other Account(s)) |
| V1358 | s1qf37d | texts | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Account 1) |
| V1359 | s1qf37db | texts | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Other Account(s)) |
| V1360 | s1qf37e | consumables | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Account 1) |
| V1361 | s1qf37eb | consumables | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Other Account(s)) |
| V1362 | s1qf37f | equipment | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Account 1) |
| V1363 | s1qf37fb | equipment | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Other Account(s)) |
| V1364 | s1qf37g | transport | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Transport (Account 1) |
| V1365 | s1qf37gb | transport | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Transport (Other Account(s)) |
| V1366 | s1qf37h | extra staff | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Account 1) |
| V1367 | s1qf37hb | extra staff | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Other Account(s)) |
| V1368 | s1qf37i | other | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Other (Account 1) |

| ID | Name | Label | Type | Format | Question |
|-------|----------|--------------------------------|----------|---------|--|
| V1369 | s1qf37ib | other | discrete | numeric | In 2001, how much was spent out of accounts managed by the School alone on: Other (Other Account(s)) |
| V1370 | s1qf37j | combination | discrete | numeric | |
| V1371 | s1qh1a | teaching methods | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - Most say |
| V1372 | s1qh1b | else | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say? |
| V1373 | s1qh1c | you | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have? |
| V1374 | s1qh2a | who enrolls | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - Most say |
| V1375 | s1qh2b | else | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - Who else has a say? |
| V1376 | s1qh2c | you | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - How much say do you have? |
| V1377 | s1qh3a | class size | discrete | numeric | According to you, who has the most say in deciding class size in this school - Most say |
| V1378 | s1qh3b | else | discrete | numeric | According to you, who has the most say in deciding class size in this school - Who else has a say? |
| V1379 | s1qh3c | you | discrete | numeric | According to you, who has the most say in deciding class size in this school - How much say do you have? |
| V1380 | s1qh4a | assessing students | discrete | numeric | According to you, who has the most say in assessing students in this school - Most say |
| V1381 | s1qh4b | else | discrete | numeric | According to you, who has the most say in assessing students in this school - Who else has a say? |
| V1382 | s1qh4c | you | discrete | numeric | According to you, who has the most say in assessing students in this school - How much say do you have? |
| V1383 | s1qh5a | policy for assesseing students | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Most say |
| V1384 | s1qh5b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Who else has a say? |
| V1385 | s1qh5c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - How much say do you have? |
| V1386 | s1qh6a | appointing teachers | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - Most say |
| V1387 | s1qh6b | else | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - Who else has a say? |
| V1388 | s1qh6c | you | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - How much say do you have? |
| V1389 | s1qh7a | assessing teachers | discrete | numeric | According to you, who has the most say in assessing teachers in this school - Most say |
| V1390 | s1qh7b | else | discrete | numeric | According to you, who has the most say in assessing teachers in this school - Who else has a say? |
| V1391 | s1qh7c | you | discrete | numeric | According to you, who has the most say in assessing teachers in this school - How much say do you have? |
| V1392 | s1qh8a | policy for assessing teachers | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Most say |
| V1393 | s1qh8b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Who else has a say? |
| V1394 | s1qh8c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - How much say do you have? |

| ID | Name | Label | Type | Format | Question |
|-------|---------|------------------------------------|----------|---------|---|
| V1395 | s1qh9a | teacher promotion | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Most say |
| V1396 | s1qh9b | else | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Who else has a say? |
| V1397 | s1qh9c | you | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - How much say do you have? |
| V1398 | s1qh10a | discipline action against teachers | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say |
| V1399 | s1qh10b | else | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say? |
| V1400 | s1qh10c | you | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have? |
| V1401 | s1qh11a | dismissing a teacher | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - Most say |
| V1402 | s1qh11b | else | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - Who else has a say? |
| V1403 | s1qh11c | you | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - How much say do you have? |
| V1404 | s1qh12a | selection for inservice | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Most say |
| V1405 | s1qh12b | else | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Who else has a say? |
| V1406 | s1qh12c | you | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - How much say do you have? |
| V1407 | s1qh13a | level of project fees | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Most say |
| V1408 | s1qh13b | else | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Who else has a say? |
| V1409 | s1qh13c | you | discrete | numeric | According to you, who has the most say in deciding the level of project fees - How much say do you have? |
| V1410 | s1qh14a | how to spend project fees | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Most say |
| V1411 | s1qh14b | else | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Who else has a say? |
| V1412 | s1qh14c | you | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - How much say do you have? |
| V1413 | s1qh15a | spending school subsidy | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - Most say |
| V1414 | s1qh15b | else | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - Who else has a say? |
| V1415 | s1qh15c | you | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - How much say do you have? |
| V1416 | s1qh16a | upgrading school | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say |
| V1417 | s1qh16b | else | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say? |
| V1418 | s1qh16c | you | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have? |

| ID | Name | Label | Type | Format | Question |
|-------|---------|-----------------------------------|----------|---------|--|
| V1419 | s1qh17a | maintenance provision | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - Most say |
| V1420 | s1qh17b | else | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - Who else has a say? |
| V1421 | s1qh17c | you | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - How much say do you have? |
| V1422 | s1qh18a | constructing classrooms | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - Most say |
| V1423 | s1qh18b | else | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say? |
| V1424 | s1qh18c | you | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have? |
| V1425 | s1qh19a | organising pnc activities | discrete | numeric | According to you, who has the most say in organizing PNC activities - Most say |
| V1426 | s1qh19b | else | discrete | numeric | According to you, who has the most say in organizing PNC activities - Who else has a say? |
| V1427 | s1qh19c | you | discrete | numeric | According to you, who has the most say in organizing PNC activities - How much say do you have? |
| V1428 | s1qh20a | organising community activities | discrete | numeric | According to you, who has the most say in organizing activities with the community - Most say |
| V1429 | s1qh20b | else | discrete | numeric | According to you, who has the most say in organizing activities with the community - Who else has a say? |
| V1430 | s1qh20c | you | discrete | numeric | According to you, who has the most say in organizing activities with the community - How much say do you have? |
| V1431 | s1qh21a | organising fundraising activities | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - Most say |
| V1432 | s1qh21b | else | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say? |
| V1433 | s1qh21c | you | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have? |
| V1434 | s1qi1a | strength of school one | discrete | numeric | What are the three major strengths and weaknesses of the school ? Strengths |
| V1435 | s1qi1b | weakness of school one | discrete | numeric | What are the three major strengths and weaknesses of the school ? Weaknesses |
| V1436 | s1qi2a | strength of school two | discrete | numeric | What are the three major strengths and weaknesses of the school ? Strengths |
| V1437 | s1qi2b | weakness of school two | discrete | numeric | What are the three major strengths and weaknesses of the school ? Weaknesses |
| V1438 | s1qi3a | strength of school three | discrete | numeric | What are the three major strengths and weaknesses of the school ? Strengths |
| V1439 | s1qi3b | weakness of school three | discrete | numeric | What are the three major strengths and weaknesses of the school ? Weaknesses |
| V1440 | s1qj11a | school establishment 2000 | discrete | numeric | How many teachers were, or are, supposed to be posted to this school? 2000 |
| V1441 | s1qj11b | school establishment 2001 | discrete | numeric | How many teachers were, or are, supposed to be posted to this school? 2001 |
| V1442 | s1qj11c | school establishment 2002 | discrete | numeric | How many teachers were, or are, supposed to be posted to this school? 2002 |
| V1443 | s1qj12a | number teachers posted 2000 | discrete | numeric | How many teachers were actually working at this school? 2000 |

| ID | Name | Label | Type | Format | Question |
|-------|---------|---|----------|---------|--|
| V1444 | s1qj12b | number teachers posted 2001 | discrete | numeric | How many teachers were actually working at this school? 2001 |
| V1445 | s1qj12c | number teachers posted 2002 | discrete | numeric | How many teachers were actually working at this school? 2002 |
| V1446 | s1qj13a | teacher shortfall exceeding one term 2000 | discrete | numeric | If ever short of teachers: Were you short of teachers for more than one term? 2000 |
| V1447 | s1qj13b | teacher shortfall exceeding one term 2001 | discrete | numeric | If ever short of teachers: Were you short of teachers for more than one term? 2001 |
| V1448 | s1qj13c | teacher shortfall exceeding one term 2002 | discrete | numeric | If ever short of teachers: Were you short of teachers for more than one term? 2002 |
| V1449 | s1qj14a | number new teachers 2000 | discrete | numeric | How many new teachers were appointed to this school in each year? 2000 |
| V1450 | s1qj14b | number new teachers 2001 | discrete | numeric | How many new teachers were appointed to this school in each year? 2001 |
| V1451 | s1qj14c | number new teachers 2002 | discrete | numeric | How many new teachers were appointed to this school in each year? 2002 |
| V1452 | s1qj15 | how cover classes in short run | discrete | numeric | If teachers are absent for a short time how do you cover classes? |
| V1453 | s1qj16 | how cover classes in long run | discrete | numeric | If teachers are absent for a long time how do you cover classes? |
| V1454 | remote | remoteness index (range 0-1) | contin | numeric | |
| V1455 | remgrp | group(rem) | discrete | numeric | |

S2v3

| | |
|--------------|---|
| Content | Data collected from the teacher survey module (One Grade 5 teacher per school, or alternate grade if Grade 5 not available) See section S2. TEACHER SURVEY of the questionnaire |
| Cases | 214 |
| Variable(s) | 125 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|-------|----------|---|----------|-----------|---|
| V1456 | id | school identifier | contin | numeric | |
| V1457 | school | name of school | discrete | character | Name of School |
| V1458 | province | province | discrete | numeric | Province |
| V1459 | district | district | discrete | numeric | District |
| V1460 | census | census unit identifier | discrete | character | Census enumeration area |
| V1461 | code | school code | discrete | character | School code |
| V1462 | weight | | contin | numeric | |
| V1463 | s2q1 | name of interviewer | discrete | character | Name of Interviewer |
| V1464 | s2q7 | village | discrete | character | Village |
| V1465 | s2q9 | interview date | discrete | character | Interview Date |
| V1466 | s2q10 | respondents name | discrete | character | Respondent's name |
| V1467 | s2q11 | gender | discrete | numeric | Gender |
| V1468 | s2q12 | highest education | discrete | numeric | Highest education level completed? |
| V1469 | s2q13 | file number | discrete | character | Teacher's File Number |
| V1470 | s2q14 | classes taught 2002 | discrete | numeric | Which class are you teaching in 2002? |
| V1471 | s2q15 | multigrade class | discrete | numeric | Is it a multigrade class? |
| V1472 | s2q16 | children in class | discrete | numeric | How many children are enrolled in your class? |
| V1473 | s2q17 | number in attendance today | discrete | numeric | How many of them are at school today? |
| V1474 | s2q18 | number missing more than 10 days | discrete | numeric | How many of your children miss more than 10 days in term 1, 2002? |
| V1475 | s2q19 | number of male absentees | discrete | numeric | How many of them are male students? |
| V1476 | s2q20 | number of female absentees | discrete | numeric | How many of them are female students? |
| V1477 | s2q21 | reason for absences | discrete | numeric | Why do they miss so many days? |
| V1478 | s2q22 | action taken | discrete | numeric | What actions does the school take in the case of students who miss a lot of days from school? |
| V1479 | s2q23 | number failing to re-enrolling in 2002 | discrete | numeric | How many students from your class last year did not return to school this year? |
| V1480 | s2q24 | reasons for failing to re-enrol in 2002 | discrete | numeric | What were the reasons? |

| ID | Name | Label | Type | Format | Question |
|-------|--------|--|----------|---------|--|
| V1481 | s2q25 | children and food intake before school | discrete | numeric | How many children in your class do not have an adequate amount of food before they come to school in the morning? |
| V1482 | s2q26 | children and food intake at school | discrete | numeric | How many children in your class do not have an adequate amount of food at lunchtime? |
| V1483 | s2q27a | teaching methods | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - Most say |
| V1484 | s2q27b | else | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say? |
| V1485 | s2q27c | you | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have? |
| V1486 | s2q28a | who enrolls | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - Most say |
| V1487 | s2q28b | else | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - Who else has a say? |
| V1488 | s2q28c | you | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - How much say do you have? |
| V1489 | s2q29a | class size | discrete | numeric | According to you, who has the most say in deciding class size in this school - Most say |
| V1490 | s2q29b | else | discrete | numeric | According to you, who has the most say in deciding class size in this school - Who else has a say? |
| V1491 | s2q29c | you | discrete | numeric | According to you, who has the most say in deciding class size in this school - How much say do you have? |
| V1492 | s2q30a | assessing students | discrete | numeric | According to you, who has the most say in assessing students in this school - Most say |
| V1493 | s2q30b | else | discrete | numeric | According to you, who has the most say in assessing students in this school - Who else has a say? |
| V1494 | s2q30c | you | discrete | numeric | According to you, who has the most say in assessing students in this school - How much say do you have? |
| V1495 | s2q31a | policy for assessing students | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Most say |
| V1496 | s2q31b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Who else has a say? |
| V1497 | s2q31c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - How much say do you have? |
| V1498 | s2q32a | appointing teachers | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - Most say |
| V1499 | s2q32b | else | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - Who else has a say? |
| V1500 | s2q32c | you | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - How much say do you have? |
| V1501 | s2q33a | assessing teachers | discrete | numeric | According to you, who has the most say in assessing teachers in this school - Most say |
| V1502 | s2q33b | else | discrete | numeric | According to you, who has the most say in assessing teachers in this school - Who else has a say? |
| V1503 | s2q33c | you | discrete | numeric | According to you, who has the most say in assessing teachers in this school - How much say do you have? |
| V1504 | s2q34a | policy for assessing teachers | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Most say |
| V1505 | s2q34b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Who else has a say? |

| ID | Name | Label | Type | Format | Question |
|-------|--------|------------------------------------|----------|---------|---|
| V1506 | s2q34c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - How much say do you have? |
| V1507 | s2q35a | teacher promotion | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Most say |
| V1508 | s2q35b | else | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Who else has a say? |
| V1509 | s2q35c | you | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - How much say do you have? |
| V1510 | s2q36a | discipline action against teachers | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say |
| V1511 | s2q36b | else | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say? |
| V1512 | s2q36c | you | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have? |
| V1513 | s2q37a | dismissing a teacher | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - Most say |
| V1514 | s2q37b | else | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - Who else has a say? |
| V1515 | s2q37c | you | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - How much say do you have? |
| V1516 | s2q38a | selection for inservice | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Most say |
| V1517 | s2q38b | else | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Who else has a say? |
| V1518 | s2q38c | you | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - How much say do you have? |
| V1519 | s2q39a | level of project fees | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Most say |
| V1520 | s2q39b | else | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Who else has a say? |
| V1521 | s2q39c | you | discrete | numeric | According to you, who has the most say in deciding the level of project fees - How much say do you have? |
| V1522 | s2q40a | how to spend project fees | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Most say |
| V1523 | s2q40b | else | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Who else has a say? |
| V1524 | s2q40c | you | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - How much say do you have? |
| V1525 | s2q41a | spending school subsidy | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - Most say |
| V1526 | s2q41b | else | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - Who else has a say? |
| V1527 | s2q41c | you | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - How much say do you have? |
| V1528 | s2q42a | upgrading school | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say |
| V1529 | s2q42b | else | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say? |
| V1530 | s2q42c | you | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have? |

| ID | Name | Label | Type | Format | Question |
|-------|--------|-------------------------------------|----------|---------|--|
| V1531 | s2q43a | maintenance provision | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - Most say |
| V1532 | s2q43b | else | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - Who else has a say? |
| V1533 | s2q43c | you | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - How much say do you have? |
| V1534 | s2q44a | constructing classrooms | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - Most say |
| V1535 | s2q44b | else | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say? |
| V1536 | s2q44c | you | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have? |
| V1537 | s2q45a | organising pnc activities | discrete | numeric | According to you, who has the most say in organizing PNC activities - Most say |
| V1538 | s2q45b | else | discrete | numeric | According to you, who has the most say in organizing PNC activities - Who else has a say? |
| V1539 | s2q45c | you | discrete | numeric | According to you, who has the most say in organizing PNC activities - How much say do you have? |
| V1540 | s2q46a | organising community activities | discrete | numeric | According to you, who has the most say in organizing activities with the community - Most say |
| V1541 | s2q46b | else | discrete | numeric | According to you, who has the most say in organizing activities with the community - Who else has a say? |
| V1542 | s2q46c | you | discrete | numeric | According to you, who has the most say in organizing activities with the community - How much say do you have? |
| V1543 | s2q47a | organising fundraising activities | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - Most say |
| V1544 | s2q47b | else | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say? |
| V1545 | s2q47c | you | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have? |
| V1546 | s2q48 | time preparing lessons | discrete | numeric | How many hours do you spend each week preparing lessons and marking student work? |
| V1547 | s2q49 | sufficient textbooks | discrete | numeric | Do you have sufficient textbooks for student use in your classroom? |
| V1548 | s2q50 | production of teaching aids | discrete | numeric | Are you able to produce the teaching aids that you need for use in your classroom? |
| V1549 | s2q51 | why not? | discrete | numeric | If No, why not? |
| V1550 | s2q52 | number of desks | discrete | numeric | Do you have enough desks in your classroom for all of the students? |
| V1551 | s2q53 | number needed | discrete | numeric | If No, how many more desks do you need? |
| V1552 | s2q54 | class budget | discrete | numeric | Did the Head Teacher allocate any money for you to spend for your classroom? |
| V1553 | s2q55 | amount | discrete | numeric | If Yes, how much were you allocated? |
| V1554 | s2q56 | items purchased from the allocation | discrete | numeric | What did you spend it on? |
| V1555 | s2q57 | regular staff meetings | discrete | numeric | Does the school have regular staff meetings? |
| V1556 | s2q58 | contribution to decision-making | discrete | numeric | Are you encouraged to contribute to decision-making within the school? |
| V1557 | s2q59 | 30 day absence rule enforcement | discrete | numeric | Does the school enforce the 30-day rule relating to absences and termination of students? |

| ID | Name | Label | Type | Format | Question |
|-------|-------|-------------------------------------|----------|---------|--|
| V1558 | s2q60 | school lunch policy | discrete | numeric | Does the school have a rule for children about bringing lunches to school? |
| V1559 | s2q61 | nature of lunch policy | discrete | numeric | If Yes, what is it? |
| V1560 | s2q62 | interest level of parents | discrete | numeric | How would you describe the interest level of parents toward the school? |
| V1561 | s2q63 | local community involvement | discrete | numeric | Have you involved the local community in classroom activities? |
| V1562 | s2q64 | in what ways | discrete | numeric | If Yes, in what ways? |
| V1563 | s2q65 | bom assistance | discrete | numeric | Has the BOM helped you as a teacher? |
| V1564 | s2q66 | in what ways | discrete | numeric | If Yes, in what ways? |
| V1565 | s2q67 | children out of school | discrete | numeric | How many primary age children in this area would you estimate are not enrolled in school? |
| V1566 | s2q68 | school action to enroll children | discrete | numeric | Does the school take any actions to try to enrol these children? |
| V1567 | s2q69 | availability of counseling services | discrete | numeric | Does the school provide any counselling services for students who are having difficulties at school? |
| V1568 | s2q70 | inability to pay fees | discrete | numeric | What happens to a student if he/she is unable to pay fees? |
| V1569 | s2q71 | community assists needy families | discrete | numeric | Does the community assist families of needy students? |
| V1570 | s2q72 | current teacher level | discrete | numeric | What is your current teacher level? |
| V1571 | s2q73 | paid at the correct level | discrete | numeric | Are you being paid at that level? |
| V1572 | s2q74 | pay on time | discrete | numeric | Did you usually get your pay on time in 2001? |
| V1573 | s2q75 | length of delay in 2001 | discrete | numeric | If No, how many weeks on average was it delayed in 2001? |
| V1574 | s2q76 | receive allowances | discrete | numeric | Did you get paid the allowances that you were eligible for in 2001? |
| V1575 | s2q77 | unpaid allowances | discrete | numeric | If No, which allowances? |
| V1576 | s2q78 | supplementary income | discrete | numeric | Do you have to supplement your income after school? |
| V1577 | s2q79 | nature of supplementary work | discrete | numeric | What do you do to get that income? |
| V1578 | s2q80 | amount earned | discrete | numeric | How much do you make on average each week? |
| V1579 | s2q81 | income of family members | discrete | numeric | Does anyone else in your family who lives with you earn money? |
| V1580 | s2q82 | amount earned | discrete | numeric | How much do they earn on average each week? |

S3v3

| | |
|--------------|---|
| Content | Data from section S3 – SCHOOL BOARD OF MANAGEMENT SURVEY: A. BACKGROUND B. FINANCIAL INFORMATION C. ROLES AND RESPONSIBILITIES IN EDUCATION |
| Cases | 214 |
| Variable(s) | 103 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|-------|----------|------------------------------------|----------|-----------|--|
| V1581 | id | | contin | numeric | |
| V1582 | school | name of school | discrete | character | Name of School |
| V1583 | province | province | discrete | numeric | Province |
| V1584 | district | district | discrete | numeric | District |
| V1585 | census | census unit identifier | discrete | character | Census enumeration area |
| V1586 | code | school code | discrete | character | School code |
| V1587 | weight | | contin | numeric | |
| V1588 | s3q1 | name of interviewer | discrete | character | Name of Interviewer |
| V1589 | s3q7 | district | discrete | character | |
| V1590 | s3q9 | interview date | discrete | character | Interview Date |
| V1591 | s3q10 | name | discrete | character | Name |
| V1592 | s3q11 | gender | discrete | numeric | Gender |
| V1593 | s3q12 | age | discrete | numeric | Age |
| V1594 | s3q13 | chairperson of board of management | discrete | numeric | Are you the BOM Chairman? |
| V1595 | s3q14 | position | discrete | character | If No: What is your position? |
| V1596 | s3q15 | born in district | discrete | numeric | Were you born in this district? |
| V1597 | s3q16 | born in province | discrete | numeric | Were you born in this province? |
| V1598 | s3q17 | level of schooling | discrete | numeric | How much schooling have you got? |
| V1599 | s3q18 | joint account | discrete | numeric | Is there a joint account managed by the school and the BOM? |
| V1600 | s3q19 | separate school account | discrete | numeric | Is there a separate account managed by the school? |
| V1601 | s3q20 | separate bom account | discrete | numeric | Is there a separate account managed by the BOM? |
| V1602 | s3q21 | other accounts | discrete | numeric | Are there any other accounts? |
| V1603 | s3q22a | maintenance | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Maintenance |
| V1604 | s3q22b | infrastructure | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Infrastructure |
| V1605 | s3q22c | basic materials | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Basic materials |

| ID | Name | Label | Type | Format | Question |
|-------|--------|--------------------|----------|---------|---|
| V1606 | s3q22d | textbooks | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Textbooks |
| V1607 | s3q22e | consumables | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Consumables / Expendable items |
| V1608 | s3q22f | equipment | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Equipment |
| V1609 | s3q22g | transport | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Transport |
| V1610 | s3q22h | additional staff | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Extra staff |
| V1611 | s3q22i | other | discrete | numeric | In 2001, how much was spent out of the joint account managed by the school and the BOM on: Other |
| V1612 | s3q23a | maintenance | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Maintenance |
| V1613 | s3q23b | infrastructure | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Infrastructure |
| V1614 | s3q23c | basic materials | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Basic materials |
| V1615 | s3q23d | textbooks | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Textbooks |
| V1616 | s3q23e | consumables | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Consumables / Expendable items |
| V1617 | s3q23f | equipment | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Equipment |
| V1618 | s3q23g | transport | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Transport |
| V1619 | s3q23h | additional staff | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Extra staff |
| V1620 | s3q23i | other | discrete | numeric | In 2001, how much was spent out of accounts managed by the BOM alone on: Other |
| V1621 | s3q24a | teaching methods | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - Most say |
| V1622 | s3q24b | who else | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say? |
| V1623 | s3q24c | you | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have? |
| V1624 | s3q25a | who enrolls | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - Most say |
| V1625 | s3q25b | who else | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - Who else has a say? |
| V1626 | s3q25c | you | discrete | numeric | According to you, who has the most say in deciding who enrolls at this school - How much say do you have? |
| V1627 | s3q26a | class size | discrete | numeric | According to you, who has the most say in deciding class size in this school - Most say |
| V1628 | s3q26b | who else | discrete | numeric | According to you, who has the most say in deciding class size in this school - Who else has a say? |
| V1629 | s3q26c | you | discrete | numeric | According to you, who has the most say in deciding class size in this school - How much say do you have? |
| V1630 | s3q27a | assessing students | discrete | numeric | According to you, who has the most say in assessing students in this school - Most say |
| V1631 | s3q27b | who else | discrete | numeric | According to you, who has the most say in assessing students in this school - Who else has a say? |

| ID | Name | Label | Type | Format | Question |
|-------|--------|------------------------------------|----------|---------|---|
| V1632 | s3q27c | you | discrete | numeric | According to you, who has the most say in assessing students in this school - How much say do you have? |
| V1633 | s3q28a | policy for assessing students | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Most say |
| V1634 | s3q28b | who else | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Who else has a say? |
| V1635 | s3q28c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - How much say do you have? |
| V1636 | s3q29a | appointing teachers | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - Most say |
| V1637 | s3q29b | who else | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - Who else has a say? |
| V1638 | s3q29c | you | discrete | numeric | According to you, who has the most say in appointing a teacher to this school - How much say do you have? |
| V1639 | s3q30a | assessing teachers | discrete | numeric | According to you, who has the most say in assessing teachers in this school - Most say |
| V1640 | s3q30b | who else | discrete | numeric | According to you, who has the most say in assessing teachers in this school - Who else has a say? |
| V1641 | s3q30c | you | discrete | numeric | According to you, who has the most say in assessing teachers in this school - How much say do you have? |
| V1642 | s3q31a | policy for assessing teachers | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Most say |
| V1643 | s3q31b | who else | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Who else has a say? |
| V1644 | s3q31c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - How much say do you have? |
| V1645 | s3q32a | teacher promotion | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Most say |
| V1646 | s3q32b | who else | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Who else has a say? |
| V1647 | s3q32c | you | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - How much say do you have? |
| V1648 | s3q33a | discipline action against teachers | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say |
| V1649 | s3q33b | who else | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say? |
| V1650 | s3q33c | you | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have? |
| V1651 | s3q34a | dismissing a teacher | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - Most say |
| V1652 | s3q34b | who else | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - Who else has a say? |
| V1653 | s3q34c | you | discrete | numeric | According to you, who has the most say in dismissing a teacher from this school - How much say do you have? |
| V1654 | s3q35a | selection for inservice | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Most say |
| V1655 | s3q35b | who else | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Who else has a say? |
| V1656 | s3q35c | you | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - How much say do you have? |
| V1657 | s3q36a | level of project fees | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Most say |

| ID | Name | Label | Type | Format | Question |
|-------|--------|-----------------------------------|----------|---------|--|
| V1658 | s3q36b | who else | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Who else has a say? |
| V1659 | s3q36c | you | discrete | numeric | According to you, who has the most say in deciding the level of project fees - How much say do you have? |
| V1660 | s3q37a | how to spend project fee | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Most say |
| V1661 | s3q37b | who else | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Who else has a say? |
| V1662 | s3q37c | you | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - How much say do you have? |
| V1663 | s3q38a | spending school subsidy | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - Most say |
| V1664 | s3q38b | who else | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - Who else has a say? |
| V1665 | s3q38c | you | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidy - How much say do you have? |
| V1666 | s3q39a | upgrading school | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say |
| V1667 | s3q39b | who else | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say? |
| V1668 | s3q39c | you | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have? |
| V1669 | s3q40a | maintenance provision | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - Most say |
| V1670 | s3q40b | who else | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - Who else has a say? |
| V1671 | s3q40c | you | discrete | numeric | According to you, who has the most say in deciding on maintenance work in this school - How much say do you have? |
| V1672 | s3q41a | constructing classrooms | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - Most say |
| V1673 | s3q41b | who else | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say? |
| V1674 | s3q41c | you | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have? |
| V1675 | s3q42a | organising pnc activities | discrete | numeric | According to you, who has the most say in organizing PNC activities - Most say |
| V1676 | s3q42b | who else | discrete | numeric | According to you, who has the most say in organizing PNC activities - Who else has a say? |
| V1677 | s3q42c | you | discrete | numeric | According to you, who has the most say in organizing PNC activities - How much say do you have? |
| V1678 | s3q43a | organising community activities | discrete | numeric | According to you, who has the most say in organizing activities with the community - Most say |
| V1679 | s3q43b | who else | discrete | numeric | According to you, who has the most say in organizing activities with the community - Who else has a say? |
| V1680 | s3q43c | you | discrete | numeric | According to you, who has the most say in organizing activities with the community - How much say do you have? |
| V1681 | s3q44a | organising fundraising activities | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - Most say |
| V1682 | s3q44b | who else | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say? |
| V1683 | s3q44c | you | discrete | numeric | According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have? |

S4v3

| | |
|--------------|--|
| Content | Data from section S4 - PARENT SURVEY (one parent per school) |
| Cases | 214 |
| Variable(s) | 77 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|-------|----------|--------------------------------------|----------|-----------|---|
| V1684 | id | school identifier | contin | numeric | |
| V1685 | school | name of school | discrete | character | Name of School |
| V1686 | province | province | discrete | numeric | Province |
| V1687 | district | district | discrete | numeric | District |
| V1688 | census | census unit identifier | discrete | character | Census enumeration area |
| V1689 | code | school code | discrete | character | School code |
| V1690 | weight | | contin | numeric | |
| V1691 | s4q1 | name of interviewer | discrete | character | Name of Interviewer |
| V1692 | s4q7 | village | discrete | character | Village |
| V1693 | s4q9 | interview date | discrete | character | Interview Date |
| V1694 | s4q10 | gender | discrete | numeric | Gender of Respondent |
| V1695 | s4q11 | graduate of this school | discrete | numeric | Did you go to this school as a student? |
| V1696 | s4q12 | highest level of schooling of parent | discrete | numeric | How much schooling have you got? |
| V1697 | s4q13 | number of children | contin | numeric | How many children do you have? |
| V1698 | s4q14 | alternative school | discrete | numeric | Is there another school that your children could go to? |
| V1699 | s4q15 | reason for choosing this school | discrete | numeric | If Yes, why did you choose this school? |
| V1700 | s4q16 | number visits to school | discrete | numeric | How often do you visit the school? |
| V1701 | s4q17 | reasons for visits | discrete | numeric | What are the reasons for visiting the school? |
| V1702 | s4q18 | child likes this school | discrete | numeric | Do your children like this school? |
| V1703 | s4q19 | comments about school | discrete | numeric | What do your children say about this school? |
| V1704 | s4q20 | school enrolment | discrete | numeric | How many of the school age children in this community go to school |
| V1705 | s4q21 | reasons for not enrolling in school | discrete | numeric | If some children do not go to school, why don't they go to school? |
| V1706 | s4q22 | help for children with high absences | discrete | numeric | What should be done about children who stay away from school a lot? |
| V1707 | s4q23 | teacher punctuality | discrete | numeric | Are teachers usually in class on time each day? |
| V1708 | s4q24 | teacher attendance | discrete | numeric | Do teachers spend most school days teaching at the school? |

| ID | Name | Label | Type | Format | Question |
|-------|--------|------------------------------------|----------|-----------|---|
| V1709 | s4q25 | head teacher mixes with community | discrete | numeric | Does the Head Teacher visit the local community and mix with parents? |
| V1710 | s4q26 | teachers mix with community | discrete | numeric | Do the teachers visit the local community and mix with parents? |
| V1711 | s4q27 | activities of bom | discrete | numeric | What does the BOM do? |
| V1712 | s4q28 | effectiveness of bom | discrete | numeric | Does it do a good job? |
| V1713 | s4q29a | problems affecting school | discrete | numeric | What are the four biggest problems facing the school? |
| V1714 | s4q29b | problems affecting school | discrete | numeric | What are the four biggest problems facing the school? |
| V1715 | s4q29c | problems affecting school | discrete | numeric | What are the four biggest problems facing the school? |
| V1716 | s4q29d | problems affecting school | discrete | numeric | What are the four biggest problems facing the school? |
| V1717 | s4q30 | paying for education | discrete | numeric | Who should pay for the cost of education? |
| V1718 | s4q31 | involvement in setting school fee | discrete | numeric | Were you involved when the school fee was set in 2001? |
| V1719 | s4q32 | should you be involved | discrete | numeric | If No, should you have been involved? |
| V1720 | s4q33 | how were you involved | discrete | numeric | If Yes, in what way were you involved? |
| V1721 | s4q34 | level of fee | discrete | numeric | What did you think about the level of the school fee in 2001? |
| V1722 | s4q35 | involvement in setting project fee | discrete | numeric | Were you involved when the project fee was set in 2001? |
| V1723 | s4q36 | should you be involved | discrete | numeric | If No, should you have been involved? |
| V1724 | s4q37 | how were you involved | discrete | numeric | If Yes, in what way were you involved? |
| V1725 | s4q38 | level of fee | discrete | numeric | What did you think about the level of the project fee in 2001? |
| V1726 | s4q39 | paid fees in 2001 | discrete | numeric | In 2001, were you able to pay the fees set by the school? |
| V1727 | s4q40 | help for poor families | discrete | numeric | If a family is poor, what kind of help should it get to send children to school? |
| V1728 | s4q41 | who gives help | discrete | numeric | Who should give help? |
| V1729 | s4q42 | reasons for attending school | discrete | numeric | Why do you send your children to school? |
| V1730 | s4q43 | school assisting child | discrete | numeric | Will this school help your child to achieve that goal? |
| V1731 | s4q44 | mp helped schools in 2001 | discrete | numeric | Did the MP for this electorate help this school in 2001? |
| V1732 | s4q45 | nature of help in 2001 | discrete | numeric | If Yes, what form of help did the MP give? |
| V1733 | s4q46 | mp help school in 2002 | discrete | numeric | Did the MP for this electorate help this school in 2002? |
| V1734 | s4q47 | nature of help in 2002 | discrete | numeric | If Yes, what form of help did the MP give? |
| V1735 | s4q48 | pnc established | discrete | numeric | Is there a PNC at this school? |
| V1736 | s4q49 | number times met in 2001 | discrete | numeric | If Yes: How many times did the PNC meet in 2001? |
| V1737 | s4q50 | number times met in 2002 | discrete | numeric | If Yes: How many times has the PNC met in 2002? |
| V1738 | s4q51 | date last meeting | discrete | character | If Yes: When was the last PNC meeting? |
| V1739 | s4q52 | percentage of parents attending | discrete | numeric | If Yes: What percentage of parents attend PNC meetings? |
| V1740 | s4q53 | parents collect assessment reports | discrete | numeric | Do parents come to the school to collect assessment reports when these are ready? |
| V1741 | s4q54 | percentage of parents collecting | discrete | numeric | If Yes: What percentage of parents do this? |
| V1742 | s4q55 | meetings with parents | discrete | numeric | Does the head teacher or BOM ever call a meeting to discuss school issues with parents? |

| ID | Name | Label | Type | Format | Question |
|-------|---------|--|----------|---------|--|
| V1743 | s4q56 | percentage of parents attending | discrete | numeric | If Yes: What percentage of parents attend? |
| V1744 | s4q57 | community as learning site | discrete | numeric | Do teachers ever take children out of the classroom to learn in the community? |
| V1745 | s4q58 | community involvement in school | discrete | numeric | Does the school invite community members to help develop school programs and activities? |
| V1746 | s4q59 | teachers organize community activities | discrete | numeric | Do teachers organize community activities such as adult classes, sporting competitions? |
| V1747 | s4q60 | community and cultural activities | discrete | numeric | Do community members teach cultural activities in the school? |
| V1748 | s4q61 | school use of village land | discrete | numeric | Does the village or community allow the school to use its land for agricultural classes? |
| V1749 | s4q62a | school use for meetings | discrete | numeric | Is the school ever used by the community for community meetings in a school |
| V1750 | s4q62b | school use for adult classes | discrete | numeric | Is the school ever used by the community for adult education classes |
| V1751 | s4q62c | school use for sports | discrete | numeric | Is the school ever used by the community for adult sports activities |
| V1752 | s4q63a1 | like about school | discrete | numeric | What do you like about the school? |
| V1753 | s4q63b1 | dislike about school | discrete | numeric | What don't you like about the school? |
| V1754 | s4q63a2 | like about school | discrete | numeric | What do you like about the school? |
| V1755 | s4q63b2 | dislike about school | discrete | numeric | What don't you like about the school? |
| V1756 | s4q63a3 | like about school | discrete | numeric | What do you like about the school? |
| V1757 | s4q63b3 | dislike about school | discrete | numeric | What don't you like about the school? |
| V1758 | s4q63a4 | like about school | discrete | numeric | What do you like about the school? |
| V1759 | s4q63b4 | dislike about school | discrete | numeric | What don't you like about the school? |
| V1760 | s4q63c | other parents thoughts | discrete | numeric | What do other parents think about the school? |

S1Jtv3

| | |
|--------------|---|
| Content | Data from section J2. CHARACTERISTICS OF TEACHERS (teacher listing) |
| Cases | 1742 |
| Variable(s) | 16 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|----------|----------------------------|----------|-----------|---------------------------------------|
| V769 | id | school ID | contin | numeric | |
| V770 | school | School Name | discrete | character | |
| V771 | province | Province | discrete | numeric | |
| V772 | district | District | discrete | numeric | |
| V773 | census | Census Number | discrete | character | |
| V774 | code | Code | discrete | character | |
| V775 | weight | School Weight | contin | numeric | |
| V776 | s1qj21 | Teacher ID | contin | numeric | |
| V777 | s1qj22 | Teacher Name | discrete | character | Name |
| V778 | s1qj23 | Teacher File Number | discrete | character | File number |
| V779 | s1qj24 | Grade | discrete | character | What grade(s) does the teacher teach? |
| V780 | s1qj25 | Gender | discrete | numeric | Gender |
| V781 | s1qj26 | Age | discrete | numeric | Age |
| V782 | s1qj27 | Present Level | contin | numeric | Present level |
| V783 | s1qj28 | Present today | discrete | numeric | Is the teacher at the school today? |
| V784 | s1qj29 | selected for indepth study | discrete | numeric | Selected for indepth section |

S1jiv3

| | |
|--------------|---|
| Content | Data from section J2. CHARACTERISTICS OF TEACHERS |
| Cases | 497 |
| Variable(s) | 47 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|----------|----------------------------|----------|-----------|--|
| V722 | id | school ID | contin | numeric | |
| V723 | school | School Name | discrete | character | |
| V724 | province | Province | discrete | numeric | |
| V725 | district | District | discrete | numeric | |
| V726 | census | Census Number | discrete | character | |
| V727 | code | Code | discrete | character | |
| V728 | weight | School Weight | contin | numeric | |
| V729 | s1qj21 | Teacher ID | contin | numeric | |
| V730 | s1qj22 | Teacher Name | discrete | character | Name |
| V731 | s1qj23 | Teacher File Number | discrete | character | File number |
| V732 | s1qj24 | Grade | discrete | character | What grade(s) does the teacher teach? |
| V733 | s1qj25 | Gender | discrete | numeric | Gender |
| V734 | s1qj26 | Age | discrete | numeric | Age |
| V735 | s1qj27 | Present Level | contin | numeric | Present level |
| V736 | s1qj28 | Present today | discrete | numeric | Is the teacher at the school today? |
| V737 | s1qj29 | selected for indepth study | discrete | numeric | Selected for indepth section |
| V738 | s1qj210 | identification number | contin | numeric | Teacher ID |
| V739 | s1qj211 | born in district | discrete | numeric | Born in this district? |
| V740 | s1qj212a | born in province | discrete | numeric | Born in this province? |
| V741 | s1qj213a | years teaching | discrete | numeric | Number of years as teacher |
| V742 | s1qj214a | years in this school | discrete | numeric | Number of years teaching in this school |
| V743 | s1qj215a | highest education level | discrete | numeric | Highest education completed |
| V744 | s1qj216a | date started 2002 | discrete | character | When did the teacher report for work this year (2002)? |
| V745 | s1qj217a | present today | discrete | numeric | Is the teacher present today? |
| V746 | s1qj218a | length of absence | discrete | numeric | If no: How many days has the teacher been away? |
| V747 | s1qj219a | reasons | discrete | numeric | If no: Why is the teacher away? |
| V748 | s1qj220a | total days absent | discrete | numeric | How many days has this teacher been away from school since they reported for work? |

| ID | Name | Label | Type | Format | Question |
|------|----------|---|----------|-----------|--|
| V749 | s1qj221a | attended approved inservice activities 2000, 2001 | discrete | numeric | Did this teacher attended any approved inservice activity in 2000, 2001, or 2002? |
| V750 | s1qj222a | name of course | discrete | numeric | If yes: What was the name of the course? |
| V751 | s1qj223a | length of course in weeks | discrete | numeric | If yes: How long was the course? |
| V752 | s1qj224a | who paid | discrete | numeric | If yes: Who paid for the course? |
| V753 | s1qj225a | school provides accommodation | discrete | numeric | Does this teacher live in a school provided house? |
| V754 | s1qj226a | who owns house | discrete | numeric | If school provided house: Who owns the house that the teacher lives in? |
| V755 | s1qj227a | amount of rent paid in kina per fortnight | discrete | numeric | If school provided house: How much rent is paid fortnightly? |
| V756 | s1qj228a | type of housing | discrete | numeric | If school provided house: What construction type is the house in which the teacher currently lives |
| V757 | s1qj229a | net salary per fortnight in kina | discrete | numeric | How much does the teacher receive in salary in each fortnight? |
| V758 | s1qj230a | amount of deductions per fortnight | discrete | numeric | How much is automatically deducted from the payslip? |
| V759 | s1qj231a | gross salary per fortnight in kina | discrete | numeric | [Check] So the total amount is [add previous two questions] |
| V760 | s1qj232a | method of payment | discrete | numeric | How is the teacher paid? |
| V761 | s1qj233a | last supposed pay date | discrete | character | When was the last time this teacher was supposed to be paid |
| V762 | s1qj234a | last actual pay date | discrete | character | When was the last time this teacher was actually paid |
| V763 | s1qj235a | how many weeks before teacher could access money | discrete | numeric | How long after the salary was paid was the teacher able to spend the money? |
| V764 | s1qj236a | leave fare entitlement | discrete | numeric | Was this teacher eligible for a leave fare last year (2001)? |
| V765 | s1qj237a | which province | discrete | numeric | If yes Which province was that leave fare for? |
| V766 | s1qj238a | amount of allowances paid in kina per year | discrete | numeric | How much does the teacher receive in additional monetary allowances (per year)? |
| V767 | s1qj239a | allowances not paid | discrete | numeric | Were there allowances that the teacher was eligible for that they didn't get in 2001 |
| V768 | s1qj240a | which allowances | discrete | numeric | If yes: Which allowances? |

S1Kv3

| | |
|--------------|------------------------------------|
| Content | Data from section K. DATA APPENDIX |
| Cases | 214 |
| Variable(s) | 154 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|----------|---------------------------|----------|-----------|---|
| V785 | id | school identifier | contin | numeric | |
| V786 | school | name of school | discrete | character | |
| V787 | province | province | discrete | numeric | |
| V788 | district | district | discrete | numeric | |
| V789 | census | census unit identifier | discrete | character | |
| V790 | code | school code | discrete | character | |
| V791 | weight | | contin | numeric | |
| V792 | s1qkb | school type | discrete | numeric | |
| V793 | s1qk11a | number of gd 1 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 1 |
| V794 | s1qk11b | number of gd 2 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 2 |
| V795 | s1qk11c | number of gd 3 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 3 |
| V796 | s1qk11d | number of gd 4 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 4 |
| V797 | s1qk11e | number of gd 5 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 5 |
| V798 | s1qk11f | number of gd 6 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 6 |
| V799 | s1qk11g | number of gd 7 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 7 |
| V800 | s1qk11h | number of gd 8 classes | discrete | numeric | How many classes are there at each grade at this school? Grade 8 |
| V801 | s1qk21a | number of gd 1 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2000 |
| V802 | s1qk21b | number of gd 1 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2000 |
| V803 | s1qk22a | number of gd 2 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2000 |
| V804 | s1qk22b | number of gd 2 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2000 |
| V805 | s1qk23a | number of gd 3 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2000 |

| ID | Name | Label | Type | Format | Question |
|------|---------|---------------------------|----------|---------|---|
| V806 | s1qk23b | number of gd 3 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2000 |
| V807 | s1qk24a | number of gd 4 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2000 |
| V808 | s1qk24b | number of gd 4 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2000 |
| V809 | s1qk25a | number of gd 5 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2000 |
| V810 | s1qk25b | number of gd 5 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2000 |
| V811 | s1qk26a | number of gd 6 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2000 |
| V812 | s1qk26b | number of gd 6 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2000 |
| V813 | s1qk27a | number of gd 7 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2000 |
| V814 | s1qk27b | number of gd 7 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2000 |
| V815 | s1qk28a | number of gd 8 boys 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2000 |
| V816 | s1qk28b | number of gd 8 girls 2000 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2000 |
| V817 | s1qk21c | number of gd 1 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2001 |
| V818 | s1qk21d | number of gd 1 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2001 |
| V819 | s1qk22c | number of gd 2 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2001 |
| V820 | s1qk22d | number of gd 2 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2001 |
| V821 | s1qk23c | number of gd 3 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2001 |
| V822 | s1qk23d | number of gd 3 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2001 |
| V823 | s1qk24c | number of gd 4 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2001 |
| V824 | s1qk24d | number of gd 4 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2001 |
| V825 | s1qk25c | number of gd 5 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2001 |
| V826 | s1qk25d | number of gd 5 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2001 |
| V827 | s1qk26c | number of gd 6 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2001 |
| V828 | s1qk26d | number of gd 6 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2001 |
| V829 | s1qk27c | number of gd 7 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2001 |
| V830 | s1qk27d | number of gd 7 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2001 |
| V831 | s1qk28c | number of gd 8 boys 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2001 |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|--|
| V832 | s1qk28d | number of gd 8 girls 2001 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2001 |
| V833 | s1qk21e | number of gd 1 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2002 |
| V834 | s1qk21f | number of gd 1 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2002 |
| V835 | s1qk22e | number of gd 2 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2002 |
| V836 | s1qk22f | number of gd 2 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2002 |
| V837 | s1qk23e | number of gd 3 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2002 |
| V838 | s1qk23f | number of gd 3 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2002 |
| V839 | s1qk24e | number of gd 4 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2002 |
| V840 | s1qk24f | number of gd 4 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2002 |
| V841 | s1qk25e | number of gd 5 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2002 |
| V842 | s1qk25f | number of gd 5 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2002 |
| V843 | s1qk26e | number of gd 6 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2002 |
| V844 | s1qk26f | number of gd 6 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2002 |
| V845 | s1qk27e | number of gd 7 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2002 |
| V846 | s1qk27f | number of gd 7 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2002 |
| V847 | s1qk28e | number of gd 8 boys 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2002 |
| V848 | s1qk28f | number of gd 8 girls 2002 | discrete | numeric | How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2002 |
| V849 | s1qk31a | number of gd 1 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 1, Boys |
| V850 | s1qk31b | number of gd 1 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 1, Girls |
| V851 | s1qk32a | number of gd 2 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 2, Boys |
| V852 | s1qk32b | number of gd 2 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 2, Girls |
| V853 | s1qk33a | number of gd 3 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 3, Boys |
| V854 | s1qk33b | number of gd 3 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 3, Girls |

| ID | Name | Label | Type | Format | Question |
|------|----------|--|----------|---------|--|
| V855 | s1qk34a | number of gd 4 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 4, Boys |
| V856 | s1qk34b | number of gd 4 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 4, Girls |
| V857 | s1qk35a | number of gd 5 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 5, Boys |
| V858 | s1qk35b | number of gd 5 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 5, Girls |
| V859 | s1qk36a | number of gd 6 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 6, Boys |
| V860 | s1qk36b | number of gd 6 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 6, Girls |
| V861 | s1qk37a | number of gd 7 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 7, Boys |
| V862 | s1qk37b | number of gd 7 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 7, Girls |
| V863 | s1qk38a | number of gd 8 boys failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 8, Boys |
| V864 | s1qk38b | number of gd 8 girls failing to return to school | discrete | numeric | How many students completed the listed grade last year but did not return to this school this year? Grade 8, Girls |
| V865 | s1qk41a | number of male students continuing to gd 7 in 2000 | discrete | numeric | How many students continued on to the next grade? Grade 6, Boys, 2000 |
| V866 | s1qk41b | number of female students continuing to gd 7 in 2000 | discrete | numeric | How many students continued on to the next grade? Grade 6, Girls, 2000 |
| V867 | s1qk41c | number of male students continuing to gd 7 in 2001 | discrete | numeric | How many students continued on to the next grade? Grade 6, Boys, 2001 |
| V868 | s1qk41d | number of female students continuing to gd 7 in 2001 | discrete | numeric | How many students continued on to the next grade? Grade 6, Girls, 2001 |
| V869 | s1qk42a | number of male students continuing to gd 9 in 2000 | discrete | numeric | How many students continued on to the next grade? Grade 8, Boys, 2000 |
| V870 | s1qk42b | number of female students continuing to gd 9 in 2000 | discrete | numeric | How many students continued on to the next grade? Grade 8, Girls, 2000 |
| V871 | s1qk42c | number of male students continuing to gd 9 in 2001 | discrete | numeric | How many students continued on to the next grade? Grade 8, Boys, 2001 |
| V872 | s1qk42d | number of female students continuing to gd 9 in 2001 | discrete | numeric | How many students continued on to the next grade? Grade 8, Girls, 2001 |
| V873 | s1qk5a1a | number of gd 1 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 1, Boys |
| V874 | s1qk5a1b | number of gd 1 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 1, Girls |
| V875 | s1qk5a2a | number of gd 2 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 2, Boys |
| V876 | s1qk5a2b | number of gd 2 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 2, Girls |

| ID | Name | Label | Type | Format | Question |
|------|----------|---|----------|---------|--|
| V877 | s1qk5a3a | number of gd 3 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 3, Boys |
| V878 | s1qk5a3b | number of gd 3 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 3, Girls |
| V879 | s1qk5a4a | number of gd 4 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 4, Boys |
| V880 | s1qk5a4b | number of gd 4 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 4, Girls |
| V881 | s1qk5a5a | number of gd 5 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 5, Boys |
| V882 | s1qk5a5b | number of gd 5 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 5, Girls |
| V883 | s1qk5a6a | number of gd 6 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 6, Boys |
| V884 | s1qk5a6b | number of gd 6 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 6, Girls |
| V885 | s1qk5a7a | number of gd 7 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 7, Boys |
| V886 | s1qk5a7b | number of gd 7 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 7, Girls |
| V887 | s1qk5a8a | number of gd 8 male students present today | discrete | numeric | How many students continued on to the next grade? Grade 8, Boys |
| V888 | s1qk5a8b | number of gd 8 female students present today | discrete | numeric | How many students continued on to the next grade? Grade 8, Girls |
| V889 | s1qk6 | school unable to enrol children due to overcrowding in 2002 | discrete | numeric | In 2002 did the school have to turn away any children because of overcrowding? |
| V890 | s1qk7 | number of children unable to enrol in 2002 | discrete | numeric | If yes: How many? |
| V891 | s1qk81a | number of gd 1 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 1 How many do you have? |
| V892 | s1qk81b | number of gd 1 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 1 How many received for free in 2001? |
| V893 | s1qk81c | number of gd 1 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 1 How many received in 2001 (paid for)? |
| V894 | s1qk82a | number of gd 2 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 2 How many do you have? |
| V895 | s1qk82b | number of gd 2 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 2 How many received for free in 2001? |
| V896 | s1qk82c | number of gd 2 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 2 How many received in 2001 (paid for)? |
| V897 | s1qk83a | number of gd 3 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 3 How many do you have? |
| V898 | s1qk83b | number of gd 3 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 3 How many received for free in 2001? |
| V899 | s1qk83c | number of gd 3 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 3 How many received in 2001 (paid for)? |
| V900 | s1qk84a | number of gd 4 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 4 How many do you have? |
| V901 | s1qk84b | number of gd 4 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 4 How many received for free in 2001? |
| V902 | s1qk84c | number of gd 4 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 4 How many received in 2001 (paid for)? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|---|
| V903 | s1qk85a | number of gd 5 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 5 How many do you have? |
| V904 | s1qk85b | number of gd 5 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 5 How many received for free in 2001? |
| V905 | s1qk85c | number of gd 5 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 5 How many received in 2001 (paid for)? |
| V906 | s1qk86a | number of gd 6 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 6 How many do you have? |
| V907 | s1qk86b | number of gd 6 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 6 How many received for free in 2001? |
| V908 | s1qk86c | number of gd 6 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 6 How many received in 2001 (paid for)? |
| V909 | s1qk87a | number of gd 7 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 7 How many do you have? |
| V910 | s1qk87b | number of gd 7 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 7 How many received for free in 2001? |
| V911 | s1qk87c | number of gd 7 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 7 How many received in 2001 (paid for)? |
| V912 | s1qk88a | number of gd 8 maths textbooks in 2001 | discrete | numeric | Mathematics - Grade 8 How many do you have? |
| V913 | s1qk88b | number of gd 8 maths texts received for free in 2001 | discrete | numeric | Mathematics - Grade 8 How many received for free in 2001? |
| V914 | s1qk88c | number of gd 8 maths texts paid for by school in 2001 | discrete | numeric | Mathematics - Grade 8 How many received in 2001 (paid for)? |
| V915 | s1qk91a | number of gd 1 language textbooks in 2001 | discrete | numeric | Language - Grade 1 How many do you have? |
| V916 | s1qk91b | number of gd 1 language texts received for free in 2001 | discrete | numeric | Language - Grade 1 How many received for free in 2001? |
| V917 | s1qk91c | number of gd 1 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 1 How many received in 2001 (paid for)? |
| V918 | s1qk92a | number of gd 2 language textbooks in 2001 | discrete | numeric | Language - Grade 2 How many do you have? |
| V919 | s1qk92b | number of gd 2 language texts received for free in 2001 | discrete | numeric | Language - Grade 2 How many received for free in 2001? |
| V920 | s1qk92c | number of gd 2 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 2 How many received in 2001 (paid for)? |
| V921 | s1qk93a | number of gd 3 language textbooks in 2001 | discrete | numeric | Language - Grade 3 How many do you have? |
| V922 | s1qk93b | number of gd 3 language texts received for free in 2001 | discrete | numeric | Language - Grade 3 How many received for free in 2001? |
| V923 | s1qk93c | number of gd 3 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 3 How many received in 2001 (paid for)? |
| V924 | s1qk94a | number of gd 4 language textbooks in 2001 | discrete | numeric | Language - Grade 4 How many do you have? |
| V925 | s1qk94b | number of gd 4 language texts received for free in 2001 | discrete | numeric | Language - Grade 4 How many received for free in 2001? |
| V926 | s1qk94c | number of gd 4 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 4 How many received in 2001 (paid for)? |
| V927 | s1qk95a | number of gd 5 language textbooks in 2001 | discrete | numeric | Language - Grade 5 How many do you have? |
| V928 | s1qk95b | number of gd 5 language texts received for free in 2001 | discrete | numeric | Language - Grade 5 How many received for free in 2001? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|--|
| V929 | s1qk95c | number of gd 5 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 5 How many received in 2001 (paid for)? |
| V930 | s1qk96a | number of gd 6 language textbooks in 2001 | discrete | numeric | Language - Grade 6 How many do you have? |
| V931 | s1qk96b | number of gd 6 language texts received for free in 2001 | discrete | numeric | Language - Grade 6 How many received for free in 2001? |
| V932 | s1qk96c | number of gd 6 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 6 How many received in 2001 (paid for)? |
| V933 | s1qk97a | number of gd 7 language textbooks in 2001 | discrete | numeric | Language - Grade 7 How many do you have? |
| V934 | s1qk97b | number of gd 7 language texts received for free in 2001 | discrete | numeric | Language - Grade 7 How many received for free in 2001? |
| V935 | s1qk97c | number of gd 7 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 7 How many received in 2001 (paid for)? |
| V936 | s1qk98a | number of gd 8 language textbooks in 2001 | discrete | numeric | Language - Grade 8 How many do you have? |
| V937 | s1qk98b | number of gd 8 language texts received for free in 2001 | discrete | numeric | Language - Grade 8 How many received for free in 2001? |
| V938 | s1qk98c | number of gd 8 language texts paid for by school in 2001 | discrete | numeric | Language - Grade 8 How many received in 2001 (paid for)? |

D1v3

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|--------------|--|
| Content | Data from section D1. DISTRICT EDUCATION ADMINISTRATOR SURVEY: B. BACKGROUND C. ORGANISATION AND STRUCTURE C. SCHOOLS AND STAFFING D. DISTRICT EDUCATION BOARD E. BUDGET PROCESS F. FINANCIAL REVIEWS G. COST OF PRIMARY EDUCATION H. SCHOOL FEE SUBSIDY I. OTHER GOVERNMENT FUNDING J. NON-GOVERNMENT SOURCES OF FUNDING FOR EDUCATION IN 2001 K. ROLES AND RESPONSIBILITIES IN EDUCATION L. STRENGTHS AND WEAKNESSES |
| Cases | 19 |
| Variable(s) | 253 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|-----|-------|---|----------|-----------|--|
| V1 | d1q1 | name of interviewer | discrete | character | Name of Interviewer |
| V2 | d1q2 | questionnaire number | discrete | character | Questionnaire number |
| V3 | d1q3 | province | discrete | numeric | Province |
| V4 | d1q4 | district | discrete | character | District |
| V5 | d1q5 | why dea unavailable | discrete | numeric | If interview with DEA cannot be done ... Why is DEA unavailable? |
| V6 | d1q6 | interview date | discrete | character | Interview Date |
| V7 | d1q7 | name of dea | discrete | character | Name of DEA |
| V8 | d1q8 | gender | discrete | numeric | Gender of DEA |
| V9 | d1q9 | age | contin | numeric | Age of DEA |
| V10 | d1q10 | born in disrict | discrete | numeric | DEA born in this district? |
| V11 | d1q11 | born in province | discrete | numeric | DEA born in this province? |
| V12 | d1q12 | total years as dea | discrete | numeric | Number of years as District Education Administrator |
| V13 | d1q13 | years as dea in this district | discrete | numeric | Number of years as District Education Administrator in this district |
| V14 | d1q14 | substantive position | discrete | numeric | Is this a substantive or acting position |
| V15 | d1q15 | highest education level | discrete | numeric | Highest education level completed |
| V16 | d1q16 | specialist training | discrete | numeric | What kind of specialist training do you have for this position? |
| V17 | d1q17 | allocated house in district | discrete | numeric | Have you been allocated a house in this District? |
| V18 | d1q18 | establishment of dea office | discrete | numeric | What is the established number of positions for the District Education office? |
| V19 | d1q19 | all positions filled | discrete | numeric | Are all established positions filled at present? |
| V20 | d1q20 | number unfilled | discrete | numeric | If No, how many positions are unfilled? |
| V21 | d1q21 | number of deas in past five years | discrete | numeric | How many DEAs have there been in the past five years in this District? |
| V22 | d1q22 | visited each school in district in 2001 | discrete | numeric | Were you able to visit each school in the district at least once in 2001? |

| ID | Name | Label | Type | Format | Question |
|-----|---------|--------------------------------------|----------|---------|---|
| V23 | d1q23 | percentage not visited | discrete | numeric | If No, what percentage of schools were you unable to visit? |
| V24 | d1q24 | reasons for not visiting | discrete | numeric | Why were you unable to visit all of them? |
| V25 | d1q25a | vehicle provision | discrete | numeric | Are you provided with any of the following as part of your job: A vehicle |
| V26 | d1q25b | office space provision | discrete | numeric | Are you provided with any of the following as part of your job: Personal office space |
| V27 | d1q25c | computer provision | discrete | numeric | Are you provided with any of the following as part of your job: Computer |
| V28 | d1q25d | telephone provision | discrete | numeric | Are you provided with any of the following as part of your job: Telephone |
| V29 | d1q25e | vhf provision | discrete | numeric | Are you provided with any of the following as part of your job: VHF |
| V30 | d1q26 | dea office has separate bank account | discrete | numeric | Does the DEA office operate a separate bank account? |
| V31 | d1q27a | major expenditure one | discrete | numeric | If Yes, what are the major items of expenditure from that account? |
| V32 | d1q27b | major expenditure two | discrete | numeric | If Yes, what are the major items of expenditure from that account? |
| V33 | d1q27c | major expenditure three | discrete | numeric | If Yes, what are the major items of expenditure from that account? |
| V34 | d1q27d | major expenditure four | discrete | numeric | If Yes, what are the major items of expenditure from that account? |
| V35 | d1q28a | sources of revenue one | discrete | numeric | What are the sources of revenue for that account? |
| V36 | d1q28b | sources of revenue two | discrete | numeric | What are the sources of revenue for that account? |
| V37 | d1q28c | sources of revenue three | discrete | numeric | What are the sources of revenue for that account? |
| V38 | d1q28d | sources of revenue four | discrete | numeric | What are the sources of revenue for that account? |
| V39 | d1q29 | use of personal account | discrete | numeric | Bank facilities in some parts of a Province can be difficult and funds are sometimes transferred through Inspector and DEA personal accounts. Did you ever have to use your personal bank account during 2001 to manage spending on education business? |
| V40 | d1q30aa | number high schools 2000 | discrete | numeric | How many provincial high/Secondary schools are there in this District in 2000 |
| V41 | d1q30ab | number high schools 2001 | discrete | numeric | How many provincial high/Secondary schools are there in this District in 2001 |
| V42 | d1q30ac | number high schools 2002 | discrete | numeric | How many provincial high/Secondary schools are there in this District in 2002 |
| V43 | d1q30ba | number primary schools 2000 | discrete | numeric | How many primary schools are there in this District in 2000 |
| V44 | d1q30bb | number primary schools 2001 | discrete | numeric | How many primary schools are there in this District in 2001 |
| V45 | d1q30bc | number primary schools 2002 | contin | numeric | How many primary schools are there in this District in 2002 |
| V46 | d1q30ca | number community schools 2000 | discrete | numeric | How many community schools are there in this District in 2000 |
| V47 | d1q30cb | number community schools 2001 | discrete | numeric | How many community schools are there in this District in 2001 |
| V48 | d1q30cc | number community schools 2002 | discrete | numeric | How many community schools are there in this District in 2002 |

| ID | Name | Label | Type | Format | Question |
|-----|---------|--|----------|---------|--|
| V49 | d1q30da | number elementary schools 2000 | discrete | numeric | How many elementary schools are there in this District in 2000 |
| V50 | d1q30db | number elementary schools 2001 | discrete | numeric | How many elementary schools are there in this District in 2001 |
| V51 | d1q30dc | number elementary schools 2002 | discrete | numeric | How many elementary schools are there in this District in 2002 |
| V52 | d1q31a | number high schools closed today | discrete | numeric | How many schools in this District are suspended or closed today? Provincial high/Secondary schools |
| V53 | d1q31b | number primary schools closed today | discrete | numeric | How many schools in this District are suspended or closed today? Primary schools |
| V54 | d1q31c | number community schools closed today | discrete | numeric | How many schools in this District are suspended or closed today? Community schools |
| V55 | d1q31d | number elementary schools closed today | discrete | numeric | How many schools in this District are suspended or closed today? Elementary schools |
| V56 | d1q32 | total established teacher positions for district in 2002 | discrete | numeric | What is the total number of established teacher positions in community and primary schools in this District in 2002? |
| V57 | d1q33 | number primary/community teachers short today | discrete | numeric | How many community and primary teachers are you short in the District today? |
| V58 | d1q34a | number male community head teachers 2000 | discrete | numeric | What is the gender of head teachers in community schools in this District in 2000 - Male |
| V59 | d1q34b | number female community head teachers 2000 | discrete | numeric | What is the gender of head teachers in community schools in this District in 2000 - Female |
| V60 | d1q34c | number male community head teachers 2001 | discrete | numeric | What is the gender of head teachers in community schools in this District in 2001 - Male |
| V61 | d1q34d | number female community head teachers 2001 | discrete | numeric | What is the gender of head teachers in community schools in this District in 2001 - Female |
| V62 | d1q34e | number male community head teachers 2002 | discrete | numeric | What is the gender of head teachers in community schools in this District in 2002 - Male |
| V63 | d1q34f | number female community head teachers 2002 | discrete | numeric | What is the gender of head teachers in community schools in this District in 2002 - Female |
| V64 | d1q35a | number male primary head teachers 2000 | discrete | numeric | What is the gender of head teachers in primary schools in this District in 2000 - Male |
| V65 | d1q35b | number female primary head teachers 2000 | discrete | numeric | What is the gender of head teachers in primary schools in this District in 2000 - Female |
| V66 | d1q35c | number male primary head teachers 2001 | discrete | numeric | What is the gender of head teachers in primary schools in this District in 2001 - Male |
| V67 | d1q35d | number female primary head teachers 2001 | discrete | numeric | What is the gender of head teachers in primary schools in this District in 2001 - Female |
| V68 | d1q35e | number male primary head teachers 2002 | discrete | numeric | What is the gender of head teachers in primary schools in this District in 2002 - Male |
| V69 | d1q35f | number female primary head teachers 2002 | discrete | numeric | What is the gender of head teachers in primary schools in this District in 2002 - Female |
| V70 | d1q36 | dea board exits | discrete | numeric | Is there a District Education Board? |
| V71 | d1q37 | times met 2001 | discrete | numeric | How many times did it meet in 2001? |
| V72 | d1q38 | times met 2002 | discrete | numeric | How many times has it meet in 2002? |
| V73 | d1q39a | major functions one | discrete | numeric | What are its major functions? |
| V74 | d1q39b | major functions two | discrete | numeric | What are its major functions? |
| V75 | d1q39c | major functions three | discrete | numeric | What are its major functions? |
| V76 | d1q39d | major functions four | discrete | numeric | What are its major functions? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|--|
| V77 | d1q40 | effectiveness of deb | discrete | numeric | How do you rate the effectiveness of the DEB? |
| V78 | d1q41 | number members on deb | discrete | numeric | How many people are on the District Education Board of the District? |
| V79 | d1q42a | number of male members | discrete | numeric | Representing males (e.g. local politician, Church, parents, teachers, district) |
| V80 | d1q42b | number of female members | discrete | numeric | Representing females (e.g. local politician, Church, parents, teachers, district) |
| V81 | d1q43 | level of priority for education | discrete | numeric | What level of priority does Education have in this District? |
| V82 | d1q44 | budget prepared for dp & bpc | discrete | numeric | Did you prepare a budget to be presented to the District Planning and Budget Priorities Committee (DP&BPC) for 2002? |
| V83 | d1q45 | month budget submitted | discrete | numeric | If Yes, what month was it submitted to the DP&BPC? |
| V84 | d1q46 | llg seeks advice on budget preparation | discrete | numeric | If No, did LLGs seek your advice during their budget preparations? |
| V85 | d1q47 | advice makes difference | discrete | numeric | If they sought your advice, did your advice make a difference to their budget submission? |
| V86 | d1q48 | member of dp & bpc | discrete | numeric | Are you a member of the DP&BPC? |
| V87 | d1q49 | provide copy of district budget | discrete | numeric | Can you provide me with a copy, or at least a summary, of the 2001 budget submission? |
| V88 | d1q50 | dea reviews school financial accounts | discrete | numeric | Does the DEA ever review school financial accounts? |
| V89 | d1q51 | number of reviews in 2001 | discrete | numeric | If Yes, how many schools were reviewed in 2001? |
| V90 | d1q52 | number of reviews in 2002 | discrete | numeric | How many schools in 2002? |
| V91 | d1q53 | action taken by dea in case of irregularities | discrete | numeric | What actions are taken by DEA if irregularities are found? |
| V92 | d1q54 | pdoe reviews school financial accounts | discrete | numeric | Does the PDOE ever review school financial accounts in this District? |
| V93 | d1q55 | number of schools reviewed in 2001 | discrete | numeric | If Yes, how many schools in 2001? |
| V94 | d1q56 | number of schools reviewed in 2002 | discrete | numeric | How many schools in 2002? |
| V95 | d1q57 | action taken by pdoe in case of irregularities | discrete | numeric | What actions are taken by PDOE staff if irregularities are found? |
| V96 | d1q58aa | lower primary subsidy 2000 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Subsidy set by National Government per child |
| V97 | d1q58ab | lower primary parent contribution 2000 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Maximum parent contribution set by Province per child |
| V98 | d1q58ac | lower primary project fee 2000 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Maximum project fee set by Province per child |
| V99 | d1q58ad | lower primary subsidy 2001 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Subsidy set by National Government per child |
| V100 | d1q58ae | lower primary parent contribution 2001 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Maximum parent contribution set by Province per child |
| V101 | d1q58af | lower primary project fee 2001 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Maximum project fee set by Province per child |
| V102 | d1q58ag | lower primary subsidy 2002 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Subsidy set by National Government per child |

| ID | Name | Label | Type | Format | Question |
|------|---------|---|----------|---------|---|
| V103 | d1q58ah | lower primary parent contribution 2002 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Maximum parent contribution set by Province per child |
| V104 | d1q58ai | lower primary project fee 2002 | discrete | numeric | What is the fee structure set by Governments? Lower primary - Maximum project fee set by Province per child |
| V105 | d1q59aa | upper primary subsidy 2000 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Subsidy set by National Government per child |
| V106 | d1q59ab | upper primary parent contribution 2000 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Maximum parent contribution set by Province per child |
| V107 | d1q59ac | upper primary project fee 2000 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Maximum project fee set by Province per child |
| V108 | d1q59ad | upper primary subsidy 2001 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Subsidy set by National Government per child |
| V109 | d1q59ae | upper primary parent contribution 2001 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Maximum parent contribution set by Province per child |
| V110 | d1q59af | upper primary project fee 2001 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Maximum project fee set by Province per child |
| V111 | d1q59ag | upper primary subsidy 2002 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Subsidy set by National Government per child |
| V112 | d1q59ah | upper primary parent contribution 2002 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Maximum parent contribution set by Province per child |
| V113 | d1q59ai | upper primary project fee 2002 | discrete | numeric | What is the fee structure set by Governments? Upper primary - Maximum project fee set by Province per child |
| V114 | d1q60a | percentage of schools receiving first subsidy 2001 | discrete | numeric | What percentage of schools in this District received each quarterly subsidy payment in 2001? Q1 |
| V115 | d1q60b | percentage of schools receiving second subsidy 2001 | discrete | numeric | What percentage of schools in this District received each quarterly subsidy payment in 2001? Q2 |
| V116 | d1q60c | percentage of schools receiving third subsidy 2001 | discrete | numeric | What percentage of schools in this District received each quarterly subsidy payment in 2001? Q3 |
| V117 | d1q60d | percentage of schools receiving fourth subsidy 2001 | discrete | numeric | What percentage of schools in this District received each quarterly subsidy payment in 2001? Q4 |
| V118 | d1q61a | percentage of full subsidy received first quarter | discrete | numeric | For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q1 |
| V119 | d1q61b | percentage of full subsidy received second quarter | discrete | numeric | For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q2 |
| V120 | d1q61c | percentage of full subsidy received third quarter | discrete | numeric | For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q3 |
| V121 | d1q61d | percentage of full subsidy received fourth quarter | discrete | numeric | For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q4 |
| V122 | d1q62 | action taken for non-receipt | discrete | numeric | What actions did you take if a school did not receive a subsidy payment? |
| V123 | d1q63 | use other district funds to make up shortfall | discrete | numeric | Did the District try to locate other resources to fill any shortfall? |
| V124 | d1q64 | success in locating other resources | discrete | numeric | If Yes, how successful was it in locating other resources? |
| V125 | d1q65a | kind of resources one | discrete | numeric | What kinds of resources were located? |
| V126 | d1q65b | kind of resources two | discrete | numeric | What kinds of resources were located? |
| V127 | d1q65c | kind of resources three | discrete | numeric | What kinds of resources were located? |

| ID | Name | Label | Type | Format | Question |
|------|--------|---|----------|---------|---|
| V128 | d1q66 | supplementary funding for disadvantaged schools | discrete | numeric | If a school in your District is disadvantaged, does the District assist it directly through supplementary funding arrangements? |
| V129 | d1q67 | nature of supplementary assistance | discrete | numeric | If Yes, what were the arrangements? |
| V130 | d1q68a | use of funds in 2001 | discrete | numeric | Provincial and Local Level Administration Grant - Amount requested? |
| V131 | d1q68b | use of funds in 2001 | discrete | numeric | Provincial and Local Level Administration Grant - Amount Approved? |
| V132 | d1q68c | use of funds in 2001 | discrete | numeric | Provincial and Local Level Administration Grant - How was it used? |
| V133 | d1q69a | use of funds in 2001 | discrete | numeric | Provincial Infrastructure Grant - Amount requested? |
| V134 | d1q69b | use of funds in 2001 | discrete | numeric | Provincial Infrastructure Grant - Amount Approved? |
| V135 | d1q69c | use of funds in 2001 | discrete | numeric | Provincial Infrastructure Grant - How was it used? |
| V136 | d1q70a | use of funds in 2001 | discrete | numeric | Local Level Government and Village Services Grant - Amount requested? |
| V137 | d1q70b | use of funds in 2001 | discrete | numeric | Local Level Government and Village Services Grant - Amount Approved? |
| V138 | d1q70c | use of funds in 2001 | discrete | numeric | Local Level Government and Village Services Grant - How was it used? |
| V139 | d1q71a | use of funds in 2001 | discrete | numeric | Town and Urban Services Grant - Amount requested? |
| V140 | d1q71b | use of funds in 2001 | discrete | numeric | Town and Urban Services Grant - Amount Approved? |
| V141 | d1q71c | use of funds in 2001 | discrete | numeric | Town and Urban Services Grant - How was it used? |
| V142 | d1q72a | use of funds in 2001 | discrete | numeric | District Support Grant - Amount requested? |
| V143 | d1q72b | use of funds in 2001 | discrete | numeric | District Support Grant - Amount Approved? |
| V144 | d1q72c | use of funds in 2001 | discrete | numeric | District Support Grant - How was it used? |
| V145 | d1q73a | use of funds in 2001 | discrete | numeric | Rural Development Fund - Amount requested? |
| V146 | d1q73b | use of funds in 2001 | discrete | numeric | Rural Development Fund - Amount Approved? |
| V147 | d1q73c | use of funds in 2001 | discrete | numeric | Rural Development Fund - How was it used? |
| V148 | d1q74a | use of funds in 2001 | discrete | numeric | Other (specify) - Amount requested? |
| V149 | d1q74b | use of funds in 2001 | discrete | numeric | Other (specify) - Amount Approved? |
| V150 | d1q74c | use of funds in 2001 | discrete | numeric | Other (specify) - How was it used? |
| V151 | d1q75a | use of funds in 2001 | discrete | numeric | |
| V152 | d1q75b | use of funds in 2001 | discrete | numeric | |
| V153 | d1q75c | use of funds in 2001 | discrete | numeric | |
| V154 | d1q76a | purpose of funds | discrete | numeric | Purpose |
| V155 | d1q76b | purpose of funds | discrete | numeric | Purpose |
| V156 | d1q76c | purpose of funds | discrete | numeric | Purpose |
| V157 | d1q77a | how paid | discrete | numeric | How much was paid by cheque or bank transfer? |
| V158 | d1q77b | how paid | discrete | numeric | How much was paid by cheque or bank transfer? |
| V159 | d1q77c | how paid | discrete | numeric | How much was paid by cheque or bank transfer? |
| V160 | d1q78a | in kind payment | discrete | numeric | How much of this subsidy did you receive in any other form, e.g. books materials? |
| V161 | d1q78b | in kind payment | discrete | numeric | How much of this subsidy did you receive in any other form, e.g. books materials? |

| ID | Name | Label | Type | Format | Question |
|------|--------|---|----------|---------|---|
| V162 | d1q78c | in kind payment | discrete | numeric | How much of this subsidy did you receive in any other form, e.g. books materials? |
| V163 | d1q79a | payment to following account | discrete | numeric | Were funds paid into an account held by ... |
| V164 | d1q79b | payment to following account | discrete | numeric | Were funds paid into an account held by ... |
| V165 | d1q79c | payment to following account | discrete | numeric | Were funds paid into an account held by ... |
| V166 | d1q80a | dea is signatory to account | discrete | numeric | Are you a signatory to this account? |
| V167 | d1q80b | dea is signatory to account | discrete | numeric | Are you a signatory to this account? |
| V168 | d1q80c | dea is signatory to account | discrete | numeric | Are you a signatory to this account? |
| V169 | d1q81a | how are funds acquitted | discrete | numeric | How are the funds acquitted? |
| V170 | d1q81b | how are funds acquitted | discrete | numeric | How are the funds acquitted? |
| V171 | d1q81c | how are funds acquitted | discrete | numeric | How are the funds acquitted? |
| V172 | d1q82a | amount to be spent on education in district | discrete | numeric | According to you, who has the most say in deciding the amount to be spent on education in this district - Most say |
| V173 | d1q82b | else | discrete | numeric | According to you, who has the most say in deciding the amount to be spent on education in this district - Who else has a say? |
| V174 | d1q82c | you | discrete | numeric | According to you, who has the most say in deciding the amount to be spent on education in this district - How much say do you have? |
| V175 | d1q83a | how to spend funds in district | discrete | numeric | According to you, who has the most say in deciding how to spend those funds in this district - Most say |
| V176 | d1q83b | else | discrete | numeric | According to you, who has the most say in deciding how to spend those funds in this district - Who else has a say? |
| V177 | d1q83c | you | discrete | numeric | According to you, who has the most say in deciding how to spend those funds in this district - How much say do you have? |
| V178 | d1q84a | teaching methods | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this district - Most say |
| V179 | d1q84b | else | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this district - Who else has a say? |
| V180 | d1q84c | you | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this district - How much say do you have? |
| V181 | d1q85a | who enrolls | discrete | numeric | According to you, who has the most say in deciding who enrolls in this district - Most say |
| V182 | d1q85b | else | discrete | numeric | According to you, who has the most say in deciding who enrolls in this district - Who else has a say? |
| V183 | d1q85c | you | discrete | numeric | According to you, who has the most say in deciding who enrolls in this district - How much say do you have? |
| V184 | d1q86a | class size | discrete | numeric | According to you, who has the most say in deciding class size in this district - Most say |
| V185 | d1q86b | else | discrete | numeric | According to you, who has the most say in deciding class size in this district - Who else has a say? |
| V186 | d1q86c | you | discrete | numeric | According to you, who has the most say in deciding class size in this district - How much say do you have? |
| V187 | d1q87a | assessing students | discrete | numeric | According to you, who has the most say in assessing students in this district - Most say |
| V188 | d1q87b | else | discrete | numeric | According to you, who has the most say in assessing students in this district - Who else has a say? |

| ID | Name | Label | Type | Format | Question |
|------|--------|------------------------------------|----------|---------|---|
| V189 | d1q87c | you | discrete | numeric | According to you, who has the most say in assessing students in this district - How much say do you have? |
| V190 | d1q88a | policy for assessing students | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Most say |
| V191 | d1q88b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - Who else has a say? |
| V192 | d1q88c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing students - How much say do you have? |
| V193 | d1q89a | appointing teachers | discrete | numeric | According to you, who has the most say in appointing a teacher to schools in this district - Most say |
| V194 | d1q89b | else | discrete | numeric | According to you, who has the most say in appointing a teacher to schools in this district - Who else has a say? |
| V195 | d1q89c | you | discrete | numeric | According to you, who has the most say in appointing a teacher to schools in this district - How much say do you have? |
| V196 | d1q90a | assessing teachers | discrete | numeric | According to you, who has the most say in assessing teachers in this district - Most say |
| V197 | d1q90b | else | discrete | numeric | According to you, who has the most say in assessing teachers in this district - Who else has a say? |
| V198 | d1q90c | you | discrete | numeric | According to you, who has the most say in assessing teachers in this district - How much say do you have? |
| V199 | d1q91a | policy for assessing teachers | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - Most say |
| V200 | d1q91b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers- Who else has a say? |
| V201 | d1q91c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers - How much say do you have? |
| V202 | d1q92a | teacher promotion | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Most say |
| V203 | d1q92b | else | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - Who else has a say? |
| V204 | d1q92c | you | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted - How much say do you have? |
| V205 | d1q93a | discipline action against teachers | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this district - Most say |
| V206 | d1q93b | else | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this district - Who else has a say? |
| V207 | d1q93c | you | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this district - How much say do you have? |
| V208 | d1q94a | dismissing a teacher | discrete | numeric | According to you, who has the most say in dismissing a teacher from schools in this district - Most say |
| V209 | d1q94b | else | discrete | numeric | According to you, who has the most say in dismissing a teacher from schools in this district - Who else has a say? |
| V210 | d1q94c | you | discrete | numeric | According to you, who has the most say in dismissing a teacher from schools in this district - How much say do you have? |
| V211 | d1q95a | selection for inservice | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Most say |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|---|
| V212 | d1q95b | else | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - Who else has a say? |
| V213 | d1q95c | you | discrete | numeric | According to you, who has the most say in deciding who attends in-service training - How much say do you have? |
| V214 | d1q96a | level of parent contribution to school fee | discrete | numeric | According to you, who has the most say in deciding the parent contribution to the school fee in this district - Most say |
| V215 | d1q96b | else | discrete | numeric | According to you, who has the most say in deciding the parent contribution to the school fee in this district - Who else has a say? |
| V216 | d1q96c | you | discrete | numeric | According to you, who has the most say in deciding the parent contribution to the school fee in this district - How much say do you have? |
| V217 | d1q97a | level of project fees | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Most say |
| V218 | d1q97b | else | discrete | numeric | According to you, who has the most say in deciding the level of project fees - Who else has a say? |
| V219 | d1q97c | you | discrete | numeric | According to you, who has the most say in deciding the level of project fees - How much say do you have? |
| V220 | d1q98a | how to spend project fees | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Most say |
| V221 | d1q98b | else | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - Who else has a say? |
| V222 | d1q98c | you | discrete | numeric | According to you, who has the most say in deciding how to spend project fees - How much say do you have? |
| V223 | d1q99a | spending school subsidy | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidies - Most say |
| V224 | d1q99b | else | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidies - Who else has a say? |
| V225 | d1q99c | you | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidies - How much say do you have? |
| V226 | d1q100a | upgrading school | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say |
| V227 | d1q100b | else | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say? |
| V228 | d1q100c | you | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have? |
| V229 | d1q101a | maintenance provision | discrete | numeric | According to you, who has the most say in deciding on maintenance work in schools in this district - Most say |
| V230 | d1q101b | else | discrete | numeric | According to you, who has the most say in deciding on maintenance work in schools in this district - Who else has a say? |
| V231 | d1q101c | you | discrete | numeric | According to you, who has the most say in deciding on maintenance work in schools in this district - How much say do you have? |
| V232 | d1q102a | constructing classrooms | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in schools in this district - Most say |
| V233 | d1q102b | else | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in schools in this district - Who else has a say? |

| ID | Name | Label | Type | Format | Question |
|------|----------|--------------------------------|----------|---------|---|
| V234 | d1q102c | you | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in schools in this district - How much say do you have? |
| V235 | d1q103a | organising pnc activites | discrete | numeric | According to you, who has the most say in organizing PNC activities - Most say |
| V236 | d1q103b | else | discrete | numeric | According to you, who has the most say in organizing PNC activities - Who else has a say? |
| V237 | d1q103c | you | discrete | numeric | According to you, who has the most say in organizing PNC activities - How much say do you have? |
| V238 | d1q104a | organising community activites | discrete | numeric | According to you, who has the most say in organizing activities between schools and communities - Most say |
| V239 | d1q104b | else | discrete | numeric | According to you, who has the most say in organizing activities between schools and communities - Who else has a say? |
| V240 | d1q104c | you | discrete | numeric | According to you, who has the most say in organizing activities between schools and communities - How much say do you have? |
| V241 | d1q105aa | strength one | discrete | numeric | What are the three major strengths and weakness affecting the delivery of education services in this District? |
| V242 | d1q105ab | strength two | discrete | numeric | What are the three major strengths and weakness affecting the delivery of education services in this District? |
| V243 | d1q105ac | strength three | discrete | numeric | What are the three major strengths and weakness affecting the delivery of education services in this District? |
| V244 | d1q105ba | weakness one | discrete | numeric | What are the three major strengths and weakness affecting the delivery of education services in this District? |
| V245 | d1q105bb | weakness two | discrete | numeric | What are the three major strengths and weakness affecting the delivery of education services in this District? |
| V246 | d1q105bc | weakness three | discrete | numeric | What are the three major strengths and weakness affecting the delivery of education services in this District? |
| V247 | d1q106aa | strength one | discrete | numeric | What are the three major strengths and weakness affecting students learning at schools in this District? |
| V248 | d1q106ab | strength two | discrete | numeric | What are the three major strengths and weakness affecting students learning at schools in this District? |
| V249 | d1q106ac | strength three | discrete | numeric | What are the three major strengths and weakness affecting students learning at schools in this District? |
| V250 | d1q106ba | weakness one | discrete | numeric | What are the three major strengths and weakness affecting students learning at schools in this District? |
| V251 | d1q106bb | weakness two | discrete | numeric | What are the three major strengths and weakness affecting students learning at schools in this District? |
| V252 | d1q106bc | weakness three | discrete | numeric | What are the three major strengths and weakness affecting students learning at schools in this District? |
| V253 | District | | discrete | numeric | |

P2v3

| | |
|--------------|---|
| Content | Data from section P2. PROVINCIAL EDUCATION ADVISER SURVEY A. BACKGROUND B. ORGANISATION AND STRUCTURE C. PROVINCIAL EDUCATION BOARD D. SCHOOLS AND STAFFING E. BUDGET PROCESS F. COST OF PRIMARY EDUCATION G. SCHOOL FEE SUBSIDY H. AUDITING I. OTHER GOVERNMENT FUNDING J. OTHER SOURCES OF FUNDING FOR EDUCATION K. ROLES AND RESPONSIBILITIES IN EDUCATION L. STRENGTHS AND WEAKNESSES |
| Cases | 8 |
| Variable(s) | 371 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|--------|--|----------|-----------|---|
| V351 | p2q1 | name of interviewer | discrete | character | Name of Interviewer |
| V352 | p2q2 | questionnaire number | discrete | numeric | Questionnaire number |
| V721 | p2q3 | Province | discrete | numeric | |
| V353 | p2q4 | interview date | discrete | character | Interview Date |
| V354 | p2q5 | respondents name | discrete | character | Respondent's name |
| V355 | p2q6 | gender | discrete | numeric | Gender |
| V356 | p2q7 | highest education level | discrete | numeric | Highest education level completed? |
| V357 | p2q8 | specialist training | discrete | numeric | What kind of specialist training do you have for this position? |
| V358 | p2q9 | number of peas in past five years | discrete | numeric | How many PEAs have there been in the past five years in this Province? |
| V359 | p2q10 | all positions filled | discrete | numeric | Are all of those positions filled at present? |
| V360 | p2q11 | number unfilled | discrete | numeric | If No, how many positions are unfilled? |
| V361 | p2q12 | most disadvantaged district | discrete | character | Which district is the most disadvantaged educationally in your Province? |
| V362 | p2q13 | additional resources allocated to district | discrete | numeric | Do you provide additional resources to it? |
| V363 | p2q14 | nature of additional resources | discrete | numeric | If Yes, what kind of resources? |
| V364 | p2q15 | number districts with dea | discrete | numeric | How many of your districts have a DEA in place? |
| V365 | p2q16 | number districts with deb | discrete | numeric | How many of your districts have a DEB in place? |
| V366 | p2q17 | length of time chairperson for education has held position | discrete | numeric | How long has Chairperson for Education been in that position? |
| V367 | p2q18 | how often pea meets with chairperson | discrete | numeric | How often do you meet with Chairperson to discuss educational matters? |
| V368 | p2q19 | number chairpersons in past five years | discrete | numeric | How many Chairpersons have there been in the past five years in this Province? |
| V369 | p2q20a | who has most influence over education decisions | discrete | numeric | Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province? |
| V370 | p2q20b | who has most influence over education decisions | discrete | numeric | Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province? |

| ID | Name | Label | Type | Format | Question |
|------|---------|---|----------|---------|---|
| V371 | p2q20c | who has most influence over education decisions | discrete | numeric | Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province? |
| V372 | p2q21 | does peb exist | discrete | numeric | Is there a Provincial Education Board? |
| V373 | p2q22 | number times met 2001 | discrete | numeric | How many times did it meet in 2001? |
| V374 | p2q23 | number times met 2002 | discrete | numeric | How many times did it meet in 2001? |
| V375 | p2q24a | major functions of peb | discrete | numeric | |
| V376 | p2q24b | major functions of peb | discrete | numeric | |
| V377 | p2q24c | major functions of peb | discrete | numeric | |
| V378 | p2q24d | major functions of peb | discrete | numeric | |
| V379 | p2q25 | effectiveness of peb | discrete | numeric | How do you rate the effectiveness of the PEB? |
| V380 | p2q26 | number members on peb | discrete | numeric | How many people are on the PEB? |
| V381 | p2q27a | total number of males | discrete | numeric | Representing males (e.g. politicians, public servants, Church, parents, teachers, districts) |
| V382 | p2q27b | total number of females | discrete | numeric | Representing fe males (e.g. politicians, public servants, Church, parents, teachers, districts) |
| V383 | p2q28aa | number high schools 2000 | discrete | numeric | How many provincial high/Secondary schools are there in this Province in 2000 |
| V384 | p2q28ab | number high schools 2001 | discrete | numeric | How many provincial high/Secondary schools are there in this Province in 2001 |
| V385 | p2q28ac | number high schools 2002 | discrete | numeric | How many provincial high/Secondary schoolsare there in this Province in 2002 |
| V386 | p2q28ba | number primary schools 2000 | discrete | numeric | How many primary schools are there in this Province in 2000 |
| V387 | p2q28bb | number primary schools 2001 | discrete | numeric | How many primary schools are there in this Province in 2001 |
| V388 | p2q28bc | number primary schools 2002 | contin | numeric | How many primary schools are there in this Province in 2002 |
| V389 | p2q28ca | number community schools 2000 | discrete | numeric | How many community schools are there in this Province in 2000 |
| V390 | p2q28cb | number community schools 2001 | discrete | numeric | How many community schools are there in this Province in 2001 |
| V391 | p2q28cc | number community schools 2002 | discrete | numeric | How many community schools are there in this Province in 2002 |
| V392 | p2q28da | number elementary schools 2000 | discrete | numeric | How many elementary schools are there in this Province in 2000 |
| V393 | p2q28db | number elementary schools 2001 | discrete | numeric | How many elementary schools are there in this Province in 2001 |
| V394 | p2q28dc | number elementary schools 2002 | contin | numeric | How many elementary schools are there in this Province in 2002 |
| V395 | p2q29a | number high schools closed today | discrete | numeric | How many provincial high/Secondary schools in this Province are suspended or closed today? |
| V396 | p2q29b | number primary schools closed today | discrete | numeric | How many primary schools in this Province are suspended or closed today? |
| V397 | p2q29c | number community schools closed today | discrete | numeric | How many community schools in this Province are suspended or closed today? |
| V398 | p2q29d | number elementary schools closed today | discrete | numeric | How many elementary schools in this Province are suspended or closed today? |

| ID | Name | Label | Type | Format | Question |
|------|--------|---|----------|---------|--|
| V399 | p2q30 | total established teacher positions for province in 2002 | contin | numeric | What is the total number of established teacher positions in community and primary schools in this Province in 2002? |
| V400 | p2q31 | number primary/community teachers short in province today | discrete | numeric | How many community and primary teachers are you short in the Province today? |
| V401 | p2q32a | number male community head teachers 2000 | discrete | numeric | What is the gender of head teachers in community schools in this Province in 2000 - Number of males |
| V402 | p2q32b | number female community head teachers 2000 | discrete | numeric | What is the gender of head teachers in community schools in this Province in 2000 - Number of females |
| V403 | p2q32c | number male community head teachers 2001 | discrete | numeric | What is the gender of head teachers in community schools in this Province in 2001 - Number of males |
| V404 | p2q32d | number female community head teachers 2001 | discrete | numeric | What is the gender of head teachers in community schools in this Province in 2001 - Number of females |
| V405 | p2q32e | number male community head teachers 2002 | discrete | numeric | What is the gender of head teachers in community schools in this Province in 2002 - Number of males |
| V406 | p2q32f | number female community head teachers 2002 | discrete | numeric | What is the gender of head teachers in community schools in this Province in 2002 - Number of females |
| V407 | p2q33a | number male primary head teachers 2000 | discrete | numeric | What is the gender of head teachers in primary schools in this Province in 2000 - Number of males |
| V408 | p2q33b | number female primary head teachers 2000 | discrete | numeric | What is the gender of head teachers in primary schools in this Province in 2000 - Number of females |
| V409 | p2q33c | number male primary head teachers 2001 | discrete | numeric | What is the gender of head teachers in primary schools in this Province in 2001 - Number of males |
| V410 | p2q33d | number female primary head teachers 2001 | discrete | numeric | What is the gender of head teachers in primary schools in this Province in 2001 - Number of females |
| V411 | p2q33e | number male primary unity head teachers 2002 | contin | numeric | What is the gender of head teachers in primary schools in this Province in 2002 - Number of males |
| V412 | p2q33f | number female primary head teachers 2002 | discrete | numeric | What is the gender of head teachers in primary schools in this Province in 2002 - Number of females |
| V413 | p2q34 | level of priority for education | discrete | numeric | What level of priority does Education have in this Province? |
| V414 | p2q35 | month budget prepared | discrete | numeric | When do you start preparing your Divisional budget? |
| V415 | p2q36 | month budget submitted | discrete | numeric | When is it submitted to Provincial Treasury? |
| V416 | p2q37a | item included in budget one | discrete | numeric | |
| V417 | p2q37b | item included in budget two | discrete | numeric | |
| V418 | p2q37c | item included in budget three | discrete | numeric | |
| V419 | p2q37d | item included in budget four | discrete | numeric | |
| V420 | p2q37e | item included in budget five | discrete | numeric | |
| V421 | p2q38 | constraints that affect budget preparation | discrete | numeric | What are the constraints that affect your ability to prepare your budget? |

| ID | Name | Label | Type | Format | Question |
|------|---------|---|----------|---------|--|
| V422 | p2q39 | how are cuts made | discrete | numeric | If cuts are made how are they usually done? |
| V423 | p2q40 | what items are more likely to be cut | discrete | numeric | If answer is 2, which particular items are more likely to be cut? |
| V424 | p2q41 | attend jpp and bpc meetings | discrete | numeric | Do you ever attend Joint Provincial Planning and Budget Priority Committee meetings? |
| V425 | p2q42 | pdoe ever asked to resubmit budget | discrete | numeric | Has the Division of Education ever been asked by the Provincial Treasury to resubmit the education budget? |
| V426 | p2q43 | reasons | discrete | numeric | If 'Yes', what was the reason(s) for the resubmission? |
| V427 | p2q44 | quarterly budgets reviews carried out in 2001 | discrete | numeric | Did the Province carry out quarterly budget reviews in 2001? |
| V428 | p2q45 | how much additional funds received 2001 | discrete | numeric | What amount of additional funds did Education receive from the review in 2001? |
| V429 | p2q46 | provide copy of 2001 budget | discrete | numeric | Can you give me a copy or at least a summary of the 2001 budget submission? |
| V430 | p2q47aa | lower primary subsidy 2000 | discrete | numeric | Lower primary - Subsidy set by National Government per child in 2000 |
| V431 | p2q47ab | lower primary parent contribution 2000 | discrete | numeric | Lower primary - Maximum parent contribution set by Province per child in 2000 |
| V432 | p2q47ac | lower primary project fee 2000 | discrete | numeric | Lower primary - Maximum project fee set by Province per child in 2000 |
| V433 | p2q47ad | lower primary subsidy 2001 | discrete | numeric | Lower primary - Subsidy set by National Government per child in 2001 |
| V434 | p2q47ae | lower primary parent contribution 2001 | discrete | numeric | Lower primary - Maximum parent contribution set by Province per child in 2001 |
| V435 | p2q47af | lower primary project fee 2001 | discrete | numeric | Lower primary - Maximum project fee set by Province per child in 2001 |
| V436 | p2q47ag | lower primary subsidy 2002 | discrete | numeric | Lower primary - Subsidy set by National Government per child in 2002 |
| V437 | p2q47ah | lower primary parent contribution 2002 | discrete | numeric | Lower primary - Maximum parent contribution set by Province per child in 2002 |
| V438 | p2q47ai | lower primary project fee 2002 | discrete | numeric | Lower primary - Maximum project fee set by Province per child in 2002 |
| V439 | p2q48aa | upper primary subsidy 2000 | discrete | numeric | Upper primary - - Subsidy set by National Government per child in 2000 |
| V440 | p2q48ab | upper primary parent contribution 2000 | discrete | numeric | Upper primary - - Maximum parent contribution set by Province per child in 2000 |
| V441 | p2q48ac | upper primary project fee 2000 | discrete | numeric | Upper primary - - Maximum project fee set by Province per child in 2000 |
| V442 | p2q48ad | upper primary subsidy 2001 | discrete | numeric | Upper primary - - Subsidy set by National Government per child in 2001 |
| V443 | p2q48ae | upper primary parent contribution 2001 | discrete | numeric | Upper primary - - Maximum parent contribution set by Province per child in 2001 |
| V444 | p2q48af | upper primary project fee 2001 | discrete | numeric | Upper primary - - Maximum project fee set by Province per child in 2001 |
| V445 | p2q48ag | upper primary subsidy 2002 | contin | numeric | Upper primary - - Subsidy set by National Government per child in 2002 |
| V446 | p2q48ah | upper primary parent contribution 2002 | discrete | numeric | Upper primary - - Maximum parent contribution set by Province per child in 2002 |
| V447 | p2q48ai | upper primary project fee 2002 | discrete | numeric | Upper primary - - Maximum project fee set by Province per child in 2002 |

| ID | Name | Label | Type | Format | Question |
|------|--------|--|----------|---------|--|
| V448 | p2q49a | how was q1 national government subsidy 2000 received by province | discrete | numeric | How has the national government subsidy been received in this Province? 2000, Q1 |
| V449 | p2q49b | how was q3 national government subsidy 2000 received by province | discrete | numeric | How has the national government subsidy been received in this Province? 2000, Q3 |
| V450 | p2q49c | how was q1 national government subsidy 2001 received by province | discrete | numeric | How has the national government subsidy been received in this Province? 2001, Q1 |
| V451 | p2q49d | how was q3 national government subsidy 2001 received by province | discrete | numeric | How has the national government subsidy been received in this Province? 2001, Q3 |
| V452 | p2q49e | how was q1 national government subsidy 2002 received by province | discrete | numeric | How has the national government subsidy been received in this Province? 2002, Q1 |
| V453 | p2q49f | how was q2 national government subsidy 2002 received by province | discrete | numeric | How has the national government subsidy been received in this Province? 2002, Q2 |
| V454 | p2q50a | who handed over national government subsidy payment q1 2000 to province | discrete | numeric | If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q1 |
| V455 | p2q50b | who handed over national government subsidy payment q3 2000 to province | discrete | numeric | If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q3 |
| V456 | p2q50c | who handed over national government subsidy payment q1 2001 to province | discrete | numeric | If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q1 |
| V457 | p2q50d | who handed over national government subsidy payment q3 2001 to province | discrete | numeric | If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q3 |
| V458 | p2q50e | who handed over national government subsidy payment q1 2002 to province | discrete | numeric | If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q1 |
| V459 | p2q50f | who handed over national government subsidy payment q2 2002 to province | discrete | numeric | If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q2 |
| V460 | p2q51a | amount of national government subsidy received by province q1 2000 | discrete | numeric | How much did you receive for each quarter? 2000, Q1 |
| V461 | p2q51b | amount of national government subsidy received by province q3 2000 | discrete | numeric | How much did you receive for each quarter? 2000, Q3 |
| V462 | p2q51c | amount of national government subsidy received by province q1 2001 | discrete | numeric | How much did you receive for each quarter? 2001, Q1 |
| V463 | p2q51d | amount of national government subsidy received by province q3 2001 | discrete | numeric | How much did you receive for each quarter? 2001, Q3 |
| V464 | p1q51e | amount of national government subsidy received by province q1 2002 | discrete | numeric | How much did you receive for each quarter? 2002, Q1 |
| V465 | p2q51f | amount of national government subsidy received by province q2 2002 | discrete | numeric | How much did you receive for each quarter? 2002, Q2 |
| V466 | p2q52a | amount of national government subsidy consistent with estimation q1 2000 | discrete | numeric | Was this figure consistent with your estimation? 2000, Q1 |
| V467 | p2q52b | amount of national government subsidy consistent with estimation q3 2000 | discrete | numeric | Was this figure consistent with your estimation? 2000, Q3 |
| V468 | p2q52c | amount of national government subsidy consistent with estimation q1 2001 | discrete | numeric | Was this figure consistent with your estimation? 2001, Q1 |
| V469 | p2q52d | amount of national government subsidy consistent with estimation q3 2001 | discrete | numeric | Was this figure consistent with your estimation? 2001, Q3 |
| V470 | p2q52e | amount of national government subsidy consistent with estimation q1 2002 | discrete | numeric | Was this figure consistent with your estimation? 2002, Q1 |
| V471 | p2q52f | amount of national government subsidy consistent with estimation q2 2002 | discrete | numeric | Was this figure consistent with your estimation? 2002, Q2 |
| V472 | p2q53a | amount of national government subsidy shortfall q1 2000 | discrete | numeric | If No, what was difference? 2000, Q1 |
| V473 | p2q53b | amount of national government subsidy shortfall q3 2000 | discrete | numeric | If No, what was difference? 2000, Q3 |

| ID | Name | Label | Type | Format | Question |
|------|--------|--|----------|---------|---|
| V474 | p2q53c | amount of national government subsidy shortfall q1 2001 | discrete | numeric | If No, what was difference? 2001, Q1 |
| V475 | p2q53d | amount of national government subsidy shortfall q3 2001 | discrete | numeric | If No, what was difference? 2001, Q3 |
| V476 | p2q53e | amount of national government subsidy shortfall q1 2002 | discrete | numeric | If No, what was difference? 2002, Q1 |
| V477 | p2q53f | amount of national government subsidy shortfall q2 2002 | discrete | numeric | If No, what was difference? 2002, Q2 |
| V478 | p2q54a | month national government subsidy q1 2000 received in province | discrete | numeric | What month did you receive the subsidy in the Province? 2000, Q1 |
| V479 | p2q54b | month national government subsidy q3 2000 received in province | discrete | numeric | What month did you receive the subsidy in the Province? 2000, Q3 |
| V480 | p2q54c | month national government subsidy q1 2001 received in province | discrete | numeric | What month did you receive the subsidy in the Province? 2001, Q1 |
| V481 | p2q54d | month national government subsidy q3 2001 received in province | discrete | numeric | What month did you receive the subsidy in the Province? 2001, Q3 |
| V482 | p2q54e | month national government subsidy q1 2002 received in province | discrete | numeric | What month did you receive the subsidy in the Province? 2002, Q1 |
| V483 | p2q54f | month national government subsidy q2 2002 received in province | discrete | numeric | What month did you receive the subsidy in the Province? 2002, Q2 |
| V484 | p2q55a | month national government subsidy q1 2000 passed on to schools | discrete | numeric | When was it passed on to schools? 2000, Q1 |
| V485 | p2q55b | month national government subsidy q3 2000 passed on to schools | discrete | numeric | When was it passed on to schools? 2000, Q3 |
| V486 | p2q55c | month national government subsidy q1 2001 passed on to schools | discrete | numeric | When was it passed on to schools? 2001, Q1 |
| V487 | p2q55d | month national government subsidy q3 2001 passed on to schools | discrete | numeric | When was it passed on to schools? 2001, Q3 |
| V488 | p2q55e | month national government subsidy q1 2002 passed on to schools | discrete | numeric | When was it passed on to schools? 2002, Q1 |
| V489 | p2q55f | month national government subsidy q2 2002 passed on to schools | discrete | numeric | When was it passed on to schools? 2002, Q2 |
| V490 | p2q56a | all schools received national government subsidy q1 2000 at same time | discrete | numeric | Did all schools receive their subsidy at the same time? 2000, Q1 |
| V491 | p2q56b | all schools received national government subsidy q3 2000 at same time | discrete | numeric | Did all schools receive their subsidy at the same time? 2000, Q3 |
| V492 | p2q56c | all schools received national government subsidy q1 2001 at same time | discrete | numeric | Did all schools receive their subsidy at the same time? 2001, Q1 |
| V493 | p2q56d | all schools received national government subsidy q3 2001 at same time | discrete | numeric | Did all schools receive their subsidy at the same time? 2001, Q3 |
| V494 | p2q56e | all schools received national government subsidy q1 2002 at same time | discrete | numeric | Did all schools receive their subsidy at the same time? 2002, Q1 |
| V495 | p2q56f | all schools received national government subsidy q2 2002 at same time | discrete | numeric | Did all schools receive their subsidy at the same time? 2002, Q2 |
| V496 | p2q57a | percentage of schools receiving national government subsidy q1 2000 late | discrete | numeric | If No, what percentage of schools received it later than the majority? 2000, Q1 |

| ID | Name | Label | Type | Format | Question |
|------|--------|--|----------|---------|--|
| V497 | p2q57b | percentage of schools receiving national government subsidy q3 2000 late | discrete | numeric | If No, what percentage of schools received it later than the majority? 2000, Q3 |
| V498 | p2q57c | percentage of schools receiving national government subsidy q1 2001 late | discrete | numeric | If No, what percentage of schools received it later than the majority? 2001, Q1 |
| V499 | p2q57d | percentage of schools receiving national government subsidy q3 2001 late | discrete | numeric | If No, what percentage of schools received it later than the majority? 2001, Q3 |
| V500 | p2q57e | percentage of schools receiving national government subsidy q1 2002 late | discrete | numeric | If No, what percentage of schools received it later than the majority? 2002, Q1 |
| V501 | p2q57f | percentage of schools receiving national government subsidy q2 2002 late | discrete | numeric | If No, what percentage of schools received it later than the majority? 2002, Q2 |
| V502 | p2q58a | schools likely to receive national government subsidy q1 2000 late | discrete | numeric | Which schools are likely to receive it later than most? 2000, Q1 |
| V503 | p2q58b | schools likely to receive national government subsidy q3 2000 late | discrete | numeric | Which schools are likely to receive it later than most? 2000, Q3 |
| V504 | p2q58c | schools likely to receive national government subsidy q1 2001 late | discrete | numeric | Which schools are likely to receive it later than most? 2001, Q1 |
| V505 | p2q58d | schools likely to receive national government subsidy q3 2001 late | discrete | numeric | Which schools are likely to receive it later than most? 2001, Q3 |
| V506 | p2q58e | schools likely to receive national government subsidy q1 2002 late | discrete | numeric | Which schools are likely to receive it later than most? 2002, Q1 |
| V507 | p2q58f | schools likely to receive national government subsidy q2 2002 late | discrete | numeric | Which schools are likely to receive it later than most? 2002, Q2 |
| V508 | p2q59a | national government q3 subsidy is adjusted based on q1 subsidy 2000 | discrete | numeric | Was the Q3 subsidy for 2000 and 2001 adjusted based on calculations used in Q1? |
| V509 | p2q59b | national government q3 subsidy is adjusted based on q1 subsidy 2001 | discrete | numeric | Was the Q3 subsidy for 2000 and 2001 adjusted based on calculations used in Q1? |
| V510 | p2q60a | means of knowing that schools received national government subsidy q1 2000 | discrete | numeric | How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q1 |
| V511 | p2q60b | means of knowing that schools received national government subsidy q3 2000 | discrete | numeric | How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q3 |
| V512 | p2q60c | means of knowing that schools received national government subsidy q1 2001 | discrete | numeric | How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q1 |
| V513 | p2q60d | means of knowing that schools received national government subsidy q3 2001 | discrete | numeric | How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q3 |
| V514 | p2q60e | means of knowing that schools received national government subsidy q1 2002 | discrete | numeric | How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q1 |
| V515 | p2q60f | means of knowing that schools received national government subsidy q2 2002 | discrete | numeric | How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q2 |
| V516 | p2q61a | amount of provincial subsidy received q2 2000 | discrete | numeric | How much did you receive for Q2, 2000 |
| V517 | p2q61b | amount of provincial subsidy received q4 2000 | discrete | numeric | How much did you receive for Q4, 2000 |
| V518 | p2q61c | amount of provincial subsidy received q2 2001 | discrete | numeric | How much did you receive for Q2, 2001 |

| ID | Name | Label | Type | Format | Question |
|------|--------|--|----------|---------|---|
| V519 | p2q61d | amount of provincial subsidy received q4 2001 | discrete | numeric | How much did you receive for Q4, 2001 |
| V520 | p2q62a | amount of provincial subsidy received consistent with estimation for q2 2000 | discrete | numeric | Was this figure consistent with your estimation? Q2, 2000 |
| V521 | p2q62b | amount of provincial subsidy received consistent with estimation for q4 2000 | discrete | numeric | Was this figure consistent with your estimation? Q4, 2000 |
| V522 | p2q62c | amount of provincial subsidy received consistent with estimation for q2 2001 | discrete | numeric | Was this figure consistent with your estimation? Q2, 2001 |
| V523 | p2q62d | amount of provincial subsidy received consistent with estimation for q4 2001 | discrete | numeric | Was this figure consistent with your estimation? Q4, 2001 |
| V524 | p2q63a | amount of provincial subsidy shortfall q2 2000 | discrete | numeric | If No, what was difference? Q2, 2000 |
| V525 | p2q63b | amount of provincial subsidy shortfall q4 2000 | discrete | numeric | If No, what was difference? Q4, 2000 |
| V526 | p2q63c | amount of provincial subsidy shortfall q2 2001 | discrete | numeric | If No, what was difference? Q2, 2001 |
| V527 | p2q63d | amount of provincial subsidy shortfall q4 2001 | discrete | numeric | If No, what was difference? Q4, 2001 |
| V528 | p2q64a | month provincial subsidy received q2 2000 | discrete | numeric | What month did you receive the subsidy? Q2, 2000 |
| V529 | p2q64b | month provincial subsidy received q4 2000 | discrete | numeric | What month did you receive the subsidy? Q4, 2000 |
| V530 | p2q64c | month provincial subsidy received q2 2001 | discrete | numeric | What month did you receive the subsidy? Q2, 2001 |
| V531 | p2q64d | month provincial subsidy received q4 2001 | discrete | numeric | What month did you receive the subsidy? Q4, 2001 |
| V532 | p2q65a | means by which provincial subsidy paid to schools q2 2000 | discrete | numeric | How is the provincial government subsidy paid to schools? Q2, 2000 |
| V533 | p2q65b | means by which provincial subsidy paid to schools q4 2000 | discrete | numeric | How is the provincial government subsidy paid to schools? Q4, 2000 |
| V534 | p2q65c | means by which provincial subsidy paid to schools q2 2001 | discrete | numeric | How is the provincial government subsidy paid to schools? Q2, 2001 |
| V535 | p2q65d | means by which provincial subsidy paid to schools q4 2001 | discrete | numeric | How is the provincial government subsidy paid to schools? Q4, 2001 |
| V536 | p2q66a | time taken to pass on provincial subsidy to schools q2 2000 | discrete | numeric | When was it passed on to schools? Q2, 2000 |
| V537 | p2q66b | time taken to pass on provincial subsidy to schools q4 2000 | discrete | numeric | When was it passed on to schools? Q4, 2000 |
| V538 | p2q66c | time taken to pass on provincial subsidy to schools q2 2001 | discrete | numeric | When was it passed on to schools? Q2, 2001 |
| V539 | p2q66d | time taken to pass on provincial subsidy to schools q4 2001 | discrete | numeric | When was it passed on to schools? Q4, 2001 |
| V540 | p2q67 | reasons | discrete | numeric | If it takes longer than one week, why? |
| V541 | p2q68a | provincial subsidy passed on in full q2 2000 | discrete | numeric | Was each school's subsidy passed on in full to the school? Q2, 2000 |
| V542 | p2q68b | provincial subsidy passed on in full q4 2000 | discrete | numeric | Was each school's subsidy passed on in full to the school? Q4, 2000 |
| V543 | p2q68c | provincial subsidy passed on in full q2 2001 | discrete | numeric | Was each school's subsidy passed on in full to the school? Q2, 2001 |
| V544 | p2q68d | provincial subsidy passed on in full q4 2001 | discrete | numeric | Was each school's subsidy passed on in full to the school? Q4, 2001 |

| ID | Name | Label | Type | Format | Question |
|------|--------|--|----------|---------|--|
| V545 | p2q69a | percentage of provincial subsidy retained by province q2 2000 | discrete | numeric | If No, what percentage was retained by the Provincial Education Office? Q2, 2000 |
| V546 | p2q69b | percentage of provincial subsidy retained by province q4 2000 | discrete | numeric | If No, what percentage was retained by the Provincial Education Office? Q4, 2000 |
| V547 | p2q69c | percentage of provincial subsidy retained by province q2 2001 | discrete | numeric | If No, what percentage was retained by the Provincial Education Office? Q2, 2001 |
| V548 | p2q69d | percentage of provincial subsidy retained by province q4 2001 | discrete | numeric | If No, what percentage was retained by the Provincial Education Office? Q4, 2001 |
| V549 | p2q70a | how were retained funds spent by province q2 2000 | discrete | numeric | What was that money used for? Q2, 2000 |
| V550 | p2q70b | how were retained funds spent by province q4 2000 | discrete | numeric | What was that money used for? Q4, 2000 |
| V551 | p2q70c | how were retained funds spent by province q2 2001 | discrete | numeric | What was that money used for? Q2, 2001 |
| V552 | p2q70d | how were retained funds spent by province q4 2001 | discrete | numeric | What was that money used for? Q4, 2001 |
| V553 | p2q71a | all schools properly acquit q2 2000 funds | discrete | numeric | Do all schools properly acquit school subsidies? Q2, 2000 |
| V554 | p2q71b | all schools properly acquit q4 2000 funds | discrete | numeric | Do all schools properly acquit school subsidies? Q4, 2000 |
| V555 | p2q71c | all schools properly acquit q2 2001 funds | discrete | numeric | Do all schools properly acquit school subsidies? Q2, 2001 |
| V556 | p2q71d | all schools properly acquit q4 2001 funds | discrete | numeric | Do all schools properly acquit school subsidies? Q4, 2001 |
| V557 | p2q72a | percentage of schools failing to properly acquit q2 2000 funds | discrete | numeric | If No, what percentage of schools did not acquit funds? Q2, 2000 |
| V558 | p2q72b | percentage of schools failing to properly acquit q4 2000 funds | discrete | numeric | If No, what percentage of schools did not acquit funds? Q4, 2000 |
| V559 | p2q72c | percentage of schools failing to properly acquit q2 2001 funds | discrete | numeric | If No, what percentage of schools did not acquit funds? Q2, 2001 |
| V560 | p2q72d | percentage of schools failing to properly acquit q4 2001 funds | discrete | numeric | If No, what percentage of schools did not acquit funds? Q4, 2001 |
| V561 | p2q73 | reasons for failing to acquit funds | discrete | numeric | What are the reasons why schools have difficulty acquitting funds? |
| V562 | p2q74 | actions taken by province when schools fail to properly acquit funds | discrete | numeric | List all the actions usually taken in these circumstances? |
| V563 | p2q75a | province set lower primary project fee 2000 | discrete | numeric | |
| V564 | p2q75b | province set upper primary project fee 2000 | discrete | numeric | |
| V565 | p2q75c | province set lower primary project fee 2001 | discrete | numeric | |
| V566 | p2q75d | province set upper primary project fee 2001 | discrete | numeric | |
| V567 | p2q75e | province set lower primary project fee 2002 | discrete | numeric | |
| V568 | p2q75f | province set upper primary project fee 2002 | discrete | numeric | |
| V569 | p2q76a | amount of lower primary project fee 2000 | discrete | numeric | |
| V570 | p2q76b | amount of upper primary project fee 2000 | discrete | numeric | |

| ID | Name | Label | Type | Format | Question |
|------|--------|---|----------|---------|---|
| V571 | p2q76c | amount of lower primary project fee 2001 | discrete | numeric | |
| V572 | p2q76d | amount of upper primary project fee 2001 | discrete | numeric | |
| V573 | p2q76e | amount of lower primary project fee 2002 | discrete | numeric | |
| V574 | p2q76f | amount of upper primary project fee 2002 | discrete | numeric | |
| V575 | p2q77a | who is responsible for setting lower primary project fee 2000 | discrete | numeric | |
| V576 | p2q77b | who is responsible for setting upper primary project fee 2000 | discrete | numeric | |
| V577 | p2q77c | who is responsible for setting lower primary project fee 2001 | discrete | numeric | |
| V578 | p2q77d | who is responsible for setting upper primary project fee 2001 | discrete | numeric | |
| V579 | p2q77e | who is responsible for setting lower primary project fee 2002 | discrete | numeric | |
| V580 | p2q77f | who is responsible for setting upper primary project fee 2002 | discrete | numeric | |
| V581 | p2q78a | how is lower primary project fee 2000 spent | discrete | numeric | |
| V582 | p2q78b | how is upper primary project fee 2000 spent | discrete | numeric | |
| V583 | p2q78c | how is lower primary project fee 2001 spent | discrete | numeric | |
| V584 | p2q78d | how is upper primary project fee 2001 spent | discrete | numeric | |
| V585 | p2q78e | how is lower primary project fee 2002 spent | discrete | numeric | |
| V586 | p2q78f | how is upper primary project fee 2002 spent | discrete | numeric | |
| V587 | p2q79 | does ndoe audit provincial subsidy account | discrete | numeric | Does the National Department of Education audit the subsidy account? |
| V588 | p2q80 | how often are audits carried out | discrete | numeric | If Yes, how often are audits carried out? |
| V589 | p2q81 | number of audits in 2001 | discrete | numeric | How many audits were carried out in 2001? |
| V590 | p2q82 | value of ndeo audits | discrete | numeric | The NDOE audits are ... |
| V591 | p2q83 | does provincial treasury audit provincial subsidy account | discrete | numeric | Does Provincial Treasury carry out audits of your financial accounts? |
| V592 | p2q84 | how often are audits carried out | discrete | numeric | If Yes, how often are audits carried out? |
| V593 | p2q85 | number of audits in 2001 | discrete | numeric | How many audits were carried out in 2001? |
| V594 | p2q86 | value of provincial treasury audits | discrete | numeric | The Provincial Treasury audits are ... |
| V595 | p2q87a | amount requested from pllga in 2001 | discrete | numeric | Provincial and Local Level Administration Grant Amount requested? |
| V596 | p2q87b | amount approved by pllga in 2001 | discrete | numeric | Provincial and Local Level Administration Grant Amount Approved? |
| V597 | p2q87c | use of funds in 2001 | discrete | numeric | Provincial and Local Level Administration Grant How was it used? |
| V598 | p2q88a | amount requested from pig in 2001 | discrete | numeric | Provincial Infrastructure Grant Amount requested? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--------------------------------------|----------|---------|---|
| V599 | p2q88b | amount approved by pig in 2001 | discrete | numeric | Provincial Infrastructure Grant Amount Approved? |
| V600 | p2q88c | use of funds in 2001 | discrete | numeric | Provincial Infrastructure Grant How was it used? |
| V601 | p2q89a | amount requested from llgvsg in 2001 | discrete | numeric | Local Level Government and Village Services Grant Amount requested? |
| V602 | p2q89b | amount approved by llgvsg in 2001 | discrete | numeric | Local Level Government and Village Services Grant Amount Approved? |
| V603 | p2q89c | use of funds in 2001 | discrete | numeric | Local Level Government and Village Services Grant How was it used? |
| V604 | p2q90a | amount requested from tusg in 2001 | discrete | numeric | Town and Urban Services Grant Amount requested? |
| V605 | p2q90b | amount approved by tusg in 2001 | discrete | numeric | Town and Urban Services Grant Amount Approved? |
| V606 | p2q90c | use of funds in 2001 | discrete | numeric | Town and Urban Services Grant How was it used? |
| V607 | p2q91a | amount requested from dsgr in 2001 | discrete | numeric | District Support Grant Amount requested? |
| V608 | p2q91b | amount approved by dsgr in 2001 | discrete | numeric | District Support Grant Amount Approved? |
| V609 | p2q91c | use of funds in 2001 | discrete | numeric | District Support Grant How was it used? |
| V610 | p2q92a | amount requested from rdf in 2001 | discrete | numeric | Rural Development Fund Amount requested? |
| V611 | p2q92b | amount approved by rdf in 2001 | discrete | numeric | Rural Development Fund Amount Approved? |
| V612 | p2q92c | use of funds in 2001 | discrete | numeric | Rural Development Fund How was it used? |
| V613 | p2q93a | amount requested from other in 2001 | discrete | numeric | Other (specify) Amount requested? |
| V614 | p2q93b | amount approved by other in 2001 | discrete | numeric | Other (specify) Amount Approved? |
| V615 | p2q93c | use of funds in 2001 | discrete | numeric | Other (specify) How was it used? |
| V616 | p2q94a | source of funds from ngo 2001 | discrete | numeric | Source of Funds |
| V617 | p2q94b | source of funds from ngo 2001 | discrete | numeric | Source of Funds |
| V618 | p2q94c | source of funds from ngo 2001 | discrete | numeric | Source of Funds |
| V619 | p2q95a | purpose of funds | discrete | numeric | Purpose |
| V620 | p2q95b | purpose of funds | discrete | numeric | Purpose |
| V621 | p2q95c | purpose of funds | discrete | numeric | Purpose |
| V622 | p2q96a | how paid | discrete | numeric | How much was paid by cheque or bank transfer? |
| V623 | p2q96b | how paid | discrete | numeric | How much was paid by cheque or bank transfer? |
| V624 | p2q96c | how paid | discrete | numeric | How much was paid by cheque or bank transfer? |
| V625 | p2q97a | in kind payment | discrete | numeric | How much of this subsidy did you receive in any other form, e.g. books materials? |
| V626 | p2q97b | in kind payment | discrete | numeric | How much of this subsidy did you receive in any other form, e.g. books materials? |
| V627 | p2q97c | in kind payment | discrete | numeric | How much of this subsidy did you receive in any other form, e.g. books materials? |
| V628 | p2q98a | payment to following account | discrete | numeric | Were funds paid into an account held by ... |
| V629 | p2q98b | payment to following account | discrete | numeric | Were funds paid into an account held by ... |
| V630 | p2q98c | payment to following account | discrete | numeric | Were funds paid into an account held by ... |
| V631 | p2q99a | dea is signatory to account | discrete | numeric | Are you a signatory to this account? |
| V632 | p2q99b | dea is signatory to account | discrete | numeric | Are you a signatory to this account? |
| V633 | p2q99c | dea is signatory to account | discrete | numeric | Are you a signatory to this account? |
| V634 | p2q100a | how are funds acquitted | discrete | numeric | How are the funds acquitted? |

| ID | Name | Label | Type | Format | Question |
|------|---------|---|----------|---------|--|
| V635 | p2q100b | how are funds acquitted | discrete | numeric | How are the funds acquitted? |
| V636 | p2q100c | how are funds acquitted | discrete | numeric | How are the funds acquitted? |
| V637 | p2q101a | amount to be spent on education in province | discrete | numeric | According to you, who has the most say in deciding the amount to be spent on education in this Province? - Most say |
| V638 | p2q101b | else | discrete | numeric | According to you, who has the most say in deciding the amount to be spent on education in this Province? - Who else has a say? |
| V639 | p2q101c | you | discrete | numeric | According to you, who has the most say in deciding the amount to be spent on education in this Province? - How much say do you have? |
| V640 | p2q102a | how to spend funds in this province | discrete | numeric | According to you, who has the most say in deciding how to spend those funds in this Province? - Most say |
| V641 | p2q102b | else | discrete | numeric | According to you, who has the most say in deciding how to spend those funds in this Province? - Who else has a say? |
| V642 | p2q102c | you | discrete | numeric | According to you, who has the most say in deciding how to spend those funds in this Province? - How much say do you have? |
| V643 | p2q103a | teaching methods | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this Province? - Most say |
| V644 | p2q103b | else | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this Province? - Who else has a say? |
| V645 | p2q103c | you | discrete | numeric | According to you, who has the most say in deciding on teaching methods used in this Province? - How much say do you have? |
| V646 | p2q104a | who enrolls | discrete | numeric | According to you, who has the most say in deciding who enrolls in this Province? - Most say |
| V647 | p2q104b | else | discrete | numeric | According to you, who has the most say in deciding who enrolls in this Province? - Who else has a say? |
| V648 | p2q104c | you | discrete | numeric | According to you, who has the most say in deciding who enrolls in this Province? - How much say do you have? |
| V649 | p2q105a | class size | discrete | numeric | According to you, who has the most say in deciding class size in this Province? - Most say |
| V650 | p2q105b | else | discrete | numeric | According to you, who has the most say in deciding class size in this Province? - Who else has a say? |
| V651 | p2q105c | you | discrete | numeric | According to you, who has the most say in deciding class size in this Province? - How much say do you have? |
| V652 | p2q106a | assessing students | discrete | numeric | According to you, who has the most say in assessing students in this Province? - Most say |
| V653 | p2q106b | else | discrete | numeric | According to you, who has the most say in assessing students in this Province? - Who else has a say? |
| V654 | p2q106c | you | discrete | numeric | According to you, who has the most say in assessing students in this Province? - How much say do you have? |
| V655 | p2q107a | policy for assessing students | discrete | numeric | According to you, who has the most say in setting the policy for assessing students? - Most say |

| ID | Name | Label | Type | Format | Question |
|------|---------|-----------------------------------|----------|---------|--|
| V656 | p2q107b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing students? - Who else has a say? |
| V657 | p2q107c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing students? - How much say do you have? |
| V658 | p2q108a | appointing teachers | discrete | numeric | According to you, who has the most say in appointing a teacher to schools in this Province? - Most say |
| V659 | p2q108b | else | discrete | numeric | According to you, who has the most say in appointing a teacher to schools in this Province? - Who else has a say? |
| V660 | p2q108c | you | discrete | numeric | According to you, who has the most say in appointing a teacher to schools in this Province? - How much say do you have? |
| V661 | p2q109a | assessing teachers | discrete | numeric | According to you, who has the most say in assessing teachers in this Province? - Most say |
| V662 | p2q109b | else | discrete | numeric | According to you, who has the most say in assessing teachers in this Province? - Who else has a say? |
| V663 | p2q109c | you | discrete | numeric | According to you, who has the most say in assessing teachers in this Province? - How much say do you have? |
| V664 | p2q110a | policy for assessing teachers | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers? - Most say |
| V665 | p2q110b | else | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers? - Who else has a say? |
| V666 | p2q110c | you | discrete | numeric | According to you, who has the most say in setting the policy for assessing teachers? - How much say do you have? |
| V667 | p2q111a | teacher promotion | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted? - Most say |
| V668 | p2q111b | else | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted? - Who else has a say? |
| V669 | p2q111c | you | discrete | numeric | According to you, who has the most say in deciding which teachers get promoted? - How much say do you have? |
| V670 | p2q112a | discipline action against teacher | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Most say |
| V671 | p2q112b | else | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Who else has a say? |
| V672 | p2q112c | you | discrete | numeric | According to you, who has the most say in taking disciplinary action against a teacher in this Province? - How much say do you have? |
| V673 | p2q113a | dismissing a teacher | discrete | numeric | According to you, who has the most say in dismissing a teacher from schools in this Province? - Most say |
| V674 | p2q113b | else | discrete | numeric | According to you, who has the most say in dismissing a teacher from schools in this Province? - Who else has a say? |
| V675 | p2q113c | you | discrete | numeric | According to you, who has the most say in dismissing a teacher from schools in this Province? - How much say do you have? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|--|
| V676 | p2q114a | selection for inservice | discrete | numeric | According to you, who has the most say in deciding who attends in-service training? - Most say |
| V677 | p2q114b | else | discrete | numeric | According to you, who has the most say in deciding who attends in-service training? - Who else has a say? |
| V678 | p2q114c | you | discrete | numeric | According to you, who has the most say in deciding who attends in-service training? - How much say do you have? |
| V679 | p2q115a | level of parent contribution to school fee | discrete | numeric | According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Most say |
| V680 | p2q115b | else | discrete | numeric | According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Who else has a say? |
| V681 | p2q115c | you | discrete | numeric | According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - How much say do you have? |
| V682 | p2q116a | level of project fees | discrete | numeric | According to you, who has the most say in deciding the level of project fees? - Most say |
| V683 | p2q116b | else | discrete | numeric | According to you, who has the most say in deciding the level of project fees? - Who else has a say? |
| V684 | p2q116c | you | discrete | numeric | According to you, who has the most say in deciding the level of project fees? - How much say do you have? |
| V685 | p2q117a | how to spend project fees | discrete | numeric | According to you, who has the most say in deciding how to spend project fees? - Most say |
| V686 | p2q117b | else | discrete | numeric | According to you, who has the most say in deciding how to spend project fees? - Who else has a say? |
| V687 | p2q117c | you | discrete | numeric | According to you, who has the most say in deciding how to spend project fees? - How much say do you have? |
| V688 | p2q118a | spending school subsidy | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidies? - Most say |
| V689 | p2q118b | else | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidies? - Who else has a say? |
| V690 | p2q118c | you | discrete | numeric | According to you, who has the most say in deciding how to spend school subsidies? - How much say do you have? |
| V691 | p2q119a | upgrading school | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school? - Most say |
| V692 | p2q119b | else | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school? - Who else has a say? |
| V693 | p2q119c | you | discrete | numeric | According to you, who has the most say in deciding to upgrade a community school to a primary school? - How much say do you have? |
| V694 | p2q120a | maintenance provision | discrete | numeric | According to you, who has the most say in deciding on maintenance work in schools in this Province? - Most say |

| ID | Name | Label | Type | Format | Question |
|------|----------|---|----------|---------|--|
| V695 | p2q120b | else | discrete | numeric | According to you, who has the most say in deciding on maintenance work in schools in this Province? - Who else has a say? |
| V696 | p2q120c | you | discrete | numeric | According to you, who has the most say in deciding on maintenance work in schools in this Province? - How much say do you have? |
| V697 | p2q121a | constructing classrooms | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Most say |
| V698 | p2q121b | else | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Who else has a say? |
| V699 | p2q121c | you | discrete | numeric | According to you, who has the most say in deciding to build a new classroom in schools in this Province? - How much say do you have? |
| V700 | p2q122a | organizing pnc activities | discrete | numeric | According to you, who has the most say in organizing pnc activities? - Most say |
| V701 | p2q122b | else | discrete | numeric | According to you, who has the most say in organizing pnc activities? - Who else has a say? |
| V702 | p2q122c | you | discrete | numeric | According to you, who has the most say in organizing pnc activities? - How much say do you have? |
| V703 | p2q123a | organizing community activities | discrete | numeric | According to you, who has the most say in organizing activities between schools and communities? - Most say |
| V704 | p2q123b | else | discrete | numeric | According to you, who has the most say in organizing activities between schools and communities? - Who else has a say? |
| V705 | p2q123c | you | discrete | numeric | According to you, who has the most say in organizing activities between schools and communities? - How much say do you have? |
| V706 | p2q124a | deciding on a fete or fundraising | discrete | numeric | According to you, who has the most say in deciding on a fete or fundraising? - Most say |
| V707 | p2q124b | else | discrete | numeric | According to you, who has the most say in deciding on a fete or fundraising? - Who else has a say? |
| V708 | p2q124c | you | discrete | numeric | According to you, who has the most say in deciding on a fete or fundraising? - How much say do you have? |
| V709 | p2q125aa | strength of delivery of education services in this province | discrete | numeric | What are the three major strengths supporting the delivery of education services in this Province? |
| V710 | p2q125ab | strength of delivery of education services in this province | discrete | numeric | What are the three major strengths supporting the delivery of education services in this Province? |
| V711 | p2q125ac | strength of delivery of education services in this province | discrete | numeric | What are the three major strengths supporting the delivery of education services in this Province? |
| V712 | p2q125ba | weakness of delivery of education services in this province | discrete | numeric | What are the three major weakness affecting students learning at schools in this Province? |
| V713 | p2q125bb | weakness of delivery of education services in this province | discrete | numeric | What are the three major weakness affecting students learning at schools in this Province? |
| V714 | p2q125bc | weakness of delivery of education services in this province | discrete | numeric | What are the three major weakness affecting students learning at schools in this Province? |
| V715 | p2q126aa | factors supporting student learning in this province | discrete | numeric | What are the three major strengths supporting students learning at schools in this Province? |
| V716 | p2q126ab | factors supporting student learning in this province | discrete | numeric | What are the three major strengths supporting students learning at schools in this Province? |

| ID | Name | Label | Type | Format | Question |
|------|----------|--|----------|---------|--|
| V717 | p2q126ac | factors supporting student learning in this province | discrete | numeric | What are the three major strengths supporting students learning at schools in this Province? |
| V718 | p2q126ba | factors affecting student learning in this province | discrete | numeric | What are the three major weakness affecting students learning at schools in this Province? |
| V719 | p2q126bb | factors affecting student learning in this province | discrete | numeric | What are the three major weakness affecting students learning at schools in this Province? |
| V720 | p2q126bc | factors affecting student learning in this province | discrete | numeric | What are the three major weakness affecting students learning at schools in this Province? |

H1v3

| | |
|--------------|--|
| Content | Data from section H1. HEALTH FACILITY SURVEY |
| Cases | 214 |
| Variable(s) | 75 |
| Structure | Type: Keys: () |
| Version | |
| Producer | |
| Missing Data | |

Variables

| ID | Name | Label | Type | Format | Question |
|------|----------|-------------------------------------|----------|-----------|---|
| V254 | id | | contin | numeric | |
| V255 | school | name of school | discrete | character | |
| V256 | province | province | discrete | numeric | Province |
| V257 | district | district | discrete | numeric | District |
| V258 | census | census unit identifier | discrete | character | Census enumeration area |
| V259 | code | school code | discrete | character | |
| V260 | weight | | contin | numeric | |
| V261 | h1q1 | name of interviewer | discrete | character | Name of Interviewer |
| V262 | h1q3 | name of facility | discrete | character | Name of Health Facility |
| V263 | h1q4 | type of facility | discrete | numeric | Type of facility |
| V264 | h1q7 | village | discrete | character | |
| V265 | h1q9 | interview date | discrete | character | Interview Date |
| V266 | h1q10 | time of interview | discrete | numeric | Time of interview |
| V267 | h1q11 | gender | discrete | numeric | Gender of Respondent |
| V268 | h1q12 | facility visited by research team | discrete | numeric | Did you visit the facility? |
| V269 | h1q13 | associated school code | discrete | character | School code (for associated school) |
| V270 | h1q14 | agency type | discrete | numeric | Agency Type |
| V271 | h1q15 | number of days open each week | discrete | numeric | How many days a week is the facility open? |
| V272 | h1q16 | open all day | discrete | numeric | Are you open all day on each of those days? |
| V273 | h1q17 | facility open today | discrete | numeric | Is the facility open for patient visits today? |
| V274 | h1q18 | reasons for closure of clinic today | discrete | numeric | If No, why not? |
| V275 | h1q19 | time opened today | discrete | character | If yes: What time did you open today? |
| V276 | h1q20 | closing time today | discrete | character | What time will you close today? |
| V277 | h1q21 | number patients in a typical day | discrete | numeric | How many patients are seen in a typical day at this facility? |
| V278 | h1q22 | number patients today | discrete | numeric | How many patients have visited the facility today? |
| V279 | h1q23 | number of patients yesterday | discrete | numeric | How many patients visited the facility yesterday? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--|----------|---------|--|
| V280 | h1q24 | cost per visit | discrete | numeric | How much do patients pay for each visit? |
| V281 | h1q25 | approved staff establishment for facility | contin | numeric | How many staff are posted to this facility? |
| V282 | h1q26 | number supposed to be present | contin | numeric | How many of these staff are supposed to be present now? |
| V283 | h1q27 | number staff present | contin | numeric | How many of those staff are present at the facility now? |
| V284 | h1q28 | reasons for staff absences on day of interview | discrete | numeric | If No, why are some staff absent now? |
| V285 | h1q29 | staff at refresher courses | discrete | numeric | In 2001, how many staff attended refresher courses? |
| V286 | h1q30 | number of doctor visits in 2002 | discrete | numeric | How often has a doctor visited this facility in 2002? |
| V287 | h1q31 | number of extension officer visits in 2002 | discrete | numeric | How often has a Health Extension Officer visited in 2002? |
| V288 | h1q32 | source of supplies | discrete | numeric | Where do you get your medical supplies? |
| V289 | h1q33 | diarrhoea treatment | discrete | numeric | If a child is brought to the facility with diarrhea, what are the different actions you would take? |
| V290 | h1q34aa | availability | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Panadol - Available? |
| V291 | h1q34ab | free | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Panadol - Is it free to the patient? |
| V292 | h1q34ac | cost | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Panadol - If no, how much would a patient normally pay? |
| V293 | h1q34ad | number weeks unavailable | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Panadol - In 2001, what was the longest number of weeks this medicine was unavailable? |
| V294 | h1q34ba | availability | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Fansidar - Available? |
| V295 | h1q34bb | free | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Fansidar - Is it free to the patient? |
| V296 | h1q34bc | cost | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Fansidar - If no, how much would a patient normally pay? |
| V297 | h1q34bd | number of weeks unavailable | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Fansidar - In 2001, what was the longest number of weeks this medicine was unavailable? |
| V298 | h1q34ca | availability | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Camoquine - Available? |
| V299 | h1q34cb | free | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Camoquine - Is it free to the patient? |
| V300 | h1q34cc | cost | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Camoquine - If no, how much would a patient normally pay? |
| V301 | h1q34cd | number weeks unavailable | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Camoquine - In 2001, what was the longest number of weeks this medicine was unavailable? |
| V302 | h1q34da | availability | discrete | numeric | If a person needed the following today, would the facility be able to provide them? TB blister packs - Available? |
| V303 | h1q34db | free | discrete | numeric | If a person needed the following today, would the facility be able to provide them? TB blister packs - Is it free to the patient? |

| ID | Name | Label | Type | Format | Question |
|------|---------|--------------------------|----------|---------|---|
| V304 | h1q34dc | cost | discrete | numeric | If a person needed the following today, would the facility be able to provide them? TB blister packs - If no, how much would a patient normally pay? |
| V305 | h1q34dd | number weeks unavailable | discrete | numeric | If a person needed the following today, would the facility be able to provide them? TB blister packs - In 2001, what was the longest number of weeks this medicine was unavailable? |
| V306 | h1q34ea | availability | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Condoms - Available? |
| V307 | h1q34eb | free | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Condoms - Is it free to the patient? |
| V308 | h1q34ec | cost | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Condoms - If no, how much would a patient normally pay? |
| V309 | h1q34ed | number weeks unavailable | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Condoms - In 2001, what was the longest number of weeks this medicine was unavailable? |
| V310 | h1q34fa | availability | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Liniment - Available? |
| V311 | h1q34fb | free | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Liniment - Is it free to the patient? |
| V312 | h1q34fc | cost | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Liniment - If no, how much would a patient normally pay? |
| V313 | h1q34fd | number weeks unavailable | discrete | numeric | If a person needed the following today, would the facility be able to provide them? Liniment - In 2001, what was the longest number of weeks this medicine was unavailable? |
| V314 | h1q35aa | distance | discrete | numeric | How far is the closest aid post/Health Center to this one? Distance: How many kilometers? |
| V315 | h1q35ab | means of transport | discrete | numeric | How far is the closest aid post/Health Center to this one? How would you get there? |
| V316 | h1q35ac | days | discrete | numeric | How far is the closest aid post/Health Center to this one? How long does it take to get there (days)? |
| V317 | h1q35ad | hours | discrete | numeric | How far is the closest aid post/Health Center to this one? How long does it take to get there (hours)? |
| V318 | h1q35ae | minutes | discrete | numeric | How far is the closest aid post/Health Center to this one? How long does it take to get there (minutes)? |
| V319 | h1q35ba | distance | discrete | numeric | How far is the closest hospital? Distance: How many kilometers? |
| V320 | h1q35bb | means of transport | discrete | numeric | How far is the closest hospital? How would you get there? |
| V321 | h1q35bc | days | discrete | numeric | How far is the closest hospital? How long does it take to get there (days)? |
| V322 | h1q35bd | hours | discrete | numeric | How far is the closest hospital? How long does it take to get there (hours)? |
| V323 | h1q35be | minutes | discrete | numeric | How far is the closest hospital? How long does it take to get there (minutes)? |
| V324 | h1q35ca | distance | discrete | numeric | How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? Distance: How many kilometers? |
| V325 | h1q35cb | means of transport | discrete | numeric | How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How would you get there? |
| V326 | h1q35cc | days | discrete | numeric | How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (days)? |

| ID | Name | Label | Type | Format | Question |
|------|---------|---------|----------|---------|---|
| V327 | h1q35cd | hours | discrete | numeric | How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (hours)? |
| V328 | h1q35ce | minutes | discrete | numeric | How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (minutes)? |

number (id)

File: identifiers

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1 |
| Decimals: 0 | Maximum: 214 |
| Range: 1-214 | Mean: 107.5 |
| | Standard deviation: 61.9 |

name of school (school)

File: identifiers

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 30 | |

province (province)

File: identifiers

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-8 | |

district (district)

File: identifiers

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-20 | |

census unit identifier (census)

File: identifiers

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 15 | |

school code (code)

File: identifiers

school code (code)

File: identifiers

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

(weight)

File: identifiers

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

remoteness index (range 0-1) (remote)

File: identifiers

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.0321848317980766-0.723214268684387

Valid cases: 207
Invalid: 7
Minimum: 0
Maximum: 0.7
Mean: 0.3
Standard deviation: 0.1

group(rem) (remgrp)

File: identifiers

Overview

Type: Discrete
Format: numeric
Width: 27
Decimals: 0
Range: 1-4

Valid cases: 209
Invalid: 5

Remoteness Grouping (Gaurav) (remotegroup)

File: identifiers

Overview

Type: Discrete
Format: numeric
Width: 13
Decimals: 0
Range: 1-4

Valid cases: 214
Invalid: 0

expansion factor (expfac)

File: identifiers

Overview

| | |
|--|-------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1.3 |
| Decimals: 0 | Maximum: 9.9 |
| Range: 1.29781305789948-9.87647724151611 | Mean: 6 |
| | Standard deviation: 2.6 |

Districts with three NCD districts (distpsu)

File: identifiers

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 19 | |
| Decimals: 0 | |
| Range: 1-23 | |

Disadvantage Index group from Hanson (classgroup)

File: identifiers

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 184 |
| Format: numeric | Invalid: 30 |
| Width: 24 | |
| Decimals: 0 | |
| Range: 1-5 | |

Modified Disadvantage Index Group(Hanson) (disgroup)

File: identifiers

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 17 | |
| Decimals: 0 | |
| Range: 1-3 | |

(llgcode)

File: identifiers

Overview

| | |
|-------------------|----------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1000 |
| Decimals: 0 | Maximum: 19211 |
| Range: 1000-19211 | Mean: 10919.1 |
| | Standard deviation: 6104.6 |

HH Head Years of Schooling, LLG (llghdschyr)

File: identifiers

Overview

| | |
|---|-------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 0.8 |
| Decimals: 0 | Maximum: 10.3 |
| Range: 0.821678340435028-10.3330001831055 | Mean: 4.2 |
| | Standard deviation: 2.2 |

Adult Literacy Rate, LLG (llgadultread)

File: identifiers

Overview

| | |
|--|-------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 0.1 |
| Decimals: 0 | Maximum: 0.9 |
| Range: 0.100319936871529-0.936999976634979 | Mean: 0.6 |
| | Standard deviation: 0.2 |

HH Head earns wage income, LLG (llghdwageinc)

File: identifiers

Overview

| | |
|----------------------------|-------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 0 |
| Decimals: 0 | Maximum: 1 |
| Range: 0.013541666790843-1 | Mean: 0.2 |
| | Standard deviation: 0.3 |

llgname from census (llgname)

File: identifiers

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 26 | |

LLG Poverty Rate (povrate)

File: identifiers

Overview

| | |
|---------------------------|-------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 0 |
| Decimals: 0 | Maximum: 0.7 |
| Range: 0-0.71134477853775 | Mean: 0.3 |
| | Standard deviation: 0.2 |

Region (region)

File: identifiers

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-4

Valid cases: 214
Invalid: 0

Poverty Grouping (povgroup)

File: identifiers

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-4

Valid cases: 214
Invalid: 0

number (id)

File: S1v3

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1 |
| Decimals: 0 | Maximum: 214 |
| Range: 1-214 | Mean: 107.5 |
| | Standard deviation: 61.9 |

name of school (school)

File: S1v3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 30 | |

province (province)

File: S1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-8 | |

district (district)

File: S1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-20 | |

census unit identifier (census)

File: S1v3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 212 |
| Format: character | Invalid: 0 |
| Width: 15 | |

school code (code)

File: S1v3

school code (code)

File: S1v3

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

(weight)

File: S1v3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

name of interviewer (s1qa1)

File: S1v3

Overview

Type: Discrete
Format: character
Width: 16

Valid cases: 208
Invalid: 0

village (s1qa4)

File: S1v3

Overview

Type: Discrete
Format: character
Width: 20

Valid cases: 207
Invalid: 0

interview date (s1qa7)

File: S1v3

Overview

Type: Discrete
Format: character
Width: 20

Valid cases: 209
Invalid: 0

school address (s1qa9)

File: S1v3

Overview

school address (s1qa9)

File: S1v3

Type: Discrete
Format: character
Width: 50

Valid cases: 205
Invalid: 0

telephone number (s1qa10)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 21
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

school level (s1qa11)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 2-999

Valid cases: 214
Invalid: 0

agency type (s1qa12)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

school type (s1qa13)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 16
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

year school upgraded (s1qa14)

File: S1v3

Overview

year school upgraded (s1qa14)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 99-2002

Valid cases: 214
 Invalid: 0

year school established (s1qa15)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 99-2002

Valid cases: 214
 Invalid: 0

number of elementary schools (s1qa16)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

name of member (s1qa17)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 45

Valid cases: 210
 Invalid: 0

member from local area (s1qa18)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

knowledge of team arrival (s1qa19)

File: S1v3

Overview

knowledge of team arrival (s1qa19)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

name (s1qb1)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 205
 Invalid: 0

Literal question

Name

gender (s1qb2)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Gender

age (s1qb3)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 24-999

Valid cases: 214
 Invalid: 0

Literal question

Age

are you head teacher? (s1qb4)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

are you head teacher? (s1qb4)

File: S1v3

Literal question

Are you the Head Teacher

what is position (s1qb5)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 19
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

If not the Head Teacher: What is your position?

born in district (s1qb6)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Born in this district?

born in village (s1qb7)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Born in this province?

number of years head teacher (s1qb8)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

number of years head teacher (s1qb8)

File: S1v3

Literal question

Number of years as a head teacher?

number years head teacher at this school (s1qb9)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

Number of years as a head teacher at this school?

number of years as a teacher before becoming headteacher (s1qb10)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Number of years as a teacher before you became a head teacher?

number of years as a teacher at this school before becoming headteacher (s1qb11)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

Number of years as a teacher at this school, before you became a head teacher?

highest level of education (s1qb12)

File: S1v3

Overview

highest level of education (s1qb12)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Highest education level completed?

apply for this school (s1qb13)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you apply to be posted to this school?

why where you posted (s1qb14)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No; Why were you posted to this school?

most say (s1qb15a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Who had the most say in appointing you to this school?
 (a) Most say

who else (s1qb15b)

File: S1v3

Overview

who else (s1qb15b)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Who had the most say in appointing you to this school?
 (b) Who else had a say

you (s1qb16)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much say did you have in the decision?

remain at school in 2003 (s1qb17)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do you want to stay at this school next year?

other schools (s1qc18)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are there any other schools that local children could go to instead of this one?

name (s1qc19a)

File: S1v3

Overview

name (s1qc19a)

File: S1v3

Type: Discrete
 Format: character
 Width: 20

Valid cases: 158
 Invalid: 0

Literal question

If yes, please list the closest (up to three)

type of school (s1qc19b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Type of school

agency type (s1qc19c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Agency Type

means of travel (s1qc19d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

days (s1qc19e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

days (s1qc19e)

File: S1v3

Literal question

How long would it take to get from this school to the other school? (days)

hours (s1qc19f)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (hours)

minutes (s1qc19g)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (minutes)

name (s1qc20a)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 142
 Invalid: 0

Literal question

If yes, please list the closest (up to three)

type (s1qc20b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Type of school

agency type (s1qc20c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Agency Type

means of travel (s1qc20d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

days (s1qc20e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (days)

hours (s1qc20f)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (hours)

minutes (s1qc20g)

File: S1v3

Overview

minutes (s1qc20g)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (minutes)

name (s1qc21a)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 110
 Invalid: 0

Literal question

If yes, please list the closest (up to three)

type (s1qc21b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Type of school

agency type (s1qc21c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Agency Type

means of travel (s1qc21d)

File: S1v3

Overview

means of travel (s1qc21d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

days (s1qc21e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (days)

hours (s1qc21f)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (hours)

minutes (s1qc21g)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How long would it take to get from this school to the other school? (minutes)

reasons for choice of school (s1qc22)

File: S1v3

Overview

reasons for choice of school (s1qc22)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 29
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What are the main reasons children or parents choose this school?

number of permanent classrooms (s1qc23a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many permanent classrooms are there at this school?

number needing rebuild (s1qc23b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many permanent classrooms are in such a bad state that they need to be completely rebuilt?

number needing maintenance (s1qc23c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many permanent classrooms are in such a bad state that they need some maintenance?

number of semi-permanent classrooms (s1qc24a)

File: S1v3

Overview

number of semi-permanent classrooms (s1qc24a)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many semi-permanent classrooms are there at this school?

number needing rebuild (s1qc24b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many semi-permanent classrooms are in such a bad state that they need to be completely rebuilt?

number needing maintenance (s1qc24c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many semi-permanent classrooms are in such a bad state that they need some maintenance?

number of bush material classrooms (s1qc25a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bush material classrooms are there at this school?

number needing rebuild (s1qc25b)

File: S1v3

Overview

number needing rebuild (s1qc25b)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bush material classrooms are in such a bad state that they need to be completely rebuilt?

number needing maintenance (s1qc25c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bush material classrooms are in such a bad state that they need some maintenance?

number of permanent teacher houses (s1qc26a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many permanent teacher staff houses are there at this school?

number needing rebuild (s1qc26b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many permanent teacher staff houses are in such a bad state that they need to be completely rebuilt?

number needing maintenance (s1qc26c)

File: S1v3

Overview

number needing maintenance (s1qc26c)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many permanent teacher staff houses are in such a bad state that they need some maintenance?

number of semi-permanent teacher houses (s1qc27a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many semi-permanent teacher staff houses are there at this school?

number needing rebuild (s1qc27b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many semi-permanent teacher staff houses are in such a bad state that they need to be completely rebuilt?

number needing maintenance (s1qc27c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many semi-permanent teacher staff houses are in such a bad state that they need some maintenance?

number of bush material teacher houses (s1qc28a)

File: S1v3

Overview

number of bush material teacher houses (s1qc28a)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bush material teacher staff houses are there at this school?

number needing rebuild (s1qc28b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bush material teacher staff houses are in such a bad state that they need to be completely rebuilt?

number needing maintenance (s1qc28c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bush material teacher staff houses are in such a bad state that they need some maintenance?

number of classrooms with blackboard (s1qc29)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classrooms have a blackboard?

number with leaks (s1qc30)

File: S1v3

Overview

number with leaks (s1qc30)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classrooms have a roof that leaks when it rains?

number of classrooms with chair and table (s1qc31)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classrooms have a chair and table for the teacher?

Interviewer instructions

Only write down the number of classrooms that have both a teacher's chair and desk. If a classroom has a chair but not a desk, or vice versa, then this classroom does not have a chair and desk.

number of classrooms with storage space (s1qc32)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classrooms have storage space that can be locked at night?

number of classrooms with electricity (s1qc33)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classrooms have electricity that works?

library (s1qc34)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Library

staff-room (s1qc35)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Staff-room

administration block (s1qc36)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Administration block

clear radio reception (s1qc37)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Clear radio reception

school vehicle (s1qc38)

File: S1v3

school vehicle (s1qc38)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: School vehicle

agriculture area for student use (s1qc39)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Agriculture area for student use

agriculture area for teacher use (s1qc40)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Agriculture area for teacher use

land for expansion (s1qc41)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Land for expansion

sports area (s1qc42)

File: S1v3

sports area (s1qc42)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Sports area

sports equipment (s1qc43)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Sports equipment

specialist science classroom (s1qc44)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Specialist Science classroom

specialist technology classroom (s1qc45)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Specialist Technology classroom

specialist home economics classroom (s1qc46)

File: S1v3

specialist home economics classroom (s1qc46)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the availability of the following: Specialist Home Economics classroom

owner of school land (s1qc47)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Who owns the land used by the school?

school closure 2001 (s1qc48aa)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2001

reasons for school closure 2001 (s1qc48ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 36
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Reasons

number of times (s1qc48ac)

File: S1v3

number of times (s1qc48ac)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many times during the year?

total days (s1qc48ad)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Total number of days

school closure 2002 (s1qc48ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2002

reasons for school closure 2002 (s1qc48bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 36
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Reasons

number of times (s1qc48bc)

File: S1v3

number of times (s1qc48bc)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many times during the year?

total days (s1qc48bd)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Total number of days

access to public grid (s1qc49)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school have electricity (public grid / Elkom)

usable water tank (s1qc50)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school have a usable water tank?

source of drinking water (s1qc51)

File: S1v3

source of drinking water (s1qc51)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the main source of drinking water supply for the school?

source is available today (s1qc52)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are the students able to drink water from that source today?

water availability in 2001 (s1qc53)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Was water available all year round from that source in 2001?

toilet type for teachers (s1qc54)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the main type of toilet facilities for teachers at the school?

reliability of water for flushing (s1qc55)

File: S1v3

reliability of water for flushing (s1qc55)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If flush : How reliable is the water supply for the toilets?

toilet type for male students (s1qc56)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the main type of toilet facilities for male students?

reliability of water for flushing (s1qc57)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If flush : How reliable is the water supply for the toilets?

enough toilets for boys (s1qc58)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are there enough toilets for boys?

number needed (s1qc59)

File: S1v3

number needed (s1qc59)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No : How many more are needed?

toilet type for female students (s1qc60)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

What is the main type of toilet facilities for female students?

reliability of water for flushing (s1qc61)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If flush : How reliable is the water supply for the toilets?

enough toilets for girls (s1qc62)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are there enough toilets for girls?

number needed (s1qc63)

File: S1v3

number needed (s1qc63)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No : How many more are needed?

distance to high school (s1qc64a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How far is the closest source for the following (Distance / How many kilometers?): High school or Secondary school

means of travel (s1qc64b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (High school or Secondary school)

days (s1qc64c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (High school or Secondary school)

hours (s1qc64d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (High school or Secondary school)

minutes (s1qc64e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km
 (High school or Secondary school)

distance to health centre (s1qc65a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Health center/aid post

means of travel (s1qc65b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

means of travel (s1qc65b)

File: S1v3

If more than 1 km

Literal question

How would you get there?
(Health center/aid post)

days (s1qc65c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
(Health center/aid post)

hours (s1qc65d)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
(Health center/aid post)

minutes (s1qc65e)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
(Health center/aid post)

distance to vocational centre (s1qc66a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Vocational center

means of travel (s1qc66b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (Vocational center)

days (s1qc66c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (Vocational center)

hours (s1qc66d)

File: S1v3

Overview

hours (s1qc66d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (Vocational center)

minutes (s1qc66e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 (Vocational center)

distance to a stationery store (s1qc67a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Nearest store that sells basic materials (eg. books and pencils)

means of travel (s1qc67b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc67b)

File: S1v3

Pre question

If more than 1 km

Literal question

How would you get there?

(Nearest store that sells basic materials (eg. books and pencils))

days (s1qc67c)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)

(Nearest store that sells basic materials (eg. books and pencils))

hours (s1qc67d)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)

(Nearest store that sells basic materials (eg. books and pencils))

minutes (s1qc67e)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)

(Nearest store that sells basic materials (eg. books and pencils))

distance to trade store (s1qc68a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Trade store

means of travel (s1qc68b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (Trade store)

days (s1qc68c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (Trade store)

hours (s1qc68d)

File: S1v3

Overview

hours (s1qc68d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (Trade store)

minutes (s1qc68e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 (Trade store)

distance to postal services (s1qc69a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Postal service

means of travel (s1qc69b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc69b)

File: S1v3

Pre question

If more than 1 km

Literal questionHow would you get there?
(Postal service)

days (s1qc69c)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (days)
(Postal service)

hours (s1qc69d)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (hours)
(Postal service)

minutes (s1qc69e)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (minutes)
(Postal service)

distance to bank (s1qc70a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Bank

means of travel (s1qc70b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (Bank)

days (s1qc70c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (Bank)

hours (s1qc70d)

File: S1v3

Overview

hours (s1qc70d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (Bank)

minutes (s1qc70e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 (Bank)

distance to police station (s1qc71a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Police station

means of travel (s1qc71b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc71b)

File: S1v3

Pre question

If more than 1 km

Literal questionHow would you get there?
(Police station)

days (s1qc71c)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (days)
(Police station)

hours (s1qc71d)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (hours)
(Police station)

minutes (s1qc71e)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (minutes)
(Police station)

distance to bitumen road (s1qc72a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Bitumen road

means of travel (s1qc72b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (Bitumen road)

days (s1qc72c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 Bitumen road

hours (s1qc72d)

File: S1v3

Overview

hours (s1qc72d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 Bitumen road

minutes (s1qc72e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 Bitumen road

distance to pmv stop (s1qc73a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 PMV pickup point

means of travel (s1qc73b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc73b)

File: S1v3

Pre question

If more than 1 km

Literal questionHow would you get there?
(PMV pickup point)

days (s1qc73c)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (days)
(PMV pickup point)

hours (s1qc73d)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (hours)
(PMV pickup point)

minutes (s1qc73e)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (minutes)
(PMV pickup point)

distance to town/station (s1qc74a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Town / station

means of travel (s1qc74b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (Town / station)

days (s1qc74c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (Town / station)

hours (s1qc74d)

File: S1v3

Overview

hours (s1qc74d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (Town / station)

minutes (s1qc74e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 (Town / station)

distance to provincial capital (s1qc75a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Provincial capital (of this province)

means of travel (s1qc75b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc75b)

File: S1v3

Pre question

If more than 1 km

Literal question

How would you get there?

(Provincial capital (of this province))

days (s1qc75c)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)

(Provincial capital (of this province))

hours (s1qc75d)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)

(Provincial capital (of this province))

minutes (s1qc75e)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)

(Provincial capital (of this province))

distance to airstrip (s1qc76a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Air strip

means of travel (s1qc76b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (Air strip)

days (s1qc76c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (Air strip)

hours (s1qc76d)

File: S1v3

Overview

hours (s1qc76d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (Air strip)

minutes (s1qc76e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 (Air strip)

distance to telephone (s1qc77a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 Telephone that is working

means of travel (s1qc77b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc77b)

File: S1v3

Pre question

If more than 1 km

Literal questionHow would you get there?
(Telephone that is working)

days (s1qc77c)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (days)
(Telephone that is working)

hours (s1qc77d)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (hours)
(Telephone that is working)

minutes (s1qc77e)

File: S1v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 214
Invalid: 0**Pre question**

If more than 1 km

Literal questionHow long does it take to get there? (minutes)
(Telephone that is working)

distance to vhf radio (s1qc78a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 VHF radio that is working

means of travel (s1qc78b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How would you get there?
 (VHF radio that is working)

days (s1qc78c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)
 (VHF radio that is working)

hours (s1qc78d)

File: S1v3

Overview

hours (s1qc78d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)
 (VHF radio that is working)

minutes (s1qc78e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)
 (VHF radio that is working)

distance to boat service (s1qc79a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

If more than 1 km

Literal question

How far is the closest source for the following (Distance / How many kilometers?):
 For coastal and island schools: Regular boat service

means of travel (s1qc79b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

means of travel (s1qc79b)

File: S1v3

Pre question

If more than 1 km

Literal question

How would you get there?

(For coastal and island schools: Regular boat service)

days (s1qc79c)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (days)

(For coastal and island schools: Regular boat service)

hours (s1qc79d)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (hours)

(For coastal and island schools: Regular boat service)

minutes (s1qc79e)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

Pre question

If more than 1 km

Literal question

How long does it take to get there? (minutes)

(For coastal and island schools: Regular boat service)

fencing around school 2000 (s1qd1a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school have effective security fencing around the school in 2000

fencing around school 2001 (s1qd1b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school have effective security fencing around the school in 2001

fencing around school 2002 (s1qd1c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school have effective security fencing around the school in 2002

fencing around houses 2000 (s1qd2a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school have effective security fencing around teachers houses in 2000

fencing around houses 2001 (s1qd2b)

File: S1v3

fencing around houses 2001 (s1qd2b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school have effective security fencing around teachers houses in 2001

fencing around houses 2002 (s1qd2c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the school have effective security fencing around teachers houses in 2002

employ security guards 2000 (s1qd3a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you employ security guards in 2000

employ security guards 2001 (s1qd3b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you employ security guards in 2001

employ security guards 2002 (s1qd3c)

File: S1v3

employ security guards 2002 (s1qd3c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you employ security guards in 2002

cost of security 2000 (s1qd4a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-20800

Valid cases: 214
 Invalid: 0

Literal question

How much did you spend on security in 2000

Post question

Kina

cost of security 2001 (s1qd4b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-16900

Valid cases: 214
 Invalid: 0

Literal question

How much did you spend on security in 2001

Post question

Kina

cost of security 2002 (s1qd4c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-21840

Valid cases: 214
 Invalid: 0

Literal question

How much did you spend on security in 2002

Post question

cost of security 2002 (s1qd4c)

File: S1v3

Kina

number of burglaries of school 2000 (s1qd5a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many times was the school broken into in 2000

number of burglaries of school 2001 (s1qd5b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many times was the school broken into in 2001

number of burglaries of school 2002 (s1qd5c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many times was the school broken into in 2002

value of goods 2000 (s1qd6a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-35000

Valid cases: 214
 Invalid: 0

Literal question

value of goods 2000 (s1qd6a)

File: S1v3

Estimate value of goods stolen or damaged in 2000

value of goods 2001 (s1qd6b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-999

Valid cases: 214
 Invalid: 0

Literal question

Estimate value of goods stolen or damaged in 2001

value of goods 2002 (s1qd6c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-999

Valid cases: 214
 Invalid: 0

Literal question

Estimate value of goods stolen or damaged in 2002

inspector visits 2000 (s1qe1a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How often did the inspector visit in 2000

inspector visits 2001 (s1qe1b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

inspector visits 2001 (s1qe1b)

File: S1v3

How often did the inspector visit in 2001

inspector visits 2002 (s1qe1c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How often did the inspector visit in 2002

purpose of visit (s1qe2)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

What was the purpose of the last inspector's visit

inspector met head teacher (s1qe3a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

At that visit, did the inspector meet with the head teacher

inspector met teachers (s1qe3b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

inspector met teachers (s1qe3b)

File: S1v3

At that visit, did the inspector meet with teachers

inspector met bom (s1qe3c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

At that visit, did the inspector meet with the board of management

inspector met pnc (s1qe3d)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

At that visit, did the inspector meet with parents/PNC/community

inspector observed classes (s1qe3e)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

At that visit, did the inspector observe classes

inspector checked records (s1qe3f)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

inspector checked records (s1qe3f)

File: S1v3

At that visit, did the inspector check school records

kind of feedback (s1qe4a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

What kind of feedback was given at the end of that visit?

kind of feedback (s1qe4b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

What kind of feedback was given at the end of that visit?

kind of feedback (s1qe4c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

What kind of feedback was given at the end of that visit?

written feedback later (s1qe5)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

written feedback later (s1qe5)

File: S1v3

Did you get any feedback in writing that was sent to the school at a later time?

length of time in weeks to receive written report (s1qe6)

File: S1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

If yes : How long did it take before you received the written report?

number bom meetings 2001 (s1qe7)

File: S1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 14 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

How many times did the school BOM meet in 2001?

number bom meetings 2002 (s1qe8)

File: S1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 14 | |
| Decimals: 0 | |
| Range: 0-999 | |

Literal question

How many times has the BOM met in 2002?

last bom meeting (s1qe9)

File: S1v3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 207 |
| Format: character | Invalid: 0 |
| Width: 14 | |

Literal question

When was the last BOM meeting?

common bom agenda items (s1qe10a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four most common agenda items at the BOM meetings

common bom agenda items (s1qe10b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four most common agenda items at the BOM meetings

common bom agenda items (s1qe10c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four most common agenda items at the BOM meetings

common bom agenda items (s1qe10d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four most common agenda items at the BOM meetings

chair of bom is parent of student (s1qe11)

File: S1v3

chair of bom is parent of student (s1qe11)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is the chairman of the BOM a parent of a student?

number on bom (s1qe12)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 2-999

Valid cases: 214
 Invalid: 0

Literal question

How many people are on the school's BOM

Interviewer instructions

There should be at least five people on the BOM.

number of male head teacher bom members (s1qe13aa)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Head-teacher male

number of female head teacher bom members (s1qe13ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Head-teacher female

male staff representative (s1qe13ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Staff representative male

female staff representative (s1qe13bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Staff representative female

male parent representative (s1qe13ca)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Parent representative male

female parent representative (s1qe13cb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Parent representative female

male church member (s1qe13da)

File: S1v3

male church member (s1qe13da)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Representative from a Church agency male

female church member (s1qe13db)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Representative from a Church agency female

male politician member (s1qe13ea)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Local politician male

female politician member (s1qe13eb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Local politician female

male other member (s1qe13fa)

File: S1v3

male other member (s1qe13fa)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Other male

female other member (s1qe13fb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the following types of people are on the school's BOM: Other female

pnc at school (s1qe14)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is there a PNC at this school?

times met in 2001 (s1qe15)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If yes: How many times did the PNC meet in 2001?

times met in 2002 (s1qe16)

File: S1v3

times met in 2002 (s1qe16)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If yes: How many times has the PNC met in 2002?

last meeting (s1qe17)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 14

Valid cases: 208
 Invalid: 0

Literal question

If yes: When was the last PNC meeting?

percentage parent attending (s1qe18)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If yes: What percentage of parents attend PNC meetings?

parents collect assessment reports (s1qe19)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do parents come to the school to collect assessment reports when these are ready?

what percentage collect (s1qe20)

File: S1v3

Overview

what percentage collect (s1qe20)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: What percentage of parents do this?

head teacher calls meeting of parents (s1qe21)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the head teacher or BOM ever call a meeting to discuss school issues with parents?

percentage parents attending (s1qe22)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: What percentage of parents attend?

community as learning site (s1qe23)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do teachers ever take children out of the classroom to learn in the community?

community involvement in school (s1qe24)

File: S1v3

Overview

community involvement in school (s1qe24)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school invite community members to help develop school programs and activities?

teachers organise community activities (s1qe25)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do teachers organize community activities such as adult classes, sporting competitions?

community and cultural activities (s1qe26)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do community members teach cultural activities in the school?

school use of village land (s1qe27)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the village or community allow the school to use its land for agricultural classes?

school use for meetings (s1qe28a)

File: S1v3

Overview

school use for meetings (s1qe28a)

File: S1v3

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Is the school ever used by the community for community meetings in classrooms or grounds

school use for adult classes (s1qe28b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Is the school ever used by the community for adult education classes

school use for sports (s1qe28c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Is the school ever used by the community for adult sports activities

school fee lower primary 2000 (s1qf1aa)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How much do parents have to pay for the school fee (per student, per year)?
Lower primary 2000

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001. There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

school fee upper primary 2000 (s1qf1ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the school fee (per student, per year)?
 Upper primary 2000

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

school fee lower primary 2001 (s1qf1ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the school fee (per student, per year)?
 Lower primary 2001

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

school fee upper primary 2001 (s1qf1bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the school fee (per student, per year)?
 Upper primary 2001

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

school fee lower primary 2002 (s1qf1ca)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How much do parents have to pay for the school fee (per student, per year)?
Lower primary 2002

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

school fee upper primary 2002 (s1qf1cb)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How much do parents have to pay for the school fee (per student, per year)?
Upper primary 2002

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee first child lower primary 2000 (s1qf2aa)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?
Lower primary 2000

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee first child upper primary 2000 (s1qf2ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?
 Upper primary 2000

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee first child lower primary 2001 (s1qf2ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?
 Lower primary 2001

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee first child upper primary 2001 (s1qf2bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?
 Upper primary 2001

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee first child lower primary 2002 (s1qf2ca)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?
 Lower primary 2002

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee first child upper primary 2002 (s1qf2cb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?
 Upper primary 2002

Interviewer instructions

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

project fee second child lower primary 2000 (s1qf3aa)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?
 Lower primary 2000

project fee second child upper primary 2000 (s1qf3ab)

File: S1v3

Overview

project fee second child upper primary 2000 (s1qf3ab)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?
 Upper primary 2000

project fee second child lower primary 2001 (s1qf3ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?
 Lower primary 2001

project fee second child upper primary 2001 (s1qf3bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?
 Upper primary 2001

project fee second child lower primary 2002 (s1qf3ca)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?
 Lower primary 2002

project fee second child upper primary 2002 (s1qf3cb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?
 Upper primary 2002

additional fees lower primary 2000 (s1qf4aa)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?
 Lower primary 2000

additional fees upper primary 2000 (s1qf4ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?
 Upper primary 2000

additional fees lower primary 2001 (s1qf4ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?
 Lower primary 2001

additional fees upper primary 2001 (s1qf4bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?
 Upper primary 2001

additional fees lower primary 2002 (s1qf4ca)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?
 Lower primary 2002

additional fees upper primary 2002 (s1qf4cb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?
 Upper primary 2002

when fees due 2000 (s1qf5a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

When were fees due at this school? 2000

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

when fees due 2001 (s1qf5b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

When were fees due at this school? 2001

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

when fees due 2002 (s1qf5c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

When were fees due at this school? 2002

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

percentage parents can afford fee 2000 (s1qf6a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Literal question

What percentage of parents could afford the fees? 2000

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

percentage parents can afford fee 2001 (s1qf6b)

File: S1v3

Overview

percentage parents can afford fee 2001 (s1qf6b)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Literal question

What percentage of parents could afford the fees? 2001

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

percentage parents can afford fee 2002 (s1qf6c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Literal question

What percentage of parents could afford the fees? 2002

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

consequences for non-payment 2000 (s1qf7a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What happened to a student if they were not able to pay fees? 2000

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

consequences for non-payment 2001 (s1qf7b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

consequences for non-payment 2001 (s1qf7b)

File: S1v3

Literal question

What happened to a student if they were not able to pay fees? 2001

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

consequences for non-payment 2002 (s1qf7c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

What happened to a student if they were not able to pay fees? 2002

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

financial assistance provided 2000 (s1qf8a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How many disadvantaged families or students got financial assistance for fees at this school? 2000

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

financial assistance provided 2001 (s1qf8b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Literal question

How many disadvantaged families or students got financial assistance for fees at this school? 2001

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

financial assistance provided 2002 (s1qf8c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many disadvantaged families or students got financial assistance for fees at this school? 2002

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

amount fees owing 2000 (s1qf9a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-30000

Valid cases: 214
 Invalid: 0

Literal question

How much money was still owed by parents at the end of the year? 2000

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

amount fees owing 2001 (s1qf9b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-38984

Valid cases: 214
 Invalid: 0

Literal question

How much money was still owed by parents at the end of the year? 2001

Interviewer instructions

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

total school fees paid by parents 2000 (s1qf10aa)

File: S1v3

Overview

total school fees paid by parents 2000 (s1qf10aa)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-112000

Valid cases: 214
 Invalid: 0

Literal question

What was the total amount that the school raised from fees charged to parents?
 School fees, 2000

total school fees paid by parents 2001 (s1qf10ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-193697

Valid cases: 214
 Invalid: 0

Literal question

What was the total amount that the school raised from fees charged to parents?
 School fees, 2001

total project fees paid by parents 2000 (s1qf10ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-51600

Valid cases: 214
 Invalid: 0

Literal question

What was the total amount that the school raised from fees charged to parents?
 Project fees, 2000

total project fees paid by parents 2001 (s1qf10bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-140097

Valid cases: 214
 Invalid: 0

Literal question

What was the total amount that the school raised from fees charged to parents?
 Project fees, 2001

total of other fees paid by parents 2000 (s1qf10ca)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-23332

Valid cases: 214
 Invalid: 0

Literal question

What was the total amount that the school raised from fees charged to parents?
 Other school specific fees, 2000

total of other fees paid by parents 2001 (s1qf10cb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-24954

Valid cases: 214
 Invalid: 0

Literal question

What was the total amount that the school raised from fees charged to parents?
 Other school specific fees, 2001

q10 based on records or memory (s1qf11)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Was question 10 based on school or BOM records or respondent's memory?

lower primary school subsidy per student in 2000 (s1qf12aa)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-5000

Valid cases: 214
 Invalid: 0

Literal question

What was the amount of the government school subsidy per student in 2000?
 Lower Primary

lower primary school subsidy per student in 2001 (s1qf12ab)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9750

Valid cases: 214
 Invalid: 0

Literal question

What was the amount of the government school subsidy per student in 2001?
 Lower Primary

lower primary school subsidy per student in 2002 (s1qf12ac)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-19360

Valid cases: 214
 Invalid: 0

Literal question

What was the amount of the government school subsidy per student in 2002?
 Lower Primary

upper primary school subsidy per student in 2000 (s1qf12ba)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-1923

Valid cases: 214
 Invalid: 0

Literal question

What was the amount of the government school subsidy per student in 2000?
 Upper Primary

upper primary school subsidy per student in 2001 (s1qf12bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-3600

Valid cases: 214
 Invalid: 0

Literal question

What was the amount of the government school subsidy per student in 2001?
 Upper Primary

upper primary school subsidy per student in 2002 (s1qf12bc)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-19360

Valid cases: 214
 Invalid: 0

Literal question

What was the amount of the government school subsidy per student in 2002?
 Upper Primary

subsidy received as money quarter one 2001 (s1qf13a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?
 First quarter

subsidy received as money quarter two 2001 (s1qf13b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?
 Second quarter

subsidy received as money quarter three 2001 (s1qf13c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

subsidy received as money quarter three 2001 (s1qf13c)

File: S1v3

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?

Third quarter

subsidy received as money quarter four 2001 (s1qf13d)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?

Fourth quarter

amount received quarter one 2001 (s1qf14a)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-44000

Valid cases: 214

Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how much money was received?

First quarter

amount received quarter two 2001 (s1qf14b)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-44000

Valid cases: 214

Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how much money was received?

Second quarter

amount received quarter three 2001 (s1qf14c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-44000

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how much money was received?
 Third quarter

amount received quarter four 2001 (s1qf14d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-14302

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how much money was received?
 Fourth quarter

month money received quarter one 2001 (s1qf15a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month was that money transferred to the school?
 First quarter

month money received quarter two 2001 (s1qf15b)

File: S1v3

Overview

month money received quarter two 2001 (s1qf15b)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month was that money transferred to the school?
 Second quarter

month money received quarter three 2001 (s1qf15c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month was that money transferred to the school?
 Third quarter

month money received quarter four 2001 (s1qf15d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month was that money transferred to the school?
 Fourth quarter

number of weeks before money spent quarter one 2001 (s1qf16a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

number of weeks before money spent quarter one 2001 (s1qf16a)

File: S1v3

Pre question

Education subsidy in 2001

Literal question

If yes, how long did it take before you could spend that money?
First quarter

number of weeks before money spent quarter two 2001 (s1qf16b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how long did it take before you could spend that money?
Second quarter

number of weeks before money spent quarter three 2001 (s1qf16c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 214
Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how long did it take before you could spend that money?
Third quarter

number of weeks before money spent quarter four 2001 (s1qf16d)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, how long did it take before you could spend that money?
Fourth quarter

subsidy received in kind quarter one 2001 (s1qf17a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?
 First quarter

subsidy received in kind quarter two 2001 (s1qf17b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?
 Second quarter

subsidy received in kind quarter three 2001 (s1qf17c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?
 Third quarter

subsidy received in kind quarter four 2001 (s1qf17d)

File: S1v3

Overview

subsidy received in kind quarter four 2001 (s1qf17d)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?
 Fourth quarter

value of supplies quarter one 2001 (s1qf18a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-44000

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, what was the value of the supplies received?
 First quarter

value of supplies quarter two 2001 (s1qf18b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-10500

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, what was the value of the supplies received?
 Second quarter

value of supplies quarter three 2001 (s1qf18c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-3000

Valid cases: 214
 Invalid: 0

value of supplies quarter three 2001 (s1qf18c)

File: S1v3

Pre question

Education subsidy in 2001

Literal question

If yes, what was the value of the supplies received?

Third quarter

value of supplies quarter four 2001 (s1qf18d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-4710

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, what was the value of the supplies received?

Fourth quarter

month supplies received quarter one 2001 (s1qf19a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month were those supplies received?

First quarter

month supplies received quarter two 2001 (s1qf19b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month were those supplies received?

Second quarter

month supplies received quarter three 2001 (s1qf19c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month were those supplies received?
 Third quarter

month supplies received quarter four 2001 (s1qf19d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, in what month were those supplies received?
 Fourth quarter

name of supplying company quarter one 2001 (s1qf20a)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 80

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, what was the name of the supplying company?
 First quarter

name of supplying company quarter two 2001 (s1qf20b)

File: S1v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2001

name of supplying company quarter two 2001 (s1qf20b)

File: S1v3

Literal question

If yes, what was the name of the supplying company?

Second quarter

name of supplying company quarter three 2001 (s1qf20c)

File: S1v3

Overview

Type: Discrete

Format: character

Width: 16

Valid cases: 214

Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, what was the name of the supplying company?

Third quarter

name of supplying company quarter four 2001 (s1qf20d)

File: S1v3

Overview

Type: Discrete

Format: character

Width: 20

Valid cases: 214

Invalid: 0

Pre question

Education subsidy in 2001

Literal question

If yes, what was the name of the supplying company?

Fourth quarter

subsidy received as money quarter one 2002 (s1qf21a)

File: S1v3

Overview

Type: Discrete

Format: numeric

Width: 15

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

Pre question

Education subsidy in 2002

Literal question

Did you receive any of this subsidy by cheque or direct transfer to a bank account?

First quarter

subsidy received as money quarter two 2002 (s1qf21b)

File: S1v3

subsidy received as money quarter two 2002 (s1qf21b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

Did you receive any of this subsidy by cheque or direct transfer to a bank account?
 Second quarter

amount received quarter one 2002 (s1qf22a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-162860

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received, how much money was received?
 First quarter

amount received quarter two 2002 (s1qf22b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-162860

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received, how much money was received?
 Second quarter

who handed it over quarter one 2002 (s1qf23a)

File: S1v3

Overview

who handed it over quarter one 2002 (s1qf23a)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received and if it was a cheque, who handed it to you?
 First quarter

who handed it over quarter two 2002 (s1qf23b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received and if it was a cheque, who handed it to you?
 Second quarter

month received quarter one 2002 (s1qf24a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received, in what month was that money transferred to the school?
 First quarter

month received quarter two 2002 (s1qf24b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

month received quarter two 2002 (s1qf24b)

File: S1v3

Pre question

Education subsidy in 2002

Literal question

If received, in what month was that money transferred to the school?

Second quarter

availability of funds quarter one 2002 (s1qf25a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received, how long did it take before you could spend that money?

First quarter

availability of funds quarter two 2002 (s1qf25b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

Education subsidy in 2002

Literal question

If received, how long did it take before you could spend that money?

Second quarter

other financial support 2001 national government (s1qf26a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-55000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? National government

other financial support 2001 provincial government (s1qf26b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-42000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Provincial government

other financial support 2001 llg (s1qf26c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-30000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? District and Local Level government

other financial support 2001 church (s1qf26d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-15000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Church organizations

other financial support 2001 ngos (s1qf26e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? NGOs

other financial support 2001 local politicians (s1qf26f)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-50000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Local politicians

other financial support 2001 donors (s1qf26g)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-200000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Donor agencies

other financial support 2001 private business (s1qf26h)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-280000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other private institutions

other financial support 2001 school fundraising (s1qf26i)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-132920

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete)

other financial support 2001 other (s1qf26j)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-64341

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other

other in kind support 2001 national government (s1qf27a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-120000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? National government

other in kind support 2001 provincial government (s1qf27b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-60000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Provincial government

other in kind support 2001 llg (s1qf27c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-50000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? District and Local Level government

other in kind support 2001 church (s1qf27d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-15000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Church organizations

other in kind support 2001 ngos (s1qf27e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-33000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? NGOs

other in kind support 2001 local politician (s1qf27f)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-80000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Local politicians

other in kind support 2001 donors (s1qf27g)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-180000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Donor agencies

other in kind support 2001 private business (s1qf27h)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-250000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other private institutions

other in kind support 2001 school fundraising (s1qf27i)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-14000

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete)

other in kind support 2001 other (s1qf27j)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-4400

Valid cases: 214
 Invalid: 0

Literal question

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other

number classroom building projects 2000 (s1qf28a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classroom building projects started at this school in 2000

number classroom building projects 2001 (s1qf28b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classroom building projects started at this school in 2001

number classroom building projects 2002 (s1qf28c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many classroom building projects started at this school in 2002

number teacher housing projects 2000 (s1qf29a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many teacher housing projects started at this school in 2000

number teacher housing projects 2001 (s1qf29b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many teacher housing projects started at this school in 2001

number teacher housing projects 2002 (s1qf29c)

File: S1v3

number teacher housing projects 2002 (s1qf29c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many teacher housing projects started at this school in 2002

number other building projects 2000 (s1qf30a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many other building projects (e.g. administration block, library) started at this school in 2000

number other building projects 2001 (s1qf30b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many other building projects (e.g. administration block, library) started at this school in 2001

number other building projects 2002 (s1qf30c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many other building projects (e.g. administration block, library) started at this school in 2001

number building projects completed 2000 (s1qf31a)

File: S1v3

number building projects completed 2000 (s1qf31a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of these projects have been completed?
 In 2000

number building projects completed 2001 (s1qf31b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of these projects have been completed?
 In 2001

number building projects completed 2002 (s1qf31c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of these projects have been completed?
 In 2002

how many bank accounts are there for this school? (s1qf32a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many bank accounts are there for this school?

joint account (s1qf32b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If more than one: Is there a joint account managed by the school and the BOM?

separate school account (s1qf33)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If more than one: Is there a separate account managed by the school?

separate bom account (s1qf34)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If more than one: Is there a separate account managed by the BOM?

other accounts (s1qf35)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If more than one: Are there any other accounts?

Interviewer instructions

other accounts (s1qf35)

File: S1v3

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

maintenance (s1qf36a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-63831

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on maintenance

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

infrastructure (s1qf36b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-56300

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on infrastructure

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

basic materials (s1qf36c)

File: S1v3

basic materials (s1qf36c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-35751

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on basic materials

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

texts (s1qf36d)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-25904

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on textbooks

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

consumables (s1qf36e)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-25669

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

consumables (s1qf36e)

File: S1v3

In 2001, how much was spent out of the joint account managed by the school and the BOM on consumables / expendable items

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

equipment (s1qf36f)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-19000

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on equipment

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

transport (s1qf36g)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-9999

Valid cases: 214
Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on transport

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

extra staff (s1qf36h)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-23718

Valid cases: 214
 Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on extra staff

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

other (s1qf36i)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-85890

Valid cases: 214
 Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on other

Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

combination (s1qf36j)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-87923

Valid cases: 214
 Invalid: 0

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

Interviewer instructions

combination (s1qf36j)

File: S1v3

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

maintenance (s1qf37a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-20000

Valid cases: 214
Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on maintenance (Account 1)

maintenance (s1qf37ab)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-9999

Valid cases: 214
Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on maintenance (Other Account(s))

infrastructure (s1qf37b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-65000

Valid cases: 214
Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Account 1)

infrastructure (s1qf37bb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-10000

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Other Account(s))

basic materials (s1qf37c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-60000

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Account 1)

basic materials (s1qf37cb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Other Account(s))

texts (s1qf37d)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-33142

Valid cases: 214
 Invalid: 0

Pre question

texts (s1qf37d)

File: S1v3

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Account 1)

texts (s1qf37db)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Other Account(s))

consumables (s1qf37e)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-15403

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Account 1)

consumables (s1qf37eb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Other Account(s))

equipment (s1qf37f)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-15558

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Account 1)

equipment (s1qf37fb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Other Account(s))

transport (s1qf37g)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Transport (Account 1)

transport (s1qf37gb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

transport (s1qf37gb)

File: S1v3

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Transport (Other Account(s))

extra staff (s1qf37h)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-26000

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Account 1)

extra staff (s1qf37hb)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Other Account(s))

other (s1qf37i)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-85267

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Other (Account 1)

other (s1qf37ib)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

Literal question

In 2001, how much was spent out of accounts managed by the School alone on: Other (Other Account(s))

combination (s1qf37j)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-55000

Valid cases: 214
 Invalid: 0

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

teaching methods (s1qh1a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh1b)

File: S1v3

Overview

else (s1qh1b)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh1c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

who enrolls (s1qh2a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls at this school - Most say

Post question

Use codes from Key A

who enrolls (s1qh2a)

File: S1v3

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh2b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls at this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh2c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

class size (s1qh3a)

File: S1v3

Overview

class size (s1qh3a)

File: S1v3

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh3b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh3c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this school - How much say do you have?

you (s1qh3c)

File: S1v3

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

assessing students (s1qh4a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh4b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh4c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

policy for assesseing students (s1qh5a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh5b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

Post question

else (s1qh5b)

File: S1v3

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh5c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

appointing teachers (s1qh6a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh6b)

File: S1v3

else (s1qh6b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh6c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

assessing teachers (s1qh7a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this school - Most say

Post question

assessing teachers (s1qh7a)

File: S1v3

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh7b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh7c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

policy for assessing teachers (s1qh8a)

File: S1v3

policy for assessing teachers (s1qh8a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh8b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh8c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

you (s1qh8c)

File: S1v3

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

teacher promotion (s1qh9a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh9b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh9c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

discipline action against teachers (s1qh10a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh10b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

Post question

else (s1qh10b)

File: S1v3

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh10c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

dismissing a teacher (s1qh11a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh11b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh11c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

selection for inservice (s1qh12a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - Most say

Post question

selection for inservice (s1qh12a)

File: S1v3

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh12b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh12c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

level of project fees (s1qh13a)

File: S1v3

level of project fees (s1qh13a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh13b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh13c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

you (s1qh13c)

File: S1v3

According to you, who has the most say in deciding the level of project fees - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

how to spend project fees (s1qh14a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh14b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh14c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

spending school subsidy (s1qh15a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidy - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh15b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?

Post question

else (s1qh15b)

File: S1v3

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh15c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

upgrading school (s1qh16a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh16b)

File: S1v3

else (s1qh16b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh16c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

maintenance provision (s1qh17a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

maintenance provision (s1qh17a)

File: S1v3

According to you, who has the most say in deciding on maintenance work in this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh17b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh17c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

constructing classrooms (s1qh18a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh18b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh18c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

you (s1qh18c)

File: S1v3

According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

organising pnc activities (s1qh19a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh19b)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh19c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

organising community activites (s1qh20a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities with the community - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh20b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities with the community - Who else has a say?

Post question

else (s1qh20b)

File: S1v3

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh20c)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities with the community - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

organising fundraising activities (s1qh21a)

File: S1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - Most say

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh21b)

File: S1v3

else (s1qh21b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?

Post question

Use codes from Key A

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh21c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

strength of school one (s1qi1a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the three major strengths and weaknesses of the school ? Strengths

weakness of school one (s1qi1b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the three major strengths and weaknesses of the school ? Weaknesses

strength of school two (s1qi2a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the three major strengths and weaknesses of the school ? Strengths

weakness of school two (s1qi2b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the three major strengths and weaknesses of the school ? Weaknesses

strength of school three (s1qi3a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the three major strengths and weaknesses of the school ? Strengths

weakness of school three (s1qi3b)

File: S1v3

weakness of school three (s1qi3b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 41
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the three major strengths and weaknesses of the school ? Weaknesses

school establishment 2000 (s1qj11a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many teachers were, or are, supposed to be posted to this school? 2000

school establishment 2001 (s1qj11b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many teachers were, or are, supposed to be posted to this school? 2001

school establishment 2002 (s1qj11c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 2-999

Valid cases: 214
 Invalid: 0

Literal question

How many teachers were, or are, supposed to be posted to this school? 2002

number teachers posted 2000 (s1qj12a)

File: S1v3

number teachers posted 2000 (s1qj12a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many teachers were actually working at this school? 2000

number teachers posted 2001 (s1qj12b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many teachers were actually working at this school? 2001

number teachers posted 2002 (s1qj12c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many teachers were actually working at this school? 2002

teacher shortfall exceeding one term 2000 (s1qj13a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If ever short of teachers: Were you short of teachers for more than one term? 2000

teacher shortfall exceeding one term 2001 (s1qj13b)

File: S1v3

teacher shortfall exceeding one term 2001 (s1qj13b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If ever short of teachers: Were you short of teachers for more than one term? 2001

teacher shortfall exceeding one term 2002 (s1qj13c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If ever short of teachers: Were you short of teachers for more than one term? 2002

number new teachers 2000 (s1qj14a)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many new teachers were appointed to this school in each year? 2000

number new teachers 2001 (s1qj14b)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many new teachers were appointed to this school in each year? 2001

number new teachers 2002 (s1qj14c)

File: S1v3

number new teachers 2002 (s1qj14c)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many new teachers were appointed to this school in each year? 2002

how cover classes in short run (s1qj15)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 44
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If teachers are absent for a short time how do you cover classes?

how cover classes in long run (s1qj16)

File: S1v3

Overview

Type: Discrete
 Format: numeric
 Width: 44
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If teachers are absent for a long time how do you cover classes?

remoteness index (range 0-1) (remote)

File: S1v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0.0321848317980766-0.723214268684387

Valid cases: 207
 Invalid: 7
 Minimum: 0
 Maximum: 0.7
 Mean: 0.3
 Standard deviation: 0.1

group(rem) (remgrp)

File: S1v3

Overview

group(rem) (remgrp)

File: S1v3

Type: Discrete
Format: numeric
Width: 27
Decimals: 0
Range: 1-4

Valid cases: 209
Invalid: 5

school identifier (id)

File: S2v3

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1 |
| Decimals: 0 | Maximum: 214 |
| Range: 1-214 | Mean: 107.5 |
| | Standard deviation: 61.9 |

name of school (school)

File: S2v3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 30 | |

Literal question

Name of School

province (province)

File: S2v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-8 | |

Literal question

Province

district (district)

File: S2v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-20 | |

Literal question

District

census unit identifier (census)

File: S2v3

Overview

census unit identifier (census)

File: S2v3

Type: Discrete
Format: character
Width: 16

Valid cases: 212
Invalid: 0

Literal question

Census enumeration area

school code (code)

File: S2v3

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

Literal question

School code

(weight)

File: S2v3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

name of interviewer (s2q1)

File: S2v3

Overview

Type: Discrete
Format: character
Width: 20

Valid cases: 213
Invalid: 0

Literal question

Name of Interviewer

village (s2q7)

File: S2v3

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 211
Invalid: 0

Literal question

Village

interview date (s2q9)

File: S2v3

Overview

Type: Discrete
 Format: character
 Width: 14

Valid cases: 212
 Invalid: 0

Literal question

Interview Date

respondents name (s2q10)

File: S2v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 213
 Invalid: 0

Literal question

Respondent's name

gender (s2q11)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Gender

highest education (s2q12)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 45
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Highest education level completed?

file number (s2q13)

File: S2v3

Overview

file number (s2q13)

File: S2v3

Type: Discrete
Format: character
Width: 14

Valid cases: 214
Invalid: 0

Literal question

Teacher's File Number

classes taught 2002 (s2q14)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 2-999

Valid cases: 214
Invalid: 0

Literal question

Which class are you teaching in 2002?

Interviewer instructions

We want more than the grade here. Make sure that you get the class name such as 5b if the school uses alphabetical letters, or 5green if it uses colours or some other way of describing the class.

multigrade class (s2q15)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

Is it a multigrade class?

children in class (s2q16)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 13-999

Valid cases: 214
Invalid: 0

Literal question

How many children are enrolled in your class?

number in attendance today (s2q17)

File: S2v3

number in attendance today (s2q17)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of them are at school today?

number missing more than 10 days (s2q18)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many of your children miss more than 10 days in term 1, 2002?

number of male absentees (s2q19)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 213
 Invalid: 1

Literal question

How many of them are male students?

number of female absentees (s2q20)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 212
 Invalid: 2

Literal question

How many of them are female students?

reason for absences (s2q21)

File: S2v3

reason for absences (s2q21)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Why do they miss so many days?

action taken (s2q22)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What actions does the school take in the case of students who miss a lot of days from school?

number failing to re-enrolling in 2002 (s2q23)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

How many students from your class last year did not return to school this year?

reasons for failing to re-enrol in 2002 (s2q24)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 22
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What were the reasons?

children and food intake before school (s2q25)

File: S2v3

children and food intake before school (s2q25)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many children in your class do not have an adequate amount of food before they come to school in the morning?

children and food intake at school (s2q26)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many children in your class do not have an adequate amount of food at lunchtime?

teaching methods (s2q27a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - Most say

else (s2q27b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?

you (s2q27c)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?

who enrolls (s2q28a)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls at this school - Most say

else (s2q28b)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls at this school - Who else has a say?

you (s2q28c)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

you (s2q28c)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

class size (s2q29a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this school - Most say

else (s2q29b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this school - Who else has a say?

you (s2q29c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this school - How much say do you have?

assessing students (s2q30a)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this school - Most say

else (s2q30b)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this school - Who else has a say?

you (s2q30c)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this school - How much say do you have?

policy for assessing students (s2q31a)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

policy for assessing students (s2q31a)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - Most say

else (s2q31b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

you (s2q31c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

appointing teachers (s2q32a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to this school - Most say

else (s2q32b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to this school - Who else has a say?

you (s2q32c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to this school - How much say do you have?

assessing teachers (s2q33a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this school - Most say

else (s2q33b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

else (s2q33b)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this school - Who else has a say?

you (s2q33c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this school - How much say do you have?

policy for assessing teachers (s2q34a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Most say

else (s2q34b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?

you (s2q34c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

teacher promotion (s2q35a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - Most say

else (s2q35b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

you (s2q35c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

you (s2q35c)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

discipline action against teachers (s2q36a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say

else (s2q36b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

you (s2q36c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?

dismissing a teacher (s2q37a)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from this school - Most say

else (s2q37b)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from this school - Who else has a say?

you (s2q37c)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 213
Invalid: 1

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from this school - How much say do you have?

selection for inservice (s2q38a)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

selection for inservice (s2q38a)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - Most say

else (s2q38b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

you (s2q38c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

level of project fees (s2q39a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - Most say

else (s2q39b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - Who else has a say?

you (s2q39c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - How much say do you have?

how to spend project fees (s2q40a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - Most say

else (s2q40b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

else (s2q40b)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

you (s2q40c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

spending school subsidy (s2q41a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidy - Most say

else (s2q41b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?

you (s2q41c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?

upgrading school (s2q42a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

else (s2q42b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

you (s2q42c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

you (s2q42c)

File: S2v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

maintenance provision (s2q43a)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in this school - Most say

else (s2q43b)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?

you (s2q43c)

File: S2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

constructing classrooms (s2q44a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Most say

else (s2q44b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?

you (s2q44c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?

organising pnc activities (s2q45a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

organising pnc activities (s2q45a)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - Most say

else (s2q45b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - Who else has a say?

you (s2q45c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - How much say do you have?

organising community activities (s2q46a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities with the community - Most say

else (s2q46b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities with the community - Who else has a say?

you (s2q46c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities with the community - How much say do you have?

organising fundraising activities (s2q47a)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - Most say

else (s2q47b)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

else (s2q47b)

File: S2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?

you (s2q47c)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

time preparing lessons (s2q48)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many hours do you spend each week preparing lessons and marking student work?

sufficient textbooks (s2q49)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do you have sufficient textbooks for student use in your classroom?

production of teaching aids (s2q50)

File: S2v3

Overview

production of teaching aids (s2q50)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are you able to produce the teaching aids that you need for use in your classroom?

why not? (s2q51)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No, why not?

number of desks (s2q52)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do you have enough desks in your classroom for all of the students?

number needed (s2q53)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Literal question

If No, how many more desks do you need?

class budget (s2q54)

File: S2v3

Overview

class budget (s2q54)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the Head Teacher allocate any money for you to spend for your classroom?

amount (s2q55)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 20-15000

Valid cases: 213
 Invalid: 1

Literal question

If Yes, how much were you allocated?

items purchased from the allocation (s2q56)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What did you spend it on?

regular staff meetings (s2q57)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school have regular staff meetings?

contribution to decision-making (s2q58)

File: S2v3

Overview

contribution to decision-making (s2q58)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are you encouraged to contribute to decision-making within the school?

30 day absence rule enforcement (s2q59)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school enforce the 30-day rule relating to absences and termination of students?

school lunch policy (s2q60)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school have a rule for children about bringing lunches to school?

nature of lunch policy (s2q61)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, what is it?

interest level of parents (s2q62)

File: S2v3

Overview

interest level of parents (s2q62)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How would you describe the interest level of parents toward the school?

local community involvement (s2q63)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Have you involved the local community in classroom activities?

in what ways (s2q64)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, in what ways?

bom assistance (s2q65)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Has the BOM helped you as a teacher?

in what ways (s2q66)

File: S2v3

Overview

in what ways (s2q66)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 28
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, in what ways?

children out of school (s2q67)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many primary age children in this area would you estimate are not enrolled in school?

school action to enroll children (s2q68)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school take any actions to try to enrol these children?

availability of counseling services (s2q69)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school provide any counselling services for students who are having difficulties at school?

inability to pay fees (s2q70)

File: S2v3

Overview

inability to pay fees (s2q70)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What happens to a student if he/she is unable to pay fees?

community assists needy families (s2q71)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the community assist families of needy students?

current teacher level (s2q72)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What is your current teacher level?

paid at the correct level (s2q73)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are you being paid at that level?

pay on time (s2q74)

File: S2v3

Overview

pay on time (s2q74)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you usually get your pay on time in 2001?

length of delay in 2001 (s2q75)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If No, how many weeks on average was it delayed in 2001?

receive allowances (s2q76)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you get paid the allowances that you were eligible for in 2001?

unpaid allowances (s2q77)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 19
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No, which allowances?

supplementary income (s2q78)

File: S2v3

Overview

supplementary income (s2q78)

File: S2v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do you have to supplement your income after school?

nature of supplementary work (s2q79)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 22
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do you do to get that income?

amount earned (s2q80)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How much do you make on average each week?

income of family members (s2q81)

File: S2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does anyone else in your family who lives with you earn money?

amount earned (s2q82)

File: S2v3

Overview

amount earned (s2q82)

File: S2v3

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Literal question

How much do they earn on average each week?

(id)

File: S3v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-214

Valid cases: 214
 Invalid: 0
 Minimum: 1
 Maximum: 214
 Mean: 107.5
 Standard deviation: 61.9

name of school (school)

File: S3v3

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 214
 Invalid: 0

Literal question

Name of School

province (province)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-8

Valid cases: 214
 Invalid: 0

Literal question

Province

district (district)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-20

Valid cases: 214
 Invalid: 0

Literal question

District

census unit identifier (census)

File: S3v3

Overview

census unit identifier (census)

File: S3v3

Type: Discrete
Format: character
Width: 15

Valid cases: 212
Invalid: 0

Literal question

Census enumeration area

school code (code)

File: S3v3

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

Literal question

School code

(weight)

File: S3v3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

name of interviewer (s3q1)

File: S3v3

Overview

Type: Discrete
Format: character
Width: 20

Valid cases: 213
Invalid: 0

Literal question

Name of Interviewer

district (s3q7)

File: S3v3

Overview

Type: Discrete
Format: character
Width: 18

Valid cases: 213
Invalid: 0

interview date (s3q9)

File: S3v3

Overview

Type: Discrete
 Format: character
 Width: 14

Valid cases: 214
 Invalid: 0

Literal question

Interview Date

name (s3q10)

File: S3v3

Overview

Type: Discrete
 Format: character
 Width: 24

Valid cases: 213
 Invalid: 0

Literal question

Name

gender (s3q11)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Gender

age (s3q12)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 21-999

Valid cases: 214
 Invalid: 0

Literal question

Age

chairperson of board of management (s3q13)

File: S3v3

Overview

chairperson of board of management (s3q13)

File: S3v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are you the BOM Chairman?

position (s3q14)

File: S3v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 214
 Invalid: 0

Literal question

If No: What is your position?

born in district (s3q15)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Were you born in this district?

born in province (s3q16)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Were you born in this province?

level of schooling (s3q17)

File: S3v3

Overview

level of schooling (s3q17)

File: S3v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How much schooling have you got?

joint account (s3q18)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is there a joint account managed by the school and the BOM?

separate school account (s3q19)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is there a separate account managed by the school?

separate bom account (s3q20)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is there a separate account managed by the BOM?

other accounts (s3q21)

File: S3v3

Overview

other accounts (s3q21)

File: S3v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are there any other accounts?

maintenance (s3q22a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-67000

Valid cases: 208
 Invalid: 6

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Maintenance

infrastructure (s3q22b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-100000

Valid cases: 210
 Invalid: 4

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Infrastructure

basic materials (s3q22c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-60000

Valid cases: 209
 Invalid: 5

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Basic materials

textbooks (s3q22d)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-87923

Valid cases: 210
 Invalid: 4

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Textbooks

consumables (s3q22e)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-60000

Valid cases: 209
 Invalid: 5

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Consumables / Expendable items

equipment (s3q22f)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-23000

Valid cases: 209
 Invalid: 5

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Equipment

transport (s3q22g)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-9999

Valid cases: 209
 Invalid: 5

transport (s3q22g)

File: S3v3

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Transport

additional staff (s3q22h)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-25020

Valid cases: 210
 Invalid: 4

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Extra staff

other (s3q22i)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-85267

Valid cases: 208
 Invalid: 6

Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Other

maintenance (s3q23a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-90000

Valid cases: 211
 Invalid: 3

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Maintenance

infrastructure (s3q23b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-93604

Valid cases: 209
 Invalid: 5

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Infrastructure

basic materials (s3q23c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-74073

Valid cases: 209
 Invalid: 5

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Basic materials

textbooks (s3q23d)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-61277

Valid cases: 209
 Invalid: 5

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Textbooks

consumables (s3q23e)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-25669

Valid cases: 209
 Invalid: 5

Pre question

consumables (s3q23e)

File: S3v3

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Consumables / Expendable items

equipment (s3q23f)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-40000

Valid cases: 210
 Invalid: 4

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Equipment

transport (s3q23g)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-10000

Valid cases: 210
 Invalid: 4

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Transport

additional staff (s3q23h)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-37391

Valid cases: 210
 Invalid: 4

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Extra staff

other (s3q23i)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-85890

Valid cases: 210
 Invalid: 4

Pre question

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

Literal question

In 2001, how much was spent out of accounts managed by the BOM alone on: Other

teaching methods (s3q24a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - Most say

who else (s3q24b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?

you (s3q24c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

you (s3q24c)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?

who enrolls (s3q25a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding who enrolls at this school - Most say

who else (s3q25b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding who enrolls at this school - Who else has a say?

you (s3q25c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

class size (s3q26a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding class size in this school - Most say

who else (s3q26b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding class size in this school - Who else has a say?

you (s3q26c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding class size in this school - How much say do you have?

assessing students (s3q27a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

assessing students (s3q27a)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in assessing students in this school - Most say

who else (s3q27b)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in assessing students in this school - Who else has a say?

you (s3q27c)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in assessing students in this school - How much say do you have?

policy for assessing students (s3q28a)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in setting the policy for assessing students - Most say

who else (s3q28b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

you (s3q28c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

appointing teachers (s3q29a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in appointing a teacher to this school - Most say

who else (s3q29b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

who else (s3q29b)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in appointing a teacher to this school - Who else has a say?

you (s3q29c)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in appointing a teacher to this school - How much say do you have?

assessing teachers (s3q30a)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in assessing teachers in this school - Most say

who else (s3q30b)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in assessing teachers in this school - Who else has a say?

you (s3q30c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in assessing teachers in this school - How much say do you have?

policy for assessing teachers (s3q31a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Most say

who else (s3q31b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?

you (s3q31c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

you (s3q31c)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

teacher promotion (s3q32a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding which teachers get promoted - Most say

who else (s3q32b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

you (s3q32c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

discipline action against teachers (s3q33a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say

who else (s3q33b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

you (s3q33c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?

dismissing a teacher (s3q34a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

dismissing a teacher (s3q34a)

File: S3v3

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in dismissing a teacher from this school - Most say

who else (s3q34b)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in dismissing a teacher from this school - Who else has a say?

you (s3q34c)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in dismissing a teacher from this school - How much say do you have?

selection for inservice (s3q35a)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding who attends in-service training - Most say

who else (s3q35b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

you (s3q35c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

level of project fees (s3q36a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding the level of project fees - Most say

who else (s3q36b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

who else (s3q36b)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding the level of project fees - Who else has a say?

you (s3q36c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding the level of project fees - How much say do you have?

how to spend project fee (s3q37a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding how to spend project fees - Most say

who else (s3q37b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

you (s3q37c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

spending school subsidy (s3q38a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding how to spend school subsidy - Most say

who else (s3q38b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?

you (s3q38c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

you (s3q38c)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?

upgrading school (s3q39a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

who else (s3q39b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

you (s3q39c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 213
 Invalid: 1

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

maintenance provision (s3q40a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding on maintenance work in this school - Most say

who else (s3q40b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?

you (s3q40c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

constructing classrooms (s3q41a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

constructing classrooms (s3q41a)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Most say

who else (s3q41b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?

you (s3q41c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?

organising pnc activities (s3q42a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in organizing PNC activities - Most say

who else (s3q42b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in organizing PNC activities - Who else has a say?

you (s3q42c)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in organizing PNC activities - How much say do you have?

organising community activities (s3q43a)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in organizing activities with the community - Most say

who else (s3q43b)

File: S3v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Pre question

who else (s3q43b)

File: S3v3

We are interested in who influences education decision making

Literal question

According to you, who has the most say in organizing activities with the community - Who else has a say?

you (s3q43c)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in organizing activities with the community - How much say do you have?

organising fundraising activities (s3q44a)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - Most say

who else (s3q44b)

File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?

you (s3q44c)
File: S3v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 214
Invalid: 0

Pre question

We are interested in who influences education decision making

Literal question

According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

school identifier (id)

File: S4v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-214

Valid cases: 214
 Invalid: 0
 Minimum: 1
 Maximum: 214
 Mean: 107.5
 Standard deviation: 61.9

name of school (school)

File: S4v3

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 214
 Invalid: 0

Literal question

Name of School

province (province)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-8

Valid cases: 214
 Invalid: 0

Literal question

Province

district (district)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-20

Valid cases: 214
 Invalid: 0

Literal question

District

census unit identifier (census)

File: S4v3

Overview

census unit identifier (census)

File: S4v3

Type: Discrete
Format: character
Width: 15

Valid cases: 212
Invalid: 0

Literal question

Census enumeration area

school code (code)

File: S4v3

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

Literal question

School code

(weight)

File: S4v3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

name of interviewer (s4q1)

File: S4v3

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 213
Invalid: 0

Literal question

Name of Interviewer

village (s4q7)

File: S4v3

Overview

Type: Discrete
Format: character
Width: 15

Valid cases: 213
Invalid: 0

Literal question

Village

interview date (s4q9)

File: S4v3

Overview

Type: Discrete
 Format: character
 Width: 15

Valid cases: 212
 Invalid: 0

Literal question

Interview Date

gender (s4q10)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Gender of Respondent

graduate of this school (s4q11)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did you go to this school as a student?

highest level of schooling of parent (s4q12)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How much schooling have you got?

number of children (s4q13)

File: S4v3

Overview

number of children (s4q13)

File: S4v3

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0
 Minimum: 0
 Maximum: 999
 Mean: 9.2
 Standard deviation: 68

Literal question

How many children do you have?

alternative school (s4q14)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is there another school that your children could go to?

reason for choosing this school (s4q15)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-999

Valid cases: 211
 Invalid: 3

Literal question

If Yes, why did you choose this school?

number visits to school (s4q16)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How often do you visit the school?

reasons for visits (s4q17)

File: S4v3

Overview

reasons for visits (s4q17)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 22
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the reasons for visiting the school?

child likes this school (s4q18)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do your children like this school?

comments about school (s4q19)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do your children say about this school?

school enrolment (s4q20)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

How many of the school age children in this community go to school

reasons for not enrolling in school (s4q21)

File: S4v3

Overview

reasons for not enrolling in school (s4q21)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 26
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If some children do not go to school, why don't they go to school?

help for children with high absences (s4q22)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What should be done about children who stay away from school a lot?

teacher punctuality (s4q23)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Are teachers usually in class on time each day?

teacher attendance (s4q24)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do teachers spend most school days teaching at the school?

head teacher mixes with community (s4q25)

File: S4v3

Overview

head teacher mixes with community (s4q25)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the Head Teacher visit the local community and mix with parents?

teachers mix with community (s4q26)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do the teachers visit the local community and mix with parents?

activities of bom (s4q27)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What does the BOM do?

effectiveness of bom (s4q28)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does it do a good job?

problems affecting school (s4q29a)

File: S4v3

Overview

problems affecting school (s4q29a)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 31
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four biggest problems facing the school?

problems affecting school (s4q29b)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 31
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four biggest problems facing the school?

problems affecting school (s4q29c)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 31
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four biggest problems facing the school?

problems affecting school (s4q29d)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 31
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What are the four biggest problems facing the school?

paying for education (s4q30)

File: S4v3

Overview

paying for education (s4q30)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 27
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Who should pay for the cost of education?

involvement in setting school fee (s4q31)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Were you involved when the school fee was set in 2001?

should you be involved (s4q32)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No, should you have been involved?

Post question

(NOW GO TO Q36)

how were you involved (s4q33)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, in what way were you involved?

level of fee (s4q34)

File: S4v3

level of fee (s4q34)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What did you think about the level of the school fee in 2001?

involvement in setting project fee (s4q35)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Were you involved when the project fee was set in 2001?

should you be involved (s4q36)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If No, should you have been involved?

Post question

(NOW GO TO Q38)

how were you involved (s4q37)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 30
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, in what way were you involved?

level of fee (s4q38)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What did you think about the level of the project fee in 2001?

paid fees in 2001 (s4q39)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 16
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

In 2001, were you able to pay the fees set by the school?

help for poor families (s4q40)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If a family is poor, what kind of help should it get to send children to school?

who gives help (s4q41)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Who should give help?

reasons for attending school (s4q42)

File: S4v3

reasons for attending school (s4q42)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 27
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Why do you send your children to school?

school assisting child (s4q43)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Will this school help your child to achieve that goal?

mp helped schools in 2001 (s4q44)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the MP for this electorate help this school in 2001?

nature of help in 2001 (s4q45)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, what form of help did the MP give?

mp help school in 2002 (s4q46)

File: S4v3

mp help school in 2002 (s4q46)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Did the MP for this electorate help this school in 2002?

nature of help in 2002 (s4q47)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 22
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes, what form of help did the MP give?

pnc established (s4q48)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is there a PNC at this school?

number times met in 2001 (s4q49)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: How many times did the PNC meet in 2001?

number times met in 2002 (s4q50)

File: S4v3

number times met in 2002 (s4q50)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: How many times has the PNC met in 2002?

date last meeting (s4q51)

File: S4v3

Overview

Type: Discrete
 Format: character
 Width: 15

Valid cases: 214
 Invalid: 0

Literal question

If Yes: When was the last PNC meeting?

percentage of parents attending (s4q52)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: What percentage of parents attend PNC meetings?

parents collect assessment reports (s4q53)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do parents come to the school to collect assessment reports when these are ready?

percentage of parents collecting (s4q54)

File: S4v3

Overview

percentage of parents collecting (s4q54)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: What percentage of parents do this?

meetings with parents (s4q55)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the head teacher or BOM ever call a meeting to discuss school issues with parents?

percentage of parents attending (s4q56)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 214
 Invalid: 0

Literal question

If Yes: What percentage of parents attend?

community as learning site (s4q57)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do teachers ever take children out of the classroom to learn in the community?

community involvement in school (s4q58)

File: S4v3

Overview

community involvement in school (s4q58)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the school invite community members to help develop school programs and activities?

teachers organize community activities (s4q59)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do teachers organize community activities such as adult classes, sporting competitions?

community and cultural activities (s4q60)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Do community members teach cultural activities in the school?

school use of village land (s4q61)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Does the village or community allow the school to use its land for agricultural classes?

school use for meetings (s4q62a)

File: S4v3

Overview

school use for meetings (s4q62a)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is the school ever used by the community for community meetings in a school

school use for adult classes (s4q62b)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is the school ever used by the community for adult education classes

school use for sports (s4q62c)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

Is the school ever used by the community for adult sports activities

like about school (s4q63a1)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do you like about the school?

dislike about school (s4q63b1)

File: S4v3

Overview

dislike about school (s4q63b1)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What don't you like about the school?

like about school (s4q63a2)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 27
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do you like about the school?

dislike about school (s4q63b2)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What don't you like about the school?

like about school (s4q63a3)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do you like about the school?

dislike about school (s4q63b3)

File: S4v3

Overview

dislike about school (s4q63b3)

File: S4v3

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What don't you like about the school?

like about school (s4q63a4)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do you like about the school?

dislike about school (s4q63b4)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What don't you like about the school?

other parents thoughts (s4q63c)

File: S4v3

Overview

Type: Discrete
 Format: numeric
 Width: 26
 Decimals: 0
 Range: 1-999

Valid cases: 214
 Invalid: 0

Literal question

What do other parents think about the school?

school ID (id)

File: S1Jtv3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-214

Valid cases: 1742
 Invalid: 0
 Minimum: 1
 Maximum: 214
 Mean: 114.5
 Standard deviation: 59

School Name (school)

File: S1Jtv3

Overview

Type: Discrete
 Format: character
 Width: 24

Valid cases: 1742
 Invalid: 0

Province (province)

File: S1Jtv3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 1-8

Valid cases: 1742
 Invalid: 0

District (district)

File: S1Jtv3

Overview

Type: Discrete
 Format: numeric
 Width: 19
 Decimals: 0
 Range: 1-20

Valid cases: 1742
 Invalid: 0

Census Number (census)

File: S1Jtv3

Overview

Type: Discrete
 Format: character
 Width: 15

Valid cases: 1736
 Invalid: 0

Code (code)

File: S1Jtv3

Code (code)

File: S1Jtv3

Overview

Type: Discrete
 Format: character
 Width: 9

Valid cases: 1742
 Invalid: 0

School Weight (weight)

File: S1Jtv3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0.217999994754791-1.65900003910065

Valid cases: 1742
 Invalid: 0
 Minimum: 0.2
 Maximum: 1.7
 Mean: 0.7
 Standard deviation: 0.5

Teacher ID (s1qj21)

File: S1Jtv3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-36

Valid cases: 1742
 Invalid: 0
 Minimum: 1
 Maximum: 36
 Mean: 8.4
 Standard deviation: 7.2

Teacher Name (s1qj22)

File: S1Jtv3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 1742
 Invalid: 0

Literal question

Name

Teacher File Number (s1qj23)

File: S1Jtv3

Overview

Type: Discrete
 Format: character
 Width: 9

Valid cases: 1733
 Invalid: 0

Literal question

File number

Grade (s1qj24)

File: S1Jtv3

Overview

Type: Discrete
Format: character
Width: 15

Valid cases: 1676
Invalid: 0

Literal question

What grade(s) does the teacher teach?

Gender (s1qj25)

File: S1Jtv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 1742
Invalid: 0

Literal question

Gender

Age (s1qj26)

File: S1Jtv3

Overview

Type: Discrete
Format: numeric
Width: 12
Decimals: 0
Range: 1-99

Valid cases: 1740
Invalid: 2

Literal question

Age

Present Level (s1qj27)

File: S1Jtv3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 1725
Invalid: 17
Minimum: 1
Maximum: 999
Mean: 7.6
Standard deviation: 38.8

Literal question

Present level

Present today (s1qj28)

File: S1Jtv3

Overview

Present today (s1qj28)

File: S1Jtv3

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 1742
Invalid: 0

Literal question

Is the teacher at the school today?

selected for indepth study (s1qj29)

File: S1Jtv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 1742
Invalid: 0

Literal question

Selected for indepth section

Post question

IN ADDITION TO THE HEAD TEACHER, SELECT TWO TEACHERS. TEACHER 1 FROM GRADES 3 OR 4 - TEACHER 2 FROM GRADES 6, 7 OR 8.

CHOOSE THE TEACHER IN EACH GROUP BY TAKING THE ONE WHOSE FAMILY NAME IS FIRST IN ALPHABETICAL ORDER

school ID (id)

File: S1Jiv3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-214

Valid cases: 497
 Invalid: 0
 Minimum: 1
 Maximum: 214
 Mean: 110.5
 Standard deviation: 61.2

School Name (school)

File: S1Jiv3

Overview

Type: Discrete
 Format: character
 Width: 24

Valid cases: 497
 Invalid: 0

Province (province)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 1-8

Valid cases: 497
 Invalid: 0

District (district)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 19
 Decimals: 0
 Range: 1-20

Valid cases: 497
 Invalid: 0

Census Number (census)

File: S1Jiv3

Overview

Type: Discrete
 Format: character
 Width: 15

Valid cases: 495
 Invalid: 0

Code (code)

File: S1Jiv3

Code (code)

File: S1Jiv3

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 497
Invalid: 0

School Weight (weight)

File: S1Jiv3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 497
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.5

Teacher ID (s1qj21)

File: S1Jiv3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 1-27

Valid cases: 497
Invalid: 0
Minimum: 1
Maximum: 27
Mean: 3.7
Standard deviation: 4.3

Teacher Name (s1qj22)

File: S1Jiv3

Overview

Type: Discrete
Format: character
Width: 20

Valid cases: 497
Invalid: 0

Literal question

Name

Teacher File Number (s1qj23)

File: S1Jiv3

Overview

Type: Discrete
Format: character
Width: 9

Valid cases: 496
Invalid: 0

Literal question

File number

Grade (s1qj24)

File: S1Jiv3

Overview

Type: Discrete
 Format: character
 Width: 15

Valid cases: 487
 Invalid: 0

Literal question

What grade(s) does the teacher teach?

Gender (s1qj25)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 497
 Invalid: 0

Literal question

Gender

Age (s1qj26)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 12
 Decimals: 0
 Range: 1-99

Valid cases: 496
 Invalid: 1

Literal question

Age

Present Level (s1qj27)

File: S1Jiv3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 493
 Invalid: 4
 Minimum: 1
 Maximum: 99
 Mean: 5.4
 Standard deviation: 15.5

Literal question

Present level

Present today (s1qj28)

File: S1Jiv3

Overview

Present today (s1qj28)

File: S1Jiv3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 497
 Invalid: 0

Literal question

Is the teacher at the school today?

selected for indepth study (s1qj29)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 497
 Invalid: 0

Literal question

Selected for indepth section

Post question

IN ADDITION TO THE HEAD TEACHER, SELECT TWO TEACHERS. TEACHER 1 FROM GRADES 3 OR 4 - TEACHER 2 FROM GRADES 6, 7 OR 8.

CHOOSE THE TEACHER IN EACH GROUP BY TAKING THE ONE WHOSE FAMILY NAME IS FIRST IN ALPHABETICAL ORDER.

identification number (s1qj210)

File: S1Jiv3

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-27

Valid cases: 497
 Invalid: 0
 Minimum: 1
 Maximum: 27
 Mean: 3.7
 Standard deviation: 4.3

Pre question

Information about head teacher and selected other teachers

Literal question

Teacher ID

born in district (s1qj211)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-99

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

born in district (s1qj211)

File: S1Jiv3

Literal question

Born in this district?

born in province (s1qj212a)

File: S1Jiv3

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 1-99

Valid cases: 497
Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Born in this province?

years teaching (s1qj213a)

File: S1Jiv3

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 1-99

Valid cases: 497
Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Number of years as teacher

years in this school (s1qj214a)

File: S1Jiv3

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-99

Valid cases: 497
Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Number of years teaching in this school

highest education level (s1qj215a)

File: S1Jiv3

highest education level (s1qj215a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-99

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Highest education completed

date started 2002 (s1qj216a)

File: S1Jiv3

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

When did the teacher report for work this year (2002)?

present today (s1qj217a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Is the teacher present today?

length of absence (s1qj218a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

length of absence (s1qj218a)

File: S1Jiv3

If no: How many days has the teacher been away?

reasons (s1qj219a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If no: Why is the teacher away?

total days absent (s1qj220a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

How many days has this teacher been away from school since they reported for work?

attended approved inservice activities 2000, 2001 (s1qj221a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Did this teacher attended any approved inservice activity in 2000, 2001, or 2002?

name of course (s1qj222a)

File: S1Jiv3

name of course (s1qj222a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If yes: What was the name of the course?

length of course in weeks (s1qj223a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If yes: How long was the course?

who paid (s1qj224a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If yes: Who paid for the course?

school provides accommodation (s1qj225a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

school provides accommodation (s1qj225a)

File: S1Jiv3

Information about head teacher and selected other teachers

Literal question

Does this teacher live in a school provided house?

who owns house (s1qj226a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If school provided house: Who owns the house that the teacher lives in?

amount of rent paid in kina per fortnight (s1qj227a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If school provided house: How much rent is paid fortnightly?

type of housing (s1qj228a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If school provided house: What construction type is the house in which the teacher currently lives

net salary per fortnight in kina (s1qj229a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-502

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

How much does the teacher receive in salary in each fortnight?

amount of deductions per fortnight (s1qj230a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

How much is automatically deducted from the payslip?

gross salary per fortnight in kina (s1qj231a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-1098

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

[Check] So the total amount is [add previous two questions]

method of payment (s1qj232a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-999

Valid cases: 497
 Invalid: 0

Pre question

method of payment (s1qj232a)

File: S1Jiv3

Information about head teacher and selected other teachers

Literal question

How is the teacher paid?

last supposed pay date (s1qj233a)

File: S1Jiv3

Overview

Type: Discrete

Format: character

Width: 14

Valid cases: 497

Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

When was the last time this teacher was supposed to be paid

last actual pay date (s1qj234a)

File: S1Jiv3

Overview

Type: Discrete

Format: character

Width: 14

Valid cases: 497

Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

When was the last time this teacher was actually paid

how many weeks before teacher could access money (s1qj235a)

File: S1Jiv3

Overview

Type: Discrete

Format: numeric

Width: 8

Decimals: 0

Range: 1-999

Valid cases: 497

Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

How long after the salary was paid was the teacher able to spend the money?

leave fare entitlement (s1qj236a)

File: S1Jiv3

Overview

leave fare entitlement (s1qj236a)

File: S1Jiv3

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

Was this teacher eligible for a leave fare last year (2001)?

which province (s1qj237a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If yes Which province was that leave fare for?

amount of allowances paid in kina per year (s1qj238a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-6240

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

How much does the teacher receive in additional monetary allowances (per year)?

allowances not paid (s1qj239a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

allowances not paid (s1qj239a)

File: S1Jiv3

Were there allowances that the teacher was eligible for that they didn't get in 2001

which allowances (s1qj240a)

File: S1Jiv3

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-999

Valid cases: 497
 Invalid: 0

Pre question

Information about head teacher and selected other teachers

Literal question

If yes: Which allowances?

school identifier (id)

File: S1Kv3

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1 |
| Decimals: 0 | Maximum: 214 |
| Range: 1-214 | Mean: 107.5 |
| | Standard deviation: 61.9 |

name of school (school)

File: S1Kv3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 30 | |

province (province)

File: S1Kv3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-8 | |

district (district)

File: S1Kv3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-20 | |

census unit identifier (census)

File: S1Kv3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 212 |
| Format: character | Invalid: 0 |
| Width: 15 | |

school code (code)

File: S1Kv3

school code (code)

File: S1Kv3

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

(weight)

File: S1Kv3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

school type (s1qkb)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 209
Invalid: 5

number of gd 1 classes (s1qk11a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 209
Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 1

number of gd 2 classes (s1qk11b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 209
Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 2

number of gd 3 classes (s1qk11c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 3

number of gd 4 classes (s1qk11d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 4

number of gd 5 classes (s1qk11e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 5

number of gd 6 classes (s1qk11f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 6

number of gd 7 classes (s1qk11g)

File: S1Kv3

number of gd 7 classes (s1qk11g)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 7

number of gd 8 classes (s1qk11h)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many classes are there at each grade at this school? Grade 8

number of gd 1 boys 2000 (s1qk21a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Pre question

If there is only one class per grade, fill in the following and skip to question 3

If there is more than one class per grade, fill in the table for Class "A" and then for "B" and "C" as needed.

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2000

number of gd 1 girls 2000 (s1qk21b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2000

number of gd 2 boys 2000 (s1qk22a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2000

number of gd 2 girls 2000 (s1qk22b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2000

number of gd 3 boys 2000 (s1qk23a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2000

number of gd 3 girls 2000 (s1qk23b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2000

number of gd 4 boys 2000 (s1qk24a)

File: S1Kv3

number of gd 4 boys 2000 (s1qk24a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2000

number of gd 4 girls 2000 (s1qk24b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2000

number of gd 5 boys 2000 (s1qk25a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2000

number of gd 5 girls 2000 (s1qk25b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2000

number of gd 6 boys 2000 (s1qk26a)

File: S1Kv3

number of gd 6 boys 2000 (s1qk26a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2000

number of gd 6 girls 2000 (s1qk26b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2000

number of gd 7 boys 2000 (s1qk27a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2000

number of gd 7 girls 2000 (s1qk27b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2000

number of gd 8 boys 2000 (s1qk28a)

File: S1Kv3

number of gd 8 boys 2000 (s1qk28a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2000

number of gd 8 girls 2000 (s1qk28b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2000

number of gd 1 boys 2001 (s1qk21c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2001

number of gd 1 girls 2001 (s1qk21d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2001

number of gd 2 boys 2001 (s1qk22c)

File: S1Kv3

number of gd 2 boys 2001 (s1qk22c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2001

number of gd 2 girls 2001 (s1qk22d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2001

number of gd 3 boys 2001 (s1qk23c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2001

number of gd 3 girls 2001 (s1qk23d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2001

number of gd 4 boys 2001 (s1qk24c)

File: S1Kv3

number of gd 4 boys 2001 (s1qk24c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2001

number of gd 4 girls 2001 (s1qk24d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2001

number of gd 5 boys 2001 (s1qk25c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2001

number of gd 5 girls 2001 (s1qk25d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2001

number of gd 6 boys 2001 (s1qk26c)

File: S1Kv3

number of gd 6 boys 2001 (s1qk26c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2001

number of gd 6 girls 2001 (s1qk26d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2001

number of gd 7 boys 2001 (s1qk27c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2001

number of gd 7 girls 2001 (s1qk27d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2001

number of gd 8 boys 2001 (s1qk28c)

File: S1Kv3

number of gd 8 boys 2001 (s1qk28c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2001

number of gd 8 girls 2001 (s1qk28d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2001

number of gd 1 boys 2002 (s1qk21e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2002

number of gd 1 girls 2002 (s1qk21f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2002

number of gd 2 boys 2002 (s1qk22e)

File: S1Kv3

number of gd 2 boys 2002 (s1qk22e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2002

number of gd 2 girls 2002 (s1qk22f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2002

number of gd 3 boys 2002 (s1qk23e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2002

number of gd 3 girls 2002 (s1qk23f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2002

number of gd 4 boys 2002 (s1qk24e)

File: S1Kv3

number of gd 4 boys 2002 (s1qk24e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2002

number of gd 4 girls 2002 (s1qk24f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2002

number of gd 5 boys 2002 (s1qk25e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2002

number of gd 5 girls 2002 (s1qk25f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2002

number of gd 6 boys 2002 (s1qk26e)

File: S1Kv3

number of gd 6 boys 2002 (s1qk26e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2002

number of gd 6 girls 2002 (s1qk26f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2002

number of gd 7 boys 2002 (s1qk27e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2002

number of gd 7 girls 2002 (s1qk27f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2002

number of gd 8 boys 2002 (s1qk28e)

File: S1Kv3

number of gd 8 boys 2002 (s1qk28e)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2002

number of gd 8 girls 2002 (s1qk28f)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2002

number of gd 1 boys failing to return to school (s1qk31a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 1, Boys

number of gd 1 girls failing to return to school (s1qk31b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 1, Girls

number of gd 2 boys failing to return to school (s1qk32a)

File: S1Kv3

number of gd 2 boys failing to return to school (s1qk32a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 2, Boys

number of gd 2 girls failing to return to school (s1qk32b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 2, Girls

number of gd 3 boys failing to return to school (s1qk33a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 3, Boys

number of gd 3 girls failing to return to school (s1qk33b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 3, Girls

number of gd 4 boys failing to return to school (s1qk34a)

File: S1Kv3

number of gd 4 boys failing to return to school (s1qk34a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 4, Boys

number of gd 4 girls failing to return to school (s1qk34b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 4, Girls

number of gd 5 boys failing to return to school (s1qk35a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 5, Boys

number of gd 5 girls failing to return to school (s1qk35b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 5, Girls

number of gd 6 boys failing to return to school (s1qk36a)

File: S1Kv3

number of gd 6 boys failing to return to school (s1qk36a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 6, Boys

number of gd 6 girls failing to return to school (s1qk36b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 6, Girls

number of gd 7 boys failing to return to school (s1qk37a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 7, Boys

number of gd 7 girls failing to return to school (s1qk37b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 7, Girls

number of gd 8 boys failing to return to school (s1qk38a)

File: S1Kv3

number of gd 8 boys failing to return to school (s1qk38a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 8, Boys

number of gd 8 girls failing to return to school (s1qk38b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students completed the listed grade last year but did not return to this school this year? Grade 8, Girls

number of male students continuing to gd 7 in 2000 (s1qk41a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 6, Boys, 2000

number of female students continuing to gd 7 in 2000 (s1qk41b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 6, Girls, 2000

number of male students continuing to gd 7 in 2001 (s1qk41c)

File: S1Kv3

number of male students continuing to gd 7 in 2001 (s1qk41c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 6, Boys, 2001

number of female students continuing to gd 7 in 2001 (s1qk41d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 6, Girls, 2001

number of male students continuing to gd 9 in 2000 (s1qk42a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 8, Boys, 2000

number of female students continuing to gd 9 in 2000 (s1qk42b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 8, Girls, 2000

number of male students continuing to gd 9 in 2001 (s1qk42c)

File: S1Kv3

number of male students continuing to gd 9 in 2001 (s1qk42c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 8, Boys, 2001

number of female students continuing to gd 9 in 2001 (s1qk42d)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 8, Girls, 2001

number of gd 1 male students present today (s1qk5a1a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 1, Boys

number of gd 1 female students present today (s1qk5a1b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 1, Girls

number of gd 2 male students present today (s1qk5a2a)

File: S1Kv3

number of gd 2 male students present today (s1qk5a2a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 2, Boys

number of gd 2 female students present today (s1qk5a2b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 2, Girls

number of gd 3 male students present today (s1qk5a3a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 3, Boys

number of gd 3 female students present today (s1qk5a3b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 3, Girls

number of gd 4 male students present today (s1qk5a4a)

File: S1Kv3

number of gd 4 male students present today (s1qk5a4a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 209
Invalid: 5

Literal question

How many students continued on to the next grade? Grade 4, Boys

number of gd 4 female students present today (s1qk5a4b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 209
Invalid: 5

Literal question

How many students continued on to the next grade? Grade 4, Girls

number of gd 5 male students present today (s1qk5a5a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 209
Invalid: 5

Literal question

How many students continued on to the next grade? Grade 5, Boys

number of gd 5 female students present today (s1qk5a5b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 209
Invalid: 5

Literal question

How many students continued on to the next grade? Grade 5, Girls

number of gd 6 male students present today (s1qk5a6a)

File: S1Kv3

number of gd 6 male students present today (s1qk5a6a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 6, Boys

number of gd 6 female students present today (s1qk5a6b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 209
 Invalid: 5

Literal question

How many students continued on to the next grade? Grade 6, Girls

number of gd 7 male students present today (s1qk5a7a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Literal question

How many students continued on to the next grade? Grade 7, Boys

number of gd 7 female students present today (s1qk5a7b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Literal question

How many students continued on to the next grade? Grade 7, Girls

number of gd 8 male students present today (s1qk5a8a)

File: S1Kv3

number of gd 8 male students present today (s1qk5a8a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Literal question

How many students continued on to the next grade? Grade 8, Boys

number of gd 8 female students present today (s1qk5a8b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Literal question

How many students continued on to the next grade? Grade 8, Girls

school unable to enrol children due to overcrowding in 2002 (s1qk6)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 209
 Invalid: 5

Literal question

In 2002 did the school have to turn away any children because of overcrowding?

number of children unable to enrol in 2002 (s1qk7)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 209
 Invalid: 5

Literal question

If yes: How many?

number of gd 1 maths textbooks in 2001 (s1qk81a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 1
 How many do you have?

number of gd 1 maths texts received for free in 2001 (s1qk81b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 1
 How many received for free in 2001?

number of gd 1 maths texts paid for by school in 2001 (s1qk81c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 1
 How many received in 2001 (paid for)?

number of gd 2 maths textbooks in 2001 (s1qk82a)

File: S1Kv3

Overview

number of gd 2 maths textbooks in 2001 (s1qk82a)

File: S1Kv3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 2
 How many do you have?

number of gd 2 maths texts received for free in 2001 (s1qk82b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 2
 How many received for free in 2001?

number of gd 2 maths texts paid for by school in 2001 (s1qk82c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 2
 How many received in 2001 (paid for)?

number of gd 3 maths textbooks in 2001 (s1qk83a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

number of gd 3 maths textbooks in 2001 (s1qk83a)

File: S1Kv3

Pre question

How many textbooks do you have at each grade level - and how many did you get in 2001?

Literal question

Mathematics - Grade 3

How many do you have?

number of gd 3 maths texts received for free in 2001 (s1qk83b)

File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level - and how many did you get in 2001?

Literal question

Mathematics - Grade 3

How many received for free in 2001?

number of gd 3 maths texts paid for by school in 2001 (s1qk83c)

File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level - and how many did you get in 2001?

Literal question

Mathematics - Grade 3

How many received in 2001 (paid for)?

number of gd 4 maths textbooks in 2001 (s1qk84a)

File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level - and how many did you get in 2001?

Literal question

Mathematics - Grade 4

How many do you have?

number of gd 4 maths texts received for free in 2001 (s1qk84b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 4
How many received for free in 2001?

number of gd 4 maths texts paid for by school in 2001 (s1qk84c)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 4
How many received in 2001 (paid for)?

number of gd 5 maths textbooks in 2001 (s1qk85a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 5
How many do you have?

number of gd 5 maths texts received for free in 2001 (s1qk85b)

File: S1Kv3

Overview

number of gd 5 maths texts received for free in 2001 (s1qk85b)

File: S1Kv3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 5
 How many received for free in 2001?

number of gd 5 maths texts paid for by school in 2001 (s1qk85c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 5
 How many received in 2001 (paid for)?

number of gd 6 maths textbooks in 2001 (s1qk86a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 6
 How many do you have?

number of gd 6 maths texts received for free in 2001 (s1qk86b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

number of gd 6 maths texts received for free in 2001 (s1qk86b)

File: S1Kv3

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 6

How many received for free in 2001?

number of gd 6 maths texts paid for by school in 2001 (s1qk86c)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 207
Invalid: 7

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 6

How many received in 2001 (paid for)?

number of gd 7 maths textbooks in 2001 (s1qk87a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 7

How many do you have?

number of gd 7 maths texts received for free in 2001 (s1qk87b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 7

How many received for free in 2001?

number of gd 7 maths texts paid for by school in 2001 (s1qk87c)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 7
How many received in 2001 (paid for)?

number of gd 8 maths textbooks in 2001 (s1qk88a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 8
How many do you have?

number of gd 8 maths texts received for free in 2001 (s1qk88b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 8
How many received for free in 2001?

number of gd 8 maths texts paid for by school in 2001 (s1qk88c)

File: S1Kv3

Overview

number of gd 8 maths texts paid for by school in 2001 (s1qk88c)

File: S1Kv3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Mathematics - Grade 8
 How many received in 2001 (paid for)?

number of gd 1 language textbooks in 2001 (s1qk91a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 1
 How many do you have?

number of gd 1 language texts received for free in 2001 (s1qk91b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 207
 Invalid: 7

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 1
 How many received for free in 2001?

number of gd 1 language texts paid for by school in 2001 (s1qk91c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

number of gd 1 language texts paid for by school in 2001 (s1qk91c)

File: S1Kv3

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 1

How many received in 2001 (paid for)?

number of gd 2 language textbooks in 2001 (s1qk92a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 2

How many do you have?

number of gd 2 language texts received for free in 2001 (s1qk92b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 2

How many received for free in 2001?

number of gd 2 language texts paid for by school in 2001 (s1qk92c)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 2

How many received in 2001 (paid for)?

number of gd 3 language textbooks in 2001 (s1qk93a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 3
 How many do you have?

number of gd 3 language texts received for free in 2001 (s1qk93b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 3
 How many received for free in 2001?

number of gd 3 language texts paid for by school in 2001 (s1qk93c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 3
 How many received in 2001 (paid for)?

number of gd 4 language textbooks in 2001 (s1qk94a)

File: S1Kv3

Overview

number of gd 4 language textbooks in 2001 (s1qk94a)

File: S1Kv3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 4
 How many do you have?

number of gd 4 language texts received for free in 2001 (s1qk94b)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 4
 How many received for free in 2001?

number of gd 4 language texts paid for by school in 2001 (s1qk94c)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 4
 How many received in 2001 (paid for)?

number of gd 5 language textbooks in 2001 (s1qk95a)

File: S1Kv3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 208
 Invalid: 6

number of gd 5 language textbooks in 2001 (s1qk95a)

File: S1Kv3

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 5

How many do you have?

number of gd 5 language texts received for free in 2001 (s1qk95b)

File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 5

How many received for free in 2001?

number of gd 5 language texts paid for by school in 2001 (s1qk95c)

File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 5

How many received in 2001 (paid for)?

number of gd 6 language textbooks in 2001 (s1qk96a)

File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 6

How many do you have?

number of gd 6 language texts received for free in 2001 (s1qk96b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 6
How many received for free in 2001?

number of gd 6 language texts paid for by school in 2001 (s1qk96c)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 6
How many received in 2001 (paid for)?

number of gd 7 language textbooks in 2001 (s1qk97a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 7
How many do you have?

number of gd 7 language texts received for free in 2001 (s1qk97b)

File: S1Kv3

Overview

number of gd 7 language texts received for free in 2001 (s1qk97b)

File: S1Kv3

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 7
How many received for free in 2001?

number of gd 7 language texts paid for by school in 2001 (s1qk97c)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 7
How many received in 2001 (paid for)?

number of gd 8 language textbooks in 2001 (s1qk98a)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 8
How many do you have?

number of gd 8 language texts received for free in 2001 (s1qk98b)

File: S1Kv3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 208
Invalid: 6

number of gd 8 language texts received for free in 2001 (s1qk98b) File: S1Kv3

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 8

How many received for free in 2001?

number of gd 8 language texts paid for by school in 2001 (s1qk98c) File: S1Kv3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

Pre question

How many textbooks do you have at each grade level – and how many did you get in 2001?

Literal question

Language - Grade 8

How many received in 2001 (paid for)?

name of interviewer (d1q1)

File: D1v3

Overview

Type: Discrete

Format: character

Width: 12

Valid cases: 19

Invalid: 0

Literal question

Name of Interviewer

questionnaire number (d1q2)

File: D1v3

Overview

Type: Discrete

Format: character

Width: 10

Valid cases: 19

Invalid: 0

Literal question

Questionnaire number

province (d1q3)

File: D1v3

Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-8

Valid cases: 19

Invalid: 0

Literal question

Province

district (d1q4)

File: D1v3

Overview

Type: Discrete

Format: character

Width: 20

Valid cases: 19

Invalid: 0

Literal question

District

why dea unavailable (d1q5)

File: D1v3

Overview

why dea unavailable (d1q5)

File: D1v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If interview with DEA cannot be done ...
 Why is DEA unavailable?

Post question

[END OF QUESTIONING]

interview date (d1q6)

File: D1v3

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 19
 Invalid: 0

Pre question

[IF DEA AVAILABLE FOR INTERVIEW THEN CONTINUE...]

Literal question

Interview Date

name of dea (d1q7)

File: D1v3

Overview

Type: Discrete
 Format: character
 Width: 12

Valid cases: 19
 Invalid: 0

Literal question

Name of DEA

gender (d1q8)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Gender of DEA

age (d1q9)

File: D1v3

age (d1q9)

File: D1v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 32-54

Valid cases: 19
 Invalid: 0
 Minimum: 32
 Maximum: 54
 Mean: 43.4
 Standard deviation: 7

Literal question

Age of DEA

born in disrict (d1q10)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

DEA born in this district?

born in province (d1q11)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

DEA born in this province?

total years as dea (d1q12)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

Number of years as District Education Administrator

years as dea in this district (d1q13)

File: D1v3

years as dea in this district (d1q13)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

Number of years as District Education Administrator in this district

substantive position (d1q14)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Is this a substantive or acting position

highest education level (d1q15)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-6

Valid cases: 19
 Invalid: 0

Literal question

Highest education level completed

specialist training (d1q16)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-6

Valid cases: 19
 Invalid: 0

Literal question

What kind of specialist training do you have for this position?

allocated house in district (d1q17)

File: D1v3

allocated house in district (d1q17)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Have you been allocated a house in this District?

establishment of dea office (d1q18)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-17

Valid cases: 19
 Invalid: 0

Literal question

What is the established number of positions for the District Education office?

all positions filled (d1q19)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Are all established positions filled at present?

number unfilled (d1q20)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If No, how many positions are unfilled?

number of deas in past five years (d1q21)

File: D1v3

number of deas in past five years (d1q21)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

How many DEAs have there been in the past five years in this District?

visited each school in district in 2001 (d1q22)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Were you able to visit each school in the district at least once in 2001?

percentage not visited (d1q23)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

If No, what percentage of schools were you unable to visit?

reasons for not visiting (d1q24)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

Why were you unable to visit all of them?

vehicle provision (d1q25a)

File: D1v3

vehicle provision (d1q25a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Literal question

Are you provided with any of the following as part of your job: A vehicle

office space provision (d1q25b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Literal question

Are you provided with any of the following as part of your job: Personal office space

computer provision (d1q25c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Literal question

Are you provided with any of the following as part of your job: Computer

telephone provision (d1q25d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Literal question

Are you provided with any of the following as part of your job: Telephone

vhf provision (d1q25e)

File: D1v3

vhf provision (d1q25e)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

Are you provided with any of the following as part of your job: VHF

dea office has separate bank account (d1q26)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Does the DEA office operate a separate bank account?

major expenditure one (d1q27a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, what are the major items of expenditure from that account?

major expenditure two (d1q27b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 2-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, what are the major items of expenditure from that account?

major expenditure three (d1q27c)

File: D1v3

major expenditure three (d1q27c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 3-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, what are the major items of expenditure from that account?

major expenditure four (d1q27d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 999-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, what are the major items of expenditure from that account?

sources of revenue one (d1q28a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the sources of revenue for that account?

sources of revenue two (d1q28b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the sources of revenue for that account?

sources of revenue three (d1q28c)

File: D1v3

sources of revenue three (d1q28c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the sources of revenue for that account?

sources of revenue four (d1q28d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 999-999

Valid cases: 19
 Invalid: 0

Literal question

What are the sources of revenue for that account?

use of personal account (d1q29)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Bank facilities in some parts of a Province can be difficult and funds are sometimes transferred through Inspector and DEA personal accounts.

Did you ever have to use your personal bank account during 2001 to manage spending on education business?

number high schools 2000 (d1q30aa)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 19
 Invalid: 0

Literal question

How many provincial high/Secondary schools are there in this District in 2000

number high schools 2001 (d1q30ab)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 19
 Invalid: 0

Literal question

How many provincial high/Secondary schools are there in this District in 2001

number high schools 2002 (d1q30ac)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 19
 Invalid: 0

Literal question

How many provincial high/Secondary schools are there in this District in 2002

number primary schools 2000 (d1q30ba)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

How many primary schools are there in this District in 2000

number primary schools 2001 (d1q30bb)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 19
 Invalid: 0

Literal question

How many primary schools are there in this District in 2001

number primary schools 2002 (d1q30bc)

File: D1v3

number primary schools 2002 (d1q30bc)

File: D1v3

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 19 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1 |
| Decimals: 0 | Maximum: 43 |
| Range: 1-43 | Mean: 13.9 |
| | Standard deviation: 12.6 |

Literal question

How many primary schools are there in this District in 2002

number community schools 2000 (d1q30ca)

File: D1v3

Overview

| | |
|-----------------|-----------------|
| Type: Discrete | Valid cases: 19 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-146 | |

Literal question

How many community schools are there in this District in 2000

number community schools 2001 (d1q30cb)

File: D1v3

Overview

| | |
|-----------------|-----------------|
| Type: Discrete | Valid cases: 19 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-143 | |

Literal question

How many community schools are there in this District in 2001

number community schools 2002 (d1q30cc)

File: D1v3

Overview

| | |
|-----------------|-----------------|
| Type: Discrete | Valid cases: 19 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-135 | |

Literal question

How many community schools are there in this District in 2002

number elementary schools 2000 (d1q30da)

File: D1v3

number elementary schools 2000 (d1q30da)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 6-99

Valid cases: 19
 Invalid: 0

Literal question

How many elementary schools are there in this District in 2000

number elementary schools 2001 (d1q30db)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 6-105

Valid cases: 19
 Invalid: 0

Literal question

How many elementary schools are there in this District in 2001

number elementary schools 2002 (d1q30dc)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 2-113

Valid cases: 19
 Invalid: 0

Literal question

How many elementary schools are there in this District in 2002

number high schools closed today (d1q31a)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

How many schools in this District are suspended
 or closed today? Provincial high/Secondary schools

number primary schools closed today (d1q31b)

File: D1v3

number primary schools closed today (d1q31b)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

How many schools in this District are suspended
 or closed today? Primary schools

number community schools closed today (d1q31c)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

How many schools in this District are suspended
 or closed today? Community schools

number elementary schools closed today (d1q31d)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

How many schools in this District are suspended
 or closed today? Elementary schools

total established teacher positions for district in 2002 (d1q32)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 96-999

Valid cases: 19
 Invalid: 0

Literal question

What is the total number of established teacher positions in community and primary schools in this District in 2002?

number primary/community teachers short today (d1q33)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

How many community and primary teachers are you short in the District today?

number male community head teachers 2000 (d1q34a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this District in 2000 - Male

number female community head teachers 2000 (d1q34b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this District in 2000 - Female

number male community head teachers 2001 (d1q34c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this District in 2001 - Male

number female community head teachers 2001 (d1q34d)

File: D1v3

number female community head teachers 2001 (d1q34d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this District in 2001 - Female

number male community head teachers 2002 (d1q34e)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this District in 2002 - Male

number female community head teachers 2002 (d1q34f)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this District in 2002 - Female

number male primary head teachers 2000 (d1q35a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this District in 2000 - Male

number female primary head teachers 2000 (d1q35b)

File: D1v3

number female primary head teachers 2000 (d1q35b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this District in 2000 - Female

number male primary head teachers 2001 (d1q35c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this District in 2001 - Male

number female primary head teachers 2001 (d1q35d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this District in 2001 - Female

number male primary head teachers 2002 (d1q35e)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this District in 2002 - Male

number female primary head teachers 2002 (d1q35f)

File: D1v3

number female primary head teachers 2002 (d1q35f)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this District in 2002 - Female

dea board exits (d1q36)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Is there a District Education Board?

times met 2001 (d1q37)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

How many times did it meet in 2001?

times met 2002 (d1q38)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

How many times has it meet in 2002?

major functions one (d1q39a)

File: D1v3

major functions one (d1q39a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What are its major functions?

major functions two (d1q39b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are its major functions?

major functions three (d1q39c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are its major functions?

major functions four (d1q39d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 999-999

Valid cases: 19
 Invalid: 0

Literal question

What are its major functions?

effectiveness of deb (d1q40)

File: D1v3

effectiveness of deb (d1q40)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

How do you rate the effectiveness of the DEB?

number members on deb (d1q41)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 6-999

Valid cases: 19
 Invalid: 0

Literal question

How many people are on the District Education Board of the District?

number of male members (d1q42a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 6-999

Valid cases: 19
 Invalid: 0

Pre question

List the members of the District Education Board

Literal question

Representing males (e.g. local politician, Church, parents, teachers, district)

number of female members (d1q42b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

List the members of the District Education Board

Literal question

Representing females (e.g. local politician, Church, parents, teachers, district)

level of priority for education (d1q43)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 19
 Invalid: 0

Literal question

What level of priority does Education have in this District?

budget prepared for dp & bpc (d1q44)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Did you prepare a budget to be presented to the District Planning and Budget Priorities Committee (DP&BPC) for 2002?

month budget submitted (d1q45)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, what month was it submitted to the DP&BPC?

llg seeks advice on budget preparation (d1q46)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If No, did LLGs seek your advice during their budget preparations?

advice makes difference (d1q47)

File: D1v3

advice makes difference (d1q47)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If they sought your advice, did your advice make a difference to their budget submission?

member of dp & bpc (d1q48)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Are you a member of the DP&BPC?

provide copy of district budget (d1q49)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

Can you provide me with a copy, or at least a summary, of the 2001 budget submission?

dea reviews school financial accounts (d1q50)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

Does the DEA ever review school financial accounts?

number of reviews in 2001 (d1q51)

File: D1v3

number of reviews in 2001 (d1q51)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, how many schools were reviewed in 2001?

number of reviews in 2002 (d1q52)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

How many schools in 2002?

action taken by dea in case of irregularities (d1q53)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 58
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What actions are taken by DEA if irregularities are found?

pdoe reviews school financial accounts (d1q54)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

Does the PDOE ever review school financial accounts in this District?

number of schools reviewed in 2001 (d1q55)

File: D1v3

number of schools reviewed in 2001 (d1q55)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, how many schools in 2001?

number of schools reviewed in 2002 (d1q56)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

How many schools in 2002?

action taken by pdoe in case of irregularities (d1q57)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 45
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What actions are taken by PDOE staff if irregularities are found?

lower primary subsidy 2000 (d1q58aa)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 20-99

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?
 Lower primary - Subsidy set by National Government per child

lower primary parent contribution 2000 (d1q58ab)

File: D1v3

lower primary parent contribution 2000 (d1q58ab)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Maximum parent contribution set by Province per child

lower primary project fee 2000 (d1q58ac)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Maximum project fee set by Province per child

lower primary subsidy 2001 (d1q58ad)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 30-99

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Subsidy set by National Government per child

lower primary parent contribution 2001 (d1q58ae)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Maximum parent contribution set by Province per child

lower primary project fee 2001 (d1q58af)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Maximum project fee set by Province per child

lower primary subsidy 2002 (d1q58ag)

File: D1v3

Overview

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

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Subsidy set by National Government per child

lower primary parent contribution 2002 (d1q58ah)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Maximum parent contribution set by Province per child

lower primary project fee 2002 (d1q58ai)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Lower primary - Maximum project fee set by Province per child

upper primary subsidy 2000 (d1q59aa)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 50-250

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Subsidy set by National Government per child

upper primary parent contribution 2000 (d1q59ab)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-300

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Maximum parent contribution set by Province per child

upper primary project fee 2000 (d1q59ac)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-250

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Maximum project fee set by Province per child

upper primary subsidy 2001 (d1q59ad)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 70-250

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Subsidy set by National Government per child

upper primary parent contribution 2001 (d1q59ae)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-300

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Maximum parent contribution set by Province per child

upper primary project fee 2001 (d1q59af)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Maximum project fee set by Province per child

upper primary subsidy 2002 (d1q59ag)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-250

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Subsidy set by National Government per child

upper primary parent contribution 2002 (d1q59ah)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?

Upper primary - Maximum parent contribution set by Province per child

upper primary project fee 2002 (d1q59ai)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

What is the fee structure set by Governments?
 Upper primary - Maximum project fee set by Province per child

percentage of schools receiving first subsidy 2001 (d1q60a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-100

Valid cases: 19
 Invalid: 0

Literal question

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q1

percentage of schools receiving second subsidy 2001 (d1q60b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-100

Valid cases: 19
 Invalid: 0

Literal question

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q2

percentage of schools receiving third subsidy 2001 (d1q60c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-100

Valid cases: 19
 Invalid: 0

Literal question

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q3

percentage of schools receiving fourth subsidy 2001 (d1q60d)

File: D1v3

percentage of schools receiving fourth subsidy 2001 (d1q60d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-100

Valid cases: 19
 Invalid: 0

Literal question

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q4

percentage of full subsidy received first quarter (d1q61a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q1

percentage of full subsidy received second quarter (d1q61b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q2

percentage of full subsidy received third quarter (d1q61c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q3

percentage of full subsidy received fourth quarter (d1q61d)

File: D1v3

percentage of full subsidy received fourth quarter (d1q61d)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q4

action taken for non-receipt (d1q62)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 27
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What actions did you take if a school did not receive a subsidy payment?

use other district funds to make up shortfall (d1q63)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

Did the District try to locate other resources to fill any shortfall?

success in locating other resources (d1q64)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, how successful was it in locating other resources?

kind of resources one (d1q65a)

File: D1v3

kind of resources one (d1q65a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What kinds of resources were located?

kind of resources two (d1q65b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What kinds of resources were located?

kind of resources three (d1q65c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 999-999

Valid cases: 19
 Invalid: 0

Literal question

What kinds of resources were located?

supplementary funding for disadvantaged schools (d1q66)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 19
 Invalid: 0

Literal question

If a school in your District is disadvantaged, does the District assist it directly through supplementary funding arrangements?

nature of supplementary assistance (d1q67)

File: D1v3

nature of supplementary assistance (d1q67)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

If Yes, what were the arrangements?

use of funds in 2001 (d1q68a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-360000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Provincial and Local Level Administration Grant - Amount requested?

use of funds in 2001 (d1q68b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-360000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Provincial and Local Level Administration Grant - Amount Approved?

use of funds in 2001 (d1q68c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

use of funds in 2001 (d1q68c)

File: D1v3

Provincial and Local Level Administration Grant - How was it used?

use of funds in 2001 (d1q69a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-60000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Provincial Infrastructure Grant - Amount requested?

use of funds in 2001 (d1q69b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-8000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Provincial Infrastructure Grant - Amount Approved?

use of funds in 2001 (d1q69c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Provincial Infrastructure Grant - How was it used?

use of funds in 2001 (d1q70a)

File: D1v3

use of funds in 2001 (d1q70a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-50000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Local Level Government and Village Services Grant - Amount requested?

use of funds in 2001 (d1q70b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-50000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Local Level Government and Village Services Grant - Amount Approved?

use of funds in 2001 (d1q70c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Local Level Government and Village Services Grant - How was it used?

use of funds in 2001 (d1q71a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-6000

Valid cases: 19
 Invalid: 0

Pre question

use of funds in 2001 (d1q71a)

File: D1v3

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Town and Urban Services Grant - Amount requested?

use of funds in 2001 (d1q71b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Town and Urban Services Grant - Amount Approved?

use of funds in 2001 (d1q71c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Town and Urban Services Grant - How was it used?

use of funds in 2001 (d1q72a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-300000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

District Support Grant - Amount requested?

use of funds in 2001 (d1q72b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-50000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

District Support Grant - Amount Approved?

use of funds in 2001 (d1q72c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

District Support Grant - How was it used?

use of funds in 2001 (d1q73a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-640000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Rural Development Fund - Amount requested?

use of funds in 2001 (d1q73b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-640000

Valid cases: 19
 Invalid: 0

Pre question

use of funds in 2001 (d1q73b)

File: D1v3

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Rural Development Fund - Amount Approved?

use of funds in 2001 (d1q73c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Rural Development Fund - How was it used?

use of funds in 2001 (d1q74a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-20000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Other (specify) - Amount requested?

use of funds in 2001 (d1q74b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-20000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Other (specify) - Amount Approved?

use of funds in 2001 (d1q74c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

Literal question

Other (specify) - How was it used?

use of funds in 2001 (d1q75a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

use of funds in 2001 (d1q75b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

use of funds in 2001 (d1q75c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following government sources in 2001?

purpose of funds (d1q76a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Purpose

purpose of funds (d1q76b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Purpose

purpose of funds (d1q76c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Purpose

how paid (d1q77a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-3200000

Valid cases: 19
 Invalid: 0

Pre question

how paid (d1q77a)

File: D1v3

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How much was paid by cheque or bank transfer?

how paid (d1q77b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-68000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How much was paid by cheque or bank transfer?

how paid (d1q77c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How much was paid by cheque or bank transfer?

in kind payment (d1q78a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-100000

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How much of this subsidy did you receive in any other form, e.g. books materials?

in kind payment (d1q78b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How much of this subsidy did you receive in any other form, e.g. books materials?

in kind payment (d1q78c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How much of this subsidy did you receive in any other form, e.g. books materials?

payment to following account (d1q79a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Were funds paid into an account held by ...

payment to following account (d1q79b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

payment to following account (d1q79b)

File: D1v3

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Were funds paid into an account held by ...

payment to following account (d1q79c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Were funds paid into an account held by ...

dea is signatory to account (d1q80a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Are you a signatory to this account?

dea is signatory to account (d1q80b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Are you a signatory to this account?

dea is signatory to account (d1q80c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

Are you a signatory to this account?

how are funds acquitted (d1q81a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How are the funds acquitted?

how are funds acquitted (d1q81b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How are the funds acquitted?

how are funds acquitted (d1q81c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

how are funds acquitted (d1q81c)

File: D1v3

Did Education in this District receive any funding from the following non-government sources in 2001?

Literal question

How are the funds acquitted?

amount to be spent on education in district (d1q82a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the amount to be spent on education in this district - Most say

else (d1q82b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the amount to be spent on education in this district - Who else has a say?

you (d1q82c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the amount to be spent on education in this district - How much say do you have?

how to spend funds in district (d1q83a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend those funds in this district - Most say

else (d1q83b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend those funds in this district - Who else has a say?

you (d1q83c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend those funds in this district - How much say do you have?

teaching methods (d1q84a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

teaching methods (d1q84a)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this district - Most say

else (d1q84b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this district - Who else has a say?

you (d1q84c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this district - How much say do you have?

who enrolls (d1q85a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls in this district - Most say

else (d1q85b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls in this district - Who else has a say?

you (d1q85c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls in this district - How much say do you have?

class size (d1q86a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this district - Most say

else (d1q86b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

else (d1q86b)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this district - Who else has a say?

you (d1q86c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this district - How much say do you have?

assessing students (d1q87a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this district - Most say

else (d1q87b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this district - Who else has a say?

you (d1q87c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this district - How much say do you have?

policy for assessing students (d1q88a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - Most say

else (d1q88b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

you (d1q88c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

you (d1q88c)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

appointing teachers (d1q89a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to schools in this district - Most say

else (d1q89b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to schools in this district - Who else has a say?

you (d1q89c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to schools in this district - How much say do you have?

assessing teachers (d1q90a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this district - Most say

else (d1q90b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this district - Who else has a say?

you (d1q90c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this district - How much say do you have?

policy for assessing teachers (d1q91a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

policy for assessing teachers (d1q91a)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - Most say

else (d1q91b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers- Who else has a say?

you (d1q91c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

teacher promotion (d1q92a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - Most say

else (d1q92b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

you (d1q92c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

discipline action against teachers (d1q93a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this district - Most say

else (d1q93b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

else (d1q93b)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this district - Who else has a say?

you (d1q93c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this district - How much say do you have?

dismissing a teacher (d1q94a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from schools in this district - Most say

else (d1q94b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from schools in this district - Who else has a say?

you (d1q94c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from schools in this district - How much say do you have?

selection for inservice (d1q95a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - Most say

else (d1q95b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

you (d1q95c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

you (d1q95c)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

level of parent contribution to school fee (d1q96a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the parent contribution to the school fee in this district - Most say

else (d1q96b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the parent contribution to the school fee in this district - Who else has a say?

you (d1q96c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the parent contribution to the school fee in this district - How much say do you have?

level of project fees (d1q97a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - Most say

else (d1q97b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - Who else has a say?

you (d1q97c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees - How much say do you have?

how to spend project fees (d1q98a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

how to spend project fees (d1q98a)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - Most say

else (d1q98b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

you (d1q98c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

spending school subsidy (d1q99a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidies - Most say

else (d1q99b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidies - Who else has a say?

you (d1q99c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidies - How much say do you have?

upgrading school (d1q100a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

else (d1q100b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

else (d1q100b)

File: D1v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

you (d1q100c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

maintenance provision (d1q101a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in schools in this district - Most say

else (d1q101b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in schools in this district - Who else has a say?

you (d1q101c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in schools in this district - How much say do you have?

constructing classrooms (d1q102a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in schools in this district - Most say

else (d1q102b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in schools in this district - Who else has a say?

you (d1q102c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

you (d1q102c)

File: D1v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in schools in this district - How much say do you have?

organising pnc activites (d1q103a)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - Most say

else (d1q103b)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-13

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - Who else has a say?

you (d1q103c)

File: D1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 19
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing PNC activities - How much say do you have?

organising community activites (d1q104a)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities between schools and communities - Most say

else (d1q104b)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-13

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities between schools and communities - Who else has a say?

you (d1q104c)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 19
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities between schools and communities - How much say do you have?

strength one (d1q105aa)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 45
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

strength one (d1q105aa)

File: D1v3

Literal question

What are the three major strengths and weakness affecting the delivery of education services in this District?

strength two (d1q105ab)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 45
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting the delivery of education services in this District?

strength three (d1q105ac)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 45
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting the delivery of education services in this District?

weakness one (d1q105ba)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting the delivery of education services in this District?

weakness two (d1q105bb)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

weakness two (d1q105bb)

File: D1v3

Literal question

What are the three major strengths and weakness affecting the delivery of education services in this District?

weakness three (d1q105bc)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting the delivery of education services in this District?

strength one (d1q106aa)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting students learning at schools in this District?

strength two (d1q106ab)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 34
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting students learning at schools in this District?

strength three (d1q106ac)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 18
 Invalid: 1

strength three (d1q106ac)

File: D1v3

Literal question

What are the three major strengths and weakness affecting students learning at schools in this District?

weakness one (d1q106ba)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting students learning at schools in this District?

weakness two (d1q106bb)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting students learning at schools in this District?

weakness three (d1q106bc)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 19
 Invalid: 0

Literal question

What are the three major strengths and weakness affecting students learning at schools in this District?

(District)

File: D1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-19

Valid cases: 18
 Invalid: 1

name of interviewer (p2q1)

File: P2v3

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 8
 Invalid: 0

Literal question

Name of Interviewer

questionnaire number (p2q2)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

Questionnaire number

Province (p2q3)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-8

Valid cases: 8
 Invalid: 0

interview date (p2q4)

File: P2v3

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 8
 Invalid: 0

Literal question

Interview Date

respondents name (p2q5)

File: P2v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 8
 Invalid: 0

Literal question

respondents name (p2q5)

File: P2v3

Respondent's name

gender (p2q6)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 8
 Invalid: 0

Literal question

Gender

highest education level (p2q7)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 8
 Invalid: 0

Literal question

Highest education level completed?

specialist training (p2q8)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-6

Valid cases: 8
 Invalid: 0

Literal question

What kind of specialist training do you have for this position?

number of peas in past five years (p2q9)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 8
 Invalid: 0

Literal question

number of peas in past five years (p2q9)

File: P2v3

How many PEAs have there been in the past five years in this Province?

all positions filled (p2q10)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 8
 Invalid: 0

Literal question

Are all of those positions filled at present?

number unfilled (p2q11)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If No, how many positions are unfilled?

most disadvantaged district (p2q12)

File: P2v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 8
 Invalid: 0

Literal question

Which district is the most disadvantaged educationally in your Province?

additional resources allocated to district (p2q13)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 8
 Invalid: 0

Literal question

Do you provide additional resources to it?

nature of additional resources (p2q14)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If Yes, what kind of resources?

number districts with dea (p2q15)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

How many of your districts have a DEA in place?

number districts with deb (p2q16)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

How many of your districts have a DEB in place?

length of time chairperson for education has held position (p2q17)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

How long has Chairperson for Education been in that position?

how often pea meets with chairperson (p2q18)

File: P2v3

how often pea meets with chairperson (p2q18)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

How often do you meet with Chairperson to discuss educational matters?

number chairpersons in past five years (p2q19)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

How many Chairpersons have there been in the past five years in this Province?

who has most influence over education decisions (p2q20a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-11

Valid cases: 8
 Invalid: 0

Literal question

Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?

who has most influence over education decisions (p2q20b)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?

who has most influence over education decisions (p2q20c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-10

Valid cases: 8
 Invalid: 0

Literal question

Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?

does peb exist (p2q21)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 8
 Invalid: 0

Literal question

Is there a Provincial Education Board?

number times met 2001 (p2q22)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 3-10

Valid cases: 8
 Invalid: 0

Literal question

How many times did it meet in 2001?

number times met 2002 (p2q23)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 8
 Invalid: 0

Literal question

How many times did it meet in 2001?

major functions of peb (p2q24a)

File: P2v3

major functions of peb (p2q24a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-8

Valid cases: 8
 Invalid: 0

major functions of peb (p2q24b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-8

Valid cases: 8
 Invalid: 0

major functions of peb (p2q24c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-8

Valid cases: 8
 Invalid: 0

major functions of peb (p2q24d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 29
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

effectiveness of peb (p2q25)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 8
 Invalid: 0

Literal question

How do you rate the effectiveness of the PEB?

number members on peb (p2q26)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

How many people are on the PEB?

total number of males (p2q27a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-17

Valid cases: 8
 Invalid: 0

Pre question

List the members of the Provincial Education Board

Literal question

Representing males (e.g. politicians, public servants, Church, parents, teachers, districts)

total number of females (p2q27b)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Pre question

List the members of the Provincial Education Board

Literal question

Representing fe males (e.g. politicians, public servants, Church, parents, teachers, districts)

number high schools 2000 (p2q28aa)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 5-11

Valid cases: 8
 Invalid: 0

Literal question

How many provincial high/Secondary schools are there in this Province in 2000

number high schools 2001 (p2q28ab)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 5-11

Valid cases: 8
 Invalid: 0

Literal question

How many provincial high/Secondary schools are there in this Province in 2001

number high schools 2002 (p2q28ac)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 5-11

Valid cases: 8
 Invalid: 0

Literal question

How many provincial high/Secondary schools are there in this Province in 2002

number primary schools 2000 (p2q28ba)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 4-120

Valid cases: 8
 Invalid: 0

Literal question

How many primary schools are there in this Province in 2000

number primary schools 2001 (p2q28bb)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 18-130

Valid cases: 8
 Invalid: 0

Literal question

How many primary schools are there in this Province in 2001

number primary schools 2002 (p2q28bc)

File: P2v3

number primary schools 2002 (p2q28bc)

File: P2v3

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 25 |
| Decimals: 0 | Maximum: 139 |
| Range: 25-139 | Mean: 59.6 |
| | Standard deviation: 39.2 |

Literal question

How many primary schools are there in this Province in 2002

number community schools 2000 (p2q28ca)

File: P2v3

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-285 | |

Literal question

How many community schools are there in this Province in 2000

number community schools 2001 (p2q28cb)

File: P2v3

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-275 | |

Literal question

How many community schools are there in this Province in 2001

number community schools 2002 (p2q28cc)

File: P2v3

Overview

| | |
|-----------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 0-265 | |

Literal question

How many community schools are there in this Province in 2002

number elementary schools 2000 (p2q28da)

File: P2v3

number elementary schools 2000 (p2q28da)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 40-292

Valid cases: 8
 Invalid: 0

Literal question

How many elementary schools are there in this Province in 2000

number elementary schools 2001 (p2q28db)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 40-292

Valid cases: 8
 Invalid: 0

Literal question

How many elementary schools are there in this Province in 2001

number elementary schools 2002 (p2q28dc)

File: P2v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 41-297

Valid cases: 8
 Invalid: 0
 Minimum: 41
 Maximum: 297
 Mean: 168.9
 Standard deviation: 81.6

Literal question

How many elementary schools are there in this Province in 2002

number high schools closed today (p2q29a)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

How many provincial high/Secondary schools in this Province are suspended or closed today?

number primary schools closed today (p2q29b)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

How many primary schools in this Province are suspended or closed today?

number community schools closed today (p2q29c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

How many community schools in this Province are suspended or closed today?

number elementary schools closed today (p2q29d)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

How many elementary schools in this Province are suspended or closed today?

total established teacher positions for province in 2002 (p2q30)

File: P2v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 756-2782

Valid cases: 8
 Invalid: 0
 Minimum: 756
 Maximum: 2782
 Mean: 1289.3
 Standard deviation: 705.5

Literal question

What is the total number of established teacher positions in community and primary schools in this Province in 2002?

number primary/community teachers short in province today (p2q31)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-276

Valid cases: 8
Invalid: 0

Literal question

How many community and primary teachers are you short in the Province today?

number male community head teachers 2000 (p2q32a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 8
Invalid: 0

Literal question

What is the gender of head teachers in community schools in this Province in 2000 - Number of males

number female community head teachers 2000 (p2q32b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 8
Invalid: 0

Literal question

What is the gender of head teachers in community schools in this Province in 2000 - Number of females

number male community head teachers 2001 (p2q32c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 8
Invalid: 0

Literal question

What is the gender of head teachers in community schools in this Province in 2001 - Number of males

number female community head teachers 2001 (p2q32d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this Province in 2001 - Number of females

number male community head teachers 2002 (p2q32e)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this Province in 2002 - Number of males

number female community head teachers 2002 (p2q32f)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in community schools in this Province in 2002 - Number of females

number male primary head teachers 2000 (p2q33a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 26-99

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this Province in 2000 - Number of males

number female primary head teachers 2000 (p2q33b)

File: P2v3

number female primary head teachers 2000 (p2q33b)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this Province in 2000 - Number of females

number male primary head teachers 2001 (p2q33c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 17-99

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this Province in 2001 - Number of males

number female primary head teachers 2001 (p2q33d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this Province in 2001 - Number of females

number male primary unity head teachers 2002 (p2q33e)

File: P2v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 24-91

Valid cases: 8
 Invalid: 0
 Minimum: 24
 Maximum: 91
 Mean: 46.8
 Standard deviation: 25.6

Literal question

What is the gender of head teachers in primary schools in this Province in 2002 - Number of males

number female primary head teachers 2002 (p2q33f)

File: P2v3

number female primary head teachers 2002 (p2q33f)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-14

Valid cases: 8
 Invalid: 0

Literal question

What is the gender of head teachers in primary schools in this Province in 2002 - Number of females

level of priority for education (p2q34)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-6

Valid cases: 8
 Invalid: 0

Literal question

What level of priority does Education have in this Province?

month budget prepared (p2q35)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

When do you start preparing your Divisional budget?

month budget submitted (p2q36)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

When is it submitted to Provincial Treasury?

item included in budget one (p2q37a)

File: P2v3

item included in budget one (p2q37a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

item included in budget two (p2q37b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

item included in budget three (p2q37c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

item included in budget four (p2q37d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

item included in budget five (p2q37e)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

constraints that affect budget preparation (p2q38)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

What are the constraints that affect your ability to prepare your budget?

how are cuts made (p2q39)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

If cuts are made how are they usually done?

what items are more likely to be cut (p2q40)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

If answer is 2, which particular items are more likely to be cut?

attend jpp and bpc meetings (p2q41)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Do you ever attend Joint Provincial Planning and Budget Priority Committee meetings?

pdoe ever asked to resubmit budget (p2q42)

File: P2v3

pdoe ever asked to resubmit budget (p2q42)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Has the Division of Education ever been asked by the Provincial Treasury to resubmit the education budget?

reasons (p2q43)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If 'Yes', what was the reason(s) for the resubmission?

quarterly budgets reviews carried out in 2001 (p2q44)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Did the Province carry out quarterly budget reviews in 2001?

how much additional funds received 2001 (p2q45)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-400000

Valid cases: 8
 Invalid: 0

Literal question

What amount of additional funds did Education receive from the review in 2001?

provide copy of 2001 budget (p2q46)

File: P2v3

provide copy of 2001 budget (p2q46)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Can you give me a copy or at least a summary of the 2001 budget submission?

lower primary subsidy 2000 (p2q47aa)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 35-99

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Subsidy set by National Government per child in 2000

lower primary parent contribution 2000 (p2q47ab)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 30-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Maximum parent contribution set by Province per child in 2000

lower primary project fee 2000 (p2q47ac)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

lower primary project fee 2000 (p2q47ac)

File: P2v3

Lower primary - Maximum project fee set by Province
per child in 2000

lower primary subsidy 2001 (p2q47ad)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 20-99

Valid cases: 8
Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Subsidy set by National Government per child in 2001

lower primary parent contribution 2001 (p2q47ae)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 50-999

Valid cases: 8
Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Maximum parent contribution set by Province per child in 2001

lower primary project fee 2001 (p2q47af)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 8
Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Maximum project fee set by Province
per child in 2001

lower primary subsidy 2002 (p2q47ag)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 50-99

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Subsidy set by National Government per child in 2002

lower primary parent contribution 2002 (p2q47ah)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Maximum parent contribution set by Province per child in 2002

lower primary project fee 2002 (p2q47ai)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 50-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Lower primary - Maximum project fee set by Province
 per child in 2002

upper primary subsidy 2000 (p2q48aa)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-350

Valid cases: 8
 Invalid: 0

upper primary subsidy 2000 (p2q48aa)

File: P2v3

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Subsidy set by National Government per child in 2000

upper primary parent contribution 2000 (p2q48ab)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 60-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Maximum parent contribution set by Province per child in 2000

upper primary project fee 2000 (p2q48ac)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Maximum project fee set by Province per child in 2000

upper primary subsidy 2001 (p2q48ad)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 80-350

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Subsidy set by National Government per child in 2001

upper primary parent contribution 2001 (p2q48ae)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 60-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Maximum parent contribution set by Province per child in 2001

upper primary project fee 2001 (p2q48af)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Maximum project fee set by Province
 per child in 2001

upper primary subsidy 2002 (p2q48ag)

File: P2v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 100-250

Valid cases: 8
 Invalid: 0
 Minimum: 100
 Maximum: 250
 Mean: 231.3
 Standard deviation: 53

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Subsidy set by National Government per child in 2002

upper primary parent contribution 2002 (p2q48ah)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

upper primary parent contribution 2002 (p2q48ah)

File: P2v3

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Maximum parent contribution set by Province per child in 2002

upper primary project fee 2002 (p2q48ai)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 50-999

Valid cases: 8
 Invalid: 0

Pre question

What is the fee structure set by Governments?

Literal question

Upper primary - - Maximum project fee set by Province per child in 2002

how was q1 national government subsidy 2000 received by province (p2q49a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Pre question

In the past, the national government has been responsible for allocating subsidies to schools in the 1st and 3rd quarters. There has been a change in 2002 and the national government has provided subsidies for 1st and 2nd quarters to date.

Literal question

How has the national government subsidy been received in this Province? 2000, Q1

how was q3 national government subsidy 2000 received by province (p2q49b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

How has the national government subsidy been received in this Province? 2000, Q3

how was q1 national government subsidy 2001 received by
province (p2q49c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

How has the national government subsidy been received in this Province? 2001, Q1

how was q3 national government subsidy 2001 received by
province (p2q49d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

How has the national government subsidy been received in this Province? 2001, Q3

how was q1 national government subsidy 2002 received by
province (p2q49e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-6

Valid cases: 8
Invalid: 0

Literal question

How has the national government subsidy been received in this Province? 2002, Q1

how was q2 national government subsidy 2002 received by
province (p2q49f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-6

Valid cases: 8
Invalid: 0

Literal question

How has the national government subsidy been received in this Province? 2002, Q2

who handed over national government subsidy payment q1 2000
to province (p2q50a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q1

who handed over national government subsidy payment q3 2000
to province (p2q50b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q3

who handed over national government subsidy payment q1 2001
to province (p2q50c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q1

who handed over national government subsidy payment q3 2001
to province (p2q50d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q3

who handed over national government subsidy payment q1 2002 to province (p2q50e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 8
Invalid: 0

Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q1

who handed over national government subsidy payment q2 2002 to province (p2q50f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-3

Valid cases: 8
Invalid: 0

Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q2

amount of national government subsidy received by province q1 2000 (p2q51a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 99-1200000

Valid cases: 8
Invalid: 0

Literal question

How much did you receive for each quarter? 2000, Q1

amount of national government subsidy received by province q3 2000 (p2q51b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 99-1200000

Valid cases: 8
Invalid: 0

Literal question

How much did you receive for each quarter? 2000, Q3

amount of national government subsidy received by province q1 2001 (p2q51c) File: P2v3

Overview

| | |
|-------------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 99-1200000 | |

Literal question

How much did you receive for each quarter? 2001, Q1

amount of national government subsidy received by province q3 2001 (p2q51d) File: P2v3

Overview

| | |
|------------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 99-865900 | |

Literal question

How much did you receive for each quarter? 2001, Q3

amount of national government subsidy received by province q1 2002 (p1q51e) File: P2v3

Overview

| | |
|-------------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 99-3000000 | |

Literal question

How much did you receive for each quarter? 2002, Q1

amount of national government subsidy received by province q2 2002 (p2q51f) File: P2v3

Overview

| | |
|-------------------|----------------|
| Type: Discrete | Valid cases: 8 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 99-3000000 | |

Literal question

How much did you receive for each quarter? 2002, Q2

amount of national government subsidy consistent with estimation
q1 2000 (p2q52a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? 2000, Q1

amount of national government subsidy consistent with estimation
q3 2000 (p2q52b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? 2000, Q3

amount of national government subsidy consistent with estimation
q1 2001 (p2q52c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? 2001, Q1

amount of national government subsidy consistent with estimation
q3 2001 (p2q52d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? 2001, Q3

amount of national government subsidy consistent with estimation q1 2002 (p2q52e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? 2002, Q1

amount of national government subsidy consistent with estimation q2 2002 (p2q52f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? 2002, Q2

amount of national government subsidy shortfall q1 2000 (p2q53a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? 2000, Q1

amount of national government subsidy shortfall q3 2000 (p2q53b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? 2000, Q3

amount of national government subsidy shortfall q1 2001 (p2q53c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? 2001, Q1

amount of national government subsidy shortfall q3 2001 (p2q53d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? 2001, Q3

amount of national government subsidy shortfall q1 2002 (p2q53e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? 2002, Q1

amount of national government subsidy shortfall q2 2002 (p2q53f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? 2002, Q2

month national government subsidy q1 2000 received in province (p2q54a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What month did you receive the subsidy in the Province? 2000, Q1

month national government subsidy q3 2000 received in province (p2q54b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What month did you receive the subsidy in the Province? 2000, Q3

month national government subsidy q1 2001 received in province (p2q54c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

What month did you receive the subsidy in the Province? 2001, Q1

month national government subsidy q3 2001 received in province (p2q54d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

What month did you receive the subsidy in the Province? 2001, Q3

month national government subsidy q1 2002 received in province (p2q54e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-12

Valid cases: 8
Invalid: 0

Literal question

What month did you receive the subsidy in the Province? 2002, Q1

month national government subsidy q2 2002 received in province (p2q54f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-12

Valid cases: 8
Invalid: 0

Literal question

What month did you receive the subsidy in the Province? 2002, Q2

month national government subsidy q1 2000 passed on to schools (p2q55a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 19
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? 2000, Q1

month national government subsidy q3 2000 passed on to schools (p2q55b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 19
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? 2000, Q3

month national government subsidy q1 2001 passed on to schools (p2q55c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? 2001, Q1

month national government subsidy q3 2001 passed on to schools (p2q55d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? 2001, Q3

month national government subsidy q1 2002 passed on to schools (p2q55e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-4

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? 2002, Q1

month national government subsidy q2 2002 passed on to schools (p2q55f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-4

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? 2002, Q2

all schools received national government subsidy q1 2000 at same time (p2q56a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Did all schools receive their subsidy at the same time? 2000, Q1

all schools received national government subsidy q3 2000 at same time (p2q56b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Did all schools receive their subsidy at the same time? 2000, Q3

all schools received national government subsidy q1 2001 at same time (p2q56c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Did all schools receive their subsidy at the same time? 2001, Q1

all schools received national government subsidy q3 2001 at same time (p2q56d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Did all schools receive their subsidy at the same time? 2001, Q3

all schools received national government subsidy q1 2002 at same time (p2q56e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 8
Invalid: 0

Literal question

Did all schools receive their subsidy at the same time? 2002, Q1

all schools received national government subsidy q2 2002 at same time (p2q56f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 8
Invalid: 0

Literal question

Did all schools receive their subsidy at the same time? 2002, Q2

percentage of schools receiving national government subsidy q1 2000 late (p2q57a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools received it later than the majority? 2000, Q1

percentage of schools receiving national government subsidy q3 2000 late (p2q57b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools received it later than the majority? 2000, Q3

percentage of schools receiving national government subsidy q1 2001 late (p2q57c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools received it later than the majority? 2001, Q1

percentage of schools receiving national government subsidy q3 2001 late (p2q57d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools received it later than the majority? 2001, Q3

percentage of schools receiving national government subsidy q1 2002 late (p2q57e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools received it later than the majority? 2002, Q1

percentage of schools receiving national government subsidy q2 2002 late (p2q57f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools received it later than the majority? 2002, Q2

schools likely to receive national government subsidy q1 2000 late (p2q58a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Which schools are likely to receive it later than most? 2000, Q1

schools likely to receive national government subsidy q3 2000 late (p2q58b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Which schools are likely to receive it later than most? 2000, Q3

schools likely to receive national government subsidy q1 2001 late (p2q58c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Which schools are likely to receive it later than most? 2001, Q1

schools likely to receive national government subsidy q3 2001 late (p2q58d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Which schools are likely to receive it later than most? 2001, Q3

schools likely to receive national government subsidy q1 2002 late (p2q58e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Which schools are likely to receive it later than most? 2002, Q1

schools likely to receive national government subsidy q2 2002 late (p2q58f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Which schools are likely to receive it later than most? 2002, Q2

national government q3 subsidy is adjusted based on q1 subsidy 2000 (p2q59a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

Was the Q3 subsidy for 2000 and 2001 adjusted based on calculations used in Q1?

national government q3 subsidy is adjusted based on q1 subsidy 2001 (p2q59b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

national government q3 subsidy is adjusted based on q1 subsidy 2001 (p2q59b)

File: P2v3

Was the Q3 subsidy for 2000 and 2001 adjusted
based on calculations used in Q1?

means of knowing that schools received national government subsidy q1 2000 (p2q60a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 27
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q1

means of knowing that schools received national government subsidy q3 2000 (p2q60b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 27
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q3

means of knowing that schools received national government subsidy q1 2001 (p2q60c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 27
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q1

means of knowing that schools received national government subsidy q3 2001 (p2q60d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q3

means of knowing that schools received national government subsidy q1 2002 (p2q60e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q1

means of knowing that schools received national government subsidy q2 2002 (p2q60f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q2

amount of provincial subsidy received q2 2000 (p2q61a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 99-1800000

Valid cases: 8
Invalid: 0

Literal question

How much did you receive for Q2, 2000

amount of provincial subsidy received q4 2000 (p2q61b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-1800000

Valid cases: 8
 Invalid: 0

Literal question

How much did you receive for Q4, 2000

amount of provincial subsidy received q2 2001 (p2q61c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-2000000

Valid cases: 8
 Invalid: 0

Literal question

How much did you receive for Q2, 2001

amount of provincial subsidy received q4 2001 (p2q61d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-2000000

Valid cases: 8
 Invalid: 0

Literal question

How much did you receive for Q4, 2001

amount of provincial subsidy received consistent with estimation for q2 2000 (p2q62a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Was this figure consistent with your estimation? Q2, 2000

amount of provincial subsidy received consistent with estimation for q4 2000 (p2q62b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? Q4, 2000

amount of provincial subsidy received consistent with estimation for q2 2001 (p2q62c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? Q2, 2001

amount of provincial subsidy received consistent with estimation for q4 2001 (p2q62d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

Was this figure consistent with your estimation? Q4, 2001

amount of provincial subsidy shortfall q2 2000 (p2q63a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

If No, what was difference? Q2, 2000

amount of provincial subsidy shortfall q4 2000 (p2q63b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If No, what was difference? Q4, 2000

amount of provincial subsidy shortfall q2 2001 (p2q63c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If No, what was difference? Q2, 2001

amount of provincial subsidy shortfall q4 2001 (p2q63d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If No, what was difference? Q4, 2001

month provincial subsidy received q2 2000 (p2q64a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

What month did you receive the subsidy? Q2, 2000

month provincial subsidy received q4 2000 (p2q64b)

File: P2v3

month provincial subsidy received q4 2000 (p2q64b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

What month did you receive the subsidy? Q4, 2000

month provincial subsidy received q2 2001 (p2q64c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

What month did you receive the subsidy? Q2, 2001

month provincial subsidy received q4 2001 (p2q64d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

What month did you receive the subsidy? Q4, 2001

means by which provincial subsidy paid to schools q2 2000 (p2q65a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

How is the provincial government subsidy paid to schools? Q2, 2000

means by which provincial subsidy paid to schools q4 2000
(p2q65b)
File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

How is the provincial government subsidy paid to schools? Q4, 2000

means by which provincial subsidy paid to schools q2 2001
(p2q65c)
File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 59
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

How is the provincial government subsidy paid to schools? Q2, 2001

means by which provincial subsidy paid to schools q4 2001
(p2q65d)
File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 59
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

How is the provincial government subsidy paid to schools? Q4, 2001

time taken to pass on provincial subsidy to schools q2 2000
(p2q66a)
File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? Q2, 2000

time taken to pass on provincial subsidy to schools q4 2000 (p2q66b) File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? Q4, 2000

time taken to pass on provincial subsidy to schools q2 2001 (p2q66c) File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 19
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? Q2, 2001

time taken to pass on provincial subsidy to schools q4 2001 (p2q66d) File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 19
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

When was it passed on to schools? Q4, 2001

reasons (p2q67) File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

If it takes longer than one week, why?

provincial subsidy passed on in full q2 2000 (p2q68a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Was each school's subsidy passed on in full to the school? Q2, 2000

provincial subsidy passed on in full q4 2000 (p2q68b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Was each school's subsidy passed on in full to the school? Q4, 2000

provincial subsidy passed on in full q2 2001 (p2q68c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

Was each school's subsidy passed on in full to the school? Q2, 2001

provincial subsidy passed on in full q4 2001 (p2q68d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

Was each school's subsidy passed on in full to the school? Q4, 2001

percentage of provincial subsidy retained by province q2 2000 (p2q69a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 25-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage was retained by the Provincial Education Office? Q2, 2000

percentage of provincial subsidy retained by province q4 2000 (p2q69b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 25-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage was retained by the Provincial Education Office? Q4, 2000

percentage of provincial subsidy retained by province q2 2001 (p2q69c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 25-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage was retained by the Provincial Education Office? Q2, 2001

percentage of provincial subsidy retained by province q4 2001 (p2q69d)

File: P2v3

Overview

percentage of provincial subsidy retained by province q4 2001 (p2q69d)

File: P2v3

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 25-999

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage was retained by the Provincial Education Office? Q4, 2001

how were retained funds spent by province q2 2000 (p2q70a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What was that money used for? Q2, 2000

how were retained funds spent by province q4 2000 (p2q70b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What was that money used for? Q4, 2000

how were retained funds spent by province q2 2001 (p2q70c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What was that money used for? Q2, 2001

how were retained funds spent by province q4 2001 (p2q70d)

File: P2v3

how were retained funds spent by province q4 2001 (p2q70d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

What was that money used for? Q4, 2001

all schools properly acquit q2 2000 funds (p2q71a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Do all schools properly acquit school subsidies? Q2, 2000

all schools properly acquit q4 2000 funds (p2q71b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Do all schools properly acquit school subsidies? Q4, 2000

all schools properly acquit q2 2001 funds (p2q71c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Do all schools properly acquit school subsidies? Q2, 2001

all schools properly acquit q4 2001 funds (p2q71d)

File: P2v3

all schools properly acquit q4 2001 funds (p2q71d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

Literal question

Do all schools properly acquit school subsidies? Q4, 2001

percentage of schools failing to properly acquit q2 2000 funds (p2q72a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 15-999

Valid cases: 8
 Invalid: 0

Literal question

If No, what percentage of schools did not acquit funds? Q2, 2000

percentage of schools failing to properly acquit q4 2000 funds (p2q72b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 15-999

Valid cases: 8
 Invalid: 0

Literal question

If No, what percentage of schools did not acquit funds? Q4, 2000

percentage of schools failing to properly acquit q2 2001 funds (p2q72c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 15-99

Valid cases: 8
 Invalid: 0

Literal question

If No, what percentage of schools did not acquit funds? Q2, 2001

percentage of schools failing to properly acquit q4 2001 funds (p2q72d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 15-99

Valid cases: 8
Invalid: 0

Literal question

If No, what percentage of schools did not acquit funds? Q4, 2001

reasons for failing to acquit funds (p2q73)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

What are the reasons why schools have difficulty acquitting funds?

actions taken by province when schools fail to properly acquit funds (p2q74)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 28
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Literal question

List all the actions usually taken in these circumstances?

province set lower primary project fee 2000 (p2q75a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

province set upper primary project fee 2000 (p2q75b)

File: P2v3

province set upper primary project fee 2000 (p2q75b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

province set lower primary project fee 2001 (p2q75c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

province set upper primary project fee 2001 (p2q75d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

province set lower primary project fee 2002 (p2q75e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

province set upper primary project fee 2002 (p2q75f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

amount of lower primary project fee 2000 (p2q76a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 40-999

Valid cases: 8
 Invalid: 0

amount of upper primary project fee 2000 (p2q76b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 60-999

Valid cases: 8
 Invalid: 0

amount of lower primary project fee 2001 (p2q76c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 40-999

Valid cases: 8
 Invalid: 0

amount of upper primary project fee 2001 (p2q76d)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 60-999

Valid cases: 8
 Invalid: 0

amount of lower primary project fee 2002 (p2q76e)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 40-999

Valid cases: 8
 Invalid: 0

amount of upper primary project fee 2002 (p2q76f)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 60-999

Valid cases: 8
 Invalid: 0

who is responsible for setting lower primary project fee 2000 (p2q77a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

who is responsible for setting upper primary project fee 2000 (p2q77b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

who is responsible for setting lower primary project fee 2001 (p2q77c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 8
 Invalid: 0

who is responsible for setting upper primary project fee 2001 (p2q77d)

File: P2v3

Overview

who is responsible for setting upper primary project fee 2001
(p2q77d)

File: P2v3

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

who is responsible for setting lower primary project fee 2002
(p2q77e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

who is responsible for setting upper primary project fee 2002
(p2q77f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

how is lower primary project fee 2000 spent (p2q78a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

how is upper primary project fee 2000 spent (p2q78b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

how is lower primary project fee 2001 spent (p2q78c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

how is upper primary project fee 2001 spent (p2q78d)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

how is lower primary project fee 2002 spent (p2q78e)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

how is upper primary project fee 20002spent (p2q78f)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

does ndoe audit provincial subsidy account (p2q79)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 8
Invalid: 0

Literal question

Does the National Department of Education audit the subsidy account?

how often are audits carried out (p2q80)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 8
 Invalid: 0

Literal question

If Yes, how often are audits carried out?

number of audits in 2001 (p2q81)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Literal question

How many audits were carried out in 2001?

value of ndeo audits (p2q82)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 8
 Invalid: 0

Literal question

The NDOE audits are ...

does provincial treasury audit provincial subsidy account (p2q83)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

Does Provincial Treasury carry out audits of your financial accounts?

how often are audits carried out (p2q84)

File: P2v3

how often are audits carried out (p2q84)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

If Yes, how often are audits carried out?

number of audits in 2001 (p2q85)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Literal question

How many audits were carried out in 2001?

value of provincial treasury audits (p2q86)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

The Provincial Treasury audits are ...

amount requested from pllag in 2001 (p2q87a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-900000

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Provincial and Local Level Administration Grant
 Amount requested?

amount approved by pllag in 2001 (p2q87b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-159000

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Provincial and Local Level Administration Grant
 Amount Approved?

use of funds in 2001 (p2q87c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Provincial and Local Level Administration Grant
 How was it used?

amount requested from pig in 2001 (p2q88a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-1000000

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Provincial Infrastructure Grant
 Amount requested?

amount approved by pig in 2001 (p2q88b)

File: P2v3

Overview

amount approved by pig in 2001 (p2q88b)

File: P2v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-336000

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Provincial Infrastructure Grant
 Amount Approved?

use of funds in 2001 (p2q88c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Provincial Infrastructure Grant
 How was it used?

amount requested from llgvsg in 2001 (p2q89a)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Local Level Government and Village Services Grant
 Amount requested?

amount approved by llgvsg in 2001 (p2q89b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-482500

Valid cases: 8
 Invalid: 0

amount approved by llgvsg in 2001 (p2q89b)

File: P2v3

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionLocal Level Government and Village Services Grant
Amount Approved?

use of funds in 2001 (p2q89c)

File: P2v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999Valid cases: 8
Invalid: 0**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionLocal Level Government and Village Services Grant
How was it used?

amount requested from tusg in 2001 (p2q90a)

File: P2v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-99Valid cases: 8
Invalid: 0**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionTown and Urban Services Grant
Amount requested?

amount approved by tusg in 2001 (p2q90b)

File: P2v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 8
Invalid: 0**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionTown and Urban Services Grant
Amount Approved?

use of funds in 2001 (p2q90c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-999

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Town and Urban Services Grant
 How was it used?

amount requested from dsg in 2001 (p2q91a)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

District Support Grant
 Amount requested?

amount approved by dsg in 2001 (p2q91b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

District Support Grant
 Amount Approved?

use of funds in 2001 (p2q91c)

File: P2v3

Overview

use of funds in 2001 (p2q91c)

File: P2v3

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-999

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

District Support Grant
 How was it used?

amount requested from rdf in 2001 (p2q92a)

File: P2v3

Overview

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

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Rural Development Fund
 Amount requested?

amount approved by rdf in 2001 (p2q92b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal question

Rural Development Fund
 Amount Approved?

use of funds in 2001 (p2q92c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 99-999

Valid cases: 8
 Invalid: 0

use of funds in 2001 (p2q92c)

File: P2v3

Pre question

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionRural Development Fund
How was it used?

amount requested from other in 2001 (p2q93a)

File: P2v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-99Valid cases: 8
Invalid: 0**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionOther (specify)
Amount requested?

amount approved by other in 2001 (p2q93b)

File: P2v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999Valid cases: 8
Invalid: 0**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionOther (specify)
Amount Approved?

use of funds in 2001 (p2q93c)

File: P2v3

OverviewType: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 99-999Valid cases: 8
Invalid: 0**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

Literal questionOther (specify)
How was it used?

source of funds from ngo 2001 (p2q94a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-4

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Source of Funds

source of funds from ngo 2001 (p2q94b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Source of Funds

source of funds from ngo 2001 (p2q94c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Source of Funds

purpose of funds (p2q95a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-6

Valid cases: 8
 Invalid: 0

Pre question

purpose of funds (p2q95a)

File: P2v3

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Purpose

purpose of funds (p2q95b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Purpose

purpose of funds (p2q95c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Purpose

how paid (p2q96a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-12260000

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

How much was paid by cheque or bank transfer?

how paid (p2q96b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-1300000

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

How much was paid by cheque or bank transfer?

how paid (p2q96c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

How much was paid by cheque or bank transfer?

in kind payment (p2q97a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-200000

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

How much of this subsidy did you receive in any other form, e.g. books materials?

in kind payment (p2q97b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

in kind payment (p2q97b)

File: P2v3

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

How much of this subsidy did you receive in any other form, e.g. books materials?

in kind payment (p2q97c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

How much of this subsidy did you receive in any other form, e.g. books materials?

payment to following account (p2q98a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Were funds paid into an account held by ...

payment to following account (p2q98b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Were funds paid into an account held by ...

payment to following account (p2q98c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Were funds paid into an account held by ...

dea is signatory to account (p2q99a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Are you a signatory to this account?

dea is signatory to account (p2q99b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Are you a signatory to this account?

dea is signatory to account (p2q99c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

dea is signatory to account (p2q99c)

File: P2v3

What other sources of government and non-government funding does PDOE receive in this Province?

Literal question

Are you a signatory to this account?

how are funds acquitted (p2q100a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-99

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

How are the funds acquitted?

how are funds acquitted (p2q100b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

How are the funds acquitted?

how are funds acquitted (p2q100c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

How are the funds acquitted?

amount to be spent on education in province (p2q101a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the amount to be spent on education in this Province? - Most say

else (p2q101b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the amount to be spent on education in this Province? - Who else has a say?

you (p2q101c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the amount to be spent on education in this Province? - How much say do you have?

how to spend funds in this province (p2q102a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

how to spend funds in this province (p2q102a)

File: P2v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend those funds in this Province? - Most say

else (p2q102b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend those funds in this Province? - Who else has a say?

you (p2q102c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend those funds in this Province? - How much say do you have?

teaching methods (p2q103a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this Province? - Most say

else (p2q103b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this Province? - Who else has a say?

you (p2q103c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on teaching methods used in this Province? - How much say do you have?

who enrolls (p2q104a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls in this Province? - Most say

else (p2q104b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

else (p2q104b)

File: P2v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls in this Province? - Who else has a say?

you (p2q104c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who enrolls in this Province? - How much say do you have?

class size (p2q105a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this Province? - Most say

else (p2q105b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this Province? - Who else has a say?

you (p2q105c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding class size in this Province? - How much say do you have?

assessing students (p2q106a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this Province? - Most say

else (p2q106b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this Province? - Who else has a say?

you (p2q106c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

you (p2q106c)

File: P2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing students in this Province? - How much say do you have?

policy for assessing students (p2q107a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students? - Most say

else (p2q107b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students? - Who else has a say?

you (p2q107c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing students? - How much say do you have?

appointing teachers (p2q108a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to schools in this Province? - Most say

else (p2q108b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to schools in this Province? - Who else has a say?

you (p2q108c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in appointing a teacher to schools in this Province? - How much say do you have?

assessing teachers (p2q109a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

assessing teachers (p2q109a)

File: P2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this Province? - Most say

else (p2q109b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this Province? - Who else has a say?

you (p2q109c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in assessing teachers in this Province? - How much say do you have?

policy for assessing teachers (p2q110a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers? - Most say

else (p2q110b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers? - Who else has a say?

you (p2q110c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in setting the policy for assessing teachers? - How much say do you have?

teacher promotion (p2q111a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted? - Most say

else (p2q111b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

else (p2q111b)

File: P2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted? - Who else has a say?

you (p2q111c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding which teachers get promoted? - How much say do you have?

discipline action against teacher (p2q112a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Most say

else (p2q112b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Who else has a say?

you (p2q112c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in taking disciplinary action against a teacher in this Province? - How much say do you have?

dismissing a teacher (p2q113a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from schools in this Province? - Most say

else (p2q113b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from schools in this Province? - Who else has a say?

you (p2q113c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

you (p2q113c)

File: P2v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in dismissing a teacher from schools in this Province? - How much say do you have?

selection for inservice (p2q114a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training? - Most say

else (p2q114b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training? - Who else has a say?

you (p2q114c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding who attends in-service training? - How much say do you have?

level of parent contribution to school fee (p2q115a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Most say

else (p2q115b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Who else has a say?

you (p2q115c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - How much say do you have?

level of project fees (p2q116a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

level of project fees (p2q116a)

File: P2v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees? - Most say

else (p2q116b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees? - Who else has a say?

you (p2q116c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding the level of project fees? - How much say do you have?

how to spend project fees (p2q117a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees? - Most say

else (p2q117b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees? - Who else has a say?

you (p2q117c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend project fees? - How much say do you have?

spending school subsidy (p2q118a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidies? - Most say

else (p2q118b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

else (p2q118b)

File: P2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidies? - Who else has a say?

you (p2q118c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding how to spend school subsidies? - How much say do you have?

upgrading school (p2q119a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school? - Most say

else (p2q119b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school? - Who else has a say?

you (p2q119c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school? - How much say do you have?

maintenance provision (p2q120a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in schools in this Province? - Most say

else (p2q120b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in schools in this Province? - Who else has a say?

you (p2q120c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

you (p2q120c)

File: P2v3

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on maintenance work in schools in this Province? - How much say do you have?

constructing classrooms (p2q121a)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Most say

else (p2q121b)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 32
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Who else has a say?

you (p2q121c)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 14
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding to build a new classroom in schools in this Province? - How much say do you have?

organizing pnc activities (p2q122a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing pnc activities? - Most say

else (p2q122b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing pnc activities? - Who else has a say?

you (p2q122c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing pnc activities? - How much say do you have?

organizing community activities (p2q123a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

organizing community activities (p2q123a)

File: P2v3

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities between schools and communities? - Most say

else (p2q123b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities between schools and communities? - Who else has a say?

you (p2q123c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in organizing activities between schools and communities? - How much say do you have?

deciding on a fete or fundraising (p2q124a)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on a fete or fundraising? - Most say

else (p2q124b)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on a fete or fundraising? - Who else has a say?

you (p2q124c)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Pre question

We are interested in who influences education decision making.

Literal question

According to you, who has the most say in deciding on a fete or fundraising? - How much say do you have?

strength of delivery of education services in this province
 (p2q125aa)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-11

Valid cases: 8
 Invalid: 0

Literal question

What are the three major strengths supporting the delivery of education services in this Province?

strength of delivery of education services in this province
 (p2q125ab)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-10

Valid cases: 8
 Invalid: 0

strength of delivery of education services in this province (p2q125ab)

File: P2v3

Literal question

What are the three major strengths supporting the delivery of education services in this Province?

strength of delivery of education services in this province (p2q125ac)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 45
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What are the three major strengths supporting the delivery of education services in this Province?

weakness of delivery of education services in this province (p2q125ba)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 38
Decimals: 0
Range: 1-12

Valid cases: 8
Invalid: 0

Literal question

What are the three major weakness affecting students learning at schools in this Province?

weakness of delivery of education services in this province (p2q125bb)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-11

Valid cases: 8
Invalid: 0

Literal question

What are the three major weakness affecting students learning at schools in this Province?

weakness of delivery of education services in this province (p2q125bc)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 38
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What are the three major weakness affecting students learning at schools in this Province?

factors supporting student learning in this province (p2q126aa)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-10

Valid cases: 8
Invalid: 0

Literal question

What are the three major strengths supporting students learning at schools in this Province?

factors supporting student learning in this province (p2q126ab)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 33
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What are the three major strengths supporting students learning at schools in this Province?

factors supporting student learning in this province (p2q126ac)

File: P2v3

Overview

Type: Discrete
Format: numeric
Width: 31
Decimals: 0
Range: 1-999

Valid cases: 8
Invalid: 0

Literal question

What are the three major strengths supporting students learning at schools in this Province?

factors affecting student learning in this province (p2q126ba)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

What are the three major weakness affecting students learning at schools in this Province?

factors affecting student learning in this province (p2q126bb)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

What are the three major weakness affecting students learning at schools in this Province?

factors affecting student learning in this province (p2q126bc)

File: P2v3

Overview

Type: Discrete
 Format: numeric
 Width: 33
 Decimals: 0
 Range: 1-999

Valid cases: 8
 Invalid: 0

Literal question

What are the three major weakness affecting students learning at schools in this Province?

(id)

File: H1v3

Overview

| | |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | Minimum: 1 |
| Decimals: 0 | Maximum: 214 |
| Range: 1-214 | Mean: 107.5 |
| | Standard deviation: 61.9 |

name of school (school)

File: H1v3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: character | Invalid: 0 |
| Width: 30 | |

province (province)

File: H1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-8 | |

Literal question

Province

district (district)

File: H1v3

Overview

| | |
|-----------------|------------------|
| Type: Discrete | Valid cases: 214 |
| Format: numeric | Invalid: 0 |
| Width: 9 | |
| Decimals: 0 | |
| Range: 1-20 | |

Literal question

District

census unit identifier (census)

File: H1v3

Overview

| | |
|-------------------|------------------|
| Type: Discrete | Valid cases: 211 |
| Format: character | Invalid: 0 |
| Width: 15 | |

Literal question

census unit identifier (census)

File: H1v3

Census enumeration area

school code (code)

File: H1v3

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 214
Invalid: 0

(weight)

File: H1v3

Overview

Type: Continuous
Format: numeric
Width: 9
Decimals: 0
Range: 0.217999994754791-1.65900003910065

Valid cases: 214
Invalid: 0
Minimum: 0.2
Maximum: 1.7
Mean: 1
Standard deviation: 0.4

name of interviewer (h1q1)

File: H1v3

Overview

Type: Discrete
Format: character
Width: 30

Valid cases: 117
Invalid: 0

Literal question

Name of Interviewer

name of facility (h1q3)

File: H1v3

Overview

Type: Discrete
Format: character
Width: 40

Valid cases: 117
Invalid: 0

Literal question

Name of Health Facility

type of facility (h1q4)

File: H1v3

Overview

type of facility (h1q4)

File: H1v3

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

Valid cases: 117
 Invalid: 97

Literal question

Type of facility

village (h1q7)

File: H1v3

Overview

Type: Discrete
 Format: character
 Width: 30

Valid cases: 117
 Invalid: 0

interview date (h1q9)

File: H1v3

Overview

Type: Discrete
 Format: character
 Width: 20

Valid cases: 117
 Invalid: 0

Literal question

Interview Date

time of interview (h1q10)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-3

Valid cases: 117
 Invalid: 97

Literal question

Time of interview

gender (h1q11)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

gender (h1q11)

File: H1v3

Gender of Respondent

facility visited by research team (h1q12)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

Did you visit the facility?

associated school code (h1q13)

File: H1v3

Overview

Type: Discrete
 Format: character
 Width: 8

Valid cases: 117
 Invalid: 0

Literal question

School code (for associated school)

agency type (h1q14)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 117
 Invalid: 97

Literal question

Agency Type

number of days open each week (h1q15)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-7

Valid cases: 117
 Invalid: 97

Literal question

How many days a week is the facility open?

open all day (h1q16)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

Are you open all day on each of those days?

facility open today (h1q17)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

Is the facility open for patient visits today?

reasons for closure of clinic today (h1q18)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If No, why not?

time opened today (h1q19)

File: H1v3

Overview

Type: Discrete
 Format: character
 Width: 14

Valid cases: 117
 Invalid: 0

Literal question

If yes: What time did you open today?

closing time today (h1q20)

File: H1v3

Overview

closing time today (h1q20)

File: H1v3

Type: Discrete
Format: character
Width: 14

Valid cases: 117
Invalid: 0

Literal question

What time will you close today?

number patients in a typical day (h1q21)

File: H1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 3-400

Valid cases: 117
Invalid: 97

Literal question

How many patients are seen in a typical day at this facility?

number patients today (h1q22)

File: H1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 0-999

Valid cases: 117
Invalid: 97

Literal question

How many patients have visited the facility today?

number of patients yesterday (h1q23)

File: H1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-999

Valid cases: 117
Invalid: 97

Literal question

How many patients visited the facility yesterday?

cost per visit (h1q24)

File: H1v3

Overview

cost per visit (h1q24)

File: H1v3

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 1-4

Valid cases: 117
 Invalid: 97

Literal question

How much do patients pay for each visit?

approved staff establishment for facility (h1q25)

File: H1v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-39

Valid cases: 117
 Invalid: 97
 Minimum: 0
 Maximum: 39
 Mean: 5
 Standard deviation: 6.1

Literal question

How many staff are posted to this facility?

number supposed to be present (h1q26)

File: H1v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-39

Valid cases: 117
 Invalid: 97
 Minimum: 0
 Maximum: 39
 Mean: 4.4
 Standard deviation: 5.6

Literal question

How many of these staff are supposed to be present now?

number staff present (h1q27)

File: H1v3

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-26

Valid cases: 117
 Invalid: 97
 Minimum: 0
 Maximum: 26
 Mean: 3.5
 Standard deviation: 4.6

Literal question

How many of those staff are present at the facility now?

reasons for staff absences on day of interview (h1q28)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If No, why are some staff absent now?

staff at refresher courses (h1q29)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

In 2001, how many staff attended refresher courses?

number of doctor visits in 2002 (h1q30)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

How often has a doctor visited this facility in 2002?

number of extension officer visits in 2002 (h1q31)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

How often has a Health Extension Officer visited in 2002?

source of supplies (h1q32)

File: H1v3

source of supplies (h1q32)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 25
 Decimals: 0
 Range: 1-5

Valid cases: 117
 Invalid: 97

Literal question

Where do you get your medical supplies?

diarrhoea treatment (h1q33)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 117
 Invalid: 97

Literal question

If a child is brought to the facility with diarrhea, what are the different actions you would take?

availability (h1q34aa)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Panadol - Available?

free (h1q34ab)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Panadol - Is it free to the patient?

cost (h1q34ac)

File: H1v3

cost (h1q34ac)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Panadol - If no, how much would a patient normally pay?

number weeks unavailable (h1q34ad)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Panadol - In 2001, what was the longest number of weeks this medicine was unavailable?

availability (h1q34ba)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Fansidar - Available?

free (h1q34bb)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Fansidar - Is it free to the patient?

cost (h1q34bc)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Fansidar - If no, how much would a patient normally pay?

number of weeks unavailable (h1q34bd)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-99

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Fansidar - In 2001, what was the longest number of weeks this medicine was unavailable?

availability (h1q34ca)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Camoquine - Available?

free (h1q34cb)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Camoquine - Is it free to the patient?

cost (h1q34cc)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Camoquine - If no, how much would a patient normally pay?

number weeks unavailable (h1q34cd)

File: H1v3

Overview

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

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Camoquine - In 2001, what was the longest number of weeks this medicine was unavailable?

availability (h1q34da)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? TB blister packs - Available?

free (h1q34db)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? TB blister packs - Is it free to the patient?

cost (h1q34dc)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? TB blister packs - If no, how much would a patient normally pay?

number weeks unavailable (h1q34dd)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? TB blister packs - In 2001, what was the longest number of weeks this medicine was unavailable?

availability (h1q34ea)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Condoms - Available?

free (h1q34eb)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Condoms - Is it free to the patient?

cost (h1q34ec)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Condoms - If no, how much would a patient normally pay?

number weeks unavailable (h1q34ed)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Condoms - In 2001, what was the longest number of weeks this medicine was unavailable?

availability (h1q34fa)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Liniment - Available?

free (h1q34fb)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-2

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Liniment - Is it free to the patient?

cost (h1q34fc)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Liniment - If no, how much would a patient normally pay?

number weeks unavailable (h1q34fd)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-99

Valid cases: 117
 Invalid: 97

Literal question

If a person needed the following today, would the facility be able to provide them? Liniment - In 2001, what was the longest number of weeks this medicine was unavailable?

distance (h1q35aa)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest aid post/Health Center to this one? Distance: How many kilometers?

means of transport (h1q35ab)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-99

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest aid post/Health Center to this one? How would you get there?

days (h1q35ac)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest aid post/Health Center to this one? How long does it take to get there (days)?

hours (h1q35ad)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest aid post/Health Center to this one? How long does it take to get there (hours)?

minutes (h1q35ae)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 3-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest aid post/Health Center to this one? How long does it take to get there (minutes)?

distance (h1q35ba)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest hospital? Distance: How many kilometers?

means of transport (h1q35bb)

File: H1v3

means of transport (h1q35bb)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest hospital? How would you get there?

days (h1q35bc)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest hospital? How long does it take to get there (days)?

hours (h1q35bd)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest hospital? How long does it take to get there (hours)?

minutes (h1q35be)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 5-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest hospital? How long does it take to get there (minutes)?

distance (h1q35ca)

File: H1v3

distance (h1q35ca)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? Distance: How many kilometers?

means of transport (h1q35cb)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How would you get there?

days (h1q35cc)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (days)?

hours (h1q35cd)

File: H1v3

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-999

Valid cases: 117
 Invalid: 97

Literal question

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (hours)?

minutes (h1q35ce)

File: H1v3

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 2-999

Valid cases: 117
Invalid: 97

Literal question

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (minutes)?

Related Materials

Questionnaires

Questionnaire

Title Questionnaire
 Date 2002-01-01
 Country Papua New Guinea
 Filename PNG-Questionnaires.pdf

Technical documents

Identifiers Information

Title Identifiers Information
 Date 2002-01-01
 Country Papua New Guinea
 Filename identifiers_info.txt

Basic Information Document

Title Basic Information Document
 Date 2002-01-01
 Country Papua New Guinea
 Filename png_PESD_basic_information_document.pdf

Research Assistants Survey Manual

| | |
|-------------------|---|
| Title | Research Assistants Survey Manual |
| Country | Papua New Guinea |
| | 1. Introductory letter to Provincial Education Adviser 2. Introductory letter to Head Teacher 3. Introductory letter to District Education Administrator 4. Managing the Survey Forms <ul style="list-style-type: none"> • S1 - School Survey • S2 - Grade 5 Teacher Survey • S3 - Board of Management Survey • S4 - Parent Survey |
| Table of contents | <ul style="list-style-type: none"> • D1 - District Education Administrator Survey • H1 - Health Facility Survey 5. Research Assistants Checklist 6. Survey Instruments <ul style="list-style-type: none"> • S1 - School Survey • S2 - Grade 5 Teacher Survey • S3 - Board of Management Survey • S4 - Parent Survey • D1 - District Education Administrator Survey • H1 - Health Facility Survey |
| Filename | PNG- Interviewer Manual.revised.pdf |

List of Documents

Title List of Documents
 Country Papua New Guinea
 Filename PNG_list_of_documents.pdf

Other materials

Papua New Guinea: Public Expenditure and Service Delivery (PESD)

Title Papua New Guinea: Public Expenditure and Service Delivery (PESD)
 Author(s) Deon Filmer
 Date 2004-06-30
 Country Papua New Guinea
 Filename PNG.PESD.Education.filmer.jun.2004.pdf

Papua New Guinea: Public Expenditure and Service Delivery (PESD) - Annexes

Title Papua New Guinea: Public Expenditure and Service Delivery (PESD) - Annexes
 Author(s) Deon Filmer
 Date 2004-06-30
 Country Papua New Guinea
 Filename PNG.PESD.Education.Annexes-Final(G).jun.2004.pdf

Public Expenditure and Service Delivery in Papua New Guinea

| | |
|-------------------|--|
| Title | Public Expenditure and Service Delivery in Papua New Guinea |
| Date | 2001-10-26 |
| Country | Papua New Guinea |
| | Expenditure Tracking and Service Delivery in the Education Sector in PNG Concept Note, October 26 2001 |
| | Goals and expected outputs |
| | Issues |
| | Methods |
| | Scope and timeline |
| Table of contents | Funds flow chart for the education sector in PNG (Draft) |
| | Terms of Reference for Public Expenditure and Service Delivery activity in Papua New Guinea, February 25, 2002 |
| | 1. Finalizing the survey design |
| | 2. Finalizing the instruments |
| | 3. Data collection |
| | 4. Reporting |
| | 5. Milestones/timeline |
| Filename | PNG.TOR.conceptnote.pdf |
