

# Kenya - Building Capabilities for Work and Life: Assessing the Production of Core Values and Capabilities Among Youth in TVET Institutions in Kenya - 2018, Whole Youth Development Assessment in TVET Institutions in Kenya 2018

**APHRC**

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# Overview

## Identification

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## Version

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### VERSION DESCRIPTION

### PRODUCTION DATE

2019-12-31

## Overview

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### ABSTRACT

#### Background

Academic and technical knowledge, individual core values as well as skills and capabilities are key success factors in the labor market. . These traits are especially important for young people preparing for the 21st century workplace. It is essential that they cultivate 'Whole Youth Development' (WYD) skills which encapsulate academic and technical competencies alongside soft skills, such as critical thinking, problem-solving, social and communication skills, persistence, creativity, and self-control. This report provides an assessment of how young people acquire these core values and capabilities within Technical and Vocational Education and Training (TVET) institutions in Kenya.

#### Aim

To inform policy discourse as well as improve understanding of how youth in Kenya are prepared to succeed in the job market, this study investigated:

- The extent to which TVET policy frameworks promote WYD among youth;
- The extent to which TVET curricula integrate WYD;
- Existing capacities within TVET institutions for the production of core values and capabilities;
- Key influencers of WYD for TVET institutions in Kenya; and
- The extent to which students in TVET institutions exhibit WYD capabilities.

#### Methods

The study was a cross-sectional survey that targeted population TVET students aged between 15 and 25 years. Students targeted were from the three categories of TVET institutions that are accredited by the Technical Vocational Education and Training Authority (TVETA) namely; National Polytechnics, Technical Training Institutes and Vocational Training Centers. The study sample for quantitative data comprised of 171 institutional heads, 347 instructors, and 3,452 students in either the first and final years of study. Additionally, qualitative data was collected from TVET regulatory and policy making bodies, final year students, and county (sub-national) directors of TVET.

#### Implications

There is room to further strengthen uptake of the WYD approach and capabilities among TVET instructors and students. TVETA and National Vocational Certificate in Education and Training (NAV CET) in consultation with other key stakeholders, such as industry, have a role to play in developing effective strategies for adoption of WYD. Such strategies could include improving WYD in curriculum implementation, strengthening the capacity of TVET instructors to use WYD during instructional delivery, and enhancing peer to peer support among students.

Other than the digital literacy domain, TVET students demonstrated low acquisition of functional literacy and numeracy, as well as social-emotional skills. While these skills are traditionally acquired through instruction in a classroom setting, institutions could utilize digital technology to access learning resources in these areas, utilize cooperative learning and peer-to-peer reviews, as well as practice the skills in workplaces in a formalized program.

Interactions between instructors and training facilities, as well as instructors and students play a key role in whole youth development in TVET institutions. The former (instructor-training facilities interaction) was found to be inhibiting. While it may be difficult to have adequate and effective facilities in each institution due to budgetary limitations, it is possible for the institutions and TVETA to train instructors on adaptive techniques that could help them optimize the utilization of existing facilities. There is also the possibility that the machinery and facilities found in industry would complement those found on-campus. For this to work well, institutions will have to formalize relations with the private sector.

Further areas of research could include establishing the quality of the WYD aspects that were observed in the TVET institutions. This may help explain, for example, why the observed preference of social-emotional skills in TVET did not differ between first and final year students. It would also be useful to generate case studies of institutions and students who were found to be strong in WYD with a view to understanding what it takes to champion wholesome youth development in different contexts.

#### UNITS OF ANALYSIS

Basic units of analysis are as follows;

- Student survey and Student assessment would have TVET students as the units of analysis
- Instructor's/Tutor's Data have TVET instructors as the units of analysis
- Institutional data would have the individual institutions as the units of analysis TVET institutions

## Scope

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#### NOTES

The scope of the WYD study incorporated the following:

- **STUDENT**;The student questionnaire sought information on: Student's background and/or demographic characteristics, parental background (demographic characteristics), the current training course, social activities, economic activities engaged in by student before joining TVET, their perceptions on skills, knowledge, core values and career opportunities, information about institutional support and capacity; and information about their training course's curriculum and their instructors. The student assessment questionnaire assessed students': capabilities and values and soft skills, digital literacy, and functional literacy and functional numeracy.

-**INSTRUCTOR**; sought information from instructors about their awareness and perception of soft skills and core values. Under the soft skills and core values sub-themes, questions centred on understanding whether instructors had undergone training on academic/cognitive/technical skills, life skills, core values, and social-emotional skills.

-**INSTITUTIONAL**: institutional questionnaire contained; their demographic characteristics including date of birth, year of joining the institution, level at which they joined the institution, total years as trainer, and status of employment (contract or permanent), institution's background, institution's training programs, institution's facilities/equipment/resources, student enrollment, student performance, student employment status, training or teaching staff; and institution's budget.

#### KEYWORDS

whole youth development, core values, TVET, capabilities, soft skills, life skills, technical skills

## Coverage

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#### GEOGRAPHIC COVERAGE

It was a national study covering both rural and urban areas

#### UNIVERSE

## Producers and Sponsors

### PRIMARY INVESTIGATOR(S)

Name	Affiliation
Moses Ngware	APHRC

### OTHER PRODUCER(S)

Name	Affiliation	Role
Njora Hungi	APHRC	Study coordination

### FUNDING

Name	Abbreviation	Role
Anonymous funder		

### OTHER ACKNOWLEDGEMENTS

Name	Affiliation	Role
John Mugo	ZiziAfrique	Provided coordination with other institutions that conducted similar students among youth out of training and employment, and youth in employment
Alex Awiti	Aga Khan University	Conducted a study targeting youth in employment
Mudit sharma	Dalberg Research	Conducted a study targeting youth not in training or in employment
Vollan Ochieng	APHRC	Research officer
Njora Hungi	APHRC	Project Co-ordination
Francis Kiroro	APHRC	Data Analysis
Grace Gathoni	APHRC	Field Co-ordination
Shem Mambe	APHRC	Field Co-ordination

## Metadata Production

### METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Development Economics Data Group	DECDG	The World Bank	Documentation of the DDI
Assessment of Whole Youth Development Data	WYD	APHRC	Documentation of the WYD Data

### DATE OF METADATA PRODUCTION

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### DDI DOCUMENT ID

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## Sampling

### Sampling Procedure

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The sample size was estimated using two main assumptions: (1) that the proportion of students attending TVET institutions and exhibiting requisite soft skills is 50% - based on a study done by Muthoni et al. (2013) which showed this proportion ranged from 32% to 75%; and (2) a precision of 5% and design effect of 1.1 given the variability that may exist due to measuring soft skills using students nested within TVET (clustering effect). Following the formula for estimating prevalence as provided by Pourhoseingholi, Vahedi and Rahimzadeh (2013), and assuming 95% level of confidence, the estimated minimum sample size was 423 TVET institutions spread across Kenya.

In each of the nine selected counties, a national polytechnic in that county was automatically selected into the study sample, except for Turkana County which has no national polytechnic. This enabled the study team to study eight of the eleven national polytechnics plus a representative sample of institutional types and categories in those counties. Turkana County despite not having a national polytechnic, as mentioned above, was purposively included in the sample to represent marginalized areas and to represent the northern part of Kenya.

There were 364 TVET institutions in the nine counties meaning that the study sample which involved at least 50% of them, included 182 institutions. Though less than the intended 423, this number was sufficient for an exploratory study like this one as the sample was large enough to allow statistical analysis.

In each institution, two training programs with an adequate number of students for first year (5 or more) and final year (5 or more) classes were randomly selected. This was done with the assumption that students who make it to the final year are strong in their study area, and have the technical know-how for purposes of this study. They were an essential demographic as they were about to enter the job market. They were key respondents as they would help in understanding the skills gained that prepared them for the job market, having gone through the entire length of their respective programs. Ten students (five first year and five final year students from each gender) from the two focal programs were randomly selected.

There were certain cases where meeting this gender composition was difficult as some programs were predominantly male forcing the team to work with the available gender representation. Such cases would be mitigated against by including an equal number of the under-represented gender in the next/following institution. Where an institution's or institutions' program had less than ten students, additional program(s) were selected at random, though this rarely occurred.

### Response Rate

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The TVET student sample selection took gender and study program into consideration. In each selected TVET institution, 20 students (10 in their first year and 10 in their final year) were randomly selected. Since 182 institutions were to be visited, the maximum student participation was expected to be 3,640, and the study achieved a success rate of 94.8% (3,452). Students in their first and final years were selected to estimate the impact of the TVET curriculum in WYD skills.

Two instructors, one from the first year class and another from the final year class were selected from the two study programs. The instructor sample size was expected to be 364, but the study achieved 95.3% (347) of the target. For the institutional managers' questionnaire, there were two sets of items - part A and B. A total of 182 managers were targeted for this study and a 94% (171) success rate was achieved for part A while part B had a success rate of 82.4% (150). The reduction in number (between part A and B) was due to the refusal to participate in Part B items which were perceived to be sensitive - this mainly affected private institutions in Nairobi County. The affected items in Part B sought responses on financial performance of institutions, enrolment records, number of graduates produced per year as well as their respective performances, and information on their graduates' placement in the job market.

# Questionnaires

No content available

## Data Collection

### Data Collection Dates

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Start	End	Cycle
2018-10-10	2018-11-27	N/A

### Data Collection Mode

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Face-to-face [f2f]

### Supervision

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During data collection, senior research team members conducted random spot check visits to confirm adherence to procedures and the accuracy of information collected. The data collected were verified at the end of each day on site for accuracy and completeness, after which they were uploaded to a central server. Thereafter the data were synchronized and cleaned for inconsistency and missing values.

Research supervisors encouraged strong teamwork among enumerators and provided easy access between field teams and the study leadership to provide a direct channel of communication for any clarifications.

## Data Processing

### Data Editing

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Data processing involved, labelling the data, cleaning through checking for consistency and missing values. Ensuring that sample unit's replacements were correctly done/matched, synchronization and merging of datasets e.g the student's datasets.

The software used for data processing was Stata v15.1.

### Other Processing

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Enumerators were rigorously trained on data collection and the software used had pre designed checks to ensure data quality gathering. Data were collected by use of tablets and hard paper questionnaires. Data from Students (Student Survey and Assessment), Tutor questionnaire (instructors) and Institutional Part A were all collected by use of tablets through face to face interviews. Institutional Part B data were collected through Hard Paper questionnaires since information on enrollments were obtained from institutional heads and needed ample time for the data to be gathered, they were left by the Field interviewers and collected later after which data was populated into the tablets.

Software used to develop the application for data was Survey CTO.

The student socio-economic status (SES) index was computed from the sum of possession of the following 14 household items: television, working smart phone, computer, post office box, tablet, video player (DVD or VCD), radio or music system, fridge or refrigerator, car, piped water, electricity, washing machine, farm machinery, and flush toilet. The reliability statistics (Cronbach's alpha) of this SES index was 0.831, which is well within the accepted range of 0.70 to 1.00.

Majority of the items were closed ended and had been pre-coded before data collection, however, the open ended areas of questionnaires were coded by use of various commands in stata during data processing.

The TVET Type had initially in the questionnaire allocated TVET categories and vice versa, during data processing these were corrected and the variable names interchanged.

In data processing some variables were recoded such as age, education, likert scales such as those that agreed versus those that did not agree to a certain concept or were ambivalent, etc

Imputations of the missing dates of birth in the student data was done based on the average age of similar cases (Beginners or Finalists and whether they were male or female), this was done to address the issue of "don't know dates"



# Data Appraisal

No content available

**File Description**

Variable List

## TVET\_Student\_Combined\_Data

Content	The dataset contains combined data obtained from two questionnaires, namely: student survey questionnaire and student assessment questionnaire. Data from the student questionnaire are preceded by sq* whereas that from student assessment are preceded by aq*. -The student survey questionnaire contains data on the following; 1) Consent information, 2) Identifications such as date of interview, location of TVET, etc, 3) student's background information and perceptions, 4) Parental background, 5) Information about student's current training course, 6) Social activities, 7) Student's prior economic activities, 8) Perceptions regarding skills, knowledge, core values and career opportunities, 9) information about institutional support and capacity and 10) Information about training course. -The Student Assessment questionnaire contains data on the following; 1) Consent information, 2) Identifications such as date of interview, location of TVET, etc, 3) Capabilities and values assessments, 4) Assessment of soft skills, literacy, numeracy and digital learning. - Data were cleaned and prepared using stata version 15.1 and converted to stata version 11 for documentation in Nesstar
Cases	3452
Variable(s)	342
Structure	Type: relational Keys: ()
Version	1
Producer	The data was produced by African Population and Health Research Center (APHRC) in the last quarter of year 2018.
Missing Data	Missing observations, refused to answer/participate (RTA), don't know and Not applicable (NA) are denoted using -99, 99, 997, 998,-95, 95 dependent on if the data contained was continuous or closed ended (e.g. Likert or nominal scale questions)

## Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V2590	consent	1.1 Consent	discrete	numeric	1.1 Would you like to participate in this research?
V2591	doi	Q2.1 Date of interview	discrete	character	2.1 Date of the Interview Day_ Month_ Year
V2592	tvnet_loc	Q2.2 TVET Location	discrete	numeric	2.2 TVET Location
V2593	tvnetid	Q2.7 TVET ID	discrete	numeric	2.3 TVET Category
V2594	studentid	Q2.9 Student ID generated	contin	numeric	2.9 Student ID
V2595	type	Q2.4 TVET Type	discrete	numeric	2.4 TVET Type
V2596	category	Q2.3 TVET Category	discrete	numeric	2.3 TVET Category
V2597	region	3.2 From which region do you come from?	discrete	numeric	
V2598	slevel	Q2.11 Student level of study	discrete	numeric	2.11 Student level of study
V2599	county	Q2.5 COUNTY	discrete	numeric	2.5 County ID
V2600	sample	Sample description	discrete	numeric	
V2601	sq2p10	Q2.10 Student Sex	discrete	numeric	2.10 Student Sex
V2602	sq3p1	Date of birth	discrete	character	3.1 What is your date of birth?
V2603	age_y	Age in years	discrete	character	age in years- computed
V2604	age_m	Age in month	contin	numeric	Age in months- computed
V2605	sq3p2	3.2 From which county do you come from?	discrete	numeric	3.2 From which county do you come from?

V2606	sq3p3a	3.3 For how long have you lived in the county that you come from ? Years:	contin	numeric	3.3 For how long have you lived in the county that you come from? Years_
V2607	sq3p3b	3.3 For how long have you lived in the county that you come from ? months	contin	numeric	3.3 For how long have you lived in the county that you come from? Month_
V2608	sq3p4	3.4 Where did you spend most of your childhood	discrete	numeric	3.4 Where did you spend most of your childhood?
V2609	sq3p5	3.5 What training program are you pursuing in this TVET?	discrete	character	3.5 What training course are you pursuing in this TVET?
V2610	sq3p6	3.6 What is the level of the training program you are currently enrolled in this	discrete	numeric	3.6 What is the level of the training course you are currently enrolled in this TVET?
V2611	sq3p6specify	Specify Other	discrete	character	3.6 What is the level of the training course you are currently enrolled in this TVET? - Others specify
V2612	sq3p7	3.7 What is the duration of the training program you are currently enrolled in t	contin	numeric	3.7 What is the duration of the training course you are currently enrolled in this TVET? Months___
V2613	sq3p8	3.8 What is the HIGHEST level of academic education you attained before joining	discrete	numeric	3.8 What is the HIGHEST level of academic education you attained before joining this institution?
V2614	sq3p8specify	Specify Other	discrete	character	3.8 What is the HIGHEST level of academic education you attained before joining this institution? - Others specify
V2615	sq3p9	3.9 What is the HIGHEST level of technical training you have completed before jo	discrete	numeric	3.9 What is the HIGHEST level of technical training you have completed before joining this institution?
V2616	sq3p9specify	Specify Other	discrete	character	3.9 What is the HIGHEST level of technical training you have completed before joining this institution? - Others specify
V2617	sq3p10	3.10 What is your marital status	discrete	numeric	3.10 What is your marital status?
V2618	sq3p11	Do you have biological kids?	discrete	numeric	3.11 How many biological children do you have?
V2619	sq3p12	3.12 How often do you take part in religious services or ceremonies?	discrete	numeric	3.12 How often do you take part in religious activities?
V2620	sq3p13a	a. Seeing, even if wearing glasses?	discrete	numeric	3.13 a. Seeing, even if wearing glasses?
V2621	sq3p13b	b. Hearing, even if using a hearing aid?	discrete	numeric	3.13b. Hearing, even if using a hearing aid?
V2622	sq3p13c	c. Walking or climbing steps?	discrete	numeric	q3.13c. Walking or climbing steps?
V2623	sq3p13d	d. Remembering or concentrating?	discrete	numeric	3.13d. Remembering or concentrating?
V2624	sq3p13e	e. (With self-care such as) washing all over or dressing?	discrete	numeric	3.13e. (With self-care such as) washing all over or dressing?
V2625	sq3p13f	f. Communicating (e.g. understanding or being understood)?	discrete	numeric	3.13 f. Communicating (e.g. understanding or being understood)?
V2626	sq4p1a	a, Father Alive	discrete	numeric	4.1a. Father alive
V2627	sq4p1b	b, Mother Alive	discrete	numeric	4.1 b. Mother alive

V2628	sq4p2a	a, Do you live with your father	discrete	numeric	4.2a. Father
V2629	sq4p2b	b, Do you live with your mother	discrete	numeric	4.2b. Mother
V2630	sq4p2c	C, Male Guardian	discrete	numeric	4.2 c. Male guardian
V2631	sq4p2d	d. Female Guardian	discrete	numeric	4.2 d. Female guardian
V2632	sq4p3a	4.3a What is the highest level of academic education completed by Mother or Fema	discrete	numeric	Mother or Female guardian
V2633	sq4p3b	4.3b What is the highest level of academic education completed by Father or male	discrete	numeric	Father or male guardian
V2640	sq4p4a	TV	discrete	numeric	4.4a. TV
V2641	sq4p4b	Working basic phone	discrete	numeric	4.4b. Working basic phone
V2642	sq4p4c	Working smart phone	discrete	numeric	4.4c. Working smart phone
V2643	sq4p4d	Computer (desktop or laptop)	discrete	numeric	4.4 d. Computer (desktop or laptop)
V2644	sq4p4e	Post Office Box	discrete	numeric	4.4 e. Post Office Box
V2645	sq4p4f	Tablet	discrete	numeric	4.4f. Tablet
V2646	sq4p4g	Video player (VCD, DVD)	discrete	numeric	4.4 g. Video player (VCD, DVD)
V2647	sq4p4h	Radio/music/sound changer	discrete	numeric	4.4h. Radio, music/sound changer
V2648	sq4p4i	Refrigerator/freezer	discrete	numeric	4.4 i. Refrigerator/freezer
V2649	sq4p4j	Car	discrete	numeric	4.4j. Car
V2650	sq4p4k	Motorcycle	discrete	numeric	4.4k Motorcycle
V2651	sq4p4l	Bicycle	discrete	numeric	4.4l Bicycle
V2652	sq4p4m	Piped water	discrete	numeric	4.4 m. Piped water
V2653	sq4p4n	Electricity(mains, generator or solar)	discrete	numeric	4.4 n. Electricity(mains, generator or solar)
V2654	sq4p4o	Washing machine	discrete	numeric	4.4 o. Washing machine
V2655	sq4p4p	Table to write on	discrete	numeric	4.4p. Table to write on
V2656	sq4p4q	Farm machinery (e.g. tractor, seed planter, disc plough, baler etc.)	discrete	numeric	4.4 q. Farm machinery (e.g. tractor, seed planter, disc plough, baler etc.)
V2657	sq4p4r	Flush toilets in the house	discrete	numeric	4.4r. Flush toilets in the house
V2658	sq4p4s	Poultry (chicken, geese, swans, turkeys, ducks etc.)	discrete	numeric	4.4 s. Poultry (chicken, geese, swans, turkeys, ducks etc.)
V2659	sq4p4t	Small livestock (sheep, goats, pigs)	discrete	numeric	4.4 t. Small livestock (sheep, goats, pigs)
V2660	sq4p4u	Large livestock (cattle, camels, donkeys etc.)	discrete	numeric	4.4 u. Large livestock (cattle, camels, donkeys etc.)
V2634	sq4p5	4.5 What is the type of shelter for the main dwelling unit at your home	discrete	numeric	4.5 What is the type of shelter for the main dwelling unit at your home?
V2635	sq4p5pecify	Specify Other	discrete	character	4.5 What is the type of shelter for the main dwelling unit at your home? - Other(specify)
V2636	sq4p6	4.6 What is the type of roofing material for the main dwelling unit at your home	discrete	numeric	4.6 What is the type of roofing material for the main dwelling unit for your main household?

V2637	sq4p7	4.7 What is your main source of electricity at your home?	discrete	numeric	4.7 What is your main source of electricity at your home?
V2638	sq4p7pecify	Specify Other	discrete	character	4.7 What is your main source of electricity at your home? - Specify Other
V2639	sq4p8	4.8 Where is your main source of water at home?	discrete	numeric	4.8 What is your main source of water at home?
V2661	sq5p1	5. Information about Student Current Training Course. 5.1 How did you get inform	discrete	numeric	5.1 How did you first get information about the training course you are currently enrolled in?
V2662	sq5p1specify	Specify Other	discrete	character	5.1 How did you first get information about the training course you are currently enrolled in? - Specify other
V2663	sq5p2a1	(a) Join this institution'	discrete	numeric	5.2 Who among the following people influenced MOST your decision (a) to join in this institution, and (b) to enrol in your current training course?
V2664	sq5p2b1	b) Enroll in training course	discrete	numeric	5.2 Who among the following people influenced MOST your decision (a) to join in this institution, and (b) to enrol in your current training course?
V2665	sq5p3a	5.3a What is your level of satisfaction with (a) your current training course?	discrete	numeric	5.3(a) Level of satisfaction with current training course
V2666	sq5p3b	5.3b What is your level of satisfaction with (b) your instructors' expertise?	discrete	numeric	5.3(b) Level of satisfaction with instructors' expertise [FI: TICK ONLY ONE BOX]
V2667	sq5p4	5.4 What is the reason for your level of satisfaction with (a) your current trai	discrete	character	5.4 What is the reason for your level of satisfaction with the current training course above?
V2668	sq5p5	5.5 What is the reason for your level of satisfaction with (b) your instructors	discrete	character	5.5 What is the reason for your level of satisfaction with the instructors' expertise above?
V2669	sq5p6	5.6 How would you like to put to use the skills aquired from this institution on	discrete	numeric	5.6 How would you like to put to use the skills acquired from this institution once you complete your studies?
V2670	sq5p6specify	Specify Other	discrete	character	5.6 How would you like to put to use the skills acquired from this institution once you complete your studies? - Other specify
V2671	sq5p7_a	Include more practical work	discrete	numeric	5.7 a. Include more practical work
V2672	sq5p7_b	Include site visits to prospective employers	discrete	numeric	5.7 b. Include site visits to prospective employers
V2673	sq5p7_c	Lower its fees	discrete	numeric	5.7 c. Lower its fees
V2674	sq5p7_d	Offer distance learning	discrete	numeric	5.7 d. Offer distance learning
V2675	sq5p7_e	Reduce time taken to complete it	discrete	numeric	5.7 e. Reduce time taken to complete it
V2676	sq5p7_f	Use current/modern approaches and tools to train students	discrete	numeric	5.7 f. Use current/modern approaches and tools to train students

V2677	sq5p7_g	Availing more facilities and equipment for studies	discrete	numeric	5.7 g. Availing more facilities and equipment for studies
V2678	sq5p7_h	Improve/increase flexibility of courses	discrete	numeric	5.7 h. Improve/increase flexibility of courses
V2679	sq5p7_i	Increase more equipped lecturers/instructors/teachers	discrete	numeric	5.7 i. Other (Specify_____)
V2680	sq5p7_j	Increase the course duration	discrete	numeric	
V2681	sq5p7_k	Drop irrelevant courses	discrete	numeric	Other specified
V2682	sq5p7_l	Add Other complementary /other courses	discrete	numeric	Other specified
V2683	sq5p7_m	Advertise the courses	discrete	numeric	Other specified
V2684	sq5p7_n	Lecturer's conduct and class attendance	discrete	numeric	Other specified
V2685	sq5p7_o	Job and attachment/internship placement	discrete	numeric	Other specified
V2686	sq5p7_p	Exam source/content/management	discrete	numeric	Other specified
V2687	sq5p7_q	Improve facility and maintenance	discrete	numeric	Other specified
V2688	sq5p7_r	Introduce graduation ceremony	discrete	numeric	Other specified
V2689	sq5p7_s	Appeal for government support and recruitment	discrete	numeric	Other specified
V2690	sq5p8_a	Ensuring courses offered are in high demand	discrete	numeric	5.8 a. Ensuring courses offered are in high demand
V2691	sq5p8_b	Bringing new/fresh instructors on board	discrete	numeric	5.8 b. Bringing new/fresh instructors on board
V2692	sq5p8_c	Bringing skilled and experienced instructors on board	discrete	numeric	5.8 c. Bringing skilled and experienced instructors on board
V2693	sq5p8_d	Offering more courses to choose from	discrete	numeric	5.8d. Offering more courses to choose from
V2694	sq5p8_e	Reduce time taken to complete courses	discrete	numeric	5.8 e. Reduce time taken to complete courses
V2695	sq5p8_f	Refurbishing of old facilities/workshops	discrete	numeric	5.8 f. Refurbishing of old facilities/workshops
V2696	sq5p8_g	Allowing more freedom for students (e.g. use of phones, dressing, etc.)	discrete	numeric	5.8g. Allowing more freedom for students (e.g. use of phones, dressing, etc.)
V2697	sq5p8_h	Availing sponsorships to bright/talented students	discrete	numeric	5.8 h. Availing sponsorships to bright/talented students
V2698	sq5p8_i	Availing sponsorships to needy students	discrete	numeric	5.8 i. Availing sponsorships to needy students
V2699	sq5p8_j	Having regular and sustained funding from the government	discrete	numeric	5.8 j. Having regular and sustained funding from the government
V2700	sq5p8_k	Enrolling of more students	discrete	numeric	5.8k. Enrolling of more students
V2701	sq5p8_l	Remove of corporal punishment	discrete	numeric	5.8 l. Remove of corporal punishment
V2702	sq5p8_m	Emphasizing value addition to courses/practical	discrete	numeric	5.8m. Emphasizing value addition to courses/practical
V2703	sq5p8_n	Improving and or increasing flexibility in courses/class attendance	discrete	numeric	5.8 n. Improving and or increasing flexibility in courses/class attendance



V2704	sq5p8_o	Nothing; the TVET are okay the way they are currently	discrete	numeric	5.8 o. Nothing; the TVET are okay the way they are currently
V2705	sq5p8_96	NR	discrete	numeric	5.8 NR
V2706	sq5p8pspecify	Other (Specify_____)	discrete	character	5.8p Other (Specify_____)
V2707	sq5p8_p	Other: Reduce fees	discrete	numeric	5.8 Other specified- spontaneously
V2708	sq5p8_q	Other:Food quality and quantity	discrete	numeric	5.8 Other specified- spontaneously
V2709	sq5p8_r	Other:Introduction of co-curricular activities	discrete	numeric	5.8 Other specified- spontaneously
V2710	sq5p8_s	Other:Build more classes/increase classroom space	discrete	numeric	5.8 Other specified- spontaneously
V2711	sq5p8_t	Other:Install or improve internet (wifi) connectivity	discrete	numeric	5.8 Other specified- spontaneously
V2712	sq5p8_u	Other:Electricity installation/Power back-up	discrete	numeric	5.8 Other specified- spontaneously
V2713	sq5p8_v	Other:Provision of library resources/reading materials	discrete	numeric	5.8 Other specified- spontaneously
V2714	sq5p8_w	Other:Increase the duration for learning the units	discrete	numeric	5.8 Other specified- spontaneously
V2715	sq5p8_x	Other:Management of the institute	discrete	numeric	5.8 Other specified- spontaneously
V2716	sq5p8_y	Other:Lecturers behaviour/attendance to class	discrete	numeric	5.8 Other specified- spontaneously
V2717	sq5p8_z	Other:Environment, security and access	discrete	numeric	5.8 Other specified- spontaneously
V2718	sq5p8_aa	Other:Adding important facilities;boarding, toilets, labs, workshops, computers,	discrete	numeric	5.8 Other specified- spontaneously
V2719	sq5p8_ab	Other: Advertise the courses	discrete	numeric	5.8 Other specified- spontaneously
V2720	sq5p8_ac	Other:Introduce student council/involve students in decision making	discrete	numeric	5.8 Other specified- spontaneously
V2721	sq5p8_ad	Other:Examinations management and administration	discrete	numeric	5.8 Other specified- spontaneously
V2722	sq5p8_ae	Other: Assist in job/attachment placements	discrete	numeric	5.8 Other specified- spontaneously
V2723	sq5p9	5.9 Does your institution have an active/working WIFI/internet for use by studen	discrete	numeric	5.9 Does your institution have an active/working WI-FI/internet for use by students? [
V2724	sq5p10	5.10 To what extent are you allowed you to use your phone within this TVET?	discrete	numeric	5.10 To what extent are you allowed you to use your phone within this TVET?
V2725	sq5p11	5.11 How often do your instructors use ICT resources including internet for teac	discrete	numeric	5.11 How often do your instructors use ICT resources including internet for teaching?
V2726	sq5p12a	5.12a. How likely are you to recommend your (a) current TVET institution to a re	discrete	numeric	5.12(a) Likelihood of recommending my current TVET institution
V2727	sq5p12b	5.12 b. How likely are you to recommend your (b) training course to a relative o	discrete	numeric	5.12(b) Likelihood of recommending my current training course
V2728	sq5p13b	5.13 What kind of training do you think is MOST useful in finding a job?	discrete	numeric	5.13 What kind of training do you think is MOST useful in finding a job?

V2729	sq5p13bspecify	Specify Other	discrete	character	5.13 What kind of training do you think is MOST useful in finding a job? - Other specify
V2730	sq6p1	6.Social Activities 6.1 During the last one month, did you give voluntary time w	discrete	numeric	6.1 During the last one month, did you give voluntary time with programs or services within your community or institution?
V2731	sq6p2a	a. Physical fitness training ..	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? a. Physical fitness training
V2732	sq6p2b	b. Charity walks .	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? b. Charity walks
V2733	sq6p2c	c. Blood donation drives/campaigns	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? c. Blood donation drives/campaigns
V2734	sq6p2d	d. Volunteer/community service .	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? d. Volunteer/community service
V2735	sq6p2e	e. National youth days .	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? e. National youth days
V2736	sq6p2f	Courtesy visits to hospitals, children's homes etc	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? f. Courtesy visits to hospitals, children's homes or orphanages
V2737	sq6p2g	g. Orientation of new students	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? g. Orientation of new students
V2738	sq6p2h	h. Debating events	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? h. Debating events
V2739	sq6p2i	6.2 How often are you involved in the following social activities while at this institution? i. Music events	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution?
V2740	sq6p2j	j. Sporting events (E.g. ball games)	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? j. Sporting events (i.e. ball games)
V2741	sq6p2k	k. Institutional clubs and societies	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? k. Institutional clubs and societies
V2742	sq6p2l	l. Athletics	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? l. Athletics
V2743	sq6p2m	m. Drama events .	discrete	numeric	6.2 How often are you involved in the following social activities while at this institution? m. Drama events

V2744	sq7p1	7.1 What would you say was your MAIN economic activity before joining this insti	discrete	numeric	7.1 What would you say was your main economic activity before joining this institution?
V2745	sq7p1specify	Specify Other	discrete	character	7.1 What would you say was your main economic activity before joining this institution? - Specify other
V2746	sq7p2a	a. Get formal education .	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? a. Get formal education
V2747	sq7p2b	b. Get technical training	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? b. Get technical training
V2748	sq7p2c	c. Get vocational training	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? c. Get vocational training
V2749	sq7p2d	d. Have broader social networks	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? d. Have broader social networks
V2750	sq7p2e	e. Know people in authority .	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? e. Know people in authority
V2751	sq7p2f	f. Rely on relatives recommendation to possible employers (nepotism)	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? f. Rely on relatives' recommendation to possible employers (nepotism)
V2752	sq7p2g	g. Accept any job regardless of pay, and then grow from there .	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? g. Accept any job regardless of pay, and then grow from there
V2753	sq7p2h	h. Other (Specify_____ ) .	discrete	numeric	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? - Other specify
V2754	sq7p2hspecify	Specify Other	discrete	character	7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? - Other specify
V2755	sq7p3a	a. My relationship with others has greatly improved..	discrete	numeric	a. My relationship with others has greatly improved
V2756	sq7p3b	b. I have developed strong ability to communicate with others ..	discrete	numeric	b. I have developed strong ability to communicate with others
V2757	sq7p3c	c. I am now better at making decisions without influence from others	discrete	numeric	c. I am now better at making decisions without influence from others.
V2758	sq7p3d	d. I now enjoy working collaboratively with others than before	discrete	numeric	d. I now enjoy working collaboratively with others than before
V2759	sq7p3e	e. I am now better at adjusting to new ideas/conditions .	discrete	numeric	e. I am now better at adjusting to new ideas/conditions

V2760	sq7p3f	f. I am now better in solving problem than before .	discrete	numeric	f. I am now better in solving problem than before
V2761	sq7p3g	g. I can now can handle multiple tasks/assignments more effectively .	discrete	numeric	g. I can now can handle multiple tasks/assignments more effectively
V2762	sq7p3h	h. I am now better at time management.	discrete	numeric	h. I am now better at time management.
V2763	sq7p3i	i. I now behave more confidently when interacting with others	discrete	numeric	i. I now behave more confidently when interacting with others
V2764	sq7p3j	j. I now have strong sense of understanding the feelings of others .	discrete	numeric	7.3 j. I now have strong sense of understanding the feelings of others
V2765	sq7p3k	k. My computing skills have improved (e.g. word processing, excel, access)	discrete	numeric	7.3k. My computing skills have improved (e.g. word processing, excel, access)
V2766	sq7p3l	l. My numeracy/mathematics skills have improved	discrete	numeric	l. My numeracy/mathematics skills have improved
V2767	sq7p3m	m. My literacy skills have improved (e.g. reading and writing skills). .	discrete	numeric	m. My literacy skills have improved (e.g. reading and writing skills).
V2768	sq7p3n	n. My knowledge on HIV/AIDs has improved	discrete	numeric	n. My knowledge on HIV/AIDs has improved
V2769	sq7p3o	0. My level of honesty, discipline, and responsibility has greatly improved	discrete	numeric	o. My level of honesty, discipline, and responsibility has improved
V2770	sq7p3p	p. I have become aware of my strengths and limitations	discrete	numeric	p. I have become aware of my strengths and limitations
V2771	sq7p3q	q. I have tried to start my own income generating project(s) .	discrete	numeric	q. I have tried to start my own income generating project(s)
V2772	sq7p3r	r. I am now involved in leadership roles at school or classroom	discrete	numeric	r. I am now involved in leadership roles at school or classroom projects
V2773	sq8p1a	a. Numeracy skills (i.e. being able to work with numbers)	discrete	numeric	a. Numeracy skills (i.e. being able to work with numbers)
V2774	sq8p1b	b. Literacy skills (i.e. being able to read and write) ..	discrete	numeric	b. Literacy skills (i.e. being able to read and write)
V2775	sq8p1c	c. Social media skills (e.g. blogging, using Facebook)	discrete	numeric	c. Social media skills (e.g. blogging, using Facebook)
V2776	sq8p1d	d. Entrepreneurship (i.e. being able to start a business) .	discrete	numeric	d. Entrepreneurship (i.e. being able to start a business)
V2777	sq8p1e	e. Marketing skills (i.e. being able to convince customers to buy your products)	discrete	numeric	e. Marketing skills (i.e. being able to convince customers to buy your products)
V2778	sq8p1f	f. Financial management skills (i.e. ability to plan and allocate finances again	discrete	numeric	f. Financial management skills (i.e. ability to plan and allocate finances against activities)
V2779	sq8p1g	g. Basic computer skills (i.e. ability to use Word, Excel, etc.)	discrete	numeric	g. Basic computer skills (i.e. ability to use Word, Excel, etc.)
V2780	sq8p1h	h. Technical skills (i.e. ability to perform tasks related to your area of train	discrete	numeric	h. Technical skills (i.e. ability to perform tasks related to your area of training)
V2781	sq8p1i	i. Interpersonal skills (i.e. ability to relate with others)	discrete	numeric	i. Interpersonal skills (i.e. ability to relate with others)
V2782	sq8p1j	j. Communication skills	discrete	numeric	j. Communication skills
V2783	sq8p1k	k. Self-control skills (i.e. ability to control your feelings and behavior)	discrete	numeric	k. Self-control skills (i.e. ability to control your feelings and behavior)

V2784	sq8p1l	l. Disputes resolution skills (i.e. ability to settle disagreements)	discrete	numeric	l. Disputes resolution skills (i.e. ability to settle disagreements)
V2785	sq8p1m	m. Team working skills (i.e. ability to work in a team)	discrete	numeric	m. Team working skills (i.e. ability to work in a team)
V2786	sq8p1n	n. Decision-making skills ..	discrete	numeric	n. Decision-making skills
V2787	sq8p1o	o. Persuasive skills (i.e. ability to convince others to an idea/ or line of thi	discrete	numeric	o. Persuasive skills (i.e. ability to convince others to an idea/ or line of thinking)
V2788	sq8p1p	Time management (i.e. ability to work within prescribe time lines)	discrete	numeric	p. Time management (i.e. ability to work within prescribe timelines)
V2789	sq8p1q	Integrity (i.e. being honest, fair, sincere)	discrete	numeric	q. Integrity (i.e. being honest, fair, sincere)
V2790	sq8p1r	Accountability skills (i.e. ability to be responsible, liable,answerable)	discrete	numeric	r. Accountability skills (i.e. ability to be responsible, liable, answerable)
V2791	sq8p1s	Hard work skills (i.e. ability to work hard, diligently)	discrete	numeric	s. Hard work skills (i.e. ability to work hard, diligently)
V2792	sq8p1t	. Perseverance skills (i.e. ability to be dedicated, committed,determined)	discrete	numeric	t. Perseverance skills (i.e. ability to be dedicated, committed, determined)
V2793	sq8p1u	Discipline skills (i.e. ability to follow rules or routines)	discrete	numeric	u. Discipline skills (i.e. ability to follow rules or routines)
V2794	sq8p1v	Adaptability skills (i.e. ability to change your approach to doing things in	discrete	numeric	v. Adaptability skills (i.e. ability to change your approach to doing things in order to suit a new situation)
V2795	sq8p1w	Attention skills (i.e. ability to concentrate on what is happening)	discrete	numeric	w. Attention skills (i.e. ability to concentrate on what is happening)
V2796	sq8p1x	Gratitude skills (i.e. ability to be thankful)	discrete	numeric	x Gratitude skills (i.e. ability to be thankful)
V2797	sq8p1y	Empathy skills (i.e. ability to understand other people situation)	discrete	numeric	y. Empathy skills (i.e. ability to understand other people situation)
V2798	sq8p1z	Forgiveness skills (i.e. ability to let go of negative emotions like paying	discrete	numeric	z. Forgiveness skills (i.e. ability to let go of negative emotions like paying back harm with harm)
V2799	sq9p1a	a. There are available bursaries and scholarships to support students in need at	discrete	numeric	a. There are available bursaries and scholarships to support students in need attending TVET
V2800	sq9p1b	My institutionâ€™s course support field attachment	discrete	numeric	b. My institution's course support field attachment/internships/on the job training
V2801	sq9p1c	c. My institution networks with future employers to gives us opportunities for e	discrete	numeric	c. My institution networks with future employers to gives us opportunities for employment after graduation
V2802	sq9p1d	d. Training equipment/materials/machineries used in my current training course a	discrete	numeric	d. Training equipment/materials/machineries used in my current training course are up-to-date with job market expectations
V2803	sq9p1e	e. I am very proud of my accomplishment due to the knowledge and skills gained a	discrete	numeric	e. I am very proud of my accomplishment due to the knowledge and skills gained attending this institution

V2804	sq9p1f	f. From the technical skills I am acquiring from this institution, I believe it	discrete	numeric	g. Technical workshops/laboratories are sufficient in my institutions
V2805	sq9p1g	g. Technical workshops/laboratories are sufficient in my institutions	discrete	numeric	h. Equipment/materials/machineries available in our workshop are adequate with the number of students in the workshop
V2806	sq9p1h	h. Equipment/materials/machineries available in our workshop are adequate with th	discrete	numeric	h. Equipment/materials/machineries available in our workshop are adequate with the number of students in the workshop
V2807	sq9p1i	i. Equipment/materials/machineries in our workshop are compatible with applicabl	discrete	numeric	i. Equipment/materials/machineries in our workshop are compatible with applicable curriculum
V2808	sq9p1j	j. Our institution provides us with opportunities to debate and present our idea	discrete	numeric	j. Our institution provides us with opportunities to debate and present our ideas/projects to others
V2809	sq9p2	9.2 How has your impression of TVET institutions changed since you enrolled in t	discrete	numeric	9.2 How has your impression of TVET institutions changed since you enrolled in this institution?
V2810	sq10p1a	a. The training course I am currently enrolled in matches with the opportunities	discrete	numeric	10.1a. The training course I am currently enrolled in matches with the opportunities in the job market
V2811	sq10p1b	b. The training course I am currently enrolled matches with the opportunities fo	discrete	numeric	10.1 b. The training course I am currently enrolled matches with the opportunities for self-employment
V2812	sq10p1c	c. My training course curriculum has special topics in ethics, behavior and resp	discrete	numeric	10.1c. My training course curriculum has special topics in ethics, behaviour and responsible citizenship
V2813	sq10p1d	d. There are non-academic skills in the curricula that will help solve my everyd	discrete	numeric	10.1d. There are non-academic skills in the curricula that will help solve my everyday life situations
V2814	sq10p1e	e. There are no non-technical training trainings in the curricula to prepare me	discrete	numeric	10.1e. There are non-technical training trainings in the curricula to prepare me for job market
V2815	sq10p1f	f. Yourr instructors emphasise the importance of non-academic and non-technical	discrete	numeric	10.1 f. Your instructors emphasise the importance of non-academic and non-technical skills in our training
V2816	sq10p1g	g. Your instructors use modern teaching aids/materials like YouTube examples for	discrete	numeric	10.1 g. Your instructors use modern teaching aids/materials like YouTube examples for technical courses/practical
V2817	sq10p1j	j. Your instructors are familiar with scientific and practical knowledge in thei	discrete	numeric	
V2818	sq10p1k	k. Your instructors encourage you to be experimental and creative with what taug	discrete	numeric	10.1 j. Your instructors are familiar with scientific and practical knowledge in their fields of speciality
V2819	sq10p1l	l. Your instructors give you problems which can be solved using multiple methods	discrete	numeric	10.1 l. Your instructors give you problems which can be solved using multiple methods

V2820	sq10p1m	m. Your instructors provides you with opportunities to critique other students i	discrete	numeric	10.1 m. Your instructors provides you with opportunities to critique/give feedback on other students' ideas/projects
V2821	sq10p1n	n. Your instructors encourages originality in solving problems	discrete	numeric	10.1n. Your instructors encourages originality in solving problems
V2822	sq10p1o	o. You are required to complete community service as part of your training .	discrete	numeric	10.1 o. You are required to complete community service as part of your training
V2823	aq3b1rank1	Self assessment on capabilities and values: Rank 1	discrete	numeric	From the following rank the 3 items tha Itis yt,o pul ease value the most.
V2824	aq3b1rank2	Self assessment on capabilities and values: Rank 2	discrete	numeric	From the following rank the 3 items tha Itis yt,o pul ease value the most.
V2825	aq3b1rank3	Self assessment on capabilities and values: Rank 3	discrete	numeric	From the following rank the 3 items tha Itis yt,o pul ease value the most.
V2826	aq3b2p1	1. Most people can be trusted	discrete	numeric	1. Most people can be trusted
V2827	aq3b2p2	2. You can only trust people you have known for a long time	discrete	numeric	2. You can only trust people you have known for a long time
V2828	aq3b2p3	3. You can trust your friends to act in your best interest	discrete	numeric	3. You can trust your friends to act in your best interest
V2829	aq3b2p4	4. Being confident comes naturally to you	discrete	numeric	4. Being confident comes naturally to you
V2830	aq3b2p5	5. You speak out with confidence	discrete	numeric	5. You speak out with confidence
V2831	aq3b2p6	6. You love and accept yourself exactly as you are now	discrete	numeric	6. You love and accept yourself exactly as you are now
V2832	aq3b2p7	7. There are many opportunities to earn a little money when you need it	discrete	numeric	7. There are many opportunities to earn a little money when you need it
V2833	aq3b2p8	8. Little hustles often come your way, because people know that you are willing	discrete	numeric	8. Little hustles often come your way, because people know that you are willing to work
V2834	aq3b2p9	9. Focusing on a single job/hustle pays off better than trying to be in many dif	discrete	numeric	9. Focusing on a single job/hustle pays off better than trying to be in many different jobs/hustles
V2835	aq3b2p10	10. Your generation will be better off than your parent's generation	discrete	numeric	10. Your generation will be better off than your parent's generation
V2836	aq3b2p11	11. You will be better off 5 years from now than you are today	discrete	numeric	11. You will be better off 5 years from now than you are today
V2837	aq3b2p12	12. You achieve the goals that you set for yourself	discrete	numeric	12. You achieve the goals that you set for yourself
V2838	aq3b2p13	13. You are discouraged when things do not work out as planned	discrete	numeric	13. You are discouraged when things do not work out as planned
V2839	aq3b2p14	14. When you encounter difficulties, you try to find alternative ways to get to	discrete	numeric	14. When you encounter difficulties, you try to find alternative ways to get to the same result
V2840	aq3b2p15	15. When things do not work out as planned, you try to relax with friends or som	discrete	numeric	15. When things do not work out as planned, you try to relax with friends or some entertainment
V2841	aq3b2p16	16. You always return a favor	discrete	numeric	16. You always return a favor
V2842	aq3b2p17	17. You try to do what you have promised to do	discrete	numeric	17. You try to do what you have promised to do

V2843	aq3b2p18	18. You willingly take on work when your peers/friends are overloaded	discrete	numeric	18. You willingly take on work when your peers/friends are overloaded
V2844	aq3b2p19	19. You often come up with new ideas	discrete	numeric	19. You often come up with new ideas
V2845	aq3b2p20	20. You are curious about many different things	discrete	numeric	20. You are curious about many different things
V2846	aq3b2p21	21. You are often the first to know how to do something in a new way	discrete	numeric	21. You are often the first to know how to do something in a new way
V2847	aq3b2p22	22. You trust in God/Allah	discrete	numeric	22. You trust in God/Allah
V2848	aq3b2p23	23. You find strength in your religion or spirituality	discrete	numeric	23. You find strength in your religion or spirituality
V2849	aq3b2p24	24. You desire to be closer to God /Allah or in union with Him	discrete	numeric	24. You desire to be closer to God or in union with Him
V2850	aq3b2p25	25. It's pretty hard for your friends to get you to change your mind	discrete	numeric	25. It's pretty hard for your friends to get you to change your mind
V2851	aq3b2p26	26. You always give your true opinion in front of your friends, even if you thin	discrete	numeric	26 You always give your true opinion in front of your friends, even if you think they might make fun of you
V2852	aq3b2p27	27. You act the same way when you are alone as you do when you are with your fri	discrete	numeric	27 You act the same way when you are alone as you do when you are with your friends
V2853	aq3b2p28	28. People work best under close supervision	discrete	numeric	28 People work best under close supervision
V2854	aq3b2p29	29. If you could decide your future entirely on your own, your choices would be	discrete	numeric	29 If you could decide your future entirely on your own, your choices would be different
V2855	aq3b2p30	30. You are easy going, relaxed and social	discrete	numeric	30 You are easy going, relaxed and social
V2856	aq3b2p31	31. Your adherence to the customs of your family determines your status within y	discrete	numeric	31 Your adherence to the customs of your family determines your status within your family
V2857	aq3b2p32	32. Your financial support in the family determines your status within your fami	discrete	numeric	32 Your financial support in the family determines your status within your family
V2858	aq3b2p33	33. You need to take care of your own success, even if that means doing things d	discrete	numeric	33 You need to take care of your own success, even if that means doing things differently from how your family does them
V2859	aq3b2p34	34. It isn't an easy thing to give your loyalty to someone you don't know	discrete	numeric	34 It isn't an easy thing to give your loyalty to someone you don't know
V2860	aq3b2p35	A friend is someone who sticks with you when everyone else is walking out	discrete	numeric	35 A friend is someone who sticks with you when everyone else is walking out
V2861	aq3b2p36	36. A person who deserves your loyalty receives it	discrete	numeric	36 A person who deserves your loyalty receives it
V2862	aq3b2p37	37. You are in charge of your life	discrete	numeric	37 You are in charge of your life
V2863	aq3b2p38	38. You don't need the approval of others to succeed	discrete	numeric	38 You don't need the approval of others to succeed
V2864	aq3b2p39	39. You are solution minded, and believe that any problem that comes up in life	discrete	numeric	39 You are solution minded, and believe that any problem that comes up in life is solvable



V2865	aq3b3	B3 Which of the following values do you consider the MOST important to you?	discrete	numeric	B3 Which of the following values do you consider the MOST important to you?
V2866	aq3b4p1	1.How you look, i.e. your physical appearance (SELF-ESTEEM)	discrete	numeric	1 How you look, i.e. your physical appearance (SELF-ESTEEM)
V2867	aq3b4p2	2.How you cope with your feelings (EMOTIONS)	discrete	numeric	2 How you cope with your feelings (EMOTIONS)
V2868	aq3b4p3	3.How you cope with difficult situations (STRESS)	discrete	numeric	3 How you cope with difficult situations (STRESS)
V2869	aq3b4p4	4.Knowledge of your strengths and weaknesses (SELF-AWARENESS)	discrete	numeric	4 Knowledge of your strengths and weaknesses (SELF-AWARENESS)
V2870	aq3b5p1	You do things you don't want to since many other people are doing them	discrete	numeric	1 You do things you don't want to since many other people are doing them (PEER PRESSURE RESISTANCE)
V2871	aq3b5p2	2. When you disagree with someone, you let them know in respectful manner (ASSER	discrete	numeric	2 When you disagree with someone, you let them know in respectful manner (ASSERTIVENESS)
V2872	aq3b5p3	3. You ask questions to make sure you understand something someone has said (EFF	discrete	numeric	3 You ask questions to make sure you understand something someone has said (EFFECTIVE COMMUNICATION)
V2873	aq3b5p4	You respect other people's ways of looking at things, their lifestyles	discrete	numeric	4 You respect other people's ways of looking at things, their lifestyles, and their attitudes (INTERPERSONAL RELATIONS)
V2874	aq3b5p5	5. You always show concerned feelings for people who are less fortunate (EMPATHY	discrete	numeric	5 You always show concerned feelings for people who are less fortunate (EMPATHY)
V2875	aq3b5p6	6. When you are buying something in the market, you always pay the amount the se	discrete	numeric	6 When you are buying something in the market, you always pay the amount the seller asks (NEGOTIATION)
V2876	aq3b5p7	7. When solving a big problem you will break it down into smaller portions (PROB	discrete	numeric	7 When solving a big problem you will break it down into smaller portions (PROBLEM SOLVING)
V2877	aq3b5p8	8. You will ask questions when you don't understand something (CURIOSITY)	discrete	numeric	8 You will ask questions when you don't understand something (CURIOSITY)
V2878	aq3b5p9	9. You will think of the consequences before you make any decision (CRITICAL THI	discrete	numeric	9 You will think of the consequences before you make any decision (CRITICAL THINKING)
V2879	aq3b5p10	10. You will look at challenges with an open mind and seek solutions from all an	discrete	numeric	10 You will look at challenges with an open mind and seek solutions from all angles (CREATIVE THINKING)
V2880	aq3b6p1	1. Suit your language to the occasion	discrete	numeric	1 Suit your language to the occasion
V2881	aq3b6p2	2. Make promises that you intend to keep	discrete	numeric	2 Make promises that you intend to keep
V2882	aq3b6p3	3. Acknowledge the value of other's views	discrete	numeric	3 Acknowledge the value of other's views
V2883	aq3b6p4	4. Do any kind of work for as long as it can pay	discrete	numeric	4 Do any kind of work for as long as it can pay

V2884	aq3b6p5	5. Question conventional ways of doing things and think of more efficient and ef	discrete	numeric	5 Question conventional ways of doing things and think of more efficient and effective alternatives
V2885	aq3b6p6	6. Willing to take risks / not afraid to take on risk	discrete	numeric	6 Willing to take risks / not afraid to take on risk
V2886	aq3b6p7	7. Take responsibility for your own actions	discrete	numeric	7 Take responsibility for your own actions
V2887	aq3b6p8	8. Treat everyone the same whether you like them or not	discrete	numeric	8 Treat everyone the same whether you like them or not
V2888	aq3b6p9	9. Listen to the ideas of others even if you disagree with them	discrete	numeric	9 Listen to the ideas of others even if you disagree with them
V2889	aq3b6p10	10. Take initiative in finding solutions	discrete	numeric	10 Take initiative in finding solutions
V2890	aq3b6p11	11. Able to come up with new ideas when solving problems	discrete	numeric	11 Able to come up with new ideas when solving problems
V2891	aq3b6p12	12. Use your fear /frustration to push you to the finish line/ towards the desir	discrete	numeric	12 Use your fear /frustration to push you to the finish line/ towards the desired solution
V2892	aq3b6p13	13. Keep committed to a common goal	discrete	numeric	13 Keep committed to a common goal
V2893	aq3b6p14	14. Set a time limit in which to achieve your goals	discrete	numeric	14 Set a time limit in which to achieve your goals
V2894	aq3b6p15	16. Own up to your mistakes	discrete	numeric	15 Own up to your mistakes
V2895	aq3b6p16	17. Adapt your dressing mode based on the occasion	discrete	numeric	16 Adapt your dressing mode based on the occasion
V2896	aq3b6p17	18.Honestly respond to a question regardless of the consequence	discrete	numeric	17 Honestly respond to a question regardless of the consequence
V2897	aq3b6p18	19.. Use humor to express your point	discrete	numeric	18 Use humor to express your point
V2898	aq3b7	B7 How often do you pray or meditate?	discrete	numeric	B7 How often do you pray or meditate? 1. Never 2. Less than once a month 3. A few times a month 4. A few times a week 5. Every day 990. Other (specify) 997. Refused to answer
V2899	aq3b7specify	Specify other	discrete	character	B7 How often do you pray or meditate? 990. Other (specify)
V2900	aq3b8p1	1. Personal experience	discrete	numeric	1 Personal experience
V2901	aq3b8p2	2. Close friends	discrete	numeric	2 Close friends
V2902	aq3b8p3	3. Feelings or emotions	discrete	numeric	3 Feelings or emotions
V2903	aq3b8p4	4. Parents/guardian	discrete	numeric	4 Parents/guardian
V2904	aq3b8p5	5. Brothers and sisters	discrete	numeric	5 Brothers and sisters
V2905	aq3b8p6	6. Advertising	discrete	numeric	6 Advertising
V2906	aq3b8p7	7. Peer pressure	discrete	numeric	7 Peer pressure
V2907	aq3b8p8	8. Other adults	discrete	numeric	8 Other adults
V2908	aq3b8p9	9. Other youth	discrete	numeric	9 Other youth
V2909	aq4	Student was able to read by themselves	discrete	numeric	Was the respondent: 1. Able to read by themselves or 2. you read for them or 997. Refused to participate.

V2910	aqb4e1	E1 If you were Marie, what would you have done?	discrete	numeric	E1 If you were Marie, what would you have done? (DECISION-MAKING AND PROBLEM-SOLVING)
V2911	aqb4e2	E2. Should Alex have hit Thomas?	discrete	numeric	E2 Should Alex have hit Thomas? (COPING WITH STRESS AND EMOTIONS)
V2912	aqb4e3	E3. Instead of hitting, what else could Alex have done	discrete	numeric	E3 Instead of hitting, what else could Alex have done? (PEACEFUL CONFLICT RESOLUTION)
V2913	aqb4e4	E4. What could Alex have said to express his feelings to Thomas?	discrete	numeric	E4 What could Alex have said to express his feelings to Thomas? (COMMUNICATION)
V2914	aqb4e5	E5. Should Thomas continue to be Alex's friend in future?	discrete	numeric	E5 Should Thomas continue to be Alex's friend in future? (COMMUNICATION AND INTER-PERSONAL RELATIONSHIPS)
V2915	aqb4e6	E6 Identify the activity that the farm supervisor does everyday?	discrete	numeric	E6 Identify the activity that the farm supervisor does everyday
V2916	aqb4e7p1	E7 Which two activities take place two times in a week? Activity 1	discrete	numeric	E7 Which two activities take place two times in a week?
V2917	aqb4e7p2	Activity 2	discrete	numeric	E7 Which two activities take place two times in a week?
V2918	aqb4e8	E8 How many eggs does he need to make 600 mandazis?	discrete	numeric	E8 How many eggs does he need to make 600 mandazis?
V2919	aqb4e9	E9 He packs 10 mandazis in a packet and sells each packet at KShs 40. How much p	discrete	numeric	E9 He packs 10 mandazis in a packet and sells each packet at KShs 40. How much profit does he make if he sells all the 200 mandazis?
V2920	aqb4e10a	Was a Country..Marked Correctly?	discrete	numeric	E10 Mark a country that borders Kenya [GENERAL KNOWLEDGE]
V2921	aqb4e10b	Was a Country..Labelled Correctly?	discrete	numeric	E10 Label a country that borders Kenya [GENERAL KNOWLEDGE]
V2922	asetq	select set A or B of questions	discrete	numeric	
V2923	aqb4e11p1	1. Send a text message	discrete	numeric	Task 1 Send a text message
V2924	aqb4e11p3	3. Buy airtime using mobile money	discrete	numeric	Task 3 Buy airtime using mobile money
V2925	aqb4e11p5	5. Buy data bundles	discrete	numeric	Task 5 Buy data bundles
V2926	aqb4e11p2	2. Send money to another phone	discrete	numeric	Task 2 Send money to another phone
V2927	aqb4e11p4	4. Send airtime to another phone number	discrete	numeric	Task 4 Send airtime to another phone number
V2928	aqb4e11p6	6. Send a media e.g. photo using the WhatsApp application to another phone	discrete	numeric	Task 6 Send a media e.g. photo using the WhatsApp application to another phone
V2929	aqb4e11p7	7. Download your favorite music or video	discrete	numeric	Task 7 Download your favorite music or vide
V2930	start	Interview start time	discrete	character	
V2931	etime	Interview end time	discrete	character	

## TVET\_Tutor\_Data

Content	The dataset contains data obtained from TVET Instructor questionnaire. Two instructors were targeted in each sampled institutions. The questionnaire covered the following sections: Introduction and consent, General tutor's background information, Skills and core values, Mode of teaching and curriculum coverage. The study targeted that one of the tutor was teaching a beginner class and the second one was teaching a finalist class sampled or teaching both the beginner class and the finalists class.
Cases	347
Variable(s)	173
Structure	Type: relational Keys: tvetid(TVET ID)
Version	1
Producer	Education and youth Empowerment Unit, African Population and Health Research Center
Missing Data	

## Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V2932	tvetid	TVET ID	contin	numeric	2.4 TVET ID
V2933	start	Start of the interview	contin	numeric	
V2934	end	Endo of the interview	contin	numeric	
V2935	q1p1	1.1 Study consent	discrete	numeric	1.1 Would you like to participate in this research?
V2936	tdoi	2.1 Tutor's day of interview	discrete	character	2.1 Date of the Interview
V2937	tcounty	County	discrete	numeric	2.2 County ID
V2938	category	TVET Category	discrete	numeric	
V2939	type	TVET Type	discrete	numeric	
V2940	tsex	Tutor's gender	discrete	numeric	2.7 Tutor's Sex
V2941	tclass	2.8 Tutor's study classes	discrete	numeric	2.8 Tutor's Study Classes
V2942	q3p1day	3.1 What is your date of birth? Day	contin	numeric	3.1 What is your date of birth?
V2943	q3p1month	Month	contin	numeric	3.1 What is your date of birth?
V2944	q3p1year	Year	contin	numeric	3.1 What is your date of birth?
V2945	q3p2day	3.2 Date you first joined this institution Day:	contin	numeric	3.2 Date you first joined this institution
V2946	q3p2month	Month:	contin	numeric	3.2 Date you first joined this institution
V2947	q3p2year	Year:	contin	numeric	3.2 Date you first joined this institution
V2948	q3p3	3.3 At what level did you join this institution?	discrete	character	3.3 At what level did you join this institution? [
V2949	q3p4	3.4 What is your current job level?	discrete	character	3.4 What is your current job level?
V2950	q3p5	3.5 What is the status of your employment/Engagment	discrete	numeric	3.5 What is the status of your employment/engagement?
V2951	q3p6	3.6 How many years in total have you been an active teacher/trainer?	contin	numeric	3.6 How many years in total have you been a teacher/trainer?

V2952	q3p7	3.7 How many hours per week do you currently teach/train in this institution?	contin	numeric	3.7 How many hours per week do you currently teach/train in this institution?
V2953	q3p8	3.8 What is your HIGHEST level of academic education reached?	discrete	numeric	3.8 What is your HIGHEST level of academic education reached?
V2954	q3p9	3.9 What is the highest level of professional technical training you have comple	discrete	numeric	3.9 What is the HIGHEST level of professional technical training you have completed?
V2955	q3p9specify	Specify	discrete	character	
V2956	q3p10	3.10 Have you completed any refresher/in service courses in the last 3 years	discrete	numeric	3.10 Have you completed any refresher/in service courses in the last 3 years
V2957	q3p11	3.11 What course do you mainly teach in this institution	discrete	character	3.11 What course do you mainly teach in this institution
V2958	q3p12a	a. Short courses	discrete	numeric	a. Short Courses (No certification)
V2959	q3p12b	b. Grade test 3	discrete	numeric	b. Grade test 3
V2960	q3p12c	c. Grade test 2	discrete	numeric	c. Grade test 2
V2961	q3p12d	d. Grade test 1	discrete	numeric	c. Grade test 1
V2962	q3p12e	e. Certificate	discrete	numeric	e. Certificate
V2963	q3p12f	f. Diploma	discrete	numeric	f. Diploma
V2964	q3p12g	g.Higher diploma	discrete	numeric	g. Higher Diploma
V2965	q3p12h	h Post-graduate diploma	discrete	numeric	h. Post-graduate diploma
V2966	q3p12i	i. Degree	discrete	numeric	i. Degree
V2967	q3p12j	j. Other (Specify)	discrete	numeric	j. Other (Specify____)
V2968	q3p12specify	Please specify course	discrete	character	j. Other (Specify____)
V2969	q3p13a	a. Institution's infrastructure (e.g. roads, electricity)	discrete	numeric	3.13a. Institution's infrastructure (e.g. roads, electricity)
V2970	q3p13b	b. My own training or professional development.	discrete	numeric	3.13b. My own training or professional development
V2971	q3p13c	c. Facilities/machinery/materials.	discrete	numeric	3.13c. Facilities/machinery/materials .
V2972	q3p13d	d. Technical workshops/laboratories	discrete	numeric	3.13d. Technical workshops/laboratories
V2973	q3p13e	e. Curricula's context/structure (e.g. scope and relevance).	discrete	numeric	3.13e. Curricula's content/structure (e.g. scope and relevance)
V2974	q3p13f	f. Student's religious background.	discrete	numeric	3.13f. Students' religious background
V2975	q3p13g	g. Student's gender composition.	discrete	numeric	3.13g. Students' gender composition
V2976	q3p13h	h. Support from institutional head	discrete	numeric	3.13h. Support from institutional head
V2977	q3p13i	i. Level of staffing (instructors, administration, support, working hours etc.)	discrete	numeric	3.13i. Level of staffing (instructors, administration, support staff, etc.) .
V2978	q3p13j	j. Time allocated to each course per term/semester	discrete	numeric	3.13j. Time allocated to each course per term/semester
V2979	q3p13k	k. Conflicting of interests of the institution's stakeholders .	discrete	numeric	3.13k. Conflicting of interests of the institution's stakeholders
V2980	q3p13l	l. Alternatives options (resulting in variations in enrollment).	discrete	numeric	3.13l. Alternatives options (resulting in variations in enrolment)

V2981	q3p14	3.14 To what extent do you feel you are well equipped or up to standard in terms	discrete	numeric	3.14 To what extent do you feel you are well equipped or up to standard in terms of expertise in running/steering the main course you teach?
V2982	q3p15	3.15 How many classes do you teach in this institution?	discrete	numeric	3.15 How many classes do you teach in this institution?
V2983	q3p16a_female	Smallest class - number of female students	discrete	numeric	Smallest class- Females
V2984	q3p16a_male	Smallest class - number of male students	discrete	numeric	Smallest class- males
V2985	q3p16a_level	Smallest class - course level	discrete	character	Smallest class- course level
V2986	q3p16b_female	Largest class - number of female students	discrete	numeric	Largest class- females
V2987	q3p16b_male	Largest class - number of male students	discrete	numeric	Largest class- males
V2988	q3p16b_level	Largest class - course level	discrete	character	Largest class- course level
V2989	q4p1a	a. Numeracy skills	discrete	numeric	4.1a. Numeracy skills (ability to do mathematical calculations)
V2990	q4p1a_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V2991	q4p1b	b. Literacy skills	discrete	numeric	4.1b. Literacy skills (ability to read and write)
V2992	q4p1b_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V2993	q4p1c	c. Basic computing skills	discrete	numeric	4.1c. Basic computing skills (e.g. word processing, excel, access)
V2994	q4p1c_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V2995	q4p1d	d. Entrepreneurship	discrete	numeric	4.1d. Entrepreneurship
V2996	q4p1d_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V2997	q4p1e	e. Financial planning and management	discrete	numeric	4.1e. Financial planning and management
V2998	q4p1e_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V2999	q4p1f	f. Marketing and sales	discrete	numeric	4.1f. Marketing and sales
V3000	q4p1f_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3001	q4p1g	g. Social media skills	discrete	numeric	4.1g. Social media skills (e.g. blogging)
V3002	q4p1g_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3003	q4p1h	h. Interpersonal relationship skills	discrete	numeric	4.1h. Interpersonal relationship skills (ability to relate with others)
V3004	q4p1h_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3005	q4p1i	i. Communication skills	discrete	numeric	4.1i. Communication skills
V3006	q4p1i_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3007	q4p1j	j. Self-control skills	discrete	numeric	4.1j. Self-control skills
V3008	q4p1j_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3009	q4p1k	k. Dispute resolution skills	discrete	numeric	k. Dispute resolution skills
V3010	q4p1k_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3011	q4p1l	l. Team working skills	discrete	numeric	l. Team working skills
V3012	q4p1l_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained

V3013	q4p1m	m. Decision-making skills	discrete	numeric	m. Decision-making skills
V3014	q4p1m_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3015	q4p1n	n. Persuasive skills	discrete	numeric	4.1n. Persuasive skills.
V3016	q4p1n_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3017	q4p1o	O.Integrity	discrete	numeric	4.1o. Integrity (i.e. being honest, fair, sincere)
V3018	q4p1o_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3019	q4p1p	p. Accountability	discrete	numeric	4.1p. Accountability (i.e. being responsible, liable, answerable)
V3020	q4p1p_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3021	q4p1q	q. Hard work	discrete	numeric	4.1q. Hard work (i.e. being dedicated, careful, diligent)
V3022	q4p1q_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3023	q4p1r	r. Persevering	discrete	numeric	4.1r. Persevering (i.e. being committed, determined, dedicated)
V3024	q4p1r_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3025	q4p1s	S. Discipline	discrete	numeric	4.1s. Discipline (i.e. following rules and routines)
V3026	q4p1s_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3027	q4p1t	t. Adaptability	discrete	numeric	4.1t. Adaptability (i.e. . ability to change your approach to doing things in order to suit a new situation)
V3028	q4p1t_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3029	q4p1u	u. Attention	discrete	numeric	4.1u. Attention (i.e. concentrating and being mindful)
V3030	q4p1u_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3031	q4p1v	v. Gratitude	discrete	numeric	4.1v. Gratitude (i.e. being thankful)
V3032	q4p1v_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3033	q4p1w	w. Empathy	discrete	numeric	w. Empathy (i.e. understanding and sharing in others' feeling)
V3034	q4p1w_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3035	q4p1x	x.Forgiveness	discrete	numeric	4.1x. Forgiveness (i.e. ability to let go of negative emotions)
V3036	q4p1x_yr	If 'Yes' write Year trained	contin	numeric	If "Yes" write FIRST Year trained
V3037	q4p2alevel	4.2a Technical skills (eg mechanical, fashion design,metal work)	discrete	numeric	4.2a. Technical skills (e.g. mechanical, fashion design, metal work)
V3038	q4p2blevel	4.2b Life skills (e.g communication, team work, time management)	discrete	numeric	4.2b. Life skills (e.g. communication, team work, time management)
V3039	q4p2clevel	4.2c Core values (e.g honesty, responsibility, discipline)	discrete	numeric	4.2c. Core values (e.g. honesty, responsibility, discipline)
V3040	q4p2dlevel	4.2d Social emotional skills (eg self-control, self-esteem,etc)	discrete	numeric	4.2d. Social emotional skills (e.g. self-control, self-esteem )
V3041	q4p2elevel	4.2e Entrepreneurship	discrete	numeric	4.2e. Entrepreneurship
V3042	q4p2flevel	4.2f Financial planning and management	discrete	numeric	4.2f. Financial planning and management

V3043	q4p2glevel	4.2g Marketing and sales	discrete	numeric	4.2g. Marketing and sales
V3044	q4p2hlevel	4.2h Basic computing skills (e.g word processing, excel, access)	discrete	numeric	4.2h. Basic computing skills (e.g. word processing, excel, access)
V3045	q4p2ilevel	4.2i Numeracy/mathematics skills	discrete	numeric	4.2i. Numeracy/mathematics skills
V3046	q4p2jlevel	4.2j Literacy skills (i.e ability to read and write)	discrete	numeric	4.2j. Literacy skills (i.e ability to read and write)
V3047	q4p2klevel	4.2k HIV and AIDs knowledge	discrete	numeric	4.2k. HIV and AIDs knowledge
V3048	q4p2llevel	4.2l Sexual and reproductive health education	discrete	numeric	4.2l. Sexual and reproductive health education
V3049	q4p2mlevel	4.2m Relationships, courtship and marriage	discrete	numeric	4.2m. Relationships, courtship and marriage
V3050	q4p2nlevel	4.2n Guidance and counselling	discrete	numeric	4.2n. Guidance and counselling
V3051	q4p2olevel	4.2o Environmental awareness (i.e physical awareness)	discrete	numeric	4.2o. Environmental awareness (i.e. physical awareness)
V3052	q4p2a_imp	4.2a Technical skills (eg mechanical, fashion design,metal work)	discrete	numeric	4.2a. Technical skills (e.g. mechanical, fashion design, metal work)
V3053	q4p2b_imp	4.2b Life skills (eg communication, team work, time management)	discrete	numeric	4.2b. Life skills (e.g. communication, team work, time management)
V3054	q4p2c_imp	4.2c Core values (eg honesty, responsibility, discipline)	discrete	numeric	4.2c. Core values (e.g. honesty, responsibility, discipline)
V3055	q4p2d_imp	4.2d Social emotional skills (eg self-control, self-esteem,etc)	discrete	numeric	4.2d. Social emotional skills (e.g. self-control, self-esteem )
V3056	q4p2e_imp	4.2e Entrepreneurship	discrete	numeric	4.2e. Entrepreneurship
V3057	q4p2f_imp	4.2f Financial planning and management	discrete	numeric	4.2f. Financial planning and management
V3058	q4p2g_imp	4.2g Marketing and sales	discrete	numeric	4.2g. Marketing and sales
V3059	q4p2h_imp	4.2h Basic computing skills (eg word processing,excel, access)	discrete	numeric	4.2h. Basic computing skills (e.g. word processing, excel, access)
V3060	q4pib_imp	4.2i Numeracy/mathematics skills	discrete	numeric	4.2i. Numeracy/mathematics skills
V3061	q4pjb_imp	4.2j Literacy skills (ie ability to read and write)	discrete	numeric	4.2j. Literacy skills (i.e ability to read and write)
V3062	q4pk_imp	4.2k HIV and AIDs knowledge	discrete	numeric	4.2k. HIV and AIDs knowledge
V3063	q4pl_imp	4.2l Sexual and reproductive health education	discrete	numeric	4.2l. Sexual and reproductive health education
V3064	q4p2m_imp	4.2m Relationships, courtship and marriage	discrete	numeric	4.2m. Relationships, courtship and marriage
V3065	q4p2n_imp	4.2n Guidance and counselling	discrete	numeric	4.2n. Guidance and counselling
V3066	q4p2o_imp	4.2o Environmental awareness (ie physical awareness)	discrete	numeric	4.2o. Environmental awareness (i.e. physical awareness)
V3067	q4p3a	a. I allow my students to attend training/education events organized by other TV	discrete	numeric	4.3a. I allow my students to attend training/education events organized by other
V3068	q4p3b	b. I encourage my students to participate in educational games in class	discrete	numeric	4.3b. I encourage my students to participate in educational games in class
V3069	q4p3c	c. I encourage my students to present their works to their classmates	discrete	numeric	4.3c. I encourage my students to present their works to their classmates



V3070	q4p3d	d. I encourage my students to critique their classmates' work	discrete	numeric	4.3d. I encourage my students to critique their classmates' work
V3071	q4p3e	e. I encourage my students to take a lead in shaping their own careers	discrete	numeric	4.3e. I encourage my students to take a lead in shaping their own careers
V3072	q4p3f	f. I encourage my students to pull resources together in teams as oppose to stan	discrete	numeric	4.3f. I encourage my students to pull resources together in teams as opposed to standalone initiatives .
V3073	q4p3g	g. I provide my students with lessons on mediation skills in conflict situations	discrete	numeric	g4.3. I provide my students with lessons on mediation skills in conflict situations
V3074	q4p3h	h. I train my students on leadership skills	discrete	numeric	4.3h. I train my students on leadership skills
V3075	q4p3i	i. I encourage my students to elect their own course/class leaders	discrete	numeric	4.3i. I encourage my students to elect their own course/class leaders
V3076	q4p3j	j. Once in a while I give my students a lot of work to be completed within stric	discrete	numeric	4.3j. Once in a while I give my students a lot of work to be completed within strict deadlines
V3077	q4p3k	k. At times, I give my students different task to be completed within a short ti	discrete	numeric	4.3k. At times, I give my students different tasks to be completed within a short time
V3078	q4p3l	l. I teach my students to be socio-emotionally consciousness of self and others	discrete	numeric	4.3l. I teach my students to be socio-emotionally conscious of self and others
V3079	q4p3m	m. I encourage my students to resolve problems using their own methods	discrete	numeric	4.3m. I encourage my students to resolve problems using their own methods
V3080	q4p3n	n. I provide opportunities for my students to practice what they have learned in	discrete	numeric	4.3n. I provide opportunities for my students to practice what they have learned, in the work place (attachments/internships)
V3081	q4p3o	o. I encourage my students to initiate their own money making projects	discrete	numeric	4.3o. I encourage my students to initiate their own money making projects
V3082	q4p3p	p. I invite professionals to talk to my students about their careers/emotions	discrete	numeric	4.3p. I invite professionals to talk to my students about their careers/emotions
V3083	q4p3q	q. I encourage parents/guardians to be involved my students' training	discrete	numeric	4.3q. I encourage parents/guardians to be involved my students' training
V3084	q4p3r	r. I encourage competition among my students in their classwork	discrete	numeric	4.3r. I encourage competition among my students in their classwork
V3085	q4p3s	s. I encourage mastering of technical skills among my students more than passing	discrete	numeric	4.3s. I encourage mastering of technical skills among my students more than passing
V3086	q4p3t	t. I actively try to link my graduating students with potential employers	discrete	numeric	4.3t. I actively try to link my graduating students with potential employers
V3087	q4p4a	a. They have difficulty adapting to changing and uncertain situations	discrete	numeric	4.4a. Have difficulty adapting to changing and uncertain situations
V3088	q4p4b	b. See positivity in people/events/situations than negativity	discrete	numeric	4.4b. See positivity in people/events/situations than negativity

V3089	q4p4c	c. Get impatient and show frustrations in academic events (e.g. during numeracy	discrete	numeric	4.4c. Get impatient and show frustrations in academic events (e.g. during numeracy and literacy classes)
V3090	q4p4d	d. Get impatient and show frustrations during practicals (i.e. during practical	discrete	numeric	4.4d. Get impatient and show frustrations during practical (i.e. during technical classes such as woodwork etc.)
V3091	q4p4e	e. Get impatient and show frustrations during social events (e.g. during sportin	discrete	numeric	4.4e. Get impatient and show frustrations during social events (e.g. during sporting, games or drama events)
V3092	q4p4f	f. Our students exhibit knowledge of social networks	discrete	numeric	4.4f. Exhibit knowledge of social networks
V3093	q4p4g	g. Understand the values and cultures of their team and the institution	discrete	numeric	g.4.4 Understand the values and cultures of their teams and the institution
V3094	q4p4h	h. Resolve conflict on their own	discrete	numeric	4.4h. Resolve conflict on their own
V3095	q4p4i	i. Understand each other's motivation for their behaviours and actions	discrete	numeric	4.4i. Understand each other's motivation for their behaviours and actions
V3096	q4p4j	j. Provide on-going mentoring to new and young students	discrete	numeric	4.4j. Provide on-going mentoring to new and young students
V3097	q4p4k	k. Convince others, including tutors by getting reliable data/info from authorit	discrete	numeric	4.4k. Convince others, including tutors by getting reliable information from authority
V3098	q4p4l	l. Exhibit improved persuasive skills than when they joined this institution	discrete	numeric	4.4l. Exhibit improved persuasive skills than when they joined
V3099	q4p4m	m. Are emotionally self-controlled than when they joined this institution	discrete	numeric	4.4m. Are emotionally self-controlled than when they joined this institution
V3100	q4p4n	n. Are more aware of themselves than when they joined the institution.	discrete	numeric	4.4n. Are more aware of themselves than when they joined this institution
V3101	q4p4o	o. They are less empathetic of others, including us	discrete	numeric	4.4o. Are less empathetic of others, including us
V3102	q4p4p	p. They work well in teams by being supportive of each other and tutors ..	discrete	numeric	4.4p. They work well in teams by being supportive of each other and tutors
V3103	q4p4q	q. Initiate actions to improve self-performance	discrete	numeric	4.4q. Initiate actions to improve self-performance
V3104	t_age	Age of the tutor with imputed values_computed	discrete	character	Computed teacher's age

## TVET\_Institutional\_Data\_Part\_A

Content	The dataset contains data obtained from TVET institution questionnaire Part A. -The TVET Institution survey questionnaire Part A contains data on the following; 1) Consent information, 2) Identifications such as date of interview, location of TVET, etc, 3) Manager's background information and perceptions, 4) Institution background information, 5) Information about training programs, 6) Information about TVET Facilities/Equipment/Resources. Some TVET institutions have branches across the counties we conducted the study, others have multiple campuses/branches in a single county, the branches that were sampled in this study were considered as independent institutions in the survey. - Data were cleaned and prepared using stata version 15.1 and converted to stata version 11 for documentation in Nesstar				
Cases	171				
Variable(s)	165				
Structure	Type: Keys: ()				
Version	1				
Producer	African Population and Health Research Center (APHRC)				
Missing Data	Missing Data: No data or a missing data code (5, 95, 995, etc.) provided where data should have been collected. All missing values should be coded as 5, 95, 995, etc., depending on the value of the largest valid code. For variable with larger values such as those in millions a negative 95 was used to represent missing data. 'Don't Know' Responses: A data code (8, 98, 998, etcetera) provided to indicate that the respondent did not know the answer to the question. Skipped Questions/Not Applicable: A data code (9, 99, 999, etcetera) provided to indicate that the respondent was not eligible to answer the question. For variable with larger values such as those in millions a negative 99 was used to represent Not Applicable data. Response Not Within the Pre-Defined Range/Domain: A data code (6, 96, 996, etcetera) provided where response was outside the range/domain predefined during study design				

## Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V3688	start	Beginning of the interview	contin	numeric	
V3689	end	End of interview	contin	numeric	
V3690	q1p1	Would you like to participate in this research?	discrete	numeric	1.1 Would you like to participate in this research?
V3691	q1p2	Position of respondent	discrete	numeric	1.2 Position of Respondent
V3692	mdoi	Date of interview	discrete	character	2.1 Date of the Interview
V3693	category	TVET Category	discrete	numeric	2.6 TVET Category
V3694	type	TVET Type	discrete	numeric	2.7 TVET Type
V3695	mcounty	q2.2 County	discrete	numeric	2.2 County ID
V3696	tvetid	q2.4 TVET ID	contin	numeric	2.4 TVET ID
V3697	mtvetloc	TVET Location	discrete	numeric	2.5 TVET Location
V3698	mssex	q2.8 Manager's sex	discrete	numeric	2.8 Manager's Sex
V3699	q3p3day	Day	contin	numeric	3.3 What is your date of birth?
V3700	q3p3month	Month	contin	numeric	3.3 What is your date of birth?(Month)
V3701	q3p3year	Year	contin	numeric	3.3 What is your date of birth?(Year)
V3702	q3p4day	Day	contin	numeric	3.4 Date you first joined this institution
V3703	q3p4month	Month	contin	numeric	3.4 Month you first joined this institution

V3704	q3p4year	Year	contin	numeric	3.4 Year you first joined this institution
V3705	q3p5	3.5 At what level did you join this institution?	discrete	character	3.5 At what job level did you join this institution? [Write job title]
V3706	q3p6	3.6 What is your current job level?	discrete	character	3.6 What is your current job level?
V3707	q3p7	3.7 What is the status of your employment/engagement?	discrete	numeric	3.7 What is the status of your employment/engagement?
V3708	q3p8	3.8 How many years in total have you been actively a teacher/trainer?	contin	numeric	3.8 How many years in total have you been a teacher/trainer?
V3709	q3p9	3.9 How many years in total have you been a TVET Manager ?	contin	numeric	3.9 How many years in total have you been a TVET manager?
V3710	q3p10	3.10 How many hours per week do you currently teach/train in this institution?	contin	numeric	3.10 How many hours per week do you currently teach/train in this institution?
V3711	q3p11	3.11 What is your HIGHEST level of academic education reached?	discrete	numeric	3.10 How many hours per week do you currently teach/train in this institution?
V3712	q3p12	3.12 What is the highest level of professional technical training you have compl	discrete	numeric	3.12 What is the HIGHEST level of professional technical training you have completed?
V3713	q3p13	3.13 Have you completed any training in management of a TVET institution?	discrete	numeric	3.13 Have you completed any training in management of a TVET institution?
V3714	q3p14	3.14 Have you completed any refresher/in service course in the last 3 years	discrete	numeric	3.14 Have you completed any refresher/in service courses in the last 3 years
V3715	q4p1	4. Institution Background 4.1 What year was this institution established?	contin	numeric	4.1 What year was this institution established?
V3716	q4p2	4.2 Is this institution registered?	discrete	numeric	4.2 Is this institution registered?
V3717	q4p2specify	If Yes, in what year was it registered	contin	numeric	If "Yes", write year of registration
V3718	q4p3	4.3 Is this TVET institution accredited?	discrete	numeric	4.3 Is this TVET institution accredited?
V3719	q4p4_1	Directorate of Accreditation and Outreach Services of TVETA	discrete	numeric	4.4 If accredited, who or which entity accredited it- TVETA?
V3720	q4p4_2	Kenya Accreditation Service (KENAS)	discrete	numeric	4.4 If accredited, who or which entity accredited it, KENAS?
V3721	q4p4_3	City & Guild	discrete	numeric	4.4 If accredited, who or which entity accredited it- City & Guild?
V3722	q4p4_4	International Computer Driving License (ICDL)	discrete	numeric	4.4 If accredited, who or which entity accredited it- ICDL?
V3723	q4p4_5	KNEC	discrete	numeric	4.4 If accredited, who or which entity accredited it - KNEC?
V3724	q4p4_6	KASNEB	discrete	numeric	4.4 If accredited, who or which entity accredited it - KASNEB?
V3725	q4p4_96	Other	discrete	numeric	4.4 If accredited, who or which entity accredited it- Other?
V3726	q4p4_7	CUE	discrete	numeric	4.4 If accredited, who or which entity accredited it- Commission for University Education?

V3727	q4p4_8	NITA	discrete	numeric	4.4 If accredited, who or which entity accredited it- NITA?
V3728	q4p4_9	PEARSON	discrete	numeric	4.4 If accredited, who or which entity accredited it- Pearson?
V3729	q4p4_10	Moe	discrete	numeric	4.4 If accredited, who or which entity accredited it- MoE?
V3730	q4p4_11	ICM	discrete	numeric	4.4 If accredited, who or which entity accredited it- ICM?
V3731	q4p4_12	IATA	discrete	numeric	4.4 If accredited, who or which entity accredited it- IATA?
V3732	q4p4_13	Computer society	discrete	numeric	4.4 If accredited, who or which entity accredited it- Computer society?
V3733	q4p4_14	Islamic Online University	discrete	numeric	4.4 If accredited, who or which entity accredited it- Islamic Online University?
V3734	q4p4_15	Kenya Maritime authority	discrete	numeric	4.4 If accredited, who or which entity accredited it-Kenya Maritime Authority?
V3735	q4p4_16	JP-International	discrete	numeric	4.4 If accredited, who or which entity accredited it- JP International?
V3736	q4p4_17	ABMA	discrete	numeric	4.4 If accredited, who or which entity accredited it- ABMA?
V3737	q4p4_18	Catholic Education service	discrete	numeric	4.4 If accredited, who or which entity accredited it- Catholic Education Service?
V3738	q4p4_19	Pharna	discrete	numeric	4.4 If accredited, who or which entity accredited it - Pharna?
V3739	q4p4_20	St Pauls	discrete	numeric	4.4 If accredited, who or which entity accredited it - St Pauls?
V3740	q4p5	4.5 Who owns this institution ?	discrete	numeric	4.5 Who owns this institution? [FI: PLEASE TICK ONLY ONE OPTION]
V3741	q5p1a	a. Short Courses with no certification	discrete	numeric	5.1a. Short courses (with no certification) .
V3742	q5p1b	b. Grade test 1	discrete	numeric	5.1b. Grade test 1
V3743	q5p1c	c. Grade test 2	discrete	numeric	5.1c. Grade test 2
V3744	q5p1d	d. Grade Test 3	discrete	numeric	5.1d. Grade test 3
V3745	q5p1e	e. Certificate	discrete	numeric	5.1e. Certificate
V3746	q5p1f	f. Diploma	discrete	numeric	5.1f. Diploma
V3747	q5p1g	g. Higher diploma	discrete	numeric	5.1g. Higher diploma
V3748	q5p1h	h. Post graduate diploma	discrete	numeric	5.1h. Post graduate diploma
V3749	q5p1i	i. First degree	discrete	numeric	5.1i. First degree
V3750	q5p2alevel	Level of coverage in Technical skills (e.g. mechanical, fashion design, metal wo	discrete	numeric	5.2a. Technical skills (e.g. mechanical, fashion design, metal work)
V3751	q5p2blevel	Level of coverage in Life skills (e.g. communication, team work, time management	discrete	numeric	5.2b. Life skills (e.g. communication, team work, time management)
V3752	q5p2clevel	Level of coverage in Core values (e.g. honesty, responsibility, discipline) .	discrete	numeric	5.2c. Core values (e.g. honesty, responsibility, discipline)

V3753	q5p2dlevel	Level of coverage in Social emotional skills (e.g. self-control, self-esteem )	discrete	numeric	5.2d. Social emotional skills (e.g. self-control, self-esteem )
V3754	q5p2elevel	Level of coverage in Entrepreneurship	discrete	numeric	5.2e. Entrepreneurship
V3755	q5p2flevel	Level of coverage in Financial planning and management	discrete	numeric	5.2f. Financial planning and management
V3756	q5p2glevel	Level of coverage in Marketing and sales	discrete	numeric	5.2g. Marketing and sales
V3757	q5p2hlevel	Level of coverage in Basic computing skills (e.g. word processing, excel, access	discrete	numeric	5.2h. Basic computing skills (e.g. word processing, excel, access)
V3758	q5p2ilevel	Level of coverage in Numeracy/mathematics skills	discrete	numeric	5.2i. Numeracy/mathematics skills
V3759	q5p2jlevel	Level of coverage in Literacy skills	discrete	numeric	5.2j. Literacy skills
V3760	q5p2klevel	Level of coverage in HIV and AIDs knowledge	discrete	numeric	5.2k. HIV and AIDs knowledge
V3761	q5p2llevel	Level of coverage in Sexual and reproductive health education	discrete	numeric	5.2l. Sexual and reproductive health education
V3762	q5p2mlevel	Level of coverage in Relationships, courtship and marriage	discrete	numeric	5.2m. Relationships, courtship and marriage
V3763	q5p2nlevel	Level of coverage in Guidance and counselling	discrete	numeric	5.2n. Guidance and counselling
V3764	q5p2olevel	Level of coverage in Environmental awareness	discrete	numeric	5.2o. Environmental awareness
V3765	q5p2aimportance	This is important - Technical skills (e.g. mechanical, fashion design, metal wo	discrete	numeric	5.2a. Technical skills (e.g. mechanical, fashion design, metal work)
V3766	q5p2bimportance	This is important - Life skills (e.g. communication, team work, time management	discrete	numeric	5.2b. Life skills (e.g. communication, team work, time management)
V3767	q5p2cimportance	This is important - Core values (e.g. honesty, responsibility, discipline) .	discrete	numeric	5.2c. Core values (e.g. honesty, responsibility, discipline)
V3768	q5p2dimportance	This is important - Social emotional skills (e.g. self-control, self-esteem )	discrete	numeric	5.2d. Social emotional skills (e.g. self-control, self-esteem )
V3769	q5p2eimportance	This is important - Entrepreneurship	discrete	numeric	5.2e. Entrepreneurship
V3770	q5p2fimportance	This is important - Financial planning and management	discrete	numeric	5.2f. Financial planning and management
V3771	q5p2gimportance	This is important - Marketing and sales	discrete	numeric	5.2g. Marketing and sales
V3772	q5p2himportance	This is important - Basic computing skills (e.g. word processing, excel, access	discrete	numeric	5.2h. Basic computing skills (e.g. word processing, excel, access)
V3773	q5p2iimportance	This is important - Numeracy/mathematics skills	discrete	numeric	5.2i. Numeracy/mathematics skills
V3774	q5p2jimportance	This is important - Literacy skills	discrete	numeric	5.2j. Literacy skills
V3775	q5p2kimportance	This is important - HIV and AIDs knowledge	discrete	numeric	5.2k. HIV and AIDs knowledge

V3776	q5p2limportance	This is important - Sexual and reproductive health education	discrete	numeric	5.2l. Sexual and reproductive health education
V3777	q5p2mimportance	This is important - Relationships, courtship and marriage	discrete	numeric	5.2m. Relationships, courtship and marriage
V3778	q5p2nimportance	This is important - Guidance and counselling	discrete	numeric	5.2n. Guidance and counselling
V3779	q5p2oimportance	This is important - Environmental awareness	discrete	numeric	5.2o. Environmental awareness
V3780	q5p3a	a. Technical skills (e.g. mechanical, fashion design, metal work)	discrete	numeric	5.3a. Technical skills (e.g. mechanical, fashion design, metal work)
V3781	q5p3b	b. Life skills (e.g. communication, team work, time management)	discrete	numeric	5.3b. Life skills (e.g. communication, team work, time management)
V3782	q5p3c	c. Core values (e.g. honesty, responsibility, discipline)	discrete	numeric	5.3c. Core values (e.g. honesty, responsibility, discipline)
V3783	q5p3d	d. Social emotional skills (e.g. self-control, self-esteem )	discrete	numeric	5.3d. Social emotional skills (e.g. self-control, self-esteem )
V3784	q5p3e	e. Entrepreneurship	discrete	numeric	5.3e. Entrepreneurship
V3785	q5p3f	f. Financial planning and management	discrete	numeric	5.3f. Financial planning and management
V3786	q5p3g	g. Marketing and sales	discrete	numeric	5.3g. Marketing and sales
V3787	q5p3h	h. Basic computing skills (e.g. word processing, excel, access)	discrete	numeric	5.3h. Basic computing skills (e.g. word processing, excel, access)
V3788	q5p3i	i. Numeracy/mathematics skills	discrete	numeric	5.3i. Numeracy/mathematics skills
V3789	q5p3j	j. Literacy skills	discrete	numeric	5.3j. Literacy skills
V3790	q5p3k	k. HIV and AIDs knowledge	discrete	numeric	5.3k. HIV and AIDs knowledge
V3791	q5p3l	l. Sexual and reproductive health education	discrete	numeric	5.3l. Sexual and reproductive health education
V3792	q5p3m	m. Relationships, courtship and marriage	discrete	numeric	5.3m. Relationships, courtship and marriage
V3793	q5p3n	n. Guidance and counseling	discrete	numeric	5.3n. Guidance and counselling
V3794	q5p3o	o. Environmental awareness	discrete	numeric	5.2o. Environmental awareness
V3795	q5p3ba	a. Technical skills (e.g. mechanical, fashion design, metal work)	discrete	numeric	5.3ba. Technical skills (e.g. mechanical, fashion design, metal work)
V3796	q5p3bb	b. Life skills (e.g. communication, team work, time management)	discrete	numeric	5.3bb. Life skills (e.g. communication, team work, time management)
V3797	q5p3bc	c. Core values (e.g. honesty, responsibility, discipline)	discrete	numeric	5.3bc. Core values (e.g. honesty, responsibility, discipline)
V3798	q5p3bd	d. Social emotional skills (e.g. self-control, self-esteem )	discrete	numeric	5.3d. Social emotional skills (e.g. self-control, self-esteem )
V3799	q5p3be	e. Entrepreneurship	discrete	numeric	5.3be. Entrepreneurship
V3800	q5p3bf	f. Financial planning and management	discrete	numeric	5.3bf. Financial planning and management
V3801	q5p3bg	g. Marketing and sales	discrete	numeric	5.3g. Marketing and sales
V3802	q5p3bh	h. Basic computing skills (e.g. word processing, excel, access)	discrete	numeric	5.3bh. Basic computing skills (e.g. word processing, excel, access)
V3803	q5p3bi	i. Numeracy/mathematics skills	discrete	numeric	5.3bi. Numeracy/mathematics skills

V3804	q5p3bj	j. Literacy skills	discrete	numeric	5.3bj. Literacy skills
V3805	q5p3bk	k. HIV and AIDs knowledge	discrete	numeric	5.3bk. HIV and AIDs knowledge
V3806	q5p3bl	l. Sexual and reproductive health education	discrete	numeric	5.3bl. Sexual and reproductive health education
V3807	q5p3bm	m. Relationships, courtship and marriage	discrete	numeric	5.3bm. Relationships, courtship and marriage
V3808	q5p3bn	n. Guidance and counseling	discrete	numeric	5.3bn. Guidance and counselling
V3809	q5p3bo	o. Environmental awareness	discrete	numeric	5.2bo. Environmental awareness
V3810	q5p4a	a. We allow students to attend training/education events organized by other inst	discrete	numeric	5.4a. We allow students to attend training/education events organized by other institutions
V3811	q5p4b	b. We encourage students to participate in sporting events	discrete	numeric	5.4b. We encourage students to participate in sporting events
V3812	q5p4c	c. We organize debates and presentations for students	discrete	numeric	5.4c. We organize debates and presentations for students
V3813	q5p4d	d. We encourage students to critique work of their fellow students	discrete	numeric	5.4d. We encourage students to critique work of their fellow students
V3814	q5p4e	e. We encourage students to take a lead in shaping their own careers	discrete	numeric	5.4e. We encourage students to take a lead in shaping their own careers
V3815	q5p4f	f. We encourage students to pull resources together in teams as oppose to stand-	discrete	numeric	5.4f. We encourage students to pull resources together in teams as oppose to stand-alone initiatives
V3816	q5p4g	g. We provide students with lessons on mediation skills in conflict situations	discrete	numeric	5.4g. We provide students with lessons on mediation skills in conflict situations
V3817	q5p4h	h. We train students on leadership skills	discrete	numeric	5.4h. We train students on leadership skills
V3818	q5p4i	i. We encourage students to elect their own leaders	discrete	numeric	5.4i. We encourage students to elect their own leaders
V3819	q5p4j	j. Once in a while we give students a lot of work to be completed within strict	discrete	numeric	5.4j. Once in a while we give students a lot of work to be completed within strict deadlines
V3820	q5p4k	k. At times, we give students different task to be completed within a short time	discrete	numeric	5.4k. At times, we give students different task to be completed within a short time
V3821	q5p4l	l. We teach students to be socially aware of self and others	discrete	numeric	5.4l. We teach students to be socially aware of self and others
V3822	q5p4m	m. We encourage students to resolve problems using their own methods	discrete	numeric	5.4m. We encourage students to resolve problems using their own methods
V3823	q5p4n	n. We provide opportunities for trainees to practice skills acquired in work pla	discrete	numeric	5.4n. We provide opportunities for trainees to practice skills acquired in work place
V3824	q5p4o	o. We encourage students to initiate their own money making projects	discrete	numeric	5.4o. We encourage students to initiate their own money making projects
V3825	q5p4p	p. We invite professionals/motivational speakers to talk to students about their	discrete	numeric	5.4p. We invite professionals/motivational speakers to talk to students about their careers



V3826	q5p4q	q. We encourage parents/guardians to be involved in their children training proc	discrete	numeric	5.4q. We encourage parents/guardians to be involved in their children training process
V3827	q5p4r	r. We encourage competition among students in their classwork	discrete	numeric	5.4r. We encourage competition among students in their classwork
V3828	q5p4s	s. We actively try to link our graduating students with potential employers	discrete	numeric	5.4s. We actively try to link our graduating students with potential employers
V3829	q5p4t	t. We link students with mentors in their area of training	discrete	numeric	5.4t. We link students with mentors in their area of training
V3830	q5p4u	u. We invite alumni to talk to students about their careers	discrete	numeric	5.4u. We invite alumni to talk to students about their careers
V3831	q5p4v	v. We require that students complete community service as part of their training	discrete	numeric	5.4v. We require that students complete community service as part of their training
V3832	q5p4w	w. We encourage students to be involved in spiritual/religious activities	discrete	numeric	5.4w. We encourage students to be involved in spiritual/religious activities
V3833	q5p5a	a. We have a student union in this institution	discrete	numeric	5.5a. We have a student union in this institution
V3834	q5p5b	b. We have a career counseling department	discrete	numeric	5.5b. We have a career counselling department
V3835	q5p5c	c. We have industrial attachment policy	discrete	numeric	5.5c. We have industrial attachment policy
V3836	q5p5d	d. We have community service policy	discrete	numeric	5.5d. We have community service policy
V3837	q5p5e	e. We have industrial attachment liaison officer	discrete	numeric	5.5e. We have industrial attachment liaison officer
V3838	q5p5f	f. We have a website	discrete	numeric	5.5f. We have a website
V3839	q5p5g	g. We have sport and games facilities for use by students	discrete	numeric	5.5g. We have sport and games facilities for use by students (ownership or access)
V3840	q5p5h	h. Our students participated in at least one external sports tournaments in 2017	discrete	numeric	5.5h. Our students participated in at least one external sports tournaments in 2017
V3841	q5p5i	i. We have special prayer rooms for use by students	discrete	numeric	5.5i. We have special prayer rooms for use by students
V3842	q5p5j	j. We have student spiritual clubs	discrete	numeric	5.5j. We have student spiritual clubs
V3843	q5p5k	k. We offer bursaries to our bright students	discrete	numeric	5.5k. We offer bursaries to our bright students
V3844	q5p5l	l. We offer bursaries to our needy students	discrete	numeric	5.5l. We offer bursaries to our needy students
V3845	q5p5m	m. This institution has a *written* sexually harassment policy	discrete	numeric	5.5m. This institution has a written sexually harassment policy
V3846	q5p5n	n. This institution has a *written* child protection policy	discrete	numeric	5.5n. This institution has a written child protection policy
V3847	q5p5o	o. Our training programs are based on analysis of country's labour needs	discrete	numeric	5.5o. Our training programs are based on analysis of country's labour needs
V3848	q6p1	6.1 In your own opinion, how well is this TVET institution equipped?	discrete	numeric	6.1 In your own opinion, how well is this TVET institution equipped?

V3849	q6p2	6.2 What is the general status of the training facilities/machinery used in this	discrete	numeric	6.2 What is the general status of the training facilities/machinery used in this institution?
V3850	q6p3	6.3 What is the main source of clean drinking water in this TVET institution?	discrete	numeric	6.3 What is the main source of clean drinking water in this TVET institution?
V3851	q6p4	6.4 What is the main source of electricity in this TVET institution?	discrete	numeric	6.4 What is the main source of electricity in this TVET institution?
V3852	today	Manager's day of interview	discrete	character	Manager/Head's date of interview

## TVET\_Institutional\_Data\_Part\_B

Content	The file contains data related to Institutional Survey Questionnaire Part B. The data present is in accordance to the following areas/sections: Consent for the study, Background information of the TVET institution, Information about student enrolment, TVET Facilities/Equipment/Resources and Information about Training/Teaching Staff/Budget. The data contained was collected through hard copy questionnaires that were left with a manager/head of each TVET institution that was sampled, the questionnaires were filled up and collected later by the field interviewers. Data were then entered into the tablets by the field interviewers.				
Cases	150				
Variable(s)	582				
Structure	Type: Keys: ()				
Version	1				
Producer	Education and Youth Empowerment Unit, African Population and Health Research Center				
Missing Data	Missing Data: No data or a missing data code (5, 95, 995, etc.) provided where data should have been collected. All missing values should be coded as 5, 95, 995, etc., depending on the value of the largest valid code. For variable with larger values such as those in millions a negative 95 was used to represent missing data. 'Don't Know' Responses: A data code (8, 98, 998, etcetera) provided to indicate that the respondent did not know the answer to the question. Skipped Questions/Not Applicable: A data code (9, 99, 999, etcetera) provided to indicate that the respondent was not eligible to answer the question. For variable with larger values such as those in millions a negative 99 was used to represent Not Applicable data. Response Not Within the Pre-Defined Range/Domain: A data code (6, 96, 996, etcetera) provided where response was outside the range/domain predefined during study design				

## Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V3853	tvetid	TVET ID	contin	numeric	7.4 TVET ID
V3854	start	Time entry began	contin	numeric	Time data entry began
V3855	end	Time entry ended	contin	numeric	Time data entry ended
V3856	q1p1	Would you like to participate in this research?	discrete	numeric	1.1 Would you like to participate in this research?
V3857	q1p2	Position of respondent	discrete	numeric	1.2 Position of Respondent
V3858	mdoi	Date of interview	discrete	character	7.1 Date of the Interview
V3859	category	TVET category	discrete	numeric	7.6 TVET Category
V3860	type	TVET Type	discrete	numeric	7.7 TVET Type
V3861	mcounty	County	discrete	numeric	7.2 County ID
V3862	mtvetloc	TVET Location	discrete	numeric	7.5 TVET Location
V3863	msex	Manager's Sex	discrete	numeric	7.8 Manager's Sex
V3864	q8p1p1	Short courses (with no certification) -Female	discrete	numeric	8.1a. Short courses (with no certification) - Female
V3865	q8p1p2	Grade test 3 -Female	discrete	numeric	8.1b . Grade test 3 - Female
V3866	q8p1p3	Grade test 2 -Female	discrete	numeric	8.1c. Grade test 2 - Female
V3867	q8p1p4	Grade test 1 -Female	discrete	numeric	8.1d. Grade test - Female
V3868	q8p1p5	Certificate courses -Female	discrete	numeric	8.1e . Certificate courses -Female
V3869	q8p1p6	Diploma courses -Female	discrete	numeric	8.1f. Diploma courses - Female
V3870	q8p1p7	Higher diploma courses -Female	discrete	numeric	8.1g. Higher diploma courses - Female

V3871	q8p1p8	Degree courses -Female	discrete	numeric	8.1h. Degree courses - Female
V3872	q8p1p9	Total enrolment -Female	discrete	numeric	8.1i. Total enrolment- Female
V3873	q8p1p10	Short courses (with no certification)-Male	discrete	numeric	8.1a. Short courses (with no certification) - Male
V3874	q8p1p11	Grade test 3 -Male	discrete	numeric	8.1b . Grade test 3 - Male
V3875	q8p1p12	Grade test 2 -Male	discrete	numeric	8.1c. Grade test 2- Male
V3876	q8p1p13	Grade test 1 -Male	discrete	numeric	8.1d. Grade test 1- Male
V3877	q8p1p14	Certificate courses-Male	discrete	numeric	8.1e . Certificate courses - Male
V3878	q8p1p15	Diploma courses -Male	discrete	numeric	8.1f. Diploma courses - Male
V3879	q8p1p16	Higher diploma courses -Male	discrete	numeric	8.1g. Higher diploma courses - Male
V3880	q8p1p17	Degree courses -Male	discrete	numeric	8.1h. Degree courses - Male
V3881	q8p1p18	Total enrolment -Male	discrete	numeric	8.1i. Total enrolment - Male
V3882	q8p1p19	Short courses (with no certification)-Duration (months)	discrete	numeric	8.1a. Short courses (with no certification) - Duration
V3883	q8p1p20	Grade test 3 -Duration (months)	discrete	numeric	8.1b . Grade test 3 - Duration
V3884	q8p1p21	Grade test 2 -Duration (months)	discrete	numeric	8.1c. Grade test 2 - duration
V3885	q8p1p22	Grade test 1 -Duration (months)	discrete	numeric	8.1d. Grade test 1 - Duration
V3886	q8p1p23	Certificate courses-Duration (months)	discrete	numeric	8.1e . Certificate courses - Duration
V3887	q8p1p24	Diploma courses -Duration (months)	discrete	numeric	8.1f. Diploma courses - Duration
V3888	q8p1p25	Higher diploma courses -Duration (months)	discrete	numeric	8.1g. Higher diploma courses - Duration
V3889	q8p1p26	Degree courses -Duration (months)	discrete	numeric	8.1h. Degree courses - Duration
V3890	q8p2a	Short courses (with no certification)-Max Total No.	discrete	numeric	8.2a. Short courses (with no certification)
V3891	q8p2b	Grade test 3 -Max Total No.	discrete	numeric	8.2b . Grade test 3
V3892	q8p2c	Grade test 2 -Max Total No.	discrete	numeric	8.2c. Grade test 2
V3893	q8p2d	Grade test 1 -Max Total No.	discrete	numeric	8.2d. Grade test 1
V3894	q8p2e	Certificate courses-Max Total No.	discrete	numeric	8.2e . Certificate courses
V3895	q8p2f	Diploma courses -Max Total No.	discrete	numeric	8.2f. Diploma courses
V3896	q8p2g	Higher diploma courses -Max Total No.	discrete	numeric	8.2g. Higher diploma courses
V3897	q8p2h	Degree courses -Max Total No.	discrete	numeric	8.2h. Degree courses
V3898	q8p2i	Maximum institutional capacity	discrete	numeric	8.2i. Maximum institutional capacity
V3899	q8p3ap1	Some physical challenge -short course	discrete	numeric	8.3a. Some physical challenge- Short courses (Grade test 1, 2 & 3)
V3900	q8p3ap2	Extensive physical challenge -short course	discrete	numeric	8.3b. Extensive physical challenge - Short courses (Grade test 1, 2 & 3)
V3901	q8p3ap3	Some hearing challenge -short course	discrete	numeric	8.3c. Some hearing challenge - Short courses (Grade test 1, 2 & 3)
V3902	q8p3ap4	Total deafness -short course	discrete	numeric	8.3d. Total deafness - Short courses (Grade test 1, 2 & 3)
V3903	q8p3ap5	Some visual challenge -short course	discrete	numeric	8.3e. Some visual challenge - Short courses (Grade test 1, 2 & 3)

V3904	q8p3ap6	Total blindness -short course	discrete	numeric	8.3f. Total blindness - Short courses (Grade test 1, 2 & 3)
V3905	q8p3ap7	Intellectual challenge -short course	discrete	numeric	8.3g. Intellectual challenge - Short courses (Grade test 1, 2 & 3)
V3906	q8p3ap8	Mental challenge -short course	discrete	numeric	8.3h. Mental challenge - Short courses (Grade test 1, 2 & 3)
V3907	q8p3ap9	Acquired brain injury -short course	discrete	numeric	8.3i. Acquired brain injury - Short courses (Grade test 1, 2 & 3)
V3908	q8p3ap10	Autism spectrum disorder -short course	discrete	numeric	8.3j. Autism spectrum disorder - Short courses (Grade test 1, 2 & 3)
V3909	q8p3ap11	Other disability (Specific ____ ) - short course	discrete	numeric	8.3k. Other disability (Specific ____ ) - Short courses (Grade test 1, 2 & 3)
V3910	q8p3ap11specify	Some physical challenge -Cert	discrete	character	8.3a. Some physical challenge- Certificate
V3911	q8p3bp1	Some physical challenge -Cert	discrete	numeric	8.3a. Some physical challenge- Certificate
V3912	q8p3bp2	Extensive physical challenge -Cert	discrete	numeric	8.3b. Extensive physical challenge - Certificate
V3913	q8p3bp3	Some hearing challenge -Cert	discrete	numeric	8.3c. Some hearing challenge - Certificate
V3914	q8p3bp4	Total deafness -Cert	discrete	numeric	8.3d. Total deafness - Certificate
V3915	q8p3bp5	Some visual challenge -Cert	discrete	numeric	8.3e. Some visual challenge- Certificate
V3916	q8p3bp6	Total blindness -Cert	discrete	numeric	8.3f. Total blindness- Certificate
V3917	q8p3bp7	Intellectual challenge -Cert	discrete	numeric	8.3g. Intellectual challenge - Certificate
V3918	q8p3bp8	Mental challenge -Cert	discrete	numeric	8.3h. Mental challenge - Certificate
V3919	q8p3bp9	Acquired brain injury -Cert	discrete	numeric	8.3i. Acquired brain injury - Certificate
V3920	q8p3bp10	Autism spectrum disorder -Dip	discrete	numeric	8.3j. Autism spectrum disorder - Diploma
V3921	q8p3bp11	Other disability (Specific ____ ) -Dip	contin	numeric	8.3k. Other disability (Specific ____ ) - Diploma
V3922	q8p3cp1	Some physical challenge -Dip	discrete	numeric	8.3a. Some physical challenge- - Diploma
V3923	q8p3cp2	Extensive physical challenge -Dip	discrete	numeric	8.3b. Extensive physical challenge - Diploma
V3924	q8p3cp3	Some hearing challenge -Dip	discrete	numeric	8.3c. Some hearing challenge - Diploma
V3925	q8p3cp4	Total deafness -Dip	discrete	numeric	8.3d. Total deafness - Diploma
V3926	q8p3cp5	Some visual challenge -Dip	discrete	numeric	8.3e. Some visual challenge - Diploma
V3927	q8p3cp6	Total blindness -Dip	discrete	numeric	8.3f. Total blindness - Diploma
V3928	q8p3cp7	Intellectual challenge -Dip	discrete	numeric	8.3g. Intellectual challenge - Diploma
V3929	q8p3cp8	Mental challenge -Dip	discrete	numeric	8.3h. Mental challenge - Diploma
V3930	q8p3cp9	Acquired brain injury -Dip	discrete	numeric	8.3i. Acquired brain injury - Diploma
V3931	q8p3cp10	Autism spectrum disorder -Dip	discrete	numeric	8.3j. Autism spectrum disorder - Diploma

V3932	q8p3cp11	Other disability (Specific ____ ) -Dip	contin	numeric	8.3k. Other disability (Specific ____ ) - Diploma
V3933	q8p4ap1	Never went to school -Female	discrete	numeric	8.4a. Never went to school - Female
V3934	q8p4ap2	Dropped out of primary school - Female	discrete	numeric	8.4b. Dropped out of primary school - Female
V3935	q8p4ap3	Completed primary schools but never went to Form 1 -Female	discrete	numeric	8.4c. Completed primary schools but never went to Form 1 - Female
V3936	q8p4ap4	Dropped out of secondary school - Female	discrete	numeric	8.4d. Dropped out of secondary school - Female
V3937	q8p4ap5	Financially challenged families - Female	discrete	numeric	8.4e. Financially challenged families - Female
V3938	q8p4bp1	Never went to school -Male	discrete	numeric	8.4a. Never went to school - Male
V3939	q8p4bp2	Dropped out of primary school - Male	discrete	numeric	8.4b. Dropped out of primary school - Male
V3940	q8p4bp3	Completed primary schools but never went to Form 1 -Male	discrete	numeric	8.4c. Completed primary schools but never went to Form 1 - Male
V3941	q8p4bp4	Dropped out of secondary school - Male	discrete	numeric	8.4d. Dropped out of secondary school - Male
V3942	q8p4bp5	Financially challenged families- Male	discrete	numeric	8.4e. Financially challenged families - Male
V3943	q8p5a1	Yr 2013 -Female enrolled	discrete	numeric	Total students enrolled in 2013 - Female
V3944	q8p5a2	Yr 2013 -Male enrolled	discrete	numeric	Total students enrolled in 2013 - Male
V3945	q8p5a3	Yr 2013 -Total enrolled	discrete	numeric	Total students enrolled in 2013 - Total
V3946	q8p5a4	Yr 2013 -Female dropped out	discrete	numeric	Total students dropped out in 2013 - Female
V3947	q8p5a5	Yr 2013 -Male dropped out	discrete	numeric	Total students dropped out in 2013 - Male
V3948	q8p5a6	Yr 2013 -Total dropped out	discrete	numeric	Total students dropped out in 2013 - total
V3949	q8p5b1	Yr 2014 -Female enrolled	discrete	numeric	Total students enrolled in 2014 - Female
V3950	q8p5b2	Yr 2014 -Male enrolled	discrete	numeric	Total students enrolled in 2014 - Male
V3951	q8p5b3	Yr 2014 -Total enrolled	discrete	numeric	Total students enrolled in 2014 - Total
V3952	q8p5b4	Yr 2014 -Female dropped out	discrete	numeric	Total students dropped out in 2014 - Female
V3953	q8p5b5	Yr 2014 -Male dropped out	discrete	numeric	Total students dropped out in 2014 - male
V3954	q8p5b6	Yr 2014 -Total dropped out	discrete	numeric	Total students dropped out in 2014 - total
V3955	q8p5c1	Yr 2015 -Female enrolled	discrete	numeric	Total students enrolled in 2015 - Female
V3956	q8p5c2	Yr 2015 -Male enrolled	discrete	numeric	Total students enrolled in 2015 - Male
V3957	q8p5c3	Yr 2015 -Total enrolled	discrete	numeric	Total students enrolled in 2015- Total

V3958	q8p5c4	Yr 2015 -Female dropped out	discrete	numeric	Total students dropped out in 2015 - Female
V3959	q8p5c5	Yr 2015 -Male dropped out	discrete	numeric	Total students dropped out in 2015 - Male
V3960	q8p5c6	Yr 2015 -Total dropped out	discrete	numeric	Total students enrolled in 2015 - Total
V3961	q8p5d1	Yr 2016 -Female enrolled	discrete	numeric	Total students enrolled in 2016 - Female
V3962	q8p5d2	Yr 2016 -Male enrolled	discrete	numeric	Total students enrolled in 2016 - male
V3963	q8p5d3	Yr 2016 -Total enrolled	discrete	numeric	Total students enrolled in 2016 - Total
V3964	q8p5d4	Yr 2016 -Female dropped out	discrete	numeric	Total students dropped out in 2016 - Female
V3965	q8p5d5	Yr 2016 -Male dropped out	discrete	numeric	Total students dropped out in 2016 - male
V3966	q8p5d6	Yr 2016 -Total dropped out	discrete	numeric	Total students dropped out in 2016 - Total
V3967	q8p5e1	Yr 2017 -Female enrolled	discrete	numeric	Total students enrolled in 2017 - Female
V3968	q8p5e2	Yr 2017 -Male enrolled	discrete	numeric	Total students enrolled in 2017 - male
V3969	q8p5e3	Yr 2017 -Total enrolled	discrete	numeric	Total students enrolled in 2017 - Total
V3970	q8p5e4	Yr 2017 -Female dropped out	discrete	numeric	Total students dropped out in 2017 - Female
V3971	q8p5e5	Yr 2017 -Male dropped out	discrete	numeric	Total students dropped out in 2017 - Male
V3972	q8p5e6	Yr 2017 -Total dropped out	discrete	numeric	Total students dropped out in 2017 - Total
V3973	q8p6a1	a.Nearby villages (within a 3km radius)	discrete	numeric	8.6a. Nearby villages (within a 3km radius) - Female
V3974	q8p6a2	b.This county	discrete	numeric	8.6b. This county - Female
V3975	q8p6a3	c.Other counties	discrete	numeric	8.6c. Other counties - Female
V3976	q8p6a4	d.Total	discrete	numeric	8.6d. Total [FI: Check that total adds up to 100%] - Female
V3977	q8p6a5	a.Nearby villages (within a 3km radius)	discrete	numeric	8.6a. Nearby villages (within a 3km radius) - male
V3978	q8p6a6	b.This county	discrete	numeric	8.6b. This county - male
V3979	q8p6a7	c.Other counties	discrete	numeric	8.6c. Other counties - male
V3980	q8p6a8	d.Total	discrete	numeric	8.6d. Total [FI: Check that total adds up to 100%] - male
V3981	q8p7a1	a.Got employed in their fields of training -2015	discrete	numeric	8.7a. Got employed in their fields of training - 2015
V3982	q8p7a2	b.Got employed in fields not related to their training-2015	discrete	numeric	8.7b. Got employed in fields not related to their training - 2016
V3983	q8p7a3	c.Are self-employed in the skills acquired -2015	discrete	numeric	8.7c. Are self-employed in the skills acquired - 2015
V3984	q8p7a4	d.Are self-employed in field unrelated to their training -2015	discrete	numeric	8.7d. Are self-employed in field unrelated to their training - 2015

V3985	q8p7a5	e.Proceeded with studies in other colleges -2015	discrete	numeric	8.7e. Proceeded with studies in other colleges - 2015
V3986	q8p7a6	f.Are currently unemployed -2015	discrete	numeric	
V3987	q8p7a7	g.We cannot tell where they are -2015	discrete	numeric	8.7g. We cannot tell where they are - 2015
V3988	q8p7a8	h.Other (Specify ____)	discrete	numeric	8.7h. Other (Specify_____-) - 2015
V3989	q8p7a8specify	q8p7a8Specify	discrete	character	
V3990	q8p7b1	a.Got employed in their fields of training -2016	discrete	numeric	8.7a. Got employed in their fields of training - 2016
V3991	q8p7b2	b.Got employed in fields not related to their training-2016	discrete	numeric	8.7b. Got employed in fields not related to their training - 2016
V3992	q8p7b3	c.Are self-employed in the skills acquired-2016	discrete	numeric	8.7c. Are self-employed in the skills acquired - 2016
V3993	q8p7b4	d.Are self-employed in field unrelated to their training-2016	discrete	numeric	8.7d. Are self-employed in field unrelated to their training - 2016
V3994	q8p7b5	e.Proceeded with studies in other colleges -2016	discrete	numeric	8.7e. Proceeded with studies in other colleges - 2016
V3995	q8p7b6	f.Are currently unemployed -2016	discrete	numeric	8.7f. Are currently unemployed - 2015
V3996	q8p7b7	g.We cannot tell where they are -2016	discrete	numeric	8.7g. We cannot tell where they are - 2016
V3997	q8p7b8	h.Other (Specify ____)	discrete	numeric	8.7h. Other (Specify_____-) - 2016
V3998	q8p7b8specify	q8p7b8Specify	discrete	character	
V3999	q8p7c1	a.Got employed in their fields of training -2017	discrete	numeric	8.7a. Got employed in their fields of training - 2017
V4000	q8p7c2	b.Got employed in fields not related to their training -2017	discrete	numeric	8.7b. Got employed in fields not related to their training - 2017
V4001	q8p7c3	c.Are self-employed in the skills acquired -2017	discrete	numeric	8.7c. Are self-employed in the skills acquired - 2017
V4002	q8p7c4	d.Are self-employed in field unrelated to their training- 2017	discrete	numeric	8.7d. Are self-employed in field unrelated to their training - 2017
V4003	q8p7c5	e.Proceeded with studies in other colleges -2017	discrete	numeric	8.7e. Proceeded with studies in other colleges - 2017
V4004	q8p7c6	f.Are currently unemployed -2017	discrete	numeric	8.7f. Are currently unemployed - 2017
V4005	q8p7c7	g.We cannot tell where they are -2017	discrete	numeric	8.7g. We cannot tell where they are - 2017
V4006	q8p7c8	h.Other (Specify ____)	discrete	numeric	8.7h. Other (Specify_____-) - 2017
V4007	q8p7c8specify	q8p7c8Specify	discrete	character	8.7 Specify - others
V4008	q8p8p1	In area of their training -male - 2015	discrete	numeric	In area of their training -Male - 2015
V4009	q8p8p2	In area of their training -female - 2015	discrete	numeric	In area of their training -Female - 2015
V4010	q8p8p3	In areas different from their training -male - 2015	discrete	numeric	In areas different from their training - Male - 2015
V4011	q8p8p4	In areas different from their training -female - 2015	discrete	numeric	In areas different from their training - Female - 2015



V4012	q8p8p5	In area of their training -male - 2016	discrete	numeric	In area of their training -Male - 2016
V4013	q8p8p6	In area of their training -female - 2016	discrete	numeric	In area of their training -Female - 2016
V4014	q8p8p7	In areas different from their training -male - 2016	discrete	numeric	In areas different from their training - Male - 2016
V4015	q8p8p8	In areas different from their training -female - 2016	discrete	numeric	In areas different from their training - Female - 2016
V4016	q8p8p9	In area of their training -male - 2017	discrete	numeric	In area of their training -Male - 2017
V4017	q8p8p10	In area of their training -female - 2017	discrete	numeric	In area of their training -Female - 2017
V4018	q8p8p11	In areas different from their training -male - 2017	discrete	numeric	In areas different from their training - Male - 2017
V4019	q8p8p12	In areas different from their training -female - 2017	discrete	numeric	In areas different from their training - Female - 2017
V4020	q8p9p1	2013 Male - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2013 - Male - Pass
V4021	q8p9p2	2013 Female - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2013 - Female - Pass
V4022	q8p9p3	2014 Male - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2014 - Male - Pass
V4023	q8p9p4	2014 Female - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2014 - Female - Pass
V4024	q8p9p5	2015 Male - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2015 - Male - Pass
V4025	q8p9p6	2015 Female - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2015 - Female - Pass
V4026	q8p9p7	2016 Male - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2016 - Male - Pass
V4027	q8p9p8	2016 Female - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2016 - Female - Pass
V4028	q8p9p9	2017 Male - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2017 - Male - Pass
V4029	q8p9p10	2017 Female - institutional Grade test output -pass	discrete	numeric	8.9 Grade test(1,2,3) -2017 - Female - Pass
V4030	q8p9f1	2013 Male - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2013 - Male - Fail
V4031	q8p9f2	2013 Female - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2013 - Female - Fail
V4032	q8p9f3	2014 Male - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2014 - Male - Fail
V4033	q8p9f4	2014 Female - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2014 - Female - Fail
V4034	q8p9f5	2015 Male - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2015 - Male - Fail
V4035	q8p9f6	2015 Female - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2015 - Female - Fail
V4036	q8p9f7	2016 Male - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2016 - Male - Fail

V4037	q8p9f8	2016 Female - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2016 - Female - Fail
V4038	q8p9f9	2017 Male - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2017 - Male - Fail
V4039	q8p9f10	2017 Female - institutional Grade test output -fail	discrete	numeric	8.9 Grade test(1,2,3) -2017 - Female - Fail
V4040	q8p9bd1	2013 Male - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2013 - Male - Distinction
V4041	q8p9bd2	2013 Female - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2013 - Female - Distinction
V4042	q8p9bd3	2014 Male - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2014 - Male - Distinction
V4043	q8p9bd4	2014 Female - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2014 - Female - Distinction
V4044	q8p9bd5	2015 Male - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2015 - Male - Distinction
V4045	q8p9bd6	2015 Female - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2015 - Female - Distinction
V4046	q8p9bd7	2016 Male - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2016 - Male - Distinction
V4047	q8p9bd8	2016 Female - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2016 - Female - Distinction
V4048	q8p9bd9	2017 Male - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2017 - Male - Distinction
V4049	q8p9bd10	2017 Female - institutional Certificate output -distinction	discrete	numeric	8.9 Certificate -2017 - Female - Distinction
V4050	q8p9bc1	2013 Male - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2013 - Male - Credit
V4051	q8p9bc2	2013 Female - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2013 - Female - Credit
V4052	q8p9bc3	2014 Male - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2014 - Male - Credit
V4053	q8p9bc4	2014 Female - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2014 - Female - Credit
V4054	q8p9bc5	2015 Male - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2015 - Male - Credit
V4055	q8p9bc6	2015 Female - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2015 - Female - Credit
V4056	q8p9bc7	2016 Male - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2016 - Male - Credit
V4057	q8p9bc8	2016 Female - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2016 - Female - Credit
V4058	q8p9bc9	2017 Male - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2017 - Male - Credit
V4059	q8p9bc10	2017 Female - institutional Certificate output -credit	discrete	numeric	8.9 Certificate -2017 - Female - Credit
V4060	q8p9bp1	2013 Male - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2013 - Male - Pass
V4061	q8p9bp2	2013 Female - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2013 - Female - Pass

V4062	q8p9bp3	2014 Male - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2014 - Male - Pass
V4063	q8p9bp4	2014 Female - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2014 - Female - Pass
V4064	q8p9bp5	2015 Male - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2015 - Male - Pass
V4065	q8p9bp6	2015 Female - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2015 - Female - Pass
V4066	q8p9bp7	2016 Male - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2016 - Male - Pass
V4067	q8p9bp8	2016 Female - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2016 - Female - Pass
V4068	q8p9bp9	2017 Male - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2017 - Male - Pass
V4069	q8p9bp10	2017 Female - institutional Certificate output -pass	discrete	numeric	8.9 Certificate -2017 - Female - Pass
V4070	q8p9bt1	2013 Male - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2013 - Male - Total
V4071	q8p9bt2	2013 Female - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2013 - Female - Total
V4072	q8p9bt3	2014 Male - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2014 - Male - Total
V4073	q8p9bt4	2014 Female - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2014 - Female - Total
V4074	q8p9bt5	2015 Male - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2015 - Male - Total
V4075	q8p9bt6	2015 Female - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2015 - Female - Total
V4076	q8p9bt7	2016 Male - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2016 - Male - Total
V4077	q8p9bt8	2016 Female - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2016 - Female - Total
V4078	q8p9bt9	2017 Male - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2017 - Male - Total
V4079	q8p9bt10	2017 Female - institutional Certificate output -total	discrete	numeric	8.9 Certificate -2017 - Female - Total
V4080	q8p9cd1	2013 Male - institutional Diploma output -distinction	discrete	numeric	8.9 Diploma -2013 - Male - Distinction
V4081	q8p9cd2	2013 Female - institutional Diploma output -distinction	discrete	numeric	8.9 Diploma -2013 - Female - Distinction
V4082	q8p9cd3	2014 Male - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2014 - Male - Distinction
V4083	q8p9cd4	2014 Female - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2014 - Female - Distinction
V4084	q8p9cd5	2015 Male - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2015 - Male - Distinction
V4085	q8p9cd6	2015 Female - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2015 - Female - Distinction
V4086	q8p9cd7	2016 Male - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2016 - Male - Distinction

V4087	q8p9cd8	2016 Female - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2016 - Female - Distinction
V4088	q8p9cd9	2017 Male - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2017 - Male - Distinction
V4089	q8p9cd10	2017 Female - institutional diploma output -distinction	discrete	numeric	8.9 Diploma -2017 - Female - Distinction
V4090	q8p9cc1	2013 Male - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2013 - Male - Credit
V4091	q8p9cc2	2013 Female - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2013 - Female - Credit
V4092	q8p9cc3	2014 Male - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2014 - Male - Credit
V4093	q8p9cc4	2014 Female - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2014 - Female - Credit
V4094	q8p9cc5	2015 Male - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2015 - Male - Credit
V4095	q8p9cc6	2015 Female - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2015 - Female - Credit
V4096	q8p9cc7	2016 Male - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2016 - Male - Credit
V4097	q8p9cc8	2016 Female - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2016 - Female - Credit
V4098	q8p9cc9	2017 Male - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2017 - Male - Credit
V4099	q8p9cc10	2017 Female - institutional diploma output -credit	discrete	numeric	8.9 Diploma -2017 - Female - Credit
V4100	q8p9cp1	2013 Male - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2013 - Male - Pass
V4101	q8p9cp2	2013 Female - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2013 - Female - Pass
V4102	q8p9cp3	2014 Male - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2014 - Male - Pass
V4103	q8p9cp4	2014 Female - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2014 - Female - Pass
V4104	q8p9cp5	2015 Male - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2015 - Male - Pass
V4105	q8p9cp6	2015 Female - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2015 - Female - Pass
V4106	q8p9cp7	2016 Male - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2016 - Male - Pass
V4107	q8p9cp8	2016 Female - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2016 - Female - Pass
V4108	q8p9cp9	2017 Male - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2017 - Male - Pass
V4109	q8p9cp10	2017 Female - institutional diploma output -pass	discrete	numeric	8.9 Diploma -2017 - Female - Pass
V4110	q8p9co1	2013 Male - institutional diploma output -others	discrete	numeric	8.9 Diploma -2013 - Male - Others
V4111	q8p9co2	2013 Female - institutional diploma output -others	discrete	numeric	8.9 Diploma -2013 - Female - Others

V4112	q8p9co3	2014 Male - institutional diploma output -others	discrete	numeric	8.9 Diploma -2014 - Male - Others
V4113	q8p9co4	2014 Female - institutional diploma output -others	discrete	numeric	8.9 Diploma -2014 - Female - Others
V4114	q8p9co5	2015 Male - institutional diploma output -others	discrete	numeric	8.9 Diploma -2015 - Male - Others
V4115	q8p9co6	2015 Female - institutional diploma output -others	discrete	numeric	8.9 Diploma -2015 - Female - Others
V4116	q8p9co7	2016 Male - institutional diploma output -others	discrete	numeric	8.9 Diploma -2016 - Male - Others
V4117	q8p9co8	2016 Female - institutional diploma output -others	discrete	numeric	8.9 Diploma -2016 - Female - Others
V4118	q8p9co9	2017 Male - institutional diploma output -others	discrete	numeric	8.9 Diploma -2017 - Male - Others
V4119	q8p9co10	2017 Female - institutional diploma output -others	discrete	numeric	8.9 Diploma -2017 - Female - Others
V4120	q8p9ct1	2013 Male - institutional diploma output -total	discrete	numeric	8.9 Diploma -2013 - Male - Total
V4121	q8p9ct2	2013 Female - institutional diploma output -total	discrete	numeric	8.9 Diploma -2013 - Female - Total
V4122	q8p9ct3	2014 Male - institutional diploma output -total	discrete	numeric	8.9 Diploma -2014 - Male - Total
V4123	q8p9ct4	2014 Female - institutional diploma output -total	discrete	numeric	8.9 Diploma -2014 - Female - Total
V4124	q8p9ct5	2015 Male - institutional diploma output -total	discrete	numeric	8.9 Diploma -2015 - Male - Total
V4125	q8p9ct6	2015 Female - institutional diploma output -total	discrete	numeric	8.9 Diploma -2015 - Female - Total
V4126	q8p9ct7	2016 Male - institutional diploma output -total	discrete	numeric	8.9 Diploma -2016 - Male - Total
V4127	q8p9ct8	2016 Female - institutional diploma output -total	discrete	numeric	8.9 Diploma -2016 - Female - Total
V4128	q8p9ct9	2017 Male - institutional diploma output -total	discrete	numeric	8.9 Diploma -2017 - Male - Total
V4129	q8p9ct10	2017 Female - institutional diploma output -total	discrete	numeric	8.9 Diploma -2017 - Female - Total
V4130	q8p9dd1	2013 Male - institutional diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2013 - Male - Distinction
V4131	q8p9dd2	2013 Female - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2013 - Female - Distinction
V4132	q8p9dd3	2014 Male - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2014 - Male - Distinction
V4133	q8p9dd4	2014 Female - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2014 - Female - Distinction
V4134	q8p9dd5	2015 Male - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2015 - Male - Distinction
V4135	q8p9dd6	2015 Female - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2015 - Female - Distinction
V4136	q8p9dd7	2016 Male - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2016 - Male - Distinction

V4137	q8p9dd8	2016 Female - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2016 - Female - Distinction
V4138	q8p9dd9	2017 Male - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2017 - Male - Distinction
V4139	q8p9dd10	2017 Female - institutional higher diploma output -distinction	discrete	numeric	8.9 Higher Diploma -2017 - Female - Distinction
V4140	q8p9dc1	2013 Male - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2013 - Male - Credit
V4141	q8p9dc2	2013 Female - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2013 - Female - Credit
V4142	q8p9dc3	2014 Male - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2014 - Male - Credit
V4143	q8p9dc4	2014 Female - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2014 - Female - Credit
V4144	q8p9dc5	2015 Male - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2015 - Male - Credit
V4145	q8p9dc6	2015 Female - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2015 - Female - Credit
V4146	q8p9dc7	2016 Male - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2016 - Male - Credit
V4147	q8p9dc8	2016 Female - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2016 - Female - Credit
V4148	q8p9dc9	2017 Male - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2017 - Male - Credit
V4149	q8p9dc10	2017 Female - institutional higher diploma output -credit	discrete	numeric	8.9 Higher Diploma -2017 - Female - Credit
V4150	q8p9dp1	2013 Male - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2013 - Male - Pass
V4151	q8p9dp2	2013 Female - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2013 - Female - Pass
V4152	q8p9dp3	2014 Male - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2014 - Male - Pass
V4153	q8p9dp4	2014 Female - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2014 - Female - Pass
V4154	q8p9dp5	2015 Male - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2015 - Male - Pass
V4155	q8p9dp6	2015 Female - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2015 - Female - Pass
V4156	q8p9dp7	2016 Male - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2016 - Male - Pass
V4157	q8p9dp8	2016 Female - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2016 - Female - Pass
V4158	q8p9dp9	2017 Male - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2017 - Male - Pass
V4159	q8p9dp10	2017 Female - institutional higher diploma output -pass	discrete	numeric	8.9 Higher Diploma -2017 - Female - Pass
V4160	q8p9do1	2013 Male - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2013 - Male - Others
V4161	q8p9do2	2013 Female - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2013 - Female - Others

V4162	q8p9do3	2014 Male - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2014 - Male - Others
V4163	q8p9do4	2014 Female - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2014 - Female - Others
V4164	q8p9do5	2015 Male - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2015 - Male - Others
V4165	q8p9do6	2015 Female - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2015 - Female - Others
V4166	q8p9do7	2016 Male - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2016 - Male - Others
V4167	q8p9do8	2016 Female - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2016 - Female - Others
V4168	q8p9do9	2017 Male - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2017 - Male - Others
V4169	q8p9do10	2017 Female - institutional higher diploma output -others	discrete	numeric	8.9 Higher Diploma -2017 - Female - Others
V4170	q8p9dt1	2013 Male - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2013 - Male - Total
V4171	q8p9dt2	2013 Female - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2013 - Female - Total
V4172	q8p9dt3	2014 Male - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2014 - Male - Total
V4173	q8p9dt4	2014 Female - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2014 - Female - Total
V4174	q8p9dt5	2015 Male - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2015 - Male - Total
V4175	q8p9dt6	2015 Female - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2015 - Female - Total
V4176	q8p9dt7	2016 Male - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2016 - Male - Total
V4177	q8p9dt8	2016 Female - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2016 - Female - Total
V4178	q8p9dt9	2017 Male - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2017 - Male - Total
V4179	q8p9dt10	2017 Female - institutional higher diploma output -total	discrete	numeric	8.9 Higher Diploma -2017 - Female - Total
V4180	q8p9ed1	2013 Male - institutional Degree output -distinction	discrete	numeric	8.9 Degree -2013 - Male - Distinction
V4181	q8p9ed2	2013 Female - institutional degree output -distinction	discrete	numeric	8.9 Degree -2013 - Female - Distinction
V4182	q8p9ed3	2014 Male - institutional degree output -distinction	discrete	numeric	8.9 Degree -2014 - Male - Distinction
V4183	q8p9ed4	2014 Female - institutional degree output -distinction	discrete	numeric	8.9 Degree -2014 - Female - Distinction
V4184	q8p9ed5	2015 Male - institutional degree output -distinction	discrete	numeric	8.9 Degree -2015 - Male - Distinction
V4185	q8p9ed6	2015 Female - institutional degree output -distinction	discrete	numeric	8.9 Degree -2015 - Female - Distinction
V4186	q8p9ed7	2016 Male - institutional degree output -distinction	discrete	numeric	8.9 Degree -2016 - Male - Distinction

V4187	q8p9ed8	2016 Female - institutional degree output -distinction	discrete	numeric	8.9 Degree -2016 - Female - Distinction
V4188	q8p9ed9	2017 Male - institutional degree output -distinction	discrete	numeric	8.9 Degree -2017 - Male - Distinction
V4189	q8p9ed10	2017 Female - institutional degree output -distinction	discrete	numeric	8.9 Degree -2017 - Female - Distinction
V4190	q8p9ec1	2013 Male - institutional degree output -credit	discrete	numeric	8.9 Degree -2013 - Male - Credit
V4191	q8p9ec2	2013 Female - institutional degree output -credit	discrete	numeric	8.9 Degree -2013 - Female - Credit
V4192	q8p9ec3	2014 Male - institutional degree output -credit	discrete	numeric	8.9 Degree -2014 - Male - Credit
V4193	q8p9ec4	2014 Female - institutional degree output -credit	discrete	numeric	8.9 Degree -2014 - Female - Credit
V4194	q8p9ec5	2015 Male - institutional degree output -credit	discrete	numeric	8.9 Degree -2015 - Male - Credit
V4195	q8p9ec6	2015 Female - institutional degree output -credit	discrete	numeric	8.9 Degree -2015 - Female - Credit
V4196	q8p9ec7	2016 Male - institutional degree output -credit	discrete	numeric	8.9 Degree -2016 - Male - Credit
V4197	q8p9ec8	2016 Female - institutional degree output -credit	discrete	numeric	8.9 Degree -2016 - Female - Credit
V4198	q8p9ec9	2017 Male - institutional degree output -credit	discrete	numeric	8.9 Degree -2017 - Male - Credit
V4199	q8p9ec10	2017 Female - institutional degree output -credit	discrete	numeric	8.9 Degree -2017 - Female - Credit
V4200	q8p9ep1	2013 Male - institutional degree output -pass	discrete	numeric	8.9 Degree -2013 - Male - Pass
V4201	q8p9ep2	2013 Female - institutional degree output -pass	discrete	numeric	8.9 Degree -2013 - Female - Pass
V4202	q8p9ep3	2014 Male - institutional degree output -pass	discrete	numeric	8.9 Degree -2014 - Male - Pass
V4203	q8p9ep4	2014 Female - institutional degree output -pass	discrete	numeric	8.9 Degree -2014 - Female - Pass
V4204	q8p9ep5	2015 Male - institutional degree output -pass	discrete	numeric	8.9 Degree -2015 - Male - Pass
V4205	q8p9ep6	2015 Female - institutional degree output -pass	discrete	numeric	8.9 Degree -2015 - Female - Pass
V4206	q8p9ep7	2016 Male - institutional degree output -pass	discrete	numeric	8.9 Degree -2016 - Male - Pass
V4207	q8p9ep8	2016 Female - institutional degree output -pass	discrete	numeric	8.9 Degree -2016 - Female - Pass
V4208	q8p9ep9	2017 Male - institutional degree output -pass	discrete	numeric	8.9 Degree -2017 - Male - Pass
V4209	q8p9ep10	2017 Female - institutional degree output -pass	discrete	numeric	8.9 Degree -2017 - Female - Pass
V4210	q8p9fd1	2013 Male - institutional others output -others	discrete	numeric	8.9 Others -2013 - Male - Distinction
V4211	q8p9fd2	2013 Female - institutional others output -distinction	discrete	numeric	8.9 Others -2013 - Female - Distinction



V4212	q8p9fd3	2014 Male - institutional others output -distinction	discrete	numeric	8.9 Others -2014 - Male - Distinction
V4213	q8p9fd4	2014 Female - institutional others output -distinction	discrete	numeric	8.9 Others -2014 - Female - Distinction
V4214	q8p9fd5	2015 Male - institutional others output -distinction	discrete	numeric	8.9 Others -2015 - Male - Distinction
V4215	q8p9fd6	2015 Female - institutional others output -distinction	discrete	numeric	8.9 Others -2015 - Female - Distinction
V4216	q8p9fd7	2016 Male - institutional others output -distinction	discrete	numeric	8.9 Others -2016 - Male - Distinction
V4217	q8p9fd8	2016 Female - institutional others output - distinction	discrete	numeric	8.9 Others -2016 - Female - Distinction
V4218	q8p9fd9	2017 Male - institutional others output -distinction	discrete	numeric	8.9 Others -2017 - Male - Distinction
V4219	q8p9fd10	2017 Female - institutional others output -distinction	discrete	numeric	8.9 Others -2017 - Female - Distinction
V4220	q8p9fc1	2013 Male - institutional others output -credit	discrete	numeric	8.9 Others -2013 - Male - Credit
V4221	q8p9fc2	2013 Female - institutional others output -credit	discrete	numeric	8.9 Others -2013 - Female - Credit
V4222	q8p9fc3	2014 Male - institutional others output -credit	discrete	numeric	8.9 Others -2014 - Male - Credit
V4223	q8p9fc4	2014 Female - institutional others output -credit	discrete	numeric	8.9 Others -2014 - Female - Credit
V4224	q8p9fc5	2015 Male - institutional others output -credit	discrete	numeric	8.9 Others -2015 - Male - Credit
V4225	q8p9fc6	2015 Female - institutional others output -credit	discrete	numeric	8.9 Others -2015 - Female - Credit
V4226	q8p9fc7	2016 Male - institutional others output -credit	discrete	numeric	8.9 Others -2016 - Male - Credit
V4227	q8p9fc8	2016 Female - institutional others output -credit	discrete	numeric	8.9 Others -2016 - Female - Credit
V4228	q8p9fc9	2017 Male - institutional others output -credit	discrete	numeric	8.9 Others -2017 - Male - Credit
V4229	q8p9fc10	2017 Female - institutional others output -credit	discrete	numeric	8.9 Others -2017 - Female - Credit
V4230	q8p9fp1	2013 Male - institutional others output -pass	discrete	numeric	8.9 Others -2013 - Male - Pass
V4231	q8p9fp2	2013 Female - institutional others output -pass	discrete	numeric	8.9 Others -2013 - Female - Pass
V4232	q8p9fp3	2014 Male - institutional others output -pass	discrete	numeric	8.9 Others -2014 - Male - Pass
V4233	q8p9fp4	2014 Female - institutional others output -pass	discrete	numeric	8.9 Others -2014 - Female - Pass
V4234	q8p9fp5	2015 Male - institutional others output -pass	discrete	numeric	8.9 Others -2015 - Male - Pass
V4235	q8p9fp6	2015 Female - institutional others output -pass	discrete	numeric	8.9 Others -2015 - Female - Pass
V4236	q8p9fp7	2016 Male - institutional others output -pass	discrete	numeric	8.9 Others -2016 - Male - Pass

V4237	q8p9fp8	2016 Female - institutional others output -pass	discrete	numeric	8.9 Others -2016 - Female - Pass
V4238	q8p9fp9	2017 Male - institutional others output -pass	discrete	numeric	8.9 Others -2017 - Male - Pass
V4239	q8p9fp10	2017 Female - institutional others output -pass	discrete	numeric	8.9 Others -2017 - Female - Pass
V4240	q8p9fo1	2013 Male - institutional others output -others	discrete	numeric	8.9 Others -2013 - Male - Others
V4241	q8p9fo2	2013 Female - institutional others output -others	discrete	numeric	8.9 Others -2013 - Female - Others
V4242	q8p9fo3	2014 Male - institutional others output -others	discrete	numeric	8.9 Others -2014 - Male - Others
V4243	q8p9fo4	2014 Female - institutional others output -others	discrete	numeric	8.9 Others -2014 - Female - Others
V4244	q8p9fo5	2015 Male - institutional others output -others	discrete	numeric	8.9 Others -2015 - Male - Others
V4245	q8p9fo6	2015 Female - institutional others output -others	discrete	numeric	8.9 Others -2015 - Female - Others
V4246	q8p9fo7	2016 Male - institutional others output -others	discrete	numeric	8.9 Others -2016 - Male - Others
V4247	q8p9fo8	2016 Female - institutional others output -others	discrete	numeric	8.9 Others -2016 - Female - Others
V4248	q8p9fo9	2017 Male - institutional others output -others	discrete	numeric	8.9 Others -2017 - Male - Others
V4249	q8p9fo10	2017 Female - institutional others output -others	discrete	numeric	8.9 Others -2017 - Female - Others
V4250	q8p9ft1	2013 Male - institutional others output -total	discrete	numeric	8.9 Others -2013 - Male - Total
V4251	q8p9ft2	2013 Female - institutional others output -total	discrete	numeric	8.9 Others -2013 - Female - Total
V4252	q8p9ft3	2014 Male - institutional others output -total	discrete	numeric	8.9 Others -2014 - Male - Total
V4253	q8p9ft4	2014 Female - institutional others output -total	discrete	numeric	8.9 Others -2014 - Female - Total
V4254	q8p9ft5	2015 Male - institutional others output -total	discrete	numeric	8.9 Others -2015 - Male - Total
V4255	q8p9ft6	2015 Female - institutional others output -total	discrete	numeric	8.9 Others -2015 - Female - Total
V4256	q8p9ft7	2016 Male - institutional others output -total	discrete	numeric	8.9 Others -2016 - Male - Total
V4257	q8p9ft8	2016 Female - institutional others output -total	discrete	numeric	8.9 Others -2016 - Female - Total
V4258	q8p9ft9	2017 Male - institutional others output -total	discrete	numeric	8.9 Others -2017 - Male - Total
V4259	q8p9ft10	2017 Female - institutional others output -total	discrete	numeric	8.9 Others -2017 - Female - Total
V4260	q8p9total	Total grade test graduands	contin	numeric	Computed total grade test graduands
V4261	q8p9btotal	Total certificate graduands	contin	numeric	Computed total certificate graduands
V4262	q8p9ctotal	Total diploma graduands	contin	numeric	Computed total diploma graduands

V4263	q8p9dtotal	Total higher diploma graduands	contin	numeric	Computed total higher diploma graduands
V4264	q8p9etotal	Total degree graduands	contin	numeric	Computed total degree graduands
V4265	q8p9ftotal	Total other graduands	contin	numeric	Computed total other graduands
V4266	q9p1p1	a.Lecture rooms/classrooms	discrete	numeric	9.1a. Number of Lecture rooms/classrooms
V4267	q9p1p2	b.Workshops	discrete	numeric	9.1b. Number of workshops
V4268	q9p1p3	c.Science laboratories	discrete	numeric	9.1c. Science laboratories
V4269	q9p1p4	d.Computer laboratories	discrete	numeric	9.1d. Number of computer laboratories
V4270	q9p1p5	e.Libraries	discrete	numeric	9.1e. Number of libraries
V4271	q9p1p6	f.Study rooms for use by students	discrete	numeric	9.1f. Number of study rooms for use by students
V4272	q9p1p7	g.Computers for use by students	discrete	numeric	9.1g. Number of computers for use by students
V4273	q9p1p8	a.Lecture rooms/classrooms	discrete	numeric	9.1ba. Number of students lecture rooms/classrooms can hold per session
V4274	q9p1p9	b.Workshops	discrete	numeric	9.1bb Number of learners workshops can hold in one session
V4275	q9p1p10	c.Science laboratories	discrete	numeric	9.1bc Number of students science laboratories can hold in one session
V4276	q9p1p11	d.Computer laboratories	discrete	numeric	9.1bd Number of students compute laboratories can hold in one session
V4277	q9p1p12	e.Libraries	discrete	numeric	9.1be Number of students libraries can hold in one session
V4278	q9p1p13	f.Study rooms for use by students	discrete	numeric	9.1bf Number of students study rooms can hold in one session
V4279	q9p1p14	g.Computers for use by students	discrete	numeric	9.1bc Number of students who can be supported by the available computers in one session
V4280	q9p2p1	a.Male boarding facilities	discrete	numeric	9.2a. Number of male boarding facilities
V4281	q9p2p2	b.Female boarding hostels	discrete	numeric	9.2b. Number of female boarding hostels
V4282	q9p2p3	c.Common rooms/halls for use by students	discrete	numeric	9.2c. Number of common rooms/halls for use by students
V4283	q9p2p4	d.Prayer rooms for use by students	discrete	numeric	9.2d. Number of prayer rooms for use by students
V4284	q9p2p5	e.Water points/taps	discrete	numeric	9.2e. Number of water points/taps
V4285	q9p2p6	f.Toilets/latrines for female students	discrete	numeric	9.2f. Number of toilets/latrines for female students
V4286	q9p2p7	g.Toilets/latrines for male students	discrete	numeric	9.2g. Number of toilets/latrines for male students
V4287	q9p2p8	a.Male boarding facilities, number can hold in a session	discrete	numeric	9.2ba. Male boarding facilities, number of learners can be accommodated per session
V4288	q9p2p9	b.Female boarding hostels, number can hold in a session	discrete	numeric	9.2bb. Female boarding hostels, number of learners can be accommodated per session

V4289	q9p2p10	c.Common halls for use by students, number can hold in a session	discrete	numeric	9.2bc. Common rooms/halls for use by students, number of student who can be supported per session
V4290	q9p2p11	d.Prayer rooms for use by students, number can hold in a session	discrete	numeric	9.2d. Prayer rooms for use by students, number of students who can be supported per session
V4291	q9p2p12	e.Water points/taps, number can hold in a session	discrete	numeric	9.2e. Water points/taps, number of students who can be supported per session
V4292	q9p3p1	a Physical challenges	discrete	numeric	9.3a. Physical challenges
V4293	q9p3p2	What is the name of this facility	discrete	character	9.3 If "Yes", what is the name of that facility(ies) for physical challenges
V4294	q9p3p3	b.Hearing challenges	discrete	numeric	b. Hearing challenges
V4295	q9p3p4	What is the name of this facility	discrete	character	9.3 If "Yes", what is the name of that facility(ies) for hearing challenges
V4296	q9p3p5	c.Visual challenges	discrete	numeric	9.3c. Visual challenges
V4297	q9p3p6	What is the name of this facility	discrete	character	9.3 If "Yes", what is the name of that facility(ies) for visual challenges
V4298	q9p3p7	d.Mental challenges	discrete	numeric	9.3d. Mental challenges
V4299	q9p3p8	What is the name of this facility	discrete	character	9.3 If "Yes", what is the name of that facility(ies) for mental challenges
V4300	q9p3p9	e.Intellectual challenges	discrete	numeric	9.3e. Intellectual challenges
V4301	q9p3p10	What is the name of this facility	discrete	character	9.3 If "Yes", what is the name of that facility(ies) for intellectual challenges
V4302	q9p4p1	a Physical challenges	discrete	numeric	9.4a. Physical challenges
V4303	q9p4p2	How many trainers	discrete	numeric	9.4 If "Yes", how many trainers for learners with physical challenges
V4304	q9p4p3	b.Hearing challenges	discrete	numeric	b. Hearing challenges
V4305	q9p4p4	How many trainers	discrete	numeric	9.4 If "Yes", how many trainers for learners with hearing challenges
V4306	q9p4p5	c.Visual challenges	discrete	numeric	9.4c. Visual challenges
V4307	q9p4p6	How many trainers	discrete	numeric	9.4 If "Yes", how many trainers for learners with visual challenges
V4308	q9p4p7	d.Mental challenges	discrete	numeric	9.4d. Mental challenges
V4309	q9p4p8	How many trainers	discrete	numeric	9.4 If "Yes", how many trainers for learners with mental challenges
V4310	q9p4p9	e.Intellectual challenges	discrete	numeric	9.4e. Intellectual challenges
V4311	q9p4p10	How many trainers	discrete	numeric	9.4 If "Yes", how many trainers for learners with intellectual challenges
V4312	q10p1mf1	a. No technical training -male full time	discrete	numeric	10.1a Number of tutors who have attained- No technical training,as highest level - Male -Full time
V4313	q10p1mf2	b.Grade test 1 -male full time	discrete	numeric	10.1b Number of tutors who have attained-Grade test 1,as highest level - Male -Full time
V4314	q10p1mf3	c .Grade test 2 -male full time	discrete	numeric	10.1c Number of tutors who have attained-Grade test 2,as highest level - Male -Full time

V4315	q10p1mf4	d. Grade test 3 -male full time	discrete	numeric	10.1d Number of tutors who have attained-Grade test 3,as highest level - Male -Full time
V4316	q10p1mf5	e. Certificate -male full time	discrete	numeric	10.1e Number of tutors who have attained-Certificate ,as highest level - Male -Full time
V4317	q10p1mf6	f. Diploma -male full time	discrete	numeric	10.1f Number of tutors who have attained-Diploma ,as highest level - Male -Full time
V4318	q10p1mf7	g. Higher diploma -male full time	discrete	numeric	10.1g Number of tutors who have attained-Higher diploma ,as highest level - Male -Full time
V4319	q10p1mf8	h. Undergraduate degree -male full time	discrete	numeric	10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Male -Full time
V4320	q10p1mf9	i. Post-graduate diploma -male full time	discrete	numeric	10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Male -Full time
V4321	q10p1mf10	j. Master's degree -male full time	discrete	numeric	10.1j Number of tutors who have attained-Master's degree ,as highest level - Male -Full time
V4322	q10p1mf11	k. Doctoral/PhD -male full time	discrete	numeric	10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Male -Full time
V4323	q10p1mf12	Number of male full time instructors	contin	numeric	10.1l Total number Male -Full time
V4324	q10p1mp1	a. No technical training -male part time	discrete	numeric	10.1a Number of tutors who have attained- No technical training,as highest level - Male -Part time
V4325	q10p1mp2	b. Grade test 1 -male part time	discrete	numeric	10.1b Number of tutors who have attained-Grade test 1,as highest level - Male -Part time
V4326	q10p1mp3	c. Grade test 2 -male part time	discrete	numeric	10.1c Number of tutors who have attained-Grade test 2,as highest level - Male -Part time
V4327	q10p1mp4	d. Grade test 3 -male part time	discrete	numeric	10.1d Number of tutors who have attained-Grade test 3,as highest level - Male -Part time
V4328	q10p1mp5	e. Certificate -male part time	discrete	numeric	10.1e Number of tutors who have attained-Certificate ,as highest level - Male -Part time
V4329	q10p1mp6	f. Diploma -male part time	discrete	numeric	10.1f Number of tutors who have attained-Diploma ,as highest level - Male -Part time
V4330	q10p1mp7	g. Higher diploma -male part time	discrete	numeric	10.1g Number of tutors who have attained-Higher diploma ,as highest level - Male -Part time
V4331	q10p1mp8	h. Undergraduate degree -male part time	discrete	numeric	10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Male -Part time
V4332	q10p1mp9	i. Post-graduate diploma -male part time	discrete	numeric	10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Male -Part time
V4333	q10p1mp10	j. Master's degree -male part time	discrete	numeric	10.1j Number of tutors who have attained-Master's degree ,as highest level - Male -Part time

V4334	q10p1mp11	k. Doctoral/PhD -male part time	discrete	numeric	10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Male -Part time
V4335	q10p1mp12	Number of male part time instructors	contin	numeric	10.1l Total number Male -Part time
V4336	q10p1ma1	a. No technical training -male average hours/week	discrete	numeric	10.1a Number of tutors who have attained- No technical training,as highest level - Male -Average hr/wk
V4337	q10p1ma2	b. Grade test 1 -male average hours/week	discrete	numeric	10.1b Number of tutors who have attained-Grade test 1,as highest level - Male -Average hr/wk
V4338	q10p1ma3	c .Grade test 2 -male average hours/week	discrete	numeric	10.1c Number of tutors who have attained-Grade test 2,as highest level - Male -Average hr/wk
V4339	q10p1ma4	d. Grade test 3 -male average hours/week	discrete	numeric	10.1d Number of tutors who have attained-Grade test 3,as highest level - Male -Average hr/wk
V4340	q10p1ma5	e. Certificate -male average hours/week	discrete	numeric	10.1e Number of tutors who have attained-Certificate ,as highest level - Male -Average hr/wk
V4341	q10p1ma6	f. Diploma -male average hours/week	discrete	numeric	10.1f Number of tutors who have attained-Diploma ,as highest level - Male -Average hr/wk
V4342	q10p1ma7	g. Higher diploma -male average hours/week	discrete	numeric	10.1g Number of tutors who have attained-Higher diploma ,as highest level - Male -Average hr/wk
V4343	q10p1ma8	h. Undergraduate degree -male average hours/week	discrete	numeric	10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Male -Average hr/wk
V4344	q10p1ma9	i. Post-graduate diploma -male average hours/week	discrete	numeric	10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Male -Average hr/wk
V4345	q10p1ma10	j. Master's degree -male average hours/week	discrete	numeric	10.1j Number of tutors who have attained-Master's degree ,as highest level - Male -Average hr/wk
V4346	q10p1ma11	k. Doctoral/PhD -male average hours/week	discrete	numeric	10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Male -Average hr/wk
V4347	q10p1ma12	l.Total number	discrete	numeric	10.1l Total number Male -Average hr/wk
V4348	q10p1ff1	a. No technical training -female full time	discrete	numeric	10.1a Number of tutors who have attained- No technical training,as highest level - Female -Full time
V4349	q10p1ff2	b. Grade test 1 -female full time	discrete	numeric	10.1b Number of tutors who have attained-Grade test 1,as highest level - Female -Full time
V4350	q10p1ff3	c .Grade test 2 -female full time	discrete	numeric	10.1c Number of tutors who have attained-Grade test 2,as highest level - Female -Full time
V4351	q10p1ff4	d. Grade test 3 -female full time	discrete	numeric	10.1d Number of tutors who have attained-Grade test 3,as highest level - Female -Full time
V4352	q10p1ff5	e. Certificate -female full time	discrete	numeric	10.1e Number of tutors who have attained-Certificate ,as highest level - Female -Full time

V4353	q10p1ff6	f. Diploma -female full time	discrete	numeric	10.1f Number of tutors who have attained-Diploma ,as highest level - Female -Full time
V4354	q10p1ff7	g. Higher diploma -female full time	discrete	numeric	10.1g Number of tutors who have attained-Higher diploma ,as highest level - Female -Full time
V4355	q10p1ff8	h. Undergraduate degree -female full time	discrete	numeric	10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Female -Full time
V4356	q10p1ff9	i. Post-graduate diploma -female full time	discrete	numeric	10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Female -Full time
V4357	q10p1ff10	j. Master's degree -female full time	discrete	numeric	10.1j Number of tutors who have attained-Master's degree ,as highest level - Female -Full time
V4358	q10p1ff11	k. Doctoral/PhD -female full time	discrete	numeric	10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Female -Full time
V4359	q10p1ff12	Number of female full time instructors	contin	numeric	10.1l Total number Female -Full time
V4360	q10p1fp1	a. No technical training -female part time	discrete	numeric	10.1a Number of tutors who have attained- No technical training,as highest level - Female -Part time
V4361	q10p1fp2	b. Grade test 1 -female part time	discrete	numeric	10.1b Number of tutors who have attained-Grade test 1,as highest level - Female -Part time
V4362	q10p1fp3	c .Grade test 2 -female part time	discrete	numeric	10.1c Number of tutors who have attained-Grade test 2,as highest level - Female -Part time
V4363	q10p1fp4	d. Grade test 3 -female part time	discrete	numeric	10.1d Number of tutors who have attained-Grade test 3,as highest level - Female -Part time
V4364	q10p1fp5	e. Certificate -female part time	discrete	numeric	10.1e Number of tutors who have attained-Certificate ,as highest level - Female -Part time
V4365	q10p1fp6	f. Diploma -female part time	discrete	numeric	10.1f Number of tutors who have attained-Diploma ,as highest level - Female -Part time
V4366	q10p1fp7	g. Higher diploma -female part time	discrete	numeric	10.1g Number of tutors who have attained-Higher diploma ,as highest level - Female -Part time
V4367	q10p1fp8	h. Undergraduate degree -female part time	discrete	numeric	10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Female -Part time
V4368	q10p1fp9	i. Post-graduate diploma -female part time	discrete	numeric	10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Female -Part time
V4369	q10p1fp10	j. Master's degree -female part time	discrete	numeric	10.1j Number of tutors who have attained-Master's degree ,as highest level - Female -Part time
V4370	q10p1fp11	k. Doctoral/PhD -female part time	discrete	numeric	10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Female -Part time
V4371	q10p1fp12	Number of female part time instructors	contin	numeric	10.1l Total number Female -Part time

V4372	q10p1fa1	a. No technical training -female average hours/week	discrete	numeric	10.1a Number of tutors who have attained- No technical training,as highest level - Female -Average hr/wk
V4373	q10p1fa2	b. Grade test 1 -female average hours/week	discrete	numeric	10.1b Number of tutors who have attained-Grade test 1,as highest level - Female -Average hr/wk
V4374	q10p1fa3	c. Grade test 2 -female average hours/week	discrete	numeric	10.1c Number of tutors who have attained-Grade test 2,as highest level - Female -Average hr/wk
V4375	q10p1fa4	d. Grade test 3 -female average hours/week	discrete	numeric	10.1d Number of tutors who have attained-Grade test 3,as highest level - Female -Average hr/wk
V4376	q10p1fa5	e. Certificate -female average hours/week	discrete	numeric	10.1e Number of tutors who have attained-Certificate ,as highest level - Female -Average hr/wk
V4377	q10p1fa6	f. Diploma -female average hours/week	discrete	numeric	10.1f Number of tutors who have attained-Diploma ,as highest level - Female -Average hr/wk
V4378	q10p1fa7	g. Higher diploma -female average hours/week	discrete	numeric	10.1g Number of tutors who have attained-Higher diploma ,as highest level - Female -Average hr/wk
V4379	q10p1fa8	h. Undergraduate degree -female average hours/week	discrete	numeric	10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Female -Average hr/wk
V4380	q10p1fa9	i. Post-graduate diploma -female average hours/week	discrete	numeric	10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Female -Average hr/wk
V4381	q10p1fa10	j. Master's degree -female average hours/week	discrete	numeric	10.1j Number of tutors who have attained-Master's degree ,as highest level - Female -Average hr/wk
V4382	q10p1fa11	k. Doctoral/PhD -female average hours/week	discrete	numeric	10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Female -Average hr/wk
V4383	q10p1fa12	l. Total number	discrete	numeric	10.1l Total number Female -Average hr/wk
V4384	q10p2ap1	a. Life skills (e.g. communication, team work, time management)	discrete	numeric	a. Life skills (e.g. communication, team work, time management)
V4385	q10p2ap2	b. Core values (e.g. honesty, responsibility, discipline)	discrete	numeric	b. Core values (e.g. honesty, responsibility, discipline)
V4386	q10p2ap3	c. Social emotional skills (e.g. self-control, self-esteem )	discrete	numeric	c. Social emotional skills (e.g. self-control, self-esteem )
V4387	q10p2ap4	d. Entrepreneurship	discrete	numeric	10.2d. Entrepreneurship
V4388	q10p2ap5	e. Financial planning and management	discrete	numeric	10.2e. Financial planning and management
V4389	q10p2ap6	f. Marketing and sales	discrete	numeric	10.2f. Marketing and sales
V4390	q10p2ap7	g. Basic computing skills (e.g. word processing, excel, access)	discrete	numeric	10.2g. Basic computing skills (e.g. word processing, excel, access)
V4391	q10p2ap8	h. Numeracy/mathematics skills	discrete	numeric	10.2h. Numeracy/mathematics skills
V4392	q10p2ap9	i. Literacy skill	discrete	numeric	10.2i. Literacy skills
V4393	q10p2ap10	j. HIV and AIDs knowledge	discrete	numeric	10.2j. HIV and AIDs knowledge



V4394	q10p2ap11	k.Sexual and reproductive health education	discrete	numeric	10.2k. Sexual and reproductive health education
V4395	q10p2ap12	l.Relationships, courtship and marriage	discrete	numeric	10.2l. Relationships, courtship and marriage
V4396	q10p2ap13	m.Guidance and counselling	discrete	numeric	10.2m. Guidance and counselling
V4397	q10p2bp1	a.Life skills (e.g. communication, team work, time management)	discrete	numeric	a. Life skills (e.g. communication, team work, time management), if "Yes", How many tutors?
V4398	q10p2bp2	b.Core values (e.g. honesty, responsibility, discipline)	discrete	numeric	b. Core values (e.g. honesty, responsibility, discipline), if yes, how many tutors
V4399	q10p2bp3	c.Social emotional skills (e.g. self-control, self-esteem )	discrete	numeric	10.2c. Social emotional skills (e.g. self-control, self-esteem ), if Yes, how many tutors?
V4400	q10p2bp4	d.Entrepreneurship	discrete	numeric	10.2d. Entrepreneurship, if yes, how many
V4401	q10p2bp5	e.Financial planning and management	discrete	numeric	10.2e. Financial planning and management, if yes, how many?
V4402	q10p2bp6	f.Marketing and sales	discrete	numeric	10.2f. Marketing and sales, if yes, how many tutors?
V4403	q10p2bp7	g.Basic computing skills (e.g. word processing, excel, access)	discrete	numeric	10.2g. Basic computing skills (e.g. word processing, excel, access), if yes, how many?
V4404	q10p2bp8	h.Numeracy/mathematics skills	discrete	numeric	10.2h. Numeracy/mathematics skills, if YES, how many?
V4405	q10p2bp9	i.Literacy skill	discrete	numeric	10.2i. Literacy skills, if YES, how many?
V4406	q10p2bp10	j.HIV and AIDs knowledge	discrete	numeric	10.2j. HIV and AIDs knowledge, if YES, How many?
V4407	q10p2bp11	k.Sexual and reproductive health education	discrete	numeric	10.2k. Sexual and reproductive health education, if YES, How many?
V4408	q10p2bp12	l.Relationships, courtship and marriage	discrete	numeric	10.2l. Relationships, courtship and marriage, if YES, How many?
V4409	q10p2bp13	m.Guidance and counselling	discrete	numeric	10.2m. Guidance and counselling, If YES, how many tutors?
V4410	q10p3p1	What was your institution's total budget [in Ksh] in 2017	discrete	numeric	10.3 What is your institution's total budget [in Ksh] in 2017
V4411	q10p3p2	What was your institution's total budget [in Ksh] in 2016	discrete	numeric	10.3 What is your institution's total budget [in Ksh] in 2016
V4412	q10p3p3	What was your institution's total budget [in Ksh] in 2015	discrete	numeric	10.3 What is your institution's total budget [in Ksh] in 2015
V4413	q10p3p4	What was your institution's total budget [in Ksh] in 2014	discrete	numeric	10.3 What is your institution's total budget [in Ksh] in 2014
V4414	q10p3p5	What was your institution's total budget [in Ksh] in 2013	discrete	numeric	10.3 What is your institution's total budget [in Ksh] in 2013
V4415	q10p4p1	a.School fees paid by parents/guardians	discrete	numeric	10.4a. School fees paid by parents/guardians
V4416	q10p4p2	b.Government/public financing/subsidy	discrete	numeric	10.4b. Government/public financing/subsidy
V4417	q10p4p3	c.Income generated by the institution (Investments)	discrete	numeric	10.4c. Income generated by the institution (Investments)

V4418	q10p4p4	d.Private organizations funding institution's programs/facilities	discrete	numeric	10.4d. Private organizations funding institution's programs/facilities
V4419	q10p4p5	e.External loans or grants channeled via government accounts or directly to inst	discrete	numeric	10.4e. External loans or grants channeled via government accounts or directly to institutions
V4420	q10p4p6	f.Local administration/communities in kind	discrete	numeric	10.4f. Local administration/communities in kind
V4421	q10p4p7	g.Not willing to say	discrete	numeric	10.4g. Not willing to say
V4422	q10p4p8	h.Anonymous	discrete	numeric	10.4h. Anonymous
V4423	q10p4p9	i.Others (Specify _____)	discrete	numeric	
V4424	q10p4p9Specify	Other source of funding for this TVET institution	discrete	character	
V4425	q10p4p11	a.School fees paid by parents/guardians	discrete	numeric	10.4a. School fees paid by parents/guardians
V4426	q10p4p12	b.Government/public financing/subsidy	discrete	numeric	10.4b. Government/public financing/subsidy
V4427	q10p4p13	c.Income generated by the institution (Investments)	discrete	numeric	10.4c. Income generated by the institution (Investments)
V4428	q10p4p14	d.Private organizations funding institution's programs/facilities	discrete	numeric	10.4d. Private organizations funding institution's programs/facilities
V4429	q10p4p15	e.External loans or grants channeled via government accounts or directly to inst	discrete	numeric	10.4e. External loans or grants channeled via government accounts or directly to institutions
V4430	q10p4p16	f.Local administration/communities in kind	discrete	numeric	10.4f. Local administration/communities in kind
V4431	q10p4p17	g.Not willing to say	discrete	numeric	10.4g. Not willing to say
V4432	q10p4p18	h.Anonymous	discrete	numeric	10.4h. Anonymous
V4433	q10p4p19	Percent of other source of funding for this TVET institution	discrete	numeric	10.4i. Others (Specify _____)
V4434	q10p4p20	Total source of funding for this TVET institution	discrete	numeric	Total computed



## 1.1 Consent (consent)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Description

1.1 Would you like to participate in this research?

#### Pre question

Hello, my name is \_\_\_\_\_. I work with African Population and Health Research Center, with physical office based at Kitisuru, Manga Close-Off Kirawa Road. You can also reach us using both our office line (+254 20 4001000) and office cells (+254 722 205 933/+254 733 410 102) respectively, or through our postal address (P.O Box 10787 - 00100, Nairobi, Kenya). Once in a while, we visit different institutions in Kenya to collect data on education and training. This time, we are focusing on Technical, Vocational Education and Training (TVET) institutions, in order to collect data on perception and views of students about technical skills, academic skills, life skills, values and social emotional skills. The results of this research will be made public and disseminated in the community and at national level involving the Ministry of Education (MoE) and other stakeholders in order to inform policy process. By responding to this study, you will contribute to inform changes that the TVET system should consider, in order to make TVET attractive and useful in equipping youth with the skills youth require to succeed at work and in life. The responses you give will be held with utmost confidentiality, and your name will not appear anywhere in any report. The information you give will only be available to members of the research team. Your responses will not cause any disadvantage to you. If you accept to participate in this research, you will be doing so voluntarily and there will not be any monetary returns or gifts. You are also free to refuse to respond to questions you do not feel comfortable answering. This interview will take about 45 minutes.

#### Literal question

1.1 Would you like to participate in this research?

#### Post question

CHECK 1.0, IF 2=NO, THANK RESPONDENT AND END THE INTERVIEW

## Q2.1 Date of interview (doi)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 11

Valid cases: 3452  
Minimum: NaN  
Maximum: NaN

#### Literal question

2.1 Date of the Interview Day\_ Month\_ Year

## Q2.2 TVET Location (tveta\_loc)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 46  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Literal question

2.2 TVET Location

## Q2.7 TVET ID (tvetid)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 5  
Decimals: 0  
Range: 1-269

Valid cases: 3452  
Invalid: 0

### Source of information

Student

### Literal question

2.3 TVET Category

## Q2.9 Student ID generated (studentid)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 201-26419

Valid cases: 3452  
Invalid: 0  
Minimum: 201  
Maximum: 26419  
Mean: 14343.5  
Standard deviation: 8046.9

### Source of information

Student

### Literal question

2.9 Student ID

## Q2.4 TVET Type (type)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Description

TVET Type is about a classification of a TVET institution in terms of ownership; whether belonging to the government or privately owned

### Literal question

2.4 TVET Type

## Q2.3 TVET Category (category)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Description

TVET Category refers to the classification of TVET institution if it is a National Polytechnic, Technical Training Institute or Vocational Training Centers

### Source of information

Student

### Literal question

2.3 TVET Category

## 3.2 From which region do you come from? (region)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 13  
Decimals: 0  
Range: 1-8

Valid cases: 3452  
Invalid: 0

## Q2.11 Student level of study (slevel)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Literal question

2.11 Student level of study

## Q2.5 COUNTY (county)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-11

Valid cases: 3452  
Invalid: 0

### Description

The county that the TVET institution is situated

### Literal question

2.5 County ID

## Sample description (sample)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

## Q2.10 Student Sex (sq2p10)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Literal question

2.10 Student Sex

## Date of birth (sq3p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 11

Valid cases: 3452  
Minimum: NaN  
Maximum: NaN

### Literal question

3.1 What is your date of birth?

## Age in years (age\_y)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 11

Valid cases: 3452  
Minimum: 1975  
Maximum: 1985

### Literal question

age in years- computed

## Age in month (age\_m)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 2  
Range: 180.763854980469-310.110870361328

Valid cases: 3452  
Invalid: 0  
Minimum: 180.8  
Maximum: 310.1  
Mean: 256.3  
Standard deviation: 25

### Literal question

Age in months- computed

## 3.2 From which county do you come from? (sq3p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-47

Valid cases: 3452  
Invalid: 0

### Literal question

3.2 From which county do you come from?

### Interviewer instructions

FI: ENTER CODE

## 3.3 For how long have you lived in the county that you come from ?

Years: (sq3p3a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0.0833333358168602-25.8234081268311

Valid cases: 3452  
Invalid: 0  
Minimum: 0.1  
Maximum: 25.8  
Mean: 17  
Standard deviation: 6.2

### Literal question

3.3 For how long have you lived in the county that you come from? Years\_

## 3.3 For how long have you lived in the county that you come from ? months (sq3p3b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-998

Valid cases: 3452  
Invalid: 0  
Minimum: 0  
Maximum: 998  
Mean: 3.4  
Standard deviation: 20.2

### Literal question

3.3 For how long have you lived in the county that you come from? Month\_

## 3.4 Where did you spend most of your childhood (sq3p4)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Literal question

3.4 Where did you spend most of your childhood?



### Interviewer instructions

FI: TICK ONLY ONE OPTION

## 3.5 What training program are you pursuing in this TVET? (sq3p5)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 59

Valid cases: 3452  
Invalid: 0

### Literal question

3.5 What training course are you pursuing in this TVET?

### Interviewer instructions

FI: WRITE NAME

## 3.6 What is the level of the training program you are currently enrolled in this (sq3p6)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 35  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

### Literal question

3.6 What is the level of the training course you are currently enrolled in this TVET?

### Interviewer instructions

FI: TICK ONLY ONE OPTION

## Specify Other (sq3p6specify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 39

Valid cases: 3452  
Invalid: 0

### Literal question

3.6 What is the level of the training course you are currently enrolled in this TVET? - Others specify

## 3.7 What is the duration of the training program you are currently enrolled in t (sq3p7)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-48

Valid cases: 3452  
Invalid: 0  
Minimum: 0  
Maximum: 48  
Mean: 20.4  
Standard deviation: 10.2

### Literal question

3.7 What is the duration of the training course you are currently enrolled in this TVET? Months\_\_

### Interviewer instructions

[FI: ENTER "06" IF SIX MONTHS; "12" IF ONE YEAR, ETC.]

3.8 What is the HIGHEST level of academic education you attained before joining (sq3p8)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 63  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

### Literal question

3.8 What is the HIGHEST level of academic education you attained before joining this institution?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

Specify Other (sq3p8specify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 55

Valid cases: 3452  
Invalid: 0

### Literal question

3.8 What is the HIGHEST level of academic education you attained before joining this institution? - Others specify

3.9 What is the HIGHEST level of technical training you have completed before jo (sq3p9)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 47  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

### Literal question

3.9 What is the HIGHEST level of technical training you have completed before joining this institution?

### Interviewer instructions

[FI: TICK ONLY ONE FOR LEVEL]

Specify Other (sq3p9specify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete

Format: character

Width: 114

Valid cases: 3452

#### Literal question

3.9 What is the HIGHEST level of technical training you have completed before joining this institution? - Others specify

### 3.10 What is your marital status (sq3p10)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 57

Decimals: 0

Range: 1-7

Valid cases: 3452

Invalid: 0

#### Literal question

3.10 What is your marital status?

#### Interviewer instructions

[FI: TICK ONLY ONE]

### Do you have biological kids? (sq3p11)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-2

Valid cases: 3452

Invalid: 0

#### Literal question

3.11 How many biological children do you have?

#### Interviewer instructions

FI: WRITE "0" IF NO CHILDREN]

### 3.12 How often do you take part in religious services or ceremonies? (sq3p12)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 21

Decimals: 0

Range: 1-97

Valid cases: 3452

Invalid: 0

#### Literal question

3.12 How often do you take part in religious activities?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

### a. Seeing, even if wearing glasses? (sq3p13a)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

3.13 The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

### Literal question

3.13 a. Seeing, even if wearing glasses?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH LINE]

b. Hearing, even if using a hearing aid? (sq3p13b)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

3.13 The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

### Literal question

3.13b. Hearing, even if using a hearing aid?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH LINE]

c. Walking or climbing steps? (sq3p13c)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

3.13 The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

### Literal question

q3.13c. Walking or climbing steps?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH LINE]

d. Remembering or concentrating? (sq3p13d)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

3.13 The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

#### Literal question

3.13d. Remembering or concentrating?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH LINE]

e. (With self-care such as) washing all over or dressing? (sq3p13e)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

3.13 The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

#### Literal question

3.13e. (With self-care such as) washing all over or dressing?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH LINE]

f. Communicating (e.g. understanding or being understood)? (sq3p13f)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

3.13 The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

#### Literal question

3.13 f. Communicating (e.g. understanding or being understood)?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH LINE]

a, Father Alive (sq4p1a)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 12  
Decimals: 0  
Range: 1-98

Valid cases: 3452  
Invalid: 0

### Pre question

4.1 Are your parents alive?

### Literal question

4.1a. Father alive

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH ROW; DK="Don't Know"]

b, Mother Alive (sq4p1b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 12  
Decimals: 0  
Range: 1-98

Valid cases: 3452  
Invalid: 0

### Pre question

4.1 Are your parents alive?

### Literal question

4.1 b. Mother alive

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH ROW; DK="Don't Know"]

a, Do you live with your father (sq4p2a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

### Pre question

4.2 Which of your parents do you live with?

### Literal question

4.2a. Father

### Interviewer instructions

FI: SKIP THE QUESTION WHERE PARENT NOT ALIVE]

b, Do you live with your mother (sq4p2b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

### Pre question

4.2 Which of your parents do you live with?

### Literal question

4.2b. Mother

### Interviewer instructions

FI: SKIP THE QUESTION WHERE PARENT NOT ALIVE]

## C, Male Guardian (sq4p2c)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Pre question

4.2 Which of your parents do you live with?

#### Literal question

4.2 c. Male guardian

#### Interviewer instructions

FI: SKIP THE QUESTION WHERE PARENT NOT ALIVE]

## d. Female Guardian (sq4p2d)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Pre question

4.2 Which of your parents do you live with?

#### Literal question

4.2 d. Female guardian

#### Interviewer instructions

FI: SKIP THE QUESTION WHERE PARENT NOT ALIVE]

## 4.3a What is the highest level of academic education completed by Mother or Fema (sq4p3a)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 66  
Decimals: 0  
Range: 1-11

Valid cases: 3452  
Invalid: 0

#### Pre question

4.3 What is the highest level of academic education completed by your parents/guardians?

#### Literal question

Mother or Female guardian

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH PARENT/GUARDIAN]

## 4.3b What is the highest level of academic education completed by Father or male (sq4p3b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 66  
Decimals: 0  
Range: 1-11

Valid cases: 3452  
Invalid: 0

### Literal question

Father or male guardian

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH PARENT/GUARDIAN]

## TV (sq4p4a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Pre question

4.4 Which of the following items do you or your family own at home?

### Literal question

4.4a. TV

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Working basic phone (sq4p4b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Pre question

4.4 Which of the following items do you or your family own at home?

### Literal question

4.4b. Working basic phone

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Working smart phone (sq4p4c)

File: TVET\_Student\_Combined\_Data

### Overview



Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4c. Working smart phone

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Computer (desktop or laptop) (sq4p4d)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4 d. Computer (desktop or laptop)

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Post Office Box (sq4p4e)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4 e. Post Office Box

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Tablet (sq4p4f)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Pre question

4.4 Which of the following items do you or your family own at home?

### Literal question

4.4f. Tablet

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Video player (VCD, DVD) (sq4p4g) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Pre question

4.4 Which of the following items do you or your family own at home?

### Literal question

4.4 g. Video player (VCD, DVD)

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Radio/music/sound changer (sq4p4h) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Pre question

4.4 Which of the following items do you or your family own at home?

### Literal question

4.4h. Radio, music/sound changer

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Refrigerator/freezer (sq4p4i) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Pre question

4.4 Which of the following items do you or your family own at home?

### Literal question

4.4 i. Refrigerator/freezer

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Car (sq4p4j)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4j. Car

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Motorcycle (sq4p4k)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4k Motorcycle

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Bicycle (sq4p4l)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4l Bicycle

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Piped water (sq4p4m)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4 m. Piped water

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Electricity(mains, generator or solar) (sq4p4n)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4 n. Electricity(mains, generator or solar)

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Washing machine (sq4p4o)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4 o. Washing machine

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## Table to write on (sq4p4p)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4p. Table to write on

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

Farm machinery (e.g. tractor, seed planter, disc plough, baler etc.)  
(sq4p4q)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Literal question

4.4 q. Farm machinery (e.g. tractor, seed planter, disc plough, baler etc.)

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

Flush toilets in the house (sq4p4r)  
File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

#### Literal question

4.4r. Flush toilets in the house

#### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

Poultry (chicken, geese, swans, turkeys, ducks etc.) (sq4p4s)  
File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

4.4 Which of the following items do you or your family own at home?

**Literal question**

4.4 s. Poultry (chicken, geese, swans, turkeys, ducks etc.)

**Interviewer instructions**

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

Small livestock (sheep, goats, pigs) (sq4p4t)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

**Pre question**

4.4 Which of the following items do you or your family own at home?

**Literal question**

4.4 t. Small livestock (sheep, goats, pigs)

**Interviewer instructions**

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

Large livestock (cattle, camels, donkeys etc.) (sq4p4u)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

**Pre question**

4.4 Which of the following items do you or your family own at home?

**Literal question**

4.4 u. Large livestock (cattle, camels, donkeys etc.)

**Interviewer instructions**

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

4.5 What is the type of shelter for the main dwelling unit at your home (sq4p5)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 45  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

**Literal question**

4.5 What is the type of shelter for the main dwelling unit at your home?

**Interviewer instructions**

[FI: TICK ONLY ONE OPTION]

## Specify Other (sq4p5pecify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 36

Valid cases: 3452  
Invalid: 0

### Literal question

4.5 What is the type of shelter for the main dwelling unit at your home? - Other(specify)

### Interviewer instructions

[FI: ASK FOR BOTH PERSONALLY AND COMMONLY OWNED ITEMS]

## 4.6 What is the type of roofing material for the main dwelling unit at your home (sq4p6)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 22  
Decimals: 0  
Range: 1-98

Valid cases: 3452  
Invalid: 0

### Literal question

4.6 What is the type of roofing material for the main dwelling unit for your main household?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

## 4.7 What is your main source of electricity at your home? (sq4p7)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 27  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

### Literal question

4.7 What is your main source of electricity at your home?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

## Specify Other (sq4p7pecify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 41

Valid cases: 3452  
Invalid: 0

### Literal question

4.7 What is your main source of electricity at your home? - Specify Other

## 4.8 Where is your main source of water at home? (sq4p8)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 23  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

### Literal question

4.8 What is your main source of water at home?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

## 5. Information about Student Current Training Course. 5.1 How did you get inform (sq5p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 64  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

### Literal question

5.1 How did you first get information about the training course you are currently enrolled in?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

## Specify Other (sq5p1specify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 200

Valid cases: 3452

### Literal question

5.1 How did you first get information about the training course you are currently enrolled in? - Specify other

## (a) Join this institution' (sq5p2a1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-14

Valid cases: 3452  
Invalid: 0

### Pre question

(a) Influenced decision to join this institution

### Literal question



5.2 Who among the following people influenced MOST your decision (a) to join in this institution, and (b) to enrol in your current training course?

#### Interviewer instructions

[FI: TICK ONLY ONE BOX]

### b) Enroll in training course (sq5p2b1)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-14

Valid cases: 3452  
Invalid: 0

#### Pre question

(b) Influenced decision to enroll in training course

#### Literal question

5.2 Who among the following people influenced MOST your decision (a) to join in this institution, and (b) to enrol in your current training course?

#### Interviewer instructions

[FI: TICK ONLY ONE BOX]

### 5.3a What is your level of satisfaction with (a) your current training course? (sq5p3a)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

5.3 What is your level of satisfaction with (a) your current training course, and (b) your instructors'/teachers' level of expertise in your training course?

#### Literal question

5.3(a) Level of satisfaction with current training course

#### Interviewer instructions

[FI: TICK ONLY ONE BOX]

### 5.3b What is your level of satisfaction with (b) your instructors' expertise? (sq5p3b)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

5.3 What is your level of satisfaction with (a) your current training course, and (b) your instructors'/teachers' level of expertise in your training course?

**Literal question**

5.3(b) Level of satisfaction with instructors' expertise [FI: TICK ONLY ONE BOX]

**Interviewer instructions**

[FI: TICK ONLY ONE BOX]

5.4 What is the reason for your level of satisfaction with (a) your current trai (sq5p4)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: character  
Width: 244

Valid cases: 3452

**Literal question**

5.4 What is the reason for your level of satisfaction with the current training course above?

**Interviewer instructions**

[FI: TYPE REASON IN THE BOX BELOW]

5.5 What is the reason for your level of satisfaction with (b) your instructors (sq5p5)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: character  
Width: 244

Valid cases: 3452

**Literal question**

5.5 What is the reason for your level of satisfaction with the instructors' expertise above?

**Interviewer instructions**

[FI: TYPE REASON IN THE BOX BELOW]

5.6 How would you like to put to use the skills aquired from this institution on (sq5p6)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 37  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

**Literal question**

5.6 How would you like to put to use the skills acquired from this institution once you complete your studies?

**Interviewer instructions**

[FI: TICK ONLY ONE BOX]

## Specify Other (sq5p6specify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 66

Valid cases: 3452  
Invalid: 0

### Literal question

5.6 How would you like to put to use the skills acquired from this institution once you complete your studies? - Other specify

## Include more practical work (sq5p7\_a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

5.7 a. Include more practical work

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Include site visits to prospective employers (sq5p7\_b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

5.7 b. Include site visits to prospective employers

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Lower its fees (sq5p7\_c)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

**Literal question**

5.7 c. Lower its fees

**Interviewer instructions**

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

Offer distance learning (sq5p7\_d)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

**Pre question**

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

**Literal question**

5.7 d. Offer distance learning

**Interviewer instructions**

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

Reduce time taken to complete it (sq5p7\_e)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

**Pre question**

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

**Literal question**

5.7 e. Reduce time taken to complete it

**Interviewer instructions**

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

Use current/modern approaches and tools to train students (sq5p7\_f)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

**Pre question**

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

**Literal question**

5.7 f. Use current/modern approaches and tools to train students

**Interviewer instructions**

## Availing more facilities and equipment for studies (sq5p7\_g) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 0-1

Valid cases: 3452  
 Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

5.7 g. Availing more facilities and equipment for studies

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Improve/increase flexibility of courses (sq5p7\_h) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 0-1

Valid cases: 3452  
 Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

5.7 h. Improve/increase flexibility of courses

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Increase more equipped lecturers/instructors/teachers (sq5p7\_i) File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
 Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

5.7 i. Other (Specify\_\_\_\_\_)

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Increase the course duration (sq5p7\_j)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Drop irrelevant courses (sq5p7\_k)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

Other specified

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Add Other complementary /other courses (sq5p7\_l)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

### Literal question

Other specified

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Advertise the courses (sq5p7\_m)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Lecturer's conduct and class attendance (sq5p7\_n)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Job and attachment/internship placement (sq5p7\_o)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Exam source/content/management (sq5p7\_p)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Improve facility and maintenance (sq5p7\_q)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Introduce graduation ceremony (sq5p7\_r)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Appeal for government support and recruitment (sq5p7\_s)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.7 What would you like changed in the course you are taking to make it more relevant and/or marketable?

#### Literal question

Other specified



### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Ensuring courses offered are in high demand (sq5p8\_a)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 a. Ensuring courses offered are in high demand

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Bringing new/fresh instructors on board (sq5p8\_b)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 b. Bringing new/fresh instructors on board

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Bringing skilled and experienced instructors on board (sq5p8\_c)

### File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 c. Bringing skilled and experienced instructors on board

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Offering more courses to choose from (sq5p8\_d)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8d. Offering more courses to choose from

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Reduce time taken to complete courses (sq5p8\_e)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 e. Reduce time taken to complete courses

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Refurbishing of old facilities/workshops (sq5p8\_f)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 f. Refurbishing of old facilities/workshops

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Allowing more freedom for students (e.g. use of phones, dressing, etc.) (sq5p8\_g)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8g. Allowing more freedom for students (e.g. use of phones, dressing, etc.)

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Availing sponsorships to bright/talented students (sq5p8\_h) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 h. Availing sponsorships to bright/talented students

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Availing sponsorships to needy students (sq5p8\_i) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 i. Availing sponsorships to needy students

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Having regular and sustained funding from the government (sq5p8\_j) File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 j. Having regular and sustained funding from the government

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Enrolling of more students (sq5p8\_k)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8k. Enrolling of more students

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Remove of corporal punishment (sq5p8\_l)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 l. Remove of corporal punishment

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## Emphasizing value addition to courses/practical (sq5p8\_m)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8m. Emphasizing value addition to courses/practical

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

Improving and or increasing flexibility in courses/class attendance (sq5p8\_n)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 n. Improving and or increasing flexibility in courses/class attendance

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

Nothing; the TVET are okay the way they are currently (sq5p8\_o)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 o. Nothing; the TVET are okay the way they are currently

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

NR (sq5p8\_96)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-1

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 NR

Other (Specify \_\_\_\_\_) (sq5p8pspecify)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Valid cases: 3452

Format: character

Width: 244

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8p Other (Specify \_\_\_\_\_)

Other: Reduce fees (sq5p8\_p)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Valid cases: 3452

Format: numeric

Invalid: 0

Width: 9

Decimals: 0

Range: 0-1

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Food quality and quantity (sq5p8\_q)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Valid cases: 3452

Format: numeric

Invalid: 0

Width: 9

Decimals: 0

Range: 0-1

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Introduction of co-curricular activities (sq5p8\_r)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Build more classes/increase classroom space (sq5p8\_s)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Install or improve internet (wifi) connectivity (sq5p8\_t)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Electricity installation/Power back-up (sq5p8\_u)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Provision of library resources/reading materials (sq5p8\_v)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Increase the duration for learning the units (sq5p8\_w)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Management of the institute (sq5p8\_x)

File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously



### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Lecturers behaviour/attendance to class (sq5p8\_y)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 Other specified- spontaneously

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Environment, security and access (sq5p8\_z)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 Other specified- spontaneously

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

Other:Adding important facilities;boarding, toilets, labs, workshops, computers, (sq5p8\_aa)

File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 Other specified- spontaneously

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

## Other: Advertise the courses (sq5p8\_ab)

### File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

## Other: Introduce student council/involve students in decision making (sq5p8\_ac)

### File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

## Other: Examinations management and administration (sq5p8\_ad)

### File: TVET\_Student\_Combined\_Data

#### Overview

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

Valid cases: 3452  
Invalid: 0

#### Pre question

5.8 What would you like changed in this institution?

#### Literal question

5.8 Other specified- spontaneously

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

## Other: Assist in job/attachment placements (sq5p8\_ae)

### File: TVET\_Student\_Combined\_Data

### Overview

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

Valid cases: 3452  
Invalid: 0

### Pre question

5.8 What would you like changed in this institution?

### Literal question

5.8 Other specified- spontaneously

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED] -Other specify

5.9 Does your institution have an active/working WIFI/internet for use by studen (sq5p9)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Literal question

5.9 Does your institution have an active/working WI-FI/internet for use by students? [

### Interviewer instructions

FI: TICK ONLY ONE OPTION]

5.10 To what extent are you allowed you to use your phone within this TVET? (sq5p10)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 38  
Decimals: 0  
Range: 1-4

Valid cases: 3452  
Invalid: 0

### Literal question

5.10 To what extent are you allowed you to use your phone within this TVET?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

5.11 How often do your instructors use ICT resources including internet for teac (sq5p11)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

5.11 How often do your instructors use ICT resources including internet for teaching?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

5.12a. How likely are you to recommend your (a) current TVET institution to a re (sq5p12a)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

5.12 How likely are you to recommend your (a) current TVET institution and (b) current training course to a relative or your friend?

#### Literal question

5.12(a) Likelihood of recommending my current TVET institution

#### Interviewer instructions

[FI: TICK ONLY ONE BOX]

5.12 b. How likely are you to recommend your (b) training course to a relative o (sq5p12b)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

5.12 How likely are you to recommend your (a) current TVET institution and (b) current training course to a relative or your friend?

#### Literal question

5.12(b) Likelihood of recommending my current training course

#### Interviewer instructions

[FI: TICK ONLY ONE BOX]

5.13 What kind of training do you think is MOST useful in finding a job? (sq5p13b)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 51  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

#### Literal question

5.13 What kind of training do you think is MOST useful in finding a job?

#### Interviewer instructions

[FI: PROMPT USING SHOW CARD. TICK ONLY ONE BOX]

Specify Other (sq5p13bspecify)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 68

Valid cases: 3452  
Invalid: 0

#### Literal question

5.13 What kind of training do you think is MOST useful in finding a job? - Other specify

6.Social Activities 6.1 During the last one month, did you give voluntary time w (sq6p1)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Pre question

Social activities

#### Literal question

6.1 During the last one month, did you give voluntary time with programs or services within your community or institution?

#### Interviewer instructions

[FI: TICK ONLY ONE BOX]

a. Physical fitness training .. (sq6p2a)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?

a. Physical fitness training

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## b. Charity walks . (sq6p2b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Literal question

6.2 How often are you involved in the following social activities while at this institution?

b. Charity walks

### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## c. Blood donation drives/campaigns (sq6p2c)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Literal question

6.2 How often are you involved in the following social activities while at this institution?

c. Blood donation drives/campaigns

### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## d. Volunteer/community service . (sq6p2d)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Literal question

6.2 How often are you involved in the following social activities while at this institution?

d. Volunteer/community service

### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## e. National youth days . (sq6p2e)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?  
e. National youth days

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## Courtesy visits to hospitals, children's homes etc (sq6p2f) File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?  
f. Courtesy visits to hospitals, children's homes or orphanages

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## g. Orientation of new students (sq6p2g) File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?  
g. Orientation of new students

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## h. Debating events (sq6p2h) File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?  
h. Debating events

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## 6.2 How often are you involved in the following social activities while at this institution? i. Music events (sq6p2i)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Literal question

6.2 How often are you involved in the following social activities while at this institution?

### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## j. Sporting events (E.g. ball games) (sq6p2j)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Literal question

6.2 How often are you involved in the following social activities while at this institution?

j. Sporting events (i.e. ball games)

### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## k. Institutional clubs and societies (sq6p2k)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Literal question

6.2 How often are you involved in the following social activities while at this institution?

k. Institutional clubs and societies

### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

## l. Athletics (sq6p2l)

File: TVET\_Student\_Combined\_Data

### Overview



Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?

l. Athletics

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

m. Drama events . (sq6p2m)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Literal question

6.2 How often are you involved in the following social activities while at this institution?

m. Drama events

#### Interviewer instructions

[FI: TICK ONLY ONE BOX FOR EACH LINE]

7.1 What would you say was your MAIN economic activity before joining this insti (sq7p1)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 57  
Decimals: 0  
Range: 1-96

Valid cases: 3452  
Invalid: 0

#### Literal question

7.1 What would you say was your main economic activity before joining this institution?

#### Interviewer instructions

[FI: TICK ONLY ONE MAIN ACTIVITY]

Specify Other (sq7p1specify)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 101

Valid cases: 3452

#### Literal question

7.1 What would you say was your main economic activity before joining this institution? - Specify other

## a. Get formal education . (sq7p2a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?

a. Get formal education

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## b. Get technical training (sq7p2b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?

b. Get technical training

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## c. Get vocational training (sq7p2c)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?

c. Get vocational training

### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

## d. Have broader social networks (sq7p2d)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?  
d. Have broader social networks

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

e. Know people in authority . (sq7p2e)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?  
e. Know people in authority

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

f. Rely on relatives recommendation to possible employers (nepotism)  
(sq7p2f)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?  
f. Rely on relatives' recommendation to possible employers (nepotism)

#### Interviewer instructions

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

g. Accept any job regardless of pay, and then grow from there .  
(sq7p2g)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

#### Literal question

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market?

g. Accept any job regardless of pay, and then grow from there

**Interviewer instructions**

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

h. Other (Specify \_\_\_\_\_) . (sq7p2h)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

**Literal question**

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? - Other specify

**Interviewer instructions**

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

Specify Other (sq7p2hspecify)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: character  
Width: 157

Valid cases: 3452

**Literal question**

7.2 In your opinion, what should the youth do in order to become more competitive in the local job market? - Other specify

**Interviewer instructions**

[FI: DON'T PROMPT: TICK ALL THOSE MENTIONED]

a. My relationship with others has greatly improved.. (sq7p3a)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

**Pre question**

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

**Literal question**

a. My relationship with others has greatly improved

**Interviewer instructions**

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

b. I have developed strong ability to communicate with others ..

(sq7p3b)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

b. I have developed strong ability to communicate with others

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

c. I am now better at making decisions without influence from others

(sq7p3c)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

c. I am now better at making decisions without influence from others.

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

d. I now enjoy working collaboratively with others than before

(sq7p3d)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

d. I now enjoy working collaboratively with others than before

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

e. I am now better at adjusting to new ideas/conditions . (sq7p3e)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

e. I am now better at adjusting to new ideas/conditions

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

f. I am now better in solving problem than before . (sq7p3f)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

f. I am now better in solving problem than before

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

g. I can now can handle multiple tasks/assignments more effectively . (sq7p3g)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

g. I can now can handle multiple tasks/assignments more effectively

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

h. I am now better at time management. (sq7p3h)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

h. I am now better at time management.

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

i. I now behave more confidently when interacting with others (sq7p3i)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

i. I now behave more confidently when interacting with others

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

j. I now have strong sense of understanding the feelings of others .  
(sq7p3j)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

7.3 j. I now have strong sense of understanding the feelings of others

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

k. My computing skills have improved (e.g. word processing, excel, access) (sq7p3k)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

7.3k. My computing skills have improved (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

l. My numeracy/mathematics skills have improved (sq7p3l)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

l. My numeracy/mathematics skills have improved

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

m. My literacy skills have improved (e.g. reading and writing skills). . (sq7p3m)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

m. My literacy skills have improved (e.g. reading and writing skills).

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]



## n. My knowledge on HIV/AIDs has improved (sq7p3n)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

### Literal question

n. My knowledge on HIV/AIDs has improved

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## 0. My level of honesty, discipline, and responsibility has greatly improved (sq7p3o)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

### Literal question

o. My level of honesty, discipline, and responsibility has improved

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## p. I have become aware of my strengths and limitations (sq7p3p)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

### Literal question

p. I have become aware of my strengths and limitations

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

q. I have tried to start my own income generating project(s) . (sq7p3q)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

q. I have tried to start my own income generating project(s)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

r. I am now involved in leadership roles at school or classroom (sq7p3r)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

7.3 To what extent do you agree with the following statements regarding your progress compared to when you first joined this institution?

#### Literal question

r. I am now involved in leadership roles at school or classroom projects

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

a. Numeracy skills (i.e. being able to work with numbers) (sq8p1a)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

#### Literal question

a. Numeracy skills (i.e. being able to work with numbers)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## b. Literacy skills (i.e. being able to read and write) .. (sq8p1b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

b. Literacy skills (i.e. being able to read and write)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## c. Social media skills (e.g. blogging, using Facebook) (sq8p1c)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

c. Social media skills (e.g. blogging, using Facebook)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## d. Entrepreneurship (i.e. being able to start a business) . (sq8p1d)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

d. Entrepreneurship (i.e. being able to start a business)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## e. Marketing skills (i.e. being able to convince customers to buy your products) (sq8p1e)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

e. Marketing skills (i.e. being able to convince customers to buy your products)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## f. Financial management skills (i.e. ability to plan and allocate finances again (sq8p1f)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

f. Financial management skills (i.e. ability to plan and allocate finances against activities)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## g. Basic computer skills (i.e. ability to use Word, Excel, etc.) (sq8p1g)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

g. Basic computer skills (i.e. ability to use Word, Excel, etc.)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## h. Technical skills (i.e. ability to perform tasks related to your area of train (sq8p1h)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

h. Technical skills (i.e. ability to perform tasks related to your area of training)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## i. Interpersonal skills (i.e. ability to relate with others) (sq8p1i)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

i. Interpersonal skills (i.e. ability to relate with others)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## j. Communication skills (sq8p1j)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

j. Communication skills

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## k. Self-control skills (i.e. ability to control your feelings and behavior) (sq8p1k)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

k. Self-control skills (i.e. ability to control your feelings and behavior)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## l. Disputes resolution skills (i.e. ability settle disagreements) (sq8p1l)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

l. Disputes resolution skills (i.e. ability settle disagreements)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## m. Team working skills (i.e. ability to work in a team) (sq8p1m)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

m. Team working skills (i.e. ability to work in a team)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## n. Decision-making skills .. (sq8p1n)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

n. Decision-making skills

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## o. Persuasive skills (i.e. ability to convince others to an idea/ or line of thi (sq8p1o)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

o. Persuasive skills (i.e. ability to convince others to an idea/ or line of thinking)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Time management (i.e. ability to work within prescribe time lines) (sq8p1p)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

p. Time management (i.e. ability to work within prescribe timelines)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Integrity (i.e. being honest, fair, sincere) (sq8p1q)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

q. Integrity (i.e. being honest, fair, sincere)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Accountability skills (i.e. ability to be responsible, liable, answerable) (sq8p1r)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

r. Accountability skills (i.e. ability to be responsible, liable, answerable)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Hard work skills (i.e. ability to work hard, diligently) (sq8p1s)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

s. Hard work skills (i.e. ability to work hard, diligently)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]



. Perseverance skills (i.e. ability to be dedicated, committed, determined) (sq8p1t)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

#### Literal question

t. Perseverance skills (i.e. ability to be dedicated, committed, determined)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

Discipline skills (i.e. ability to follow rules or routines) (sq8p1u)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

#### Literal question

u. Discipline skills (i.e. ability to follow rules or routines)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

Adaptability skills (i.e. ability to change your approach to doing things in (sq8p1v)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

#### Literal question

v. Adaptability skills (i.e. ability to change your approach to doing things in order to suit a new situation)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Attention skills (i.e. ability to concentrate on what is happening)

(sq8p1w)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

w. Attention skills (i.e. ability to concentrate on what is happening)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Gratitude skills (i.e. ability to be thankful) (sq8p1x)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

x Gratitude skills (i.e. ability to be thankful)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Empathy skills (i.e. ability to understand other people situation)

(sq8p1y)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

y. Empathy skills (i.e. ability to understand other people situation)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

## Forgiveness skills (i.e. ability to let go of negative emotions like paying (sq8p1z)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

8.1 Please rate the importance of each of the following academic, cognitive, and non-cognitive skills as well as core values in your future career.

### Literal question

z. Forgiveness skills (i.e. ability to let go of negative emotions like paying back harm with harm)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION FOR EACH LINE]

a. There are available bursaries and scholarships to support students in need at (sq9p1a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

### Literal question

a. There are available bursaries and scholarships to support students in need attending TVET

### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

My institution's course support field attachment (sq9p1b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

### Literal question

b. My institution's course support field attachment/internships/on the job training

### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

c. My institution networks with future employers to gives us opportunities for e (sq9p1c)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

c. My institution networks with future employers to gives us opportunities for employment after graduation

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

d. Training equipment/materials/machineries used in my current training course a (sq9p1d)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

d. Training equipment/materials/machineries used in my current training course are up-to-date with job market expectations

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

e. I am very proud of my accomplishment due to the knowledge and skills gained a (sq9p1e)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

e. I am very proud of my accomplishment due to the knowledge and skills gained attending this institution

#### Interviewer instructions

f. From the technical skills I am acquiring from this institution, I believe it (sq9p1f)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

g. Technical workshops/laboratories are sufficient in my institutions

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

g. Technical workshops/laboratories are sufficient in my institutions (sq9p1g)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

h. Equipment/materials/machineries available in our workshop are adequate with the number of students in the workshop

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

h. Equipment/materials/machineries available in our workshop are adequate with th (sq9p1h)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

h. Equipment/materials/machineries available in our workshop are adequate with the number of students in the workshop

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

i. Equipment/materials/machineries in our workshop are compatible with applicable curriculum (sq9p1i)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

i. Equipment/materials/machineries in our workshop are compatible with applicable curriculum

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

j. Our institution provides us with opportunities to debate and present our ideas (sq9p1j)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

j. Our institution provides us with opportunities to debate and present our ideas/projects to others

#### Interviewer instructions

[FI: PROMPT; TICK ONLY ONE OPTION FOR EACH STATEMENT]

9.2 How has your impression of TVET institutions changed since you enrolled in it (sq9p2)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 30  
Decimals: 0  
Range: 1-3

Valid cases: 3452  
Invalid: 0

#### Pre question

9.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in this TVET institution is concerned.

#### Literal question

9.2 How has your impression of TVET institutions changed since you enrolled in this institution?

a. The training course I am currently enrolled in matches with the opportunities (sq10p1a)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1a. The training course I am currently enrolled in matches with the opportunities in the job market

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

b. The training course I am currently enrolled matches with the opportunities fo (sq10p1b)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1 b. The training course I am currently enrolled matches with the opportunities for self-employment

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

c. My training course curriculum has special topics in ethics, behavior and resp (sq10p1c)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1c. My training course curriculum has special topics in ethics, behaviour and responsible citizenship

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

d. There are non-academic skills in the curricula that will help solve my everyd (sq10p1d)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1d. There are non-academic skills in the curricula that will help solve my everyday life situations

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

e. There are no non-technical training trainings in the curricula to prepare me (sq10p1e)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1e. There are non-technical training trainings in the curricula to prepare me for job market

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

f. Yourr instructors emphasise the importance of non-academic and non-technical (sq10p1f)

File: TVET\_Student\_Combined\_Data

#### Overview



Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1 f. Your instructors emphasise the importance of non-academic and non-technical skills in our training

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

g. Your instructors use modern teaching aids/materials like YouTube examples for (sq10p1g)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1 g. Your instructors use modern teaching aids/materials like YouTube examples for technical courses/practical

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

j. Your instructors are familiar with scientific and practical knowledge in thei (sq10p1j)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

k. Your instructors encourage you to be experimental and creative with what taug (sq10p1k)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1 j. Your instructors are familiar with scientific and practical knowledge in their fields of speciality

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

l. Your instructors give you problems which can be solved using multiple methods (sq10p1l)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1 l. Your instructors give you problems which can be solved using multiple methods

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

m. Your instructors provides you with opportunities to critique other students i (sq10p1m)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

#### Literal question

10.1 m. Your instructors provides you with opportunities to critique/give feedback on other students' ideas/projects

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## n. Your instructors encourages originality in solving problems

(sq10p1n)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

### Literal question

10.1n. Your instructors encourages originality in solving problems

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## o. You are required to complete community service as part of your training . (sq10p1o)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

10.1 In each of the following statements, please indicate your level of agreement in so far as your experiences in your current training course/instructors are concerned.

### Literal question

10.1 o. You are required to complete community service as part of your training

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## Self assessment on capabilities and values: Rank 1 (aq3b1rank1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 40  
Decimals: 0  
Range: 1-10

Valid cases: 3452  
Invalid: 0

### Pre question

I am going to ask you about your own self-assessment on some attributes relating to specific values and capabilities by the youth/individuals

### Literal question

From the following rank the 3 items that is your most valued.

## Self assessment on capabilities and values: Rank 2 (aq3b1rank2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 40  
Decimals: 0  
Range: 1-10

Valid cases: 3452  
Invalid: 0

### Literal question

From the following rank the 3 items that it is the most.

## Self assessment on capabilities and values: Rank 3 (aq3b1rank3)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 40  
Decimals: 0  
Range: 1-10

Valid cases: 3452  
Invalid: 0

### Literal question

From the following rank the 3 items that it is the most.

## 1. Most people can be trusted (aq3b2p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

1. Most people can be trusted

## 2. You can only trust people you have known for a long time (aq3b2p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 36  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

2. You can only trust people you have known for a long time

3. You can trust your friends to act in your best interest (aq3b2p3)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

3. You can trust your friends to act in your best interest

4. Being confident comes naturally to you (aq3b2p4)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

4. Being confident comes naturally to you

5. You speak out with confidence (aq3b2p5)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

5. You speak out with confidence

6. You love and accept yourself exactly as you are now (aq3b2p6)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

6. You love and accept yourself exactly as you are now

7. There are many opportunities to earn a little money when you need it (aq3b2p7)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

7. There are many opportunities to earn a little money when you need it

8. Little hustles often come your way, because people know that you are willing (aq3b2p8)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

8. Little hustles often come your way, because people know that you are willing to work

9. Focusing on a single job/hustle pays off better than trying to be in many dif (aq3b2p9)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

9. Focusing on a single job/hustle pays off better than trying to be in many different jobs/hustles

10. Your generation will be better off than your parent's generation  
(aq3b2p10)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

10. Your generation will be better off than your parent's generation

11. You will be better off 5 years from now than you are today  
(aq3b2p11)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

11. You will be better off 5 years from now than you are today

12. You achieve the goals that you set for yourself (aq3b2p12)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

12. You achieve the goals that you set for yourself

### 13. You are discouraged when things do not work out as planned

(aq3b2p13)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

13. You are discouraged when things do not work out as planned

### 14. When you encounter difficulties, you try to find alternative ways to get to (aq3b2p14)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

14. When you encounter difficulties, you try to find alternative ways to get to the same result

### 15. When things do not work out as planned, you try to relax with friends or som (aq3b2p15)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

15. When things do not work out as planned, you try to relax with friends or some entertainment

### 16. You always return a favor (aq3b2p16)

File: TVET\_Student\_Combined\_Data



### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

16. You always return a favor

17. You try to do what you have promised to do (aq3b2p17)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

17. You try to do what you have promised to do

18. You willingly take on work when your peers/friends are overloaded (aq3b2p18)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 36  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

18. You willingly take on work when your peers/friends are overloaded

19. You often come up with new ideas (aq3b2p19)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

19. You often come up with new ideas

20. You are curious about many different things (aq3b2p20)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

20. You are curious about many different things

21. You are often the first to know how to do something in a new way (aq3b2p21)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

21. You are often the first to know how to do something in a new way

22. You trust in God/Allah (aq3b2p22)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

22. You trust in God/Allah

## 23. You find strength in your religion or spirituality (aq3b2p23)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

23. You find strength in your religion or spirituality

## 24. You desire to be closer to God /Allah or in union with Him (aq3b2p24)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

24. You desire to be closer to God or in union with Him

## 25. It's pretty hard for your friends to get you to change your mind (aq3b2p25)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

25. It's pretty hard for your friends to get you to change your mind

## 26. You always give your true opinion in front of your friends, even if you thin (aq3b2p26)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

26 You always give your true opinion in front of your friends, even if you think they might make fun of you

27. You act the same way when you are alone as you do when you are with your fri (aq3b2p27)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

27 You act the same way when you are alone as you do when you are with your friends

28. People work best under close supervision (aq3b2p28)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

28 People work best under close supervision

29. If you could decide your future entirely on your own, your choices would be (aq3b2p29)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 36  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

29 If you could decide your future entirely on your own, your choices would be different

30. You are easy going, relaxed and social (aq3b2p30)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

30 You are easy going, relaxed and social

31. Your adherence to the customs of your family determines your status within y (aq3b2p31)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

31 Your adherence to the customs of your family determines your status within your family

32. Your financial support in the family determines your status within your fami (aq3b2p32)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

32 Your financial support in the family determines your status within your family

33. You need to take care of your own success, even if that means doing things differently (aq3b2p33)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

33 You need to take care of your own success, even if that means doing things differently from how your family does them

34. It isn't an easy thing to give your loyalty to someone you don't know (aq3b2p34)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

34 It isn't an easy thing to give your loyalty to someone you don't know

A friend is someone who sticks with you when everyone else is walking out (aq3b2p35)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

35 A friend is someone who sticks with you when everyone else is walking out

36. A person who deserves your loyalty receives it (aq3b2p36)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

36 A person who deserves your loyalty receives it

## 37. You are in charge of your life (aq3b2p37)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

37 You are in charge of your life

## 38. You don't need the approval of others to succeed (aq3b2p38)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where  
1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

### Literal question

38 You don't need the approval of others to succeed

## 39. You are solution minded, and believe that any problem that comes up in life (aq3b2p39)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

How much do you agree with the following statements, on a scale of 1 to 5 where

1=Strongly disagree; 2= Disagree; 3= neither agree nor disagree/uncertain; 4= Agree; 5= Strongly agree

#### Literal question

39 You are solution minded, and believe that any problem that comes up in life is solvable

B3 Which of the following values do you consider the MOST important to you? (aq3b3)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

#### Literal question

B3 Which of the following values do you consider the MOST important to you?

#### Interviewer instructions

Single response

1.How you look, i.e. your physical appearance (SELF-ESTEEM)  
(aq3b4p1)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 25  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[INTRAPERSONAL SKILLS]

How would you assess your confidence level with respect to each of the following statements, on a scale of 1 to 5 where

1= Extremely not confident

2= Not confident

3=Fairly confident

4=Confident

5=Extremely confident

#### Literal question

1 How you look, i.e. your physical appearance (SELF-ESTEEM)

2.How you cope with your feelings (EMOTIONS) (aq3b4p2)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 25  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question



[INTRAPERSONAL SKILLS]

How would you assess your confidence level with respect to each of the following statements, on a scale of 1 to 5 where

1= Extremely not confident

2= Not confident

3=Fairly confident

4=Confident

5=Extremely confident

**Literal question**

2 How you cope with your feelings (EMOTIONS)

### 3.How you cope with difficult situations (STRESS) (aq3b4p3)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete

Format: numeric

Width: 25

Decimals: 0

Range: 1-5

Valid cases: 3452

Invalid: 0

**Pre question**

[INTRAPERSONAL SKILLS]

How would you assess your confidence level with respect to each of the following statements, on a scale of 1 to 5 where

1= Extremely not confident

2= Not confident

3=Fairly confident

4=Confident

5=Extremely confident

**Literal question**

3 How you cope with difficult situations (STRESS)

### 4.Knowledge of your strengths and weaknesses (SELF-AWARENESS) (aq3b4p4)

File: TVET\_Student\_Combined\_Data

**Overview**

Type: Discrete

Format: numeric

Width: 25

Decimals: 0

Range: 1-5

Valid cases: 3452

Invalid: 0

**Pre question**

[INTRAPERSONAL SKILLS]

How would you assess your confidence level with respect to each of the following statements, on a scale of 1 to 5 where

1= Extremely not confident

2= Not confident

3=Fairly confident

4=Confident

5=Extremely confident

**Literal question**

4 Knowledge of your strengths and weaknesses (SELF-AWARENESS)

You do things you don't want to since many other people are doing them (aq3b5p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[INTERPERSONAL SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

### Literal question

1 You do things you don't want to since many other people are doing them (PEER PRESSURE RESISTANCE)

2. When you disagree with someone, you let them know in respectful manner (ASSER (aq3b5p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[INTERPERSONAL SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

### Literal question

2 When you disagree with someone, you let them know in respectful manner (ASSERTIVENESS)

3. You ask questions to make sure you understand something someone has said (EFF (aq3b5p3)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[INTERPERSONAL SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

### Literal question

3 You ask questions to make sure you understand something someone has said (EFFECTIVE COMMUNICATION)

You respect other people's ways of looking at things, their lifestyles (aq3b5p4)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[INTERPERSONAL SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

4 You respect other people's ways of looking at things, their lifestyles, and their attitudes (INTERPERSONAL RELATIONS)

5. You always show concerned feelings for people who are less fortunate (EMPATHY (aq3b5p5)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[INTERPERSONAL SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

5 You always show concerned feelings for people who are less fortunate (EMPATHY)

6. When you are buying something in the market, you always pay the amount the seller asks (NEGOTIATION)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[INTERPERSONAL SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

6 When you are buying something in the market, you always pay the amount the seller asks (NEGOTIATION)

7. When solving a big problem you will break it down into smaller portions (PROB (aq3b5p7)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[DECISION MAKING SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

7 When solving a big problem you will break it down into smaller portions (PROBLEM SOLVING)

8. You will ask questions when you don't understand something (CURIOSITY) (aq3b5p8)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[DECISION MAKING SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

8 You will ask questions when you don't understand something (CURIOSITY)

9. You will think of the consequences before you make any decision (CRITICAL THI (aq3b5p9)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[DECISION MAKING SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

9 You will think of the consequences before you make any decision (CRITICAL THINKING)

10. You will look at challenges with an open mind and seek solutions from all an (aq3b5p10)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 19  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[DECISION MAKING SKILLS] How much do you agree with following statements, on a scale of 1 to 5 where 1= Strongly disagree 2= Disagree 3=Neutral 4=Agree 5=Strongly agree

#### Literal question

## 1. Suit your language to the occasion (aq3b6p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Social Intelligence]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

### Literal question

1 Suit your language to the occasion

## 2. Make promises that you intend to keep (aq3b6p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Social Intelligence]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

### Literal question

2 Make promises that you intend to keep

## 3. Acknowledge the value of other's views (aq3b6p3)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Social Intelligence]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

3 Acknowledge the value of other's views

### 4. Do any kind of work for as long as it can pay (aq3b6p4)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 11

Decimals: 0

Range: 1-5

Valid cases: 3452

Invalid: 0

#### Pre question

[Hustling]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

4 Do any kind of work for as long as it can pay

### 5. Question conventional ways of doing things and think of more efficient and ef (aq3b6p5)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 11

Decimals: 0

Range: 1-5

Valid cases: 3452

Invalid: 0

#### Pre question

[Hustling]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

5 Question conventional ways of doing things and think of more efficient and effective alternatives

### 6. Willing to take risks / not afraid to take on risk (aq3b6p6)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[Hustling]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

6 Willing to take risks / not afraid to take on risk

## 7. Take responsibility for your own actions (aq3b6p7)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[Leadership]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

7 Take responsibility for your own actions

## 8. Treat everyone the same whether you like them or not (aq3b6p8)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[Leadership]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

8 Treat everyone the same whether you like them or not

## 9. Listen to the ideas of others even if you disagree with them

(aq3b6p9)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Leadership]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

### Literal question

9 Listen to the ideas of others even if you disagree with them

## 10. Take initiative in finding solutions (aq3b6p10)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Resourcefulness]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

### Literal question

10 Take initiative in finding solutions

## 11. Able to come up with new ideas when solving problems

(aq3b6p11)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question



[Resourcefulness]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

11 Able to come up with new ideas when solving problems

12. Use your fear /frustration to push you to the finish line/ towards the desir (aq3b6p12)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 11

Decimals: 0

Range: 1-5

Valid cases: 3452

Invalid: 0

#### Pre question

[Resourcefulness]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

12 Use your fear /frustration to push you to the finish line/ towards the desired solution

13. Keep committed to a common goal (aq3b6p13)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete

Format: numeric

Width: 11

Decimals: 0

Range: 1-5

Valid cases: 3452

Invalid: 0

#### Pre question

[Professionalism]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

13 Keep committed to a common goal

14. Set a time limit in which to achieve your goals (aq3b6p14)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[Professionalism]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

14 Set a time limit in which to achieve your goals

## 16. Own up to your mistakes (aq3b6p15)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[Personal Brand/Presentation]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

15 Own up to your mistakes

## 17. Adapt your dressing mode based on the occasion (aq3b6p16)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

#### Pre question

[Personal Brand/Presentation]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2= Rarely

3=Sometimes

4=Often

5=Always

#### Literal question

16 Adapt your dressing mode based on the occasion

## 18. Honestly respond to a question regardless of the consequence

(aq3b6p17)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Personal Brand/Presentation]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2 = Rarely

3 = Sometimes

4 = Often

5 = Always

### Literal question

17 Honestly respond to a question regardless of the consequence

## 19.. Use humor to express your point (aq3b6p18)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

[Personal Brand/Presentation]

Generally, how often do you do the following, on a scale of 1 to 5 where

1 = Never

2 = Rarely

3 = Sometimes

4 = Often

5 = Always

### Literal question

18 Use humor to express your point

## B7 How often do you pray or meditate? (aq3b7)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

### Literal question

B7 How often do you pray or meditate? 1. Never 2. Less than once a month 3. A few times a month 4. A few times a week 5. Every day 990. Other (specify) 997. Refused to answer

## Specify other (aq3b7specify)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: character  
Width: 40

Valid cases: 3452  
Invalid: 0

### Literal question

B7 How often do you pray or meditate? 990. Other (specify)

## 1. Personal experience (aq3b8p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

1 Personal experience

## 2. Close friends (aq3b8p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

2 Close friends

## 3. Feelings or emotions (aq3b8p3)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

#### Literal question

3 Feelings or emotions

## 4. Parents/guardian (aq3b8p4)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

4 Parents/guardian

## 5. Brothers and sisters (aq3b8p5)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

5 Brothers and sisters

## 6. Advertising (aq3b8p6)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

6 Advertising

## 7. Peer pressure (aq3b8p7)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

7 Peer pressure

## 8. Other adults (aq3b8p8)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

8 Other adults

## 9. Other youth (aq3b8p9)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-5

Valid cases: 3452  
Invalid: 0

### Pre question

Influencing factor

B8 Rate how often the following factors influence your decisions, using a scale of 1 to 5 where 1 = Never 2= Rarely 3=Sometimes 4=Often 5=Always

### Literal question

9 Other youth

## Student was able to read by themselves (aq4)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

Finally, I am going to present to you a case study, and a few practical questions. First, the case study. I would request that you read the given story, and then I will ask you some questions with respect to what you have just read.

#### Literal question

Was the respondent:

1. Able to read by themselves or
2. you read for them or
997. Refused to participate.

#### Interviewer instructions

Let the respondent read the case study, then respond to the given questions.

Read the case study to the respondent if he/she cannot read.

997>>>>E6

## E1 If you were Marie, what would you have done? (aqb4e1)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 42  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

Finally, I am going to present to you a case study, and a few practical questions. First, the case study. I would request that you read the given story, and then I will ask you some questions with respect to what you have just read.

#### Literal question

E1 If you were Marie, what would you have done? (DECISION-MAKING AND PROBLEM-SOLVING)

#### Interviewer instructions

READ OUT OPTIONS

## E2. Should Alex have hit Thomas? (aqb4e2)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 22  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

Finally, I am going to present to you a case study, and a few practical questions. First, the case study. I would request that you read the given story, and then I will ask you some questions with respect to what you have just read.

#### Literal question

E2 Should Alex have hit Thomas? (COPING WITH STRESS AND EMOTIONS)

#### Interviewer instructions

READ OUT OPTIONS

### E3. Instead of hitting, what else could Alex have done (aqb4e3)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 28  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

Finally, I am going to present to you a case study, and a few practical questions. First, the case study. I would request that you read the given story, and then I will ask you some questions with respect to what you have just read.

#### Literal question

E3 Instead of hitting, what else could Alex have done? (PEACEFUL CONFLICT RESOLUTION)

#### Interviewer instructions

READ OUT OPTIONS

### E4. What could Alex have said to express his feelings to Thomas? (aqb4e4)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 36  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

Finally, I am going to present to you a case study, and a few practical questions. First, the case study. I would request that you read the given story, and then I will ask you some questions with respect to what you have just read.

#### Literal question

E4 What could Alex have said to express his feelings to Thomas? (COMMUNICATION)

#### Interviewer instructions

READ OUT OPTIONS

### E5. Should Thomas continue to be Alex's friend in future? (aqb4e5)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 22  
Decimals: 0  
Range: 1-997

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

Finally, I am going to present to you a case study, and a few practical questions. First, the case study. I would request that you read the given story, and then I will ask you some questions with respect to what you have just read.

#### Literal question

E5 Should Thomas continue to be Alex's friend in future? (COMMUNICATION AND INTER-PERSONAL RELATIONSHIPS)



## E6 Identify the activity that the farm supervisor does everyday?

(aqb4e6)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 49  
Decimals: 0  
Range: 1-998

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL LITERACY]

The following are the tasks that were given to a farm supervisor.

(USE SHOW CARD) Do not assist the respondent in reading the passage. If they are not able to read by themselves, then skip to E8

### Literal question

E6 Identify the activity that the farm supervisor does everyday

### Interviewer instructions

(USE SHOW CARD) Do not assist the respondent in reading the passage. If they are not able to read by themselves, then skip to E8

Single response

## E7 Which two activities take place two times in a week? Activity 1

(aqb4e7p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 49  
Decimals: 0  
Range: 1-998

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL LITERACY]

The following are the tasks that were given to a farm supervisor.

(USE SHOW CARD) Do not assist the respondent in reading the passage. If they are not able to read by themselves, then skip to E8

### Literal question

E7 Which two activities take place two times in a week?

### Interviewer instructions

Two responses

## Activity 2 (aqb4e7p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 49  
Decimals: 0  
Range: 1-998

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL NUMERACY]

Musa makes mandazis in his kiosk. He buys the following ingredients at the given price and uses them to make 200 mandazis

#### Literal question

E7 Which two activities take place two times in a week?

#### Interviewer instructions

Two responses

E8 How many eggs does he need to make 600 mandazis? (aqb4e8)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: 0-54000

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL NUMERACY]

Musa makes mandazis in his kiosk. He buys the following ingredients at the given price and uses them to make 200 mandazis

#### Literal question

E8 How many eggs does he need to make 600 mandazis?

#### Interviewer instructions

Let the respondent read the SHOW CARD, then respond to the given questions.

Read the SHOW CARD to the respondent if he/she cannot read.

Enter number

E9 He packs 10 mandazis in a packet and sells each packet at KShs 40. How much p (aqb4e9)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 17  
Decimals: 0  
Range: -30-80000

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL NUMERACY]

Musa makes mandazis in his kiosk. He buys the following ingredients at the given price and uses them to make 200 mandazis

#### Literal question

E9 He packs 10 mandazis in a packet and sells each packet at KShs 40. How much profit does he make if he sells all the 200 mandazis?

#### Interviewer instructions

Kshs

Was a Country..Marked Correctly? (aqb4e10a)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL NUMERACY]

Musa makes mandazis in his kiosk. He buys the following ingredients at the given price and uses them to make 200 mandazis

### Literal question

E10 Mark a country that borders Kenya [GENERAL KNOWLEDGE]

### Interviewer instructions

Provide the Map of Africa

Was a Country..Labelled Correctly? (aqb4e10b)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[FUNCTIONAL NUMERACY]

Musa makes mandazis in his kiosk. He buys the following ingredients at the given price and uses them to make 200 mandazis

### Literal question

E10 Label a country that borders Kenya [GENERAL KNOWLEDGE]

select set A or B of questions (asetq)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-2

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

1. Send a text message (aqb4e11p1)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

#### Literal question

Task

1 Send a text message

### 3. Buy airtime using mobile money (aqb4e11p3)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

#### Literal question

Task

3 Buy airtime using mobile money

### 5. Buy data bundles (aqb4e11p5)

File: TVET\_Student\_Combined\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

#### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

#### Literal question

Task

5 Buy data bundles

## 2. Send money to another phone (aqb4e11p2)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

### Literal question

Task

2 Send money to another phone

## 4. Send airtime to another phone number (aqb4e11p4)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

### Literal question

Task

4 Send airtime to another phone number

## 6. Send a media e.g. photo using the WhatsApp application to another phone (aqb4e11p6)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 24  
Decimals: 0  
Range: 1-99

Valid cases: 3452  
Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

### Literal question

Task

6 Send a media e.g. photo using the WhatsApp application to another phone

## 7. Download your favorite music or video (aqb4e11p7)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete

Format: numeric

Width: 24

Decimals: 0

Range: 1-99

Valid cases: 3452

Invalid: 0

### Pre question

4 Soft skills, literacy, numeracy and digital learning

[DIGITAL LEARNING]

Finally, I would like you to demonstrate to me how to do the following tasks using a mobile phone

Let respondent demonstrate tasks in either of the two categories:

A = Tasks 1, 3, 5 and 7

B = Tasks 2, 4, 6 and 7

### Literal question

Task

7 Download your favorite music or vide

## Interview start time (start)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete

Format: character

Width: 20

Valid cases: 3452

Invalid: 0

## Interview end time (etime)

File: TVET\_Student\_Combined\_Data

### Overview

Type: Discrete

Format: character

Width: 20

Valid cases: 3452

Invalid: 0

## TVET ID (tvetid)

File: TVET\_Tutor\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 2-269

Valid cases: 347  
Invalid: 0  
Minimum: 2  
Maximum: 269  
Mean: 150.3  
Standard deviation: 82

### Literal question

2.4 TVET ID

## Start of the interview (start)

File: TVET\_Tutor\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1854604892000-1858260405000

Valid cases: 347  
Invalid: 0  
Minimum: 1854604892000  
Maximum: 1858260405000  
Mean: 1855854565193.1  
Standard deviation: 879740356.4

## Endo of the interview (end)

File: TVET\_Tutor\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1854629145000-1858400629000

Valid cases: 347  
Invalid: 0  
Minimum: 1854629145000  
Maximum: 1858400629000  
Mean: 1855900305723.3  
Standard deviation: 903603859.6

## 1.1 Study consent (q1p1)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

Hello, my name is \_\_\_\_\_. I work with African Population and Health Research Center, with physical office based at Kitisuru, Manga Close-Off Kirawa Road. You can also reach us using both our office line (+254 20 4001000) and office cells (+254 722 205 933/+254 733 410 102) respectively, or through our postal address (P.O Box 10787 – 00100, Nairobi, Kenya). Once in a while, we visit different institutions in Kenya to collect data on education and training. This time, we are focusing on Technical, Vocational Education and Training (TVET) institutions, in order to collect data on perception and views of students about technical skills, academic skills, life skills, values and social emotional skills. The results of this research will be made public and disseminated in the community and at national level involving the Ministry of Education (MoE) and other stakeholders in order to inform policy process. By responding to this study, you will contribute to inform changes that the TVET system should consider, in order to make TVET attractive and useful in equipping youth with the skills youth require to succeed at work and in life. The responses you give will be held with utmost confidentiality, and your name will not appear anywhere in any report. The information you give will only be available to members of the research team. Your responses will not cause any disadvantage to you. If you accept to participate in this research, you will be doing so voluntarily and there will not be any monetary returns or gifts. You are also free to refuse to respond to questions you do not feel comfortable answering. This interview will take about 45 minutes.

#### Literal question

1.1 Would you like to participate in this research?

## 2.1 Tutor's day of interview (tdoi)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 11

Valid cases: 347  
Minimum: NaN  
Maximum: NaN

#### Literal question

2.1 Date of the Interview

## County (tcounty)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 11  
Decimals: 0  
Range: 1-11

Valid cases: 347  
Invalid: 0

#### Literal question

2.2 County ID

## TVET Category (category)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 28  
Decimals: 0  
Range: 1-3

Valid cases: 347  
Invalid: 0

## TVET Type (type)

File: TVET\_Tutor\_Data



### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

## Tutor's gender (tsex) File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Literal question

2.7 Tutor's Sex

## 2.8 Tutor's study classes (tclass) File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-3

Valid cases: 347  
Invalid: 0

### Literal question

2.8 Tutor's Study Classes

## 3.1 What is your date of birth? Day (q3p1day) File: TVET\_Tutor\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-99

Valid cases: 347  
Invalid: 0  
Minimum: 1  
Maximum: 99  
Mean: 18.6  
Standard deviation: 21.2

### Literal question

3.1 What is your date of birth?

## Month (q3p1month) File: TVET\_Tutor\_Data

### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-99

Valid cases: 347  
Invalid: 0  
Minimum: 1  
Maximum: 99  
Mean: 10.2  
Standard deviation: 17.9

#### Literal question

3.1 What is your date of birth?

Year (q3p1year)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 99-1997

Valid cases: 347  
Invalid: 0  
Minimum: 99  
Maximum: 1997  
Mean: 1912.2  
Standard deviation: 358.4

#### Literal question

3.1 What is your date of birth?

3.2 Date you first joined this institution Day: (q3p2day)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-99

Valid cases: 347  
Invalid: 0  
Minimum: 1  
Maximum: 99  
Mean: 24.6  
Standard deviation: 34.2

#### Literal question

3.2 Date you first joined this institution

Month: (q3p2month)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-99

Valid cases: 347  
Invalid: 0  
Minimum: 1  
Maximum: 99  
Mean: 8.2  
Standard deviation: 18.2

#### Literal question

3.2 Date you first joined this institution

Year: (q3p2year)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 99-2018

Valid cases: 347  
Invalid: 0  
Minimum: 99  
Maximum: 2018  
Mean: 2008.3  
Standard deviation: 103

#### Literal question

3.2 Date you first joined this institution

### 3.3 At what level did you join this institution? (q3p3)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 31

Valid cases: 347  
Invalid: 0

#### Literal question

3.3 At what level did you join this institution? [

#### Interviewer instructions

FI: WRITE JOB TITLE]

### 3.4 What is your current job level? (q3p4)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 49

Valid cases: 347  
Invalid: 0

#### Literal question

3.4 What is your current job level?

#### Interviewer instructions

[FI: WRITE JOB TITLE]

### 3.5 What is the status of your employment/Engagment (q3p5)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 18  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Literal question

3.5 What is the status of your employment/engagement?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

### 3.6 How many years in total have you been an active teacher/trainer? (q3p6)

File: TVET\_Tutor\_Data

### Overview

Type: Continuous	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	Minimum: 1
Decimals: 0	Maximum: 2009
Range: 1-2009	Mean: 13.5
	Standard deviation: 107.7

### Literal question

3.6 How many years in total have you been a teacher/trainer?

### Interviewer instructions

[FI: WRITE '01' IF LESS THAN ONE YEAR; INCLUDE YEARS OF EXPERIENCE OUTSIDE TVET]

3.7 How many hours per week do you currently teach/train in this institution? (q3p7)

File: TVET\_Tutor\_Data

### Overview

Type: Continuous	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	Minimum: 2
Decimals: 0	Maximum: 450
Range: 2-450	Mean: 26.5
	Standard deviation: 25.8

### Literal question

3.7 How many hours per week do you currently teach/train in this institution?

### Interviewer instructions

[FI: WRITE HOURS PER WEEK; WRITE "10" IF 10 HOURS]

3.8 What is your HIGHEST level of academic education reached? (q3p8)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 63	
Decimals: 0	
Range: 1-9	

### Literal question

3.8 What is your HIGHEST level of academic education reached?

### Interviewer instructions

[FI: TICK ONLY ONE FOR LEVEL]

3.9 What is the highest level of professional technical training you have comple (q3p9)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-96

Valid cases: 347  
Invalid: 0

#### Literal question

3.9 What is the HIGHEST level of professional technical training you have completed?

#### Interviewer instructions

[FI: TICK ONLY ONE FOR LEVEL]

Specify (q3p9specify)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 47

Valid cases: 347  
Invalid: 0

#### Interviewer instructions

3.9 What is the HIGHEST level of professional technical training you have completed?- Other specify

3.10 Have you completed any refresher/in service courses in the last 3 years (q3p10)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Literal question

3.10 Have you completed any refresher/in service courses in the last 3 years

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

3.11 What course do you mainly teach in this institution (q3p11)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: character  
Width: 130

Valid cases: 347

#### Literal question

3.11 What course do you mainly teach in this institution

#### Interviewer instructions

[FI: WRITE NAME OF THE MAIN COURSE]

a. Short courses (q3p12a)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

3.12 What are the levels of training courses that you teach in this institution?

#### Literal question

a. Short Courses (No certification)

#### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]

### b. Grade test 3 (q3p12b)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

3.12 What are the levels of training courses that you teach in this institution?

#### Literal question

b. Grade test 3

#### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]

### c. Grade test 2 (q3p12c)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

3.12 What are the levels of training courses that you teach in this institution?

#### Literal question

c. Grade test 2

#### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]

### d. Grade test 1 (q3p12d)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

**Pre question**

3.12 What are the levels of training courses that you teach in this institution?

**Literal question**

c. Grade test 1

**Interviewer instructions**

[FI: TICK ONE OPTION FOR EACH LINE]

## e. Certificate (q3p12e)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

**Pre question**

3.12 What are the levels of training courses that you teach in this institution?

**Literal question**

e. Certificate

**Interviewer instructions**

[FI: TICK ONE OPTION FOR EACH LINE]

## f. Diploma (q3p12f)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

**Pre question**

3.12 What are the levels of training courses that you teach in this institution?

**Literal question**

f. Diploma

**Interviewer instructions**

[FI: TICK ONE OPTION FOR EACH LINE]

## g. Higher diploma (q3p12g)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

**Pre question**

3.12 What are the levels of training courses that you teach in this institution?

**Literal question**

g. Higher Diploma

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]

## h Post-graduate diploma (q3p12h)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

3.12 What are the levels of training courses that you teach in this institution?

### Literal question

h. Post-graduate diploma

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]

## i. Degree (q3p12i)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

3.12 What are the levels of training courses that you teach in this institution?

### Literal question

i. Degree

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]

## j. Other (Specify) (q3p12j)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

3.12 What are the levels of training courses that you teach in this institution?

### Literal question

j. Other (Specify\_\_\_)

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE]



## Please specify course (q3p12specify)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: character  
Width: 71

Valid cases: 23  
Invalid: 0

### Literal question

j. Other (Specify\_\_\_)

## a. Institution's infrastructure (e.g. roads, electricity) (q3p13a)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13a. Institution's infrastructure (e.g. roads, electricity)

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

## b. My own training or professional development. (q3p13b)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13b. My own training or professional development

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

## c. Facilities/machinery/materials. (q3p13c)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13c. Facilities/machinery/materials .

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

## d. Technical workshops/laboratories (q3p13d)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13d. Technical workshops/laboratories

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

## e. Curricula's context/structure (e.g. scope and relevance). (q3p13e)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13e. Curricula's content/structure (e.g. scope and relevance)

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

## f. Student's religious background. (q3p13f)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

**Literal question**

3.13f. Students' religious background

**Interviewer instructions**

[FI: TICK ONE OPTION FOR EACH LINE;]

g. Student's gender composition. (q3p13g)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

**Literal question**

3.13g. Students' gender composition

**Interviewer instructions**

[FI: TICK ONE OPTION FOR EACH LINE;]

h. Support from institutional head (q3p13h)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

**Literal question**

3.13h. Support from institutional head

**Interviewer instructions**

[FI: TICK ONE OPTION FOR EACH LINE;]

i. Level of staffing (instructors, administration, support, working hours etc.) (q3p13i)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13i. Level of staffing (instructors, administration, support staff, etc.) .

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

j. Time allocated to each course per term/semester (q3p13j)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13j. Time allocated to each course per term/semester

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

k. Conflicting of interests of the institution's stakeholders .  
(q3p13k)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13k. Conflicting of interests of the institution's stakeholders

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

l. Alternatives options (resulting in variations in enrollment). (q3p13l)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

3.13 To what extent are you LIMITED or HINDERED by the following factors in carrying out your training duties as expected?

### Literal question

3.13I. Alternatives options (resulting in variations in enrolment)

### Interviewer instructions

[FI: TICK ONE OPTION FOR EACH LINE;]

3.14 To what extent do you feel you are well equipped or up to standard in terms (q3p14)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Literal question

3.14 To what extent do you feel you are well equipped or up to standard in terms of expertise in running/steering the main course you teach?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

3.15 How many classes do you teach in this institution? (q3p15)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Literal question

3.15 How many classes do you teach in this institution?

Smallest class - number of female students (q3p16a\_female)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: -99-196

Valid cases: 347  
Invalid: 0

### Pre question

3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET?

### Literal question

Smallest class- Females

### Interviewer instructions

[FI: WRITE NUMBERS]

## Smallest class - number of male students (q3p16a\_male)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: -99-99

Valid cases: 347  
Invalid: 0

### Pre question

3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET?

### Literal question

Smallest class- males

### Interviewer instructions

[FI: WRITE NUMBERS]

## Smallest class - course level (q3p16a\_level)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: character  
Width: 40

Valid cases: 347  
Invalid: 0

### Pre question

3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET?

### Literal question

Smallest class- course level

### Interviewer instructions

[FI: WRITE NUMBERS]

## Largest class - number of female students (q3p16b\_female)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: -99-196

Valid cases: 347  
Invalid: 0

### Pre question

3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET?

### Literal question

Largest class- females

### Interviewer instructions

[FI: WRITE NUMBERS]

## Largest class - number of male students (q3p16b\_male)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: -99-175

Valid cases: 347  
Invalid: 0

### Pre question

3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET?

### Literal question

Largest class- males

### Interviewer instructions

[FI: WRITE NUMBERS]

## Largest class - course level (q3p16b\_level)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: character  
Width: 158

Valid cases: 347

### Pre question

3.16 How many students are in (a) the smallest class that you teach, and (b) the largest classes that you teach in this TVET?

### Literal question

Largest class- course level

### Interviewer instructions

[FI: WRITE NUMBERS]

## a. Numeracy skills (q4p1a)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

### Literal question

4.1a. Numeracy skills (ability to do mathematical calculations)

### Post question

4.1b. Literacy skills (ability to read and write)

### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1a\_yr)

File: TVET\_Tutor\_Data

### Overview

Type: Continuous	Valid cases: 210
Format: numeric	Invalid: 137
Width: 10	Minimum: 1980
Decimals: 0	Maximum: 2018
Range: 1980-2018	Mean: 2009.4
	Standard deviation: 7.7

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Post question

4.1c. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## b. Literacy skills (q4p1b)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1b. Literacy skills (ability to read and write)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1b\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 216
Format: numeric	Invalid: 131
Width: 10	Minimum: 1966
Decimals: 0	Maximum: 2018
Range: 1966-2018	Mean: 2008.7
	Standard deviation: 8.6

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## c. Basic computing skills (q4p1c)

File: TVET\_Tutor\_Data

#### Overview



Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1c. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1c\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1985-2018

Valid cases: 270  
Invalid: 77  
Minimum: 1985  
Maximum: 2018  
Mean: 2009.9  
Standard deviation: 5.7

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

d. Entrepreneurship (q4p1d)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1d. Entrepreneurship

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1d\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 259
Format: numeric	Invalid: 88
Width: 10	Minimum: 1984
Decimals: 0	Maximum: 2018
Range: 1984-2018	Mean: 2009.9
	Standard deviation: 6.4

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## e. Financial planning and management (q4p1e)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1e. Financial planning and management

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1e\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 189
Format: numeric	Invalid: 158
Width: 10	Minimum: 1984
Decimals: 0	Maximum: 2018
Range: 1984-2018	Mean: 2010.6
	Standard deviation: 6.4

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## f. Marketing and sales (q4p1f)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1f. Marketing and sales

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1f\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1984-2018

Valid cases: 166  
Invalid: 181  
Minimum: 1984  
Maximum: 2018  
Mean: 2011  
Standard deviation: 5.7

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

g. Social media skills (q4p1g)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1g. Social media skills (e.g. blogging)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1g\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1995-2018

Valid cases: 92  
Invalid: 255  
Minimum: 1995  
Maximum: 2018  
Mean: 2012.9  
Standard deviation: 4.4

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## h. Interpersonal relationship skills (q4p1h)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1h. Interpersonal relationship skills (ability to relate with others)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1h\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1980-2018

Valid cases: 212  
Invalid: 135  
Minimum: 1980  
Maximum: 2018  
Mean: 2010.6  
Standard deviation: 6

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## i. Communication skills (q4p1i)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1i. Communication skills

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1i\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1980-2018

Valid cases: 278  
Invalid: 69  
Minimum: 1980  
Maximum: 2018  
Mean: 2010.2  
Standard deviation: 6.2

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

j. Self-control skills (q4p1j)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1j. Self-control skills

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1j\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 191
Format: numeric	Invalid: 156
Width: 10	Minimum: 1966
Decimals: 0	Maximum: 2018
Range: 1966-2018	Mean: 2010.3
	Standard deviation: 6.6

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## k. Dispute resolution skills (q4p1k)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

k. Dispute resolution skills

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1k\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 181
Format: numeric	Invalid: 166
Width: 10	Minimum: 1985
Decimals: 0	Maximum: 2018
Range: 1985-2018	Mean: 2011.3
	Standard deviation: 5.4

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## l. Team working skills (q4p1l)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

l. Team working skills

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1l\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 206-5016

Valid cases: 233  
Invalid: 114  
Minimum: 206  
Maximum: 5016  
Mean: 2016.6  
Standard deviation: 230.1

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

m. Decision-making skills (q4p1m)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

m. Decision-making skills

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1m\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 210
Format: numeric	Invalid: 137
Width: 10	Minimum: 1985
Decimals: 0	Maximum: 2018
Range: 1985-2018	Mean: 2011.5
	Standard deviation: 4.8

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## n. Persuasive skills (q4p1n)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1n. Persuasive skills.

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1n\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 176
Width: 10	Minimum: 1980
Decimals: 0	Maximum: 2018
Range: 1980-2018	Mean: 2010.9
	Standard deviation: 5.6

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## O.Integrity (q4p1o)

File: TVET\_Tutor\_Data

#### Overview



Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1o. Integrity (i.e. being honest, fair, sincere)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1o\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1980-2018

Valid cases: 216  
Invalid: 131  
Minimum: 1980  
Maximum: 2018  
Mean: 2011.2  
Standard deviation: 5.8

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

p. Accountability (q4p1p)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1p. Accountability (i.e. being responsible, liable, answerable)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1p\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 201-2018

Valid cases: 203  
Invalid: 144  
Minimum: 201  
Maximum: 2018  
Mean: 2002.3  
Standard deviation: 127.2

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## q. Hard work (q4p1q)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1q. Hard work (i.e. being dedicated, careful, diligent)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1q\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1980-2018

Valid cases: 190  
Invalid: 157  
Minimum: 1980  
Maximum: 2018  
Mean: 2010.6  
Standard deviation: 5.9

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## r. Persevering (q4p1r)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1r. Persevering (i.e. being committed, determined, dedicated)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1r\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1980-2018

Valid cases: 169  
Invalid: 178  
Minimum: 1980  
Maximum: 2018  
Mean: 2010.5  
Standard deviation: 6.3

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

S. Discipline (q4p1s)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1s. Discipline (i.e. following rules and routines)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1s\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 215
Format: numeric	Invalid: 132
Width: 10	Minimum: 1980
Decimals: 0	Maximum: 2018
Range: 1980-2018	Mean: 2010.1
	Standard deviation: 6.8

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## t. Adaptability (q4p1t)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1t. Adaptability (i.e. . ability to change your approach to doing things in order to suit a new situation)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1t\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 177
Format: numeric	Invalid: 170
Width: 10	Minimum: 1984
Decimals: 0	Maximum: 2018
Range: 1984-2018	Mean: 2010.4
	Standard deviation: 6.1

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## u. Attention (q4p1u)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1u. Attention (i.e. concentrating and being mindful)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1u\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1980-2818

Valid cases: 176  
Invalid: 171  
Minimum: 1980  
Maximum: 2818  
Mean: 2014.6  
Standard deviation: 61.5

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

v. Gratitude (q4p1v)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1v. Gratitude (i.e. being thankful)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1v\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 162
Format: numeric	Invalid: 185
Width: 10	Minimum: 1980
Decimals: 0	Maximum: 2018
Range: 1980-2018	Mean: 2010.2
	Standard deviation: 6.5

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED][FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## w. Empathy (q4p1w)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete	Valid cases: 347
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

w. Empathy (i.e. understanding and sharing in others' feeling)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## If 'Yes' write Year trained (q4p1w\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous	Valid cases: 178
Format: numeric	Invalid: 169
Width: 10	Minimum: 1980
Decimals: 0	Maximum: 2018
Range: 1980-2018	Mean: 2010.2
	Standard deviation: 6.2

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

## x.Forgiveness (q4p1x)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.1 Have you been TRAINED to teach the following skills/areas?

#### Literal question

4.1x. Forgiveness (i.e. ability to let go of negative emotions)

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

If 'Yes' write Year trained (q4p1x\_yr)

File: TVET\_Tutor\_Data

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1985-2018

Valid cases: 175  
Invalid: 172  
Minimum: 1985  
Maximum: 2018  
Mean: 2009.8  
Standard deviation: 6.4

#### Literal question

If "Yes" write FIRST Year trained

#### Interviewer instructions

[FI: SELECT ONLY ONE OPTION FOR EACH LINE. IF "YES", WRITE YEAR WHEN TRAINED]

4.2a Technical skills (eg mechanical, fashion design,metal work)  
(q4p2alevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2a. Technical skills (e.g. mechanical, fashion design, metal work)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

4.2b Life skills (e.g communication, team work, time management)  
(q4p2blevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2b. Life skills (e.g. communication, team work, time management)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### 4.2c Core values (e.g honesty, responsibility, discipline) (q4p2clevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2c. Core values (e.g. honesty, responsibility, discipline)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### 4.2d Social emotional skills (eg self-control, self-esteem,etc) (q4p2dlevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2d. Social emotional skills (e.g. self-control, self-esteem )

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### 4.2e Entrepreneurship (q4p2elevel)

File: TVET\_Tutor\_Data

#### Overview



Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2e. Entrepreneurship

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2f Financial planning and management (q4p2flevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2f. Financial planning and management

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2g Marketing and sales (q4p2glevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2g. Marketing and sales

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2h Basic computing skills (e.g word processing, excel, access) (q4p2hlevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2h. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2i Numeracy/mathematics skills (q4p2ilevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2i. Numeracy/mathematics skills

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2j Literacy skills (i.e ability to read and write) (q4p2jlevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2j. Literacy skills (i.e ability to read and write)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2k HIV and AIDs knowledge (q4p2klevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2k. HIV and AIDs knowledge

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2l Sexual and reproductive health education (q4p2llevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2l. Sexual and reproductive health education

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2m Relationships, courtship and marriage (q4p2mlevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2m. Relationships, courtship and marriage

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2n Guidance and counselling (q4p2nlevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2n. Guidance and counselling

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2o Environmental awareness (i.e physical awareness) (q4p2olevel)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (a) covered in these courses,

#### Literal question

4.2o. Environmental awareness (i.e. physical awareness)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2a Technical skills (eg mechanical, fashion design,metal work) (q4p2a\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2a. Technical skills (e.g. mechanical, fashion design, metal work)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2b Life skills (eg communication, team work, time management) (q4p2b\_imp)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

### Literal question

4.2b. Life skills (e.g. communication, team work, time management)

### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2c Core values (eg honesty, responsibility, discipline) (q4p2c\_imp) File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

### Literal question

4.2c. Core values (e.g. honesty, responsibility, discipline)

## 4.2d Social emotional skills (eg self-control, self-esteem,etc) (q4p2d\_imp) File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

### Literal question

4.2d. Social emotional skills (e.g. self-control, self-esteem )

### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2e Entrepreneurship (q4p2e\_imp) File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2e. Entrepreneurship

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2f Financial planning and management (q4p2f\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2f. Financial planning and management

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2g Marketing and sales (q4p2g\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2g. Marketing and sales

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2h Basic computing skills (eg word processing, excel, access) (q4p2h\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2h. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2i Numeracy/mathematics skills (q4pib\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2i. Numeracy/mathematics skills

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2j Literacy skills (ie ability to read and write) (q4pjb\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2j. Literacy skills (i.e ability to read and write)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2k HIV and AIDs knowledge (q4pk\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2k. HIV and AIDs knowledge

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2l Sexual and reproductive health education (q4pl\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2l. Sexual and reproductive health education

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2m Relationships, courtship and marriage (q4p2m\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2m. Relationships, courtship and marriage

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2n Guidance and counselling (q4p2n\_imp)

File: TVET\_Tutor\_Data

#### Overview



Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2n. Guidance and counselling

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## 4.2o Environmental awareness (ie physical awareness) (q4p2o\_imp)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.2 Looking at the training courses that you teach in this institution in general, which of the following are (b) do you think are important in students' future career?

#### Literal question

4.2o. Environmental awareness (i.e. physical awareness)

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

a. I allow my students to attend training/education events organized by other TV (q4p3a)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3a. I allow my students to attend training/education events organized by other

#### Interviewer instructions

FI: SELECT ONE OPTION FOR EACH LINE]

b. I encourage my students to participate in educational games in class (q4p3b)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

### Literal question

4.3b. I encourage my students to participate in educational games in class

### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

c. I encourage my students to present their works to their classmates  
(q4p3c)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

### Literal question

4.3c. I encourage my students to present their works to their classmates

### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

d. I encourage my students to critique their classmates' work  
(q4p3d)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

### Literal question

4.3d. I encourage my students to critique their classmates' work

### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

e. I encourage my students to take a lead in shaping their own careers (q4p3e)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3e. I encourage my students to take a lead in shaping their own careers

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

f. I encourage my students to pull resources together in teams as oppose to stan (q4p3f)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3f. I encourage my students to pull resources together in teams as opposed to standalone initiatives .

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

g. I provide my students with lessons on mediation skills in conflict situations (q4p3g)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

g4.3. I provide my students with lessons on mediation skills in conflict situations

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

## h. I train my students on leadership skills (q4p3h)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

### Literal question

4.3h. I train my students on leadership skills

### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

## i. I encourage my students to elect their own course/class leaders (q4p3i)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

### Literal question

4.3i. I encourage my students to elect their own course/class leaders

### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

## j. Once in a while I give my students a lot of work to be completed within strict (q4p3j)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

### Literal question

4.3j. Once in a while I give my students a lot of work to be completed within strict deadlines

### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

k. At times, I give my students different task to be completed within a short ti (q4p3k)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3k. At times, I give my students different tasks to be completed within a short time

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

l. I teach my students to be socio-emotionally consciousness of self and others (q4p3l)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3l. I teach my students to be socio-emotionally conscious of self and others

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

m. I encourage my students to resolve problems using their own methods (q4p3m)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3m. I encourage my students to resolve problems using their own methods

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

n. I provide opportunities for my students to practice what they have learned in (q4p3n)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3n. I provide opportunities for my students to practice what they have learned, in the work place (attachments/internships)

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

o. I encourage my students to initiate their own money making projects (q4p3o)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3o. I encourage my students to initiate their own money making projects

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

p. I invite professionals to talk to my students about their careers/emotions (q4p3p)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3p. I invite professionals to talk to my students about their careers/emotions

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

q. I encourage parents/guardians to be involved my studentsâ€™ training (q4p3q)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3q. I encourage parents/guardians to be involved my students' training

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

r. I encourage competition among my students in their classwork (q4p3r)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3r. I encourage competition among my students in their classwork

#### Interviewer instructions

[FI: SELECT ONE OPTION FOR EACH LINE]

s. I encourage mastering of technical skills among my students more than passing (q4p3s)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

#### Pre question

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

#### Literal question

4.3s. I encourage mastering of technical skills among my students more than passing

**Interviewer instructions**

[FI: SELECT ONE OPTION FOR EACH LINE]

t. I actively try to link my graduating students with potential employers (q4p3t)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 347  
Invalid: 0

**Pre question**

4.3 Still looking at the training courses that you teach in this TVET in general, which of the following happen in these courses?

**Literal question**

4.3t. I actively try to link my graduating students with potential employers

**Interviewer instructions**

[FI: SELECT ONE OPTION FOR EACH LINE]

a. They have difficulty adapting to changing and uncertain situations (q4p4a)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

4.4 From the following statements, please choose which option that best suits the students you teach.

**Literal question**

4.4a. Have difficulty adapting to changing and uncertain situations

**Interviewer instructions**

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

b. See positivity in people/events/situations than negativity (q4p4b)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

4.4 From the following statements, please choose which option that best suits the students you teach.

**Literal question**

4.4b. See positivity in people/events/situations than negativity



### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

c. Get impatient and show frustrations in academic events (e.g. during numeracy (q4p4c)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

### Literal question

4.4c. Get impatient and show frustrations in academic events (e.g. during numeracy and literacy classes)

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

d. Get impatient and show frustrations during practicals (i.e. during practical (q4p4d)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

### Literal question

4.4d. Get impatient and show frustrations during practical (i.e. during technical classes such as woodwork etc.)

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

e. Get impatient and show frustrations during social events (e.g. during sportin (q4p4e)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

### Literal question

4.4e. Get impatient and show frustrations during social events (e.g. during sporting, games or drama events)

**Interviewer instructions**

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

f. Our students exhibit knowledge of social networks (q4p4f)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

4.4 From the following statements, please choose which option that best suits the students you teach.

**Literal question**

4.4f. Exhibit knowledge of social networks

**Interviewer instructions**

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

g. Understand the values and cultures of their team and the institution (q4p4g)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

4.4 From the following statements, please choose which option that best suits the students you teach.

**Literal question**

g.4.4 Understand the values and cultures of their teams and the institution

**Interviewer instructions**

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

h. Resolve conflict on their own (q4p4h)

File: TVET\_Tutor\_Data

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

**Pre question**

4.4 From the following statements, please choose which option that best suits the students you teach.

**Literal question**

4.4h. Resolve conflict on their own

**Interviewer instructions**

i. Understand each other's motivation for their behaviours and actions (q4p4i)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

#### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

#### Literal question

4.4i. Understand each other's motivation for their behaviours and actions

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

j. Provide on-going mentoring to new and young students (q4p4j)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

#### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

#### Literal question

4.4j. Provide on-going mentoring to new and young students

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

k. Convince others, including tutors by getting reliable data/info from authority (q4p4k)

File: TVET\_Tutor\_Data

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

#### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

#### Literal question

4.4k. Convince others, including tutors by getting reliable information from authority

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

# I. Exhibit improved persuasive skills than when they joined this institution (q4p4l)

File: TVET\_Tutor\_Data

## Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

## Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

## Literal question

4.4l. Exhibit improved persuasive skills than when they joined

## Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

# m. Are emotionally self-controlled than when they joined this institution (q4p4m)

File: TVET\_Tutor\_Data

## Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

## Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

## Literal question

4.4m. Are emotionally self-controlled than when they joined this institution

## Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

# n. Are more aware of themselves than when they joined the institution. (q4p4n)

File: TVET\_Tutor\_Data

## Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

## Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

## Literal question

4.4n. Are more aware of themselves than when they joined this institution

## Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## o. They are less empathetic of others, including us (q4p4o)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

### Literal question

4.4o. Are less empathetic of others, including us

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## p. They work well in teams by being supportive of each other and tutors .. (q4p4p)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

### Literal question

4.4p. They work well in teams by being supportive of each other and tutors

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## q. Initiate actions to improve self-performance (q4p4q)

File: TVET\_Tutor\_Data

### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 347  
Invalid: 0

### Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

### Literal question

4.4q. Initiate actions to improve self-performance

### Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## Age of the tutor with imputed values\_computed (t\_age)

File: TVET\_Tutor\_Data

Overview

Type: Discrete	Valid cases: 347
Format: character	Minimum: 1981
Width: 11	Maximum: 2021

Pre question

4.4 From the following statements, please choose which option that best suits the students you teach.

Literal question

Computed teacher's age

Interviewer instructions

[FI: TICK ONLY ONE OPTION FOR EACH STATEMENT]

## Beginning of the interview (start)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 11	Minimum: 1854604811000
Decimals: 0	Maximum: 1860656682000
Range: 1854604811000-1860656682000	Mean: 1855901144777.8
	Standard deviation: 978660988

#### Description

Time of starting the interview

## End of interview (end)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 11	Minimum: 1854631383000
Decimals: 0	Maximum: 1860659163000
Range: 1854631383000-1860659163000	Mean: 1855988056660.8
	Standard deviation: 1041572637.4

#### Description

time of ending the interview

## Would you like to participate in this research? (q1p1)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Literal question

1.1 Would you like to participate in this research?

#### Interviewer instructions

[CHECK 1.0, IF 1=NO, THANK RESPONDENT AND END THE INTERVIEW]

## Position of respondent (q1p2)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 25	
Decimals: 0	
Range: 1-8	

#### Literal question

1.2 Position of Respondent

## Date of interview (mdoi)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete	Valid cases: 171
Format: character	Minimum: NaN
Width: 11	Maximum: NaN

### Literal question

2.1 Date of the Interview

## TVET Category (category)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 32	
Decimals: 0	
Range: 1-3	

### Literal question

2.6 TVET Category

## TVET Type (type)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 1-2	

### Literal question

2.7 TVET Type

## q2.2 County (mcounty)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-11	

### Literal question

2.2 County ID

## q2.4 TVET ID (tvetid)

File: TVET\_Institutional\_Data\_Part\_A

### Overview



Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 9	Minimum: 3
Decimals: 2	Maximum: 263
Range: 3-263	Mean: 145.9
	Standard deviation: 80.1

#### Literal question

2.4 TVET ID

## TVET Location (mtvetloc)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 46	
Decimals: 0	
Range: 1-3	

#### Literal question

2.5 TVET Location

## q2.8 Manager's sex (msex)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Literal question

2.8 Manager's Sex

## Day (q3p3day)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	Mean: 24.9
	Standard deviation: 29.4

#### Literal question

3.3 What is your date of birth?

## Month (q3p3month)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	Mean: 16.5
	Standard deviation: 29.1

#### Literal question

3.3 What is your date of birth?(Month)

Year (q3p3year)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	Minimum: 1953
Decimals: 0	Maximum: 1997
Range: 1953-1997	Mean: 1976.8
	Standard deviation: 9

#### Literal question

3.3 What is your date of birth? (Year)

Day (q3p4day)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	Mean: 15.2
	Standard deviation: 24.9

#### Literal question

3.4 Date you first joined this institution

Month (q3p4month)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous	Valid cases: 171
Format: numeric	Invalid: 0
Width: 10	Minimum: 1
Decimals: 0	Maximum: 98
Range: 1-98	Mean: 7.9
	Standard deviation: 16

#### Literal question

3.4 Month you first joined this institution

Year (q3p4year)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1978-2018

Valid cases: 171  
Invalid: 0  
Minimum: 1978  
Maximum: 2018  
Mean: 2011.2  
Standard deviation: 6.9

#### Literal question

3.4 Year you first joined this institution

### 3.5 At what level did you join this institution? (q3p5)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: character  
Width: 40

Valid cases: 171  
Invalid: 0

#### Literal question

3.5 At what job level did you join this institution? [Write job title]

### 3.6 What is your current job level? (q3p6)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: character  
Width: 39

Valid cases: 171  
Invalid: 0

#### Literal question

3.6 What is your current job level?

#### Interviewer instructions

[Write job title]

### 3.7 What is the status of your employment/engagement? (q3p7)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 18  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Literal question

3.7 What is the status of your employment/engagement?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

### 3.8 How many years in total have you been actively a teacher/trainer? (q3p8)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-35

Valid cases: 171  
Invalid: 0  
Minimum: 0  
Maximum: 35  
Mean: 12  
Standard deviation: 8.3

#### Literal question

3.8 How many years in total have you been a teacher/trainer?

#### Interviewer instructions

[FI: WRITE '01' IF LESS THAN ONE YEAR; INCLUDE YEARS OF EXPERIENCE OUTSIDE TVET]

### 3.9 How many years in total have you been a TVET Manager ? (q3p9)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-28

Valid cases: 171  
Invalid: 0  
Minimum: 0  
Maximum: 28  
Mean: 5.2  
Standard deviation: 5.2

#### Literal question

3.9 How many years in total have you been a TVET manager?

#### Interviewer instructions

[FI: WRITE '01' IF LESS THAN ONE YEAR; INCLUDE YEARS OF EXPERIENCE OUTSIDE TVET]

### 3.10 How many hours per week do you currently teach/train in this institution? (q3p10)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-130

Valid cases: 171  
Invalid: 0  
Minimum: 0  
Maximum: 130  
Mean: 12.2  
Standard deviation: 14.5

#### Literal question

3.10 How many hours per week do you currently teach/train in this institution?

### 3.11 What is your HIGHEST level of academic education reached? (q3p11)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 63  
Decimals: 0  
Range: 1-12

Valid cases: 171  
Invalid: 0

#### Literal question

3.10 How many hours per week do you currently teach/train in this institution?

#### Interviewer instructions

### 3.12 What is the highest level of professional technical training you have compl (q3p12)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 21  
 Decimals: 0  
 Range: 1-10

Valid cases: 171  
 Invalid: 0

#### Literal question

3.12 What is the HIGHEST level of professional technical training you have completed?

#### Interviewer instructions

[FI: TICK ONLY ONE FOR LEVEL]

### 3.13 Have you completed any training in management of a TVET institution? (q3p13)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 1-2

Valid cases: 171  
 Invalid: 0

#### Literal question

3.13 Have you completed any training in management of a TVET institution?

### 3.14 Have you completed any refresher/in service course in the last 3 years (q3p14)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 1-2

Valid cases: 171  
 Invalid: 0

#### Literal question

3.14 Have you completed any refresher/in service courses in the last 3 years

### 4. Institution Background 4.1 What year was this institution established? (q4p1)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1947-2018

Valid cases: 171  
Invalid: 0  
Minimum: 1947  
Maximum: 2018  
Mean: 1996.6  
Standard deviation: 18.6

#### Literal question

4.1 What year was this institution established?

### 4.2 Is this institution registered? (q4p2)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 38  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Literal question

4.2 Is this institution registered?

### If Yes, in what year was it registered (q4p2specify)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Continuous  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-2018

Valid cases: 166  
Invalid: 5  
Minimum: 0  
Maximum: 2018  
Mean: 1995.9  
Standard deviation: 156.3

#### Literal question

If "Yes", write year of registration

### 4.3 Is this TVET institution accredited? (q4p3)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 38  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Literal question

4.3 Is this TVET institution accredited?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

### Directorate of Accreditation and Outreach Services of TVETA (q4p4\_1)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- TVETA?

#### Interviewer instructions

[FI: WRITE NAME OF ACCREDITOR]

## Kenya Accreditation Service (KENAS) (q4p4\_2)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it, KENAS?

## City & Guild (q4p4\_3)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- City & Guild?

## International Computer Driving License (ICDL) (q4p4\_4)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- ICDL?

## KNEC (q4p4\_5)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it - KNEC?

### KASNEB (q4p4\_6)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it - KASNEB?

### Other (q4p4\_96)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 0-9

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- Other?

### CUE (q4p4\_7)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- Commission for University Education?

### NITA (q4p4\_8)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0



#### Literal question

4.4 If accredited, who or which entity accredited it- NITA?

### PEARSON (q4p4\_9)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- Pearson?

### Moe (q4p4\_10)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- MoE?

### ICM (q4p4\_11)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- ICM?

### IATA (q4p4\_12)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- IATA?

## Computer society (q4p4\_13)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- Computer society?

## Islamic Online University (q4p4\_14)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- Islamic Online University?

## Kenya Maritime authority (q4p4\_15)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it-Kenya Mariitime Authority?

## JP-International (q4p4\_16)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- JP International?

## ABMA (q4p4\_17)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- ABMA?

### Catholic Education service (q4p4\_18)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it- Catholic Education Service?

### Pharna (q4p4\_19)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it - Pharna?

### St Pauls (q4p4\_20)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

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

Valid cases: 171  
Invalid: 0

#### Literal question

4.4 If accredited, who or which entity accredited it - St Pauls?

### 4.5 Who owns this institution ? (q4p5)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

Type: Discrete  
Format: numeric  
Width: 25  
Decimals: 0  
Range: 1-96

Valid cases: 171  
Invalid: 0

### Literal question

4.5 Who owns this institution? [FI: PLEASE TICK ONLY ONE OPTION]

## a. Short Courses with no certification (q5p1a)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

5.1 What is the level of training programs offered in this institution?

### Literal question

5.1a. Short courses (with no certification) .

### Interviewer instructions

FI: TICK ALL THAT APPLY]

## b. Grade test 1 (q5p1b)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

5.1 What is the level of training programs offered in this institution? [

### Literal question

5.1b. Grade test 1

### Interviewer instructions

FI: TICK ALL THAT APPLY]

## c. Grade test 2 (q5p1c)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

5.1 What is the level of training programs offered in this institution? [

### Literal question

5.1c. Grade test 2

### Interviewer instructions

FI: TICK ALL THAT APPLY]

## d. Grade Test 3 (q5p1d)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.1 What is the level of training programs offered in this institution? [

#### Literal question

5.1d. Grade test 3

#### Interviewer instructions

FI: TICK ALL THAT APPLY]

## e. Certificate (q5p1e)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.1 What is the level of training programs offered in this institution? [

#### Literal question

5.1e. Certificate

#### Interviewer instructions

FI: TICK ALL THAT APPLY]

## f. Diploma (q5p1f)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.1 What is the level of training programs offered in this institution? [

#### Literal question

5.1f. Diploma

#### Interviewer instructions

FI: TICK ALL THAT APPLY]

## g. Higher diploma (q5p1g)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.1 What is the level of training programs offered in this institution? [

#### Literal question

5.1g. Higher diploma

#### Interviewer instructions

FI: TICK ALL THAT APPLY]

### h. Post graduate diploma (q5p1h)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.1 What is the level of training programs offered in this institution? [

#### Literal question

5.1h. Post graduate diploma

#### Interviewer instructions

FI: TICK ALL THAT APPLY]

### i. First degree (q5p1i)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.1 What is the level of training programs offered in this institution? [

#### Literal question

5.1i. First degree

#### Interviewer instructions

FI: TICK ALL THAT APPLY]

Level of coverage in Technical skills (e.g. mechanical, fashion design, metal wo (q5p2alevel)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2a. Technical skills (e.g. mechanical, fashion design, metal work)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

Level of coverage in Life skills (e.g. communication, team work, time management) (q5p2blevel)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2b. Life skills (e.g. communication, team work, time management)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

Level of coverage in Core values (e.g. honesty, responsibility, discipline) . (q5p2clevel)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2c. Core values (e.g. honesty, responsibility, discipline)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

Level of coverage in Social emotional skills (e.g. self-control, self-esteem) (q5p2dlevel)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2d. Social emotional skills (e.g. self-control, self-esteem )

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Entrepreneurship (q5p2elevel)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2e. Entrepreneurship

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Financial planning and management (q5p2flevel)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2f. Financial planning and management

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Marketing and sales (q5p2glevel)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0



### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

### Literal question

5.2g. Marketing and sales

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

Level of coverage in Basic computing skills (e.g. word processing, excel, access (q5p2hlevel)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

### Literal question

5.2h. Basic computing skills (e.g. word processing, excel, access)

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

Level of coverage in Numeracy/mathematics skills (q5p2ilevel)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

### Literal question

5.2i. Numeracy/mathematics skills

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

Level of coverage in Literacy skills (q5p2jlevel)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

### Literal question

5.2j. Literacy skills

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in HIV and AIDs knowledge (q5p2klevel)

### File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

**Pre question**

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

**Literal question**

5.2k. HIV and AIDs knowledge

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Sexual and reproductive health education (q5p2llevel)

### File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

**Pre question**

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

**Literal question**

5.2l. Sexual and reproductive health education

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Relationships, courtship and marriage (q5p2mlevel)

### File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

**Pre question**

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

**Literal question**

5.2m. Relationships, courtship and marriage

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Guidance and counselling (q5p2nlevel)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2n. Guidance and counselling

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## Level of coverage in Environmental awareness (q5p2olevel)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 21  
Decimals: 0  
Range: 1-4

Valid cases: 171  
Invalid: 0

#### Pre question

5.2 Are the following skills (or subject areas) covered in the training programs offered in this institution?

#### Literal question

5.2o. Environmental awareness

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## This is important - Technical skills (e.g. mechanical, fashion design, metal work) (q5p2aimportance)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2a. Technical skills (e.g. mechanical, fashion design, metal work)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Life skills (e.g. communication, team work, time management) (q5p2bimportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2b. Life skills (e.g. communication, team work, time management)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Core values (e.g. honesty, responsibility, discipline) (q5p2cimportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2c. Core values (e.g. honesty, responsibility, discipline)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Social emotional skills (e.g. self-control, self-esteem) (q5p2dimportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2d. Social emotional skills (e.g. self-control, self-esteem)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## This is important - Entrepreneurship (q5p2eimportance)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2e. Entrepreneurship

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## This is important - Financial planning and management (q5p2fimporance)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2f. Financial planning and management

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## This is important - Marketing and sales (q5p2gimportance)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2g. Marketing and sales

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Basic computing skills (e.g. word processing, excel, access (q5p2himportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2h. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Numeracy/mathematics skills (q5p2iimportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2i. Numeracy/mathematics skills

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Literacy skills (q5p2jimportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2j. Literacy skills

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - HIV and AIDs knowledge (q5p2kimportance)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

Which ones do you think are important for students' future career?

### Literal question

5.2k. HIV and AIDs knowledge

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Sexual and reproductive health education  
(q5p2limportance)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

Which ones do you think are important for students' future career?

### Literal question

5.2l. Sexual and reproductive health education

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Relationships, courtship and marriage  
(q5p2mimportance)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

Which ones do you think are important for students' future career?

### Literal question

5.2m. Relationships, courtship and marriage

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Guidance and counselling (q5p2nimimportance)  
File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2n. Guidance and counselling

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

This is important - Environmental awareness (q5p2oimportance)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

Which ones do you think are important for students' future career?

#### Literal question

5.2o. Environmental awareness

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

a. Technical skills (e.g. mechanical, fashion design, metal work)  
(q5p3a)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3a. Technical skills (e.g. mechanical, fashion design, metal work)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

b. Life skills (e.g. communication, team work, time management)  
(q5p3b)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview



Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3b. Life skills (e.g. communication, team work, time management)

### c. Core values (e.g. honesty, responsibility, discipline) (q5p3c)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3c. Core values (e.g. honesty, responsibility, discipline)

### d. Social emotional skills (e.g. self-control, self-esteem ) (q5p3d)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3d. Social emotional skills (e.g. self-control, self-esteem )

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### e. Entrepreneurship (q5p3e)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3e. Entrepreneurship

### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## f. Financial planning and management (q5p3f)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3f. Financial planning and management

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## g. Marketing and sales (q5p3g)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3g. Marketing and sales

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## h. Basic computing skills (e.g. word processing, excel, access) (q5p3h)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3h. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## i. Numeracy/mathematics skills (q5p3i)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3i. Numeracy/mathematics skills

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## j. Literacy skills (q5p3j)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3j. Literacy skills

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## k. HIV and AIDs knowledge (q5p3k)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3k. HIV and AIDs knowledge

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## l. Sexual and reproductive health education (q5p3l)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3l. Sexual and reproductive health education

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### m. Relationships, courtship and marriage (q5p3m)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3m. Relationships, courtship and marriage

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### n. Guidance and counseling (q5p3n)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

#### Literal question

5.3n. Guidance and counselling

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### o. Environmental awareness (q5p30)

#### File: TVET\_Institutional\_Data\_Part\_A

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Does this institution have a curriculum or syllabus that covers the following skills (or subject areas)?

**Literal question**

5.2o. Environmental awareness

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

a. Technical skills (e.g. mechanical, fashion design, metal work)  
(q5p3ba)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Are these skills examined or assessed?

**Literal question**

5.3ba. Technical skills (e.g. mechanical, fashion design, metal work)

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

b. Life skills (e.g. communication, team work, time management)  
(q5p3bb)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Are these skills examined or assessed?

**Literal question**

5.3bb. Life skills (e.g. communication, team work, time management)

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

c. Core values (e.g. honesty, responsibility, discipline) (q5p3bc)  
File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Are these skills examined or assessed?

**Literal question**

5.3bc. Core values (e.g. honesty, responsibility, discipline)

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

d. Social emotional skills (e.g. self-control, self-esteem ) (q5p3bd)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Are these skills examined or assessed?

**Literal question**

5.3d. Social emotional skills (e.g. self-control, self-esteem )

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

e. Entrepreneurship (q5p3be)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Are these skills examined or assessed?

**Literal question**

5.3be. Entrepreneurship

**Interviewer instructions**

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

f. Financial planning and management (q5p3bf)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

**Pre question**

5.3 Are these skills examined or assessed?

**Literal question**

5.3bf. Financial planning and management

**Interviewer instructions**

## g. Marketing and sales (q5p3bg)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3g. Marketing and sales

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## h. Basic computing skills (e.g. word processing, excel, access) (q5p3bh)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bh. Basic computing skills (e.g. word processing, excel, access)

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## i. Numeracy/mathematics skills (q5p3bi)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bi. Numeracy/mathematics skills

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## j. Literacy skills (q5p3bj)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bj. Literacy skills

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## k. HIV and AIDs knowledge (q5p3bk)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bk. HIV and AIDs knowledge

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## l. Sexual and reproductive health education (q5p3bl)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bl. Sexual and reproductive health education

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

## m. Relationships, courtship and marriage (q5p3bm)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview



Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bm. Relationships, courtship and marriage

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### n. Guidance and counseling (q5p3bn)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.3bn. Guidance and counselling

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

### o. Environmental awareness (q5p3bo)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.3 Are these skills examined or assessed?

#### Literal question

5.2bo. Environmental awareness

#### Interviewer instructions

[FI: PLEASE TICK ONLY ONE OPTION UNDER EACH HEADING FOR EACH ITEM]

a. We allow students to attend training/education events organized by other inst (q5p4a)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4a. We allow students to attend training/education events organized by other institutions

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

b. We encourage students to participate in sporting events (q5p4b)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4b. We encourage students to participate in sporting events

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

c. We organize debates and presentations for students (q5p4c)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4c. We organize debates and presentations for students

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

d. We encourage students to critique work of their fellow students (q5p4d)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4d. We encourage students to critique work of their fellow students

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

e. We encourage students to take a lead in shaping their own careers (q5p4e)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4e. We encourage students to take a lead in shaping their own careers

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

f. We encourage students to pull resources together in teams as oppose to stand- (q5p4f)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4f. We encourage students to pull resources together in teams as oppose to stand-alone initiatives

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

g. We provide students with lessons on mediation skills in conflict situations (q5p4g)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4g. We provide students with lessons on mediation skills in conflict situations

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

h. We train students on leadership skills (q5p4h)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4h. We train students on leadership skills

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

i. We encourage students to elect their own leaders (q5p4i)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4i. We encourage students to elect their own leaders

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

j. Once in a while we give students a lot of work to be completed within strict (q5p4j)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4j. Once in a while we give students a lot of work to be completed within strict deadlines

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

k. At times, we give students different task to be completed within a short time (q5p4k)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4k. At times, we give students different task to be completed within a short time

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

l. We teach students to be socially aware of self and others (q5p4l)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4l. We teach students to be socially aware of self and others

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

m. We encourage students to resolve problems using their own methods (q5p4m)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4m. We encourage students to resolve problems using their own methods

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

n. We provide opportunities for trainees to practice skills acquired in work place (q5p4n)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4n. We provide opportunities for trainees to practice skills acquired in work place

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

o. We encourage students to initiate their own money making projects (q5p4o)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4o. We encourage students to initiate their own money making projects

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

p. We invite professionals/motivational speakers to talk to students about their (q5p4p)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

**Pre question**

5.4 Which of the following happens in this institution?

**Literal question**

5.4p. We invite professionals/motivational speakers to talk to students about their careers

**Interviewer instructions**

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

q. We encourage parents/guardians to be involved in their children training proc (q5p4q)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

**Pre question**

5.4 Which of the following happens in this institution?

**Literal question**

5.4q. We encourage parents/guardians to be involved in their children training process

**Interviewer instructions**

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

r. We encourage competition among students in their classwork (q5p4r)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

**Pre question**

5.4 Which of the following happens in this institution?

**Literal question**

5.4r. We encourage competition among students in their classwork

**Interviewer instructions**

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

s. We actively try to link our graduating students with potential employers (q5p4s)

File: TVET\_Institutional\_Data\_Part\_A

**Overview**

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4s. We actively try to link our graduating students with potential employers

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

t. We link students with mentors in their area of training (q5p4t)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4t. We link students with mentors in their area of training

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

u. We invite alumni to talk to students about their careers (q5p4u)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4 Which of the following happens in this institution?

#### Literal question

5.4u. We invite alumni to talk to students about their careers

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

v. We require that students complete community service as part of their training (q5p4v)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview



Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4v Which of the following happens in this institution?

#### Literal question

5.4v. We require that students complete community service as part of their training

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

w. We encourage students to be involved in spiritual/religious activities (q5p4w)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 16  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

#### Pre question

5.4w Which of the following happens in this institution?

#### Literal question

5.4w. We encourage students to be involved in spiritual/religious activities

#### Interviewer instructions

[FI: PLEASE SELECT ONE OPTION FOR EACH LINE]

a. We have a student union in this institution (q5p5a)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5a. We have a student union in this institution

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

b. We have a career counseling department (q5p5b)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5b. We have a career counselling department

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

### c. We have industrial attachment policy (q5p5c)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5c. We have industrial attachment policy

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

### d. We have community service policy (q5p5d)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5d. We have community service policy

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

### e. We have industrial attachment liaison officer (q5p5e)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

# **Pre question**

5.5 Indicate which of the following correctly describes this TVET institution.

## **Literal question**

5.5e. We have industrial attachment liaison officer

## **Interviewer instructions**

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

f. We have a website (q5p5f)

File: TVET\_Institutional\_Data\_Part\_A

## **Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

## **Pre question**

5.5 Indicate which of the following correctly describes this TVET institution.

## **Literal question**

5.5f. We have a website

## **Interviewer instructions**

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

g. We have sport and games facilities for use by students (q5p5g)

File: TVET\_Institutional\_Data\_Part\_A

## **Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

## **Pre question**

5.5 Indicate which of the following correctly describes this TVET institution.

## **Literal question**

5.5g. We have sport and games facilities for use by students (ownership or access)

## **Interviewer instructions**

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

h. Our students participated in at least one external sports tournaments in 2017 (q5p5h)

File: TVET\_Institutional\_Data\_Part\_A

## **Overview**

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

## **Pre question**

5.5 Indicate which of the following correctly describes this TVET institution.

## **Literal question**

5.5h. Our students participated in at least one external sports tournaments in 2017

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

i. We have special prayer rooms for use by students (q5p5i)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5i. We have special prayer rooms for use by students

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

j. We have student spiritual clubs (q5p5j)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5j. We have student spiritual clubs

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

k. We offer bursaries to our bright students (q5p5k)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5k. We offer bursaries to our bright students

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

## l. We offer bursaries to our needy students (q5p5l)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5l. We offer bursaries to our needy students

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

## m. This institution has a \*written\* sexually harassment policy (q5p5m)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5m. This institution has a written sexually harassment policy

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

## n. This institution has a \*written\* child protection policy (q5p5n)

### File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

#### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

#### Literal question

5.5n. This institution has a written child protection policy

#### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

## o. Our training programs are based on analysis of country's labour needs (q5p5o)

### File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 171  
Invalid: 0

### Pre question

5.5 Indicate which of the following correctly describes this TVET institution.

### Literal question

5.5o. Our training programs are based on analysis of country's labour needs

### Interviewer instructions

[FI: PLEASE SELECT ONLY ONE OPTION FOR EACH STATEMENT]

6.1 In your own opinion, how well is this TVET institution equipped?  
(q6p1)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 22  
Decimals: 0  
Range: 1-3

Valid cases: 171  
Invalid: 0

### Literal question

6.1 In your own opinion, how well is this TVET institution equipped?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

6.2 What is the general status of the training facilities/machinery used in this (q6p2)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 37  
Decimals: 0  
Range: 1-5

Valid cases: 171  
Invalid: 0

### Literal question

6.2 What is the general status of the training facilities/machinery used in this institution?

### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

6.3 What is the main source of clean drinking water in this TVET institution? (q6p3)

File: TVET\_Institutional\_Data\_Part\_A

### Overview

Type: Discrete  
Format: numeric  
Width: 45  
Decimals: 0  
Range: 1-96

Valid cases: 171  
Invalid: 0

#### Literal question

6.3 What is the main source of clean drinking water in this TVET institution?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

6.4 What is the main source of electricity in this TVET institution?  
(q6p4)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: numeric  
Width: 26  
Decimals: 0  
Range: 1-96

Valid cases: 171  
Invalid: 0

#### Literal question

6.4 What is the main source of electricity in this TVET institution?

#### Interviewer instructions

[FI: TICK ONLY ONE OPTION]

Manager's day of interview (today)

File: TVET\_Institutional\_Data\_Part\_A

#### Overview

Type: Discrete  
Format: character  
Width: 10

Valid cases: 171  
Invalid: 0

#### Literal question

Manager/Head's date of interview

## TVET ID (tvetid)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 10	Minimum: 3
Decimals: 0	Maximum: 263
Range: 3-263	Mean: 146.7
	Standard deviation: 79.8

#### Literal question

7.4 TVET ID

## Time entry began (start)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 11	Minimum: 1854948960000
Decimals: 0	Maximum: 1860657480000
Range: 1854948960000-1860657480000	Mean: 1857323973600
	Standard deviation: 1102521188.3

#### Literal question

Time data entry began

## Time entry ended (end)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 11	Minimum: 1854636120000
Decimals: 0	Maximum: 1860659640000
Range: 1854636120000-1860659640000	Mean: 1857576600400
	Standard deviation: 1211387988.4

#### Literal question

Time data entry ended

## Would you like to participate in this research? (q1p1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

#### Literal question

1.1 Would you like to participate in this research?



## Position of respondent (q1p2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 25  
Decimals: 0  
Range: 1-8

Valid cases: 150  
Invalid: 0

### Literal question

1.2 Position of Respondent

## Date of interview (mdoi)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: character  
Width: 11

Valid cases: 150  
Minimum: NaN  
Maximum: NaN

### Literal question

7.1 Date of the Interview

## TVET category (category)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-3

Valid cases: 150  
Invalid: 0

### Literal question

7.6 TVET Category

## TVET Type (type)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 8  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Literal question

7.7 TVET Type

## County (mcounty)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-11

Valid cases: 150  
Invalid: 0

#### Literal question

7.2 County ID

## TVET Location (mtvetloc)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 46  
Decimals: 0  
Range: 1-3

Valid cases: 150  
Invalid: 0

#### Literal question

7.5 TVET Location

## Manager's Sex (msex)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Literal question

7.8 Manager's Sex

## Short courses (with no certification) -Female (q8p1p1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1a. Short courses (with no certification) - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 3 -Female (q8p1p2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1b . Grade test 3 - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 2 -Female (q8p1p3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1c. Grade test 2 - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 1 -Female (q8p1p4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1d. Grade test - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Certificate courses -Female (q8p1p5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1e . Certificate courses -Female

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Diploma courses -Female (q8p1p6) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1f. Diploma courses - Female

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Higher diploma courses -Female (q8p1p7) File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 6-999

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1g. Higher diploma courses - Female

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Degree courses -Female (q8p1p8) File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 995-999

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1h. Degree courses - Female

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total enrolment -Female (q8p1p9) File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 23-999

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1i. Total enrolment- Female

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Short courses (with no certification)-Male (q8p1p10) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1a. Short courses (with no certification) - Male

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 3 -Male (q8p1p11) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1b . Grade test 3 - Male

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 2 -Male (q8p1p12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1c. Grade test 2- Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 1 -Male (q8p1p13)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1d. Grade test 1- Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Certificate courses-Male (q8p1p14)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1e . Certificate courses - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Diploma courses -Male (q8p1p15)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1f. Diploma courses - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Higher diploma courses -Male (q8p1p16)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 4-999

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1g. Higher diploma courses - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Degree courses -Male (q8p1p17)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 995-999

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

#### Literal question

8.1h. Degree courses - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total enrolment -Male (q8p1p18)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1i. Total enrolment - Male

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Short courses (with no certification)-Duration (months) (q8p1p19)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1a. Short courses (with no certification) - Duration

## Grade test 3 -Duration (months) (q8p1p20)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 4-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1b . Grade test 3 - Duration

## Grade test 2 -Duration (months) (q8p1p21)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 3-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1c. Grade test 2 - duration



## Grade test 1 -Duration (months) (q8p1p22)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1d. Grade test 1 - Duration

## Certificate courses-Duration (months) (q8p1p23)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1e . Certificate courses - Duration

## Diploma courses -Duration (months) (q8p1p24)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1f. Diploma courses - Duration

## Higher diploma courses -Duration (months) (q8p1p25)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 12-99

Valid cases: 150  
Invalid: 0

### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1g. Higher diploma courses - Duration

## Degree courses -Duration (months) (q8p1p26)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 48-99

Valid cases: 150  
Invalid: 0

#### Pre question

8.1 How many 15-25 years old female and male students are currently enrolled in this TVET institution?

### Literal question

8.1h. Degree courses - Duration

## Short courses (with no certification)-Max Total No. (q8p2a)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 2-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

### Literal question

8.2a. Short courses (with no certification)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 3 -Max Total No. (q8p2b)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 12-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

### Literal question

8.2b . Grade test 3

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 2 -Max Total No. (q8p2c)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 10-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

#### Literal question

8.2c. Grade test 2

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Grade test 1 -Max Total No. (q8p2d)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 5-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

#### Literal question

8.2d. Grade test 1

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Certificate courses-Max Total No. (q8p2e)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 8-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

#### Literal question

8.2e . Certificate courses

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Diploma courses -Max Total No. (q8p2f)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 10-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

#### Literal question

8.2f. Diploma courses

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Higher diploma courses -Max Total No. (q8p2g)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 5-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

#### Literal question

8.2g. Higher diploma courses

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Degree courses -Max Total No. (q8p2h)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 3-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

#### Literal question

8.2h. Degree courses

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Maximum institutional capacity (q8p2i)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 24-10860

Valid cases: 150  
Invalid: 0

### Pre question

8.2 What is the maximum number of students that this institution can hold for any particular year?

### Literal question

8.2i. Maximum institutional capacity

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some physical challenge -short course (q8p3ap1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

### Literal question

8.3a. Some physical challenge- Short courses (Grade test 1, 2 & 3)

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Extensive physical challenge -short course (q8p3ap2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

### Literal question

8.3b. Extensive physical challenge - Short courses (Grade test 1, 2 & 3)

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some hearing challenge -short course (q8p3ap3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

### Literal question

8.3c. Some hearing challenge - Short courses (Grade test 1, 2 & 3)

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total deafness -short course (q8p3ap4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3d. Total deafness - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some visual challenge -short course (q8p3ap5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3e. Some visual challenge - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total blindness -short course (q8p3ap6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3f. Total blindness - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Intellectual challenge -short course (q8p3ap7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3g. Intellectual challenge - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Mental challenge -short course (q8p3ap8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3h. Mental challenge - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Acquired brain injury -short course (q8p3ap9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3i. Acquired brain injury - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Autism spectrum disorder -short course (q8p3ap10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3j. Autism spectrum disorder - Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Other disability (Specific \_\_\_\_)-short course (q8p3ap11)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3k. Other disability (Specific \_\_\_\_)- Short courses (Grade test 1, 2 & 3)

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some physical challenge -Cert (q8p3ap11specify)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: character  
Width: 59

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3a. Some physical challenge- Certificate

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some physical challenge -Cert (q8p3bp1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?



### Literal question

8.3a. Some physical challenge- Certificate

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Extensive physical challenge -Cert (q8p3bp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

### Literal question

8.3b. Extensive physical challenge - Certificate

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some hearing challenge -Cert (q8p3bp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

### Literal question

8.3c. Some hearing challenge - Certificate

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total deafness -Cert (q8p3bp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

### Literal question

8.3d. Total deafness - Certificate

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some visual challenge -Cert (q8p3bp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3e. Some visual challenge- Certificate

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total blindness -Cert (q8p3bp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3f. Total blindness- Certificate

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Intellectual challenge -Cert (q8p3bp7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3g. Intellectual challenge - Certificate

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Mental challenge -Cert (q8p3bp8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3h. Mental challenge - Certificate

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Acquired brain injury -Cert (q8p3bp9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3i. Acquired brain injury - Certificate

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Autism spectrum disorder -Dip (q8p3bp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3j. Autism spectrum disorder - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Other disability (Specific \_\_\_\_ ) -Dip (q8p3bp11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0  
Minimum: 0  
Maximum: 99  
Mean: 2  
Standard deviation: 13.9

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3k. Other disability (Specific \_\_\_\_ ) - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some physical challenge -Dip (q8p3cp1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3a. Some physical challenge- - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Extensive physical challenge -Dip (q8p3cp2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3b. Extensive physical challenge - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some hearing challenge -Dip (q8p3cp3)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3c. Some hearing challenge - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total deafness -Dip (q8p3cp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3d. Total deafness - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Some visual challenge -Dip (q8p3cp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3e. Some visual challenge - Diploma

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Total blindness -Dip (q8p3cp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

**Literal question**

8.3f. Total blindness - Diploma

**Interviewer instructions**

[FI: WRITE DOWN THE NUMBERS]

## Intellectual challenge -Dip (q8p3cp7)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

**Literal question**

8.3g. Intellectual challenge - Diploma

**Interviewer instructions**

[FI: WRITE DOWN THE NUMBERS]

## Mental challenge -Dip (q8p3cp8)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

**Literal question**

8.3h. Mental challenge - Diploma

**Interviewer instructions**

[FI: WRITE DOWN THE NUMBERS]

## Acquired brain injury -Dip (q8p3cp9)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

**Literal question**

8.3i. Acquired brain injury - Diploma

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Autism spectrum disorder -Dip (q8p3cp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-999	

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3j. Autism spectrum disorder - Diploma

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Other disability (Specific \_\_\_\_ ) -Dip (q8p3cp11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 10	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	Mean: 2
	Standard deviation: 13.9

#### Pre question

8.3 Of the 15-25 years old students currently enrolled in this TVET, how many are living with the following disabilities?

#### Literal question

8.3k. Other disability (Specific \_\_\_\_ ) - Diploma

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Never went to school -Female (q8p4ap1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-9999	

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4a. Never went to school - Female

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Dropped out of primary school -Female (q8p4ap2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4b. Dropped out of primary school - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Completed primary schools but never went to Form 1 -Female (q8p4ap3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4c. Completed primary schools but never went to Form 1 - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Dropped out of secondary school -Female (q8p4ap4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4d. Dropped out of secondary school - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]



## Financially challenged families -Female (q8p4ap5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4e. Financially challenged families - Female

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Never went to school -Male (q8p4bp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4a. Never went to school - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Dropped out of primary school -Male (q8p4bp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4b. Dropped out of primary school - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Completed primary schools but never went to Form 1 -Male (q8p4bp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4c. Completed primary schools but never went to Form 1 - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Dropped out of secondary school -Male (q8p4bp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4d. Dropped out of secondary school - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Financially challenged families-Male (q8p4bp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.4 Thinking of the 15-25 years old students currently enrolled in this TVET, how many students come from the following backgrounds?

#### Literal question

8.4e. Financially challenged families - Male

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS]

## Yr 2013 -Female enrolled (q8p5a1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2013 -Female

## Yr 2013 -Male enrolled (q8p5a2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2013 -Male

## Yr 2013 -Total enrolled (q8p5a3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 6-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2013 -Total

## Yr 2013 -Female dropped out (q8p5a4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students dropped out in 2013 -Female

### Yr 2013 -Male dropped out (q8p5a5)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students dropped out in 2013 -Male

### Yr 2013 -Total dropped out (q8p5a6)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students dropped out in 2013 -total

### Yr 2014 -Female enrolled (q8p5b1)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2014 -Female

## Yr 2014 -Male enrolled (q8p5b2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students enrolled in 2014 -Male

## Yr 2014 -Total enrolled (q8p5b3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 9-9999

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students enrolled in 2014 -Total

## Yr 2014 -Female dropped out (q8p5b4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2014 -Female

## Yr 2014 -Male dropped out (q8p5b5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students dropped out in 2014 -male

## Yr 2014 -Total dropped out (q8p5b6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students dropped out in 2014 - total

## Yr 2015 -Female enrolled (q8p5c1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2015 -Female

## Yr 2015 -Male enrolled (q8p5c2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2015 -Male

## Yr 2015 -Total enrolled (q8p5c3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 8-9999

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students enrolled in 2015- Total

## Yr 2015 -Female dropped out (q8p5c4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2015 -Female

## Yr 2015 -Male dropped out (q8p5c5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2015 -Male

## Yr 2015 -Total dropped out (q8p5c6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2015 -Total

## Yr 2016 -Female enrolled (q8p5d1) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2016 -Female

## Yr 2016 -Male enrolled (q8p5d2) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2016 -male

## Yr 2016 -Total enrolled (q8p5d3) File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 10-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question



Total students enrolled in 2016 -Total

## Yr 2016 -Female dropped out (q8p5d4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2016 -Female

## Yr 2016 -Male dropped out (q8p5d5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2016 -male

## Yr 2016 -Total dropped out (q8p5d6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2016 - Total

## Yr 2017 -Female enrolled (q8p5e1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2017 - Female

## Yr 2017 -Male enrolled (q8p5e2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2017 - male

## Yr 2017 -Total enrolled (q8p5e3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 4-9999

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students enrolled in 2017 - Total

## Yr 2017 -Female dropped out (q8p5e4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

#### Literal question

Total students dropped out in 2017 - Female

## Yr 2017 -Male dropped out (q8p5e5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2017 - Male

## Yr 2017 -Total dropped out (q8p5e6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.5 Looking over the 15-25 years old students enrolled in this TVET in the past five years, how many dropped out of the institution without completing the training programs?

### Literal question

Total students dropped out in 2017 - Total

## a.Nearby villages (within a 3km radius) (q8p6a1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

### Literal question

8.6a. Nearby villages (within a 3km radius) - Female

### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

## b.This county (q8p6a2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

### Literal question

8.6b. This county - Female

### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

## c.Other counties (q8p6a3)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

### Literal question

8.6c. Other counties - Female

### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

## d.Total (q8p6a4)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 38-999

Valid cases: 150  
Invalid: 0

### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

### Literal question

8.6d. Total [FI: Check that total adds up to 100%] - Female

### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

## a.Nearby villages (within a 3km radius) (q8p6a5)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

#### Literal question

8.6a. Nearby villages (within a 3km radius) - male

#### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

### b.This county (q8p6a6)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

#### Literal question

8.6b. This county - male

#### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

### c.Other counties (q8p6a7)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

#### Literal question

8.6c. Other counties - male

#### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

### d.Total (q8p6a8)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 100-999

Valid cases: 150  
Invalid: 0

### Pre question

8.6 What proportion of 15-25 years old students currently enrolled this TVET come from the following areas?

### Literal question

8.6d. Total [FI: Check that total adds up to 100%] - male

### Post question

[FI: WRITE PERCENTAGE. NOTE THAT TOTAL MUST ADD TO 100%]

a. Got employed in their fields of training -2015 (q8p7a1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7a. Got employed in their fields of training - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

b. Got employed in fields not related to their training-2015 (q8p7a2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7b. Got employed in fields not related to their training - 2016

### Interviewer instructions

[FI: WRITE NUMBERS]

c. Are self-employed in the skills acquired -2015 (q8p7a3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7c. Are self-employed in the skills acquired - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

d.Are self-employed in field unrelated to their training -2015 (q8p7a4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7d. Are self-employed in field unrelated to their training - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

e.Proceeded with studies in other colleges -2015 (q8p7a5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7e. Proceeded with studies in other colleges - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

f.Are currently unemployed -2015 (q8p7a6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Interviewer instructions

[FI: WRITE NUMBERS]

## g.We cannot tell where they are -2015 (q8p7a7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1301

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7g. We cannot tell where they are - 2015

#### Interviewer instructions

[FI: WRITE NUMBERS]

## h.Other (Specify \_\_\_\_\_) (q8p7a8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7h. Other (Specify \_\_\_\_\_)- 2015

#### Interviewer instructions

[FI: WRITE NUMBERS]

## q8p7a8Specify (q8p7a8specify)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: character  
Width: 60

Valid cases: 11  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Interviewer instructions

[FI: WRITE NUMBERS]

## a.Got employed in their fields of training -2016 (q8p7b1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview



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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7a. Got employed in their fields of training - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]

### b. Got employed in fields not related to their training-2016 (q8p7b2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7b. Got employed in fields not related to their training - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]

### c. Are self-employed in the skills acquired-2016 (q8p7b3)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7c. Are self-employed in the skills acquired - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]

### d. Are self-employed in field unrelated to their training-2016 (q8p7b4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7d. Are self-employed in field unrelated to their training - 2016

### Interviewer instructions

[FI: WRITE NUMBERS]

e.Proceeded with studies in other colleges -2016 (q8p7b5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7e. Proceeded with studies in other colleges - 2016

### Interviewer instructions

[FI: WRITE NUMBERS]

f.Are currently unemployed -2016 (q8p7b6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7f. Are currently unemployed - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

g.We cannot tell where they are -2016 (q8p7b7)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1476

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7g. We cannot tell where they are - 2016

### Interviewer instructions

[FI: WRITE NUMBERS]

h.Other (Specify \_\_\_\_\_) (q8p7b8)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7h. Other (Specify \_\_\_\_\_)- 2016

### Interviewer instructions

[FI: WRITE NUMBERS]

q8p7b8Specify (q8p7b8specify)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: character  
Width: 54

Valid cases: 11  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Interviewer instructions

[FI: WRITE NUMBERS]

a.Got employed in their fields of training -2017 (q8p7c1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7a. Got employed in their fields of training - 2017

### Interviewer instructions

[FI: WRITE NUMBERS]

b.Got employed in fields not related to their training -2017 (q8p7c2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7b. Got employed in fields not related to their training - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

### c.Are self-employed in the skills acquired -2017 (q8p7c3)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7c. Are self-employed in the skills acquired - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

### d.Are self-employed in field unrelated to their training- 2017 (q8p7c4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

#### Literal question

8.7d. Are self-employed in field unrelated to their training - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

### e.Proceeded with studies in other colleges -2017 (q8p7c5)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7e. Proceeded with studies in other colleges - 2017

### Interviewer instructions

[FI: WRITE NUMBERS]

f.Are currently unemployed -2017 (q8p7c6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7f. Are currently unemployed - 2017

### Interviewer instructions

[FI: WRITE NUMBERS]

g.We cannot tell where they are -2017 (q8p7c7)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1536

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7g. We cannot tell where they are - 2017

### Interviewer instructions

[FI: WRITE NUMBERS]

h.Other (Specify \_\_\_\_)(q8p7c8)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7h. Other (Specify\_\_\_\_\_-) - 2017

## Interviewer instructions

[FI: WRITE NUMBERS]

q8p7c8Specify (q8p7c8specify)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: character  
Width: 59

Valid cases: 12  
Invalid: 0

### Pre question

8.7 How many students who completed training in the last three years are in the following categories?

### Literal question

8.7 Specify - others

### Interviewer instructions

[FI: WRITE NUMBERS]

In area of their training -male - 2015 (q8p8p1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

### Literal question

In area of their training -Male - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

In area of their training -female - 2015 (q8p8p2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

### Literal question

In area of their training -Female - 2015

### Interviewer instructions

[FI: WRITE NUMBERS]

## In areas different from their training -male - 2015 (q8p8p3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In areas different from their training - Male - 2015

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In areas different from their training -female - 2015 (q8p8p4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In areas different from their training - Female - 2015

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In area of their training -male - 2016 (q8p8p5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In area of their training -Male - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In area of their training -female - 2016 (q8p8p6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In area of their training -Female - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In areas different from their training -male - 2016 (q8p8p7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In areas different from their training - Male - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In areas different from their training -female - 2016 (q8p8p8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In areas different from their training - Female - 2016

#### Interviewer instructions

[FI: WRITE NUMBERS]



## In area of their training -male - 2017 (q8p8p9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In area of their training -Male - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In area of their training -female - 2017 (q8p8p10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In area of their training -Female - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In areas different from their training -male - 2017 (q8p8p11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In areas different from their training - Male - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

## In areas different from their training -female - 2017 (q8p8p12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.8 How many of the student who got employed in the last three year did this institutional help to connect with employer(s)?

#### Literal question

In areas different from their training - Female - 2017

#### Interviewer instructions

[FI: WRITE NUMBERS]

## 2013 Male - institutional Grade test output -pass (q8p9p1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2013 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2013 Female - institutional Grade test output -pass (q8p9p2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2013 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Male - institutional Grade test output -pass (q8p9p3)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Grade test(1,2,3) -2014 - Male - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Female - institutional Grade test outputt -pass (q8p9p4) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Grade test(1,2,3) -2014 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2015 Male - institutional Grade test outputt -pass (q8p9p5) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Grade test(1,2,3) -2015 - Male - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2015 Female - institutional Grade test output -pass (q8p9p6) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2015 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional Grade test output -pass (q8p9p7)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2016 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional Grade test output -pass (q8p9p8)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2016 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional Grade test output -pass (q8p9p9)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Grade test(1,2,3) -2017 - Male - Pass

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional Grade test output -pass (q8p9p10)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Grade test(1,2,3) -2017 - Female - Pass

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Grade test output -fail (q8p9f1)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Grade test(1,2,3) -2013 - Male - Fail

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional Grade test output -fail (q8p9f2)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Grade test(1,2,3) -2013 - Female - Fail

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional Grade test output -fail (q8p9f3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2014 - Male - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional Grade test output -fail (q8p9f4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2014 - Female - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional Grade test output -fail (q8p9f5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2015 - Male - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional Grade test output -fail (q8p9f6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2015 - Female - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional Grade test output -fail (q8p9f7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2016 - Male - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional Grade test output -fail (q8p9f8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2016 - Female - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional Grade test output -fail (q8p9f9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2017 - Male - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional Grade test output -fail (q8p9f10)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Grade test(1,2,3) -2017 - Female - Fail

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Certificate output -distinction (q8p9bd1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional Certificate output -distinction (q8p9bd2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional Certificate output -distinction (q8p9bd3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional Certificate output -distinction (q8p9bd4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional Certificate output -distinction (q8p9bd5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2015 - Male - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional Certificate output -distinction (q8p9bd6) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2015 - Female - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional Certificate output -distinction (q8p9bd7) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2016 - Male - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional Certificate output -distinction (q8p9bd8) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2016 - Female - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional Certificate output -distinction (q8p9bd9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2017 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional Certificate output -distinction (q8p9bd10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2017 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Certificate output -credit (q8p9bc1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional Certificate output -credit (q8p9bc2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Male - institutional Certificate output -credit (q8p9bc3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Female - institutional Certificate output -credit (q8p9bc4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2015 Male - institutional Certificate output -credit (q8p9bc5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Certificate -2015 - Male - Credit

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional Certificate output -credit (q8p9bc6)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Certificate -2015 - Female - Credit

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional Certificate output -credit (q8p9bc7)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Certificate -2016 - Male - Credit

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional Certificate output -credit (q8p9bc8)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Certificate -2016 - Female - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional Certificate output -credit (q8p9bc9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2017 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional Certificate output -credit (q8p9bc10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2017 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Certificate output -pass (q8p9bp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional Certificate output -pass (q8p9bp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional Certificate output -pass (q8p9bp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional Certificate output -pass (q8p9bp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional Certificate output -pass (q8p9bp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2015 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional Certificate output -pass (q8p9bp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2015 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional Certificate output -pass (q8p9bp7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2016 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional Certificate output -pass (q8p9bp8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2016 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional Certificate output -pass (q8p9bp9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2017 - Male - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional Certificate output -pass (q8p9bp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2017 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Certificate output -total (q8p9bt1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Certificate -2013 - Male - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional Certificate output -total (q8p9bt2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2013 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional Certificate output -total (q8p9bt3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional Certificate output -total (q8p9bt4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2014 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional Certificate output -total (q8p9bt5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2015 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional Certificate output -total (q8p9bt6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2015 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional Certificate output -total (q8p9bt7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2016 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional Certificate output -total (q8p9bt8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2016 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional Certificate output -total (q8p9bt9)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2017 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional Certificate output -total (q8p9bt10)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Certificate -2017 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Diploma output -distinction (q8p9cd1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Diploma -2013 - Male - Distinction

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2013 Female - institutional Diploma output -distinction (q8p9cd2)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Diploma -2013 - Female - Distinction

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Male - institutional diploma output -distinction (q8p9cd3)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Diploma -2014 - Male - Distinction

**Interviewer instructions**

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Female - institutional diploma output -distinction (q8p9cd4)

### File: TVET\_Institutional\_Data\_Part\_B

**Overview**

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

Valid cases: 150  
Invalid: 0

**Pre question**

8.9 What is the total yearly institutional output (graduands)?

**Literal question**

8.9 Diploma -2014 - Female - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional diploma output -distinction (q8p9cd5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional diploma output -distinction (q8p9cd6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional diploma output -distinction (q8p9cd7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional diploma output -distinction (q8p9cd8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional diploma output -distinction (q8p9cd9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional diploma output -distinction (q8p9cd10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional diploma output -credit (q8p9cc1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2013 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional diploma output -credit (q8p9cc2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2013 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional diploma output -credit (q8p9cc3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional diploma output -credit (q8p9cc4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional diploma output -credit (q8p9cc5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional diploma output -credit (q8p9cc6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional diploma output -credit (q8p9cc7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Male - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional diploma output -credit (q8p9cc8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional diploma output -credit (q8p9cc9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional diploma output -credit (q8p9cc10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional diploma output -pass (q8p9cp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2013 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional diploma output -pass (q8p9cp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2013 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional diploma output -pass (q8p9cp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional diploma output -pass (q8p9cp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional diploma output -pass (q8p9cp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional diploma output -pass (q8p9cp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional diploma output -pass (q8p9cp7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional diploma output -pass (q8p9cp8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional diploma output -pass (q8p9cp9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional diploma output -pass (q8p9cp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional diploma output -others (q8p9co1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2013 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional diploma output -others (q8p9co2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2013 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional diploma output -others (q8p9co3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional diploma output -others (q8p9co4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional diploma output -others (q8p9co5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional diploma output -others (q8p9co6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional diploma output -others (q8p9co7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional diploma output -others (q8p9co8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional diploma output -others (q8p9co9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional diploma output -others (q8p9co10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Diploma -2017 - Female - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional diploma output -total (q8p9ct1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Diploma -2013 - Male - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional diploma output -total (q8p9ct2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Diploma -2013 - Female - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional diploma output -total (q8p9ct3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Diploma -2014 - Male - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional diploma output -total (q8p9ct4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2014 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional diploma output -total (q8p9ct5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional diploma output -total (q8p9ct6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2015 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional diploma output -total (q8p9ct7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional diploma output -total (q8p9ct8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2016 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional diploma output -total (q8p9ct9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional diploma output -total (q8p9ct10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Diploma -2017 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional diploma output -distinction (q8p9dd1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional higher diploma output -distinction (q8p9dd2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional higher diploma output -distinction (q8p9dd3)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional higher diploma output -distinction (q8p9dd4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional higher diploma output -distinction (q8p9dd5)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional higher diploma output -distinction (q8p9dd6)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional higher diploma output -distinction (q8p9dd7) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional higher diploma output -distinction (q8p9dd8)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional higher diploma output -distinction (q8p9dd9) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional higher diploma output -distinction (q8p9dd10)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional higher diploma output -credit (q8p9dc1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional higher diploma output -credit (q8p9dc2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional higher diploma output -credit (q8p9dc3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional higher diploma output -credit (q8p9dc4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional higher diploma output -credit (q8p9dc5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional higher diploma output -credit (q8p9dc6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional higher diploma output -credit (q8p9dc7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional higher diploma output -credit (q8p9dc8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Female - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional higher diploma output -credit (q8p9dc9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional higher diploma output -credit (q8p9dc10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional higher diploma output -pass (q8p9dp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional higher diploma output -pass (q8p9dp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-9999	

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional higher diploma output -pass (q8p9dp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-9999	

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional higher diploma output -pass (q8p9dp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-9999	

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional higher diploma output -pass (q8p9dp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional higher diploma output -pass (q8p9dp6)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional higher diploma output -pass (q8p9dp7)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional higher diploma output -pass (q8p9dp8)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2016 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional higher diploma output -pass (q8p9dp9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2017 - Male - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional higher diploma output -pass (q8p9dp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2017 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional higher diploma output -others (q8p9do1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2013 - Male - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional higher diploma output -others (q8p9do2) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2013 - Female - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional higher diploma output -others (q8p9do3) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2014 - Male - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional higher diploma output -others (q8p9do4) File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Higher Diploma -2014 - Female - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional higher diploma output -others (q8p9do5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional higher diploma output -others (q8p9do6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional higher diploma output -others (q8p9do7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional higher diploma output -others (q8p9do8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional higher diploma output -others (q8p9do9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional higher diploma output -others (q8p9do10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional higher diploma output -total (q8p9dt1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional higher diploma output -total (q8p9dt2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2013 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional higher diploma output -total (q8p9dt3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional higher diploma output -total (q8p9dt4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2014 - Female - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional higher diploma output -total (q8p9dt5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional higher diploma output -total (q8p9dt6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2015 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional higher diploma output -total (q8p9dt7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional higher diploma output -total (q8p9dt8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2016 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional higher diploma output -total (q8p9dt9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional higher diploma output -total (q8p9dt10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Higher Diploma -2017 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional Degree output -distinction (q8p9ed1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2013 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2013 Female - institutional degree output -distinction (q8p9ed2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2013 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Male - institutional degree output -distinction (q8p9ed3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2014 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2014 Female - institutional degree output -distinction (q8p9ed4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2014 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional degree output -distinction (q8p9ed5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2015 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional degree output -distinction (q8p9ed6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2015 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional degree output -distinction (q8p9ed7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2016 - Male - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional degree output -distinction (q8p9ed8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2016 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional degree output -distinction (q8p9ed9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2017 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional degree output -distinction (q8p9ed10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2017 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional degree output -credit (q8p9ec1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2013 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional degree output -credit (q8p9ec2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2013 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional degree output -credit (q8p9ec3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2014 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional degree output -credit (q8p9ec4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2014 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional degree output -credit (q8p9ec5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2015 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional degree output -credit (q8p9ec6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2015 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional degree output -credit (q8p9ec7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Degree -2016 - Male - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional degree output -credit (q8p9ec8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Degree -2016 - Female - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional degree output -credit (q8p9ec9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Degree -2017 - Male - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional degree output -credit (q8p9ec10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Degree -2017 - Female - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional degree output -pass (q8p9ep1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2013 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional degree output -pass (q8p9ep2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2013 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional degree output -pass (q8p9ep3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2014 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional degree output -pass (q8p9ep4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2014 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional degree output -pass (q8p9ep5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2015 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional degree output -pass (q8p9ep6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2015 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional degree output -pass (q8p9ep7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2016 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2016 Female - institutional degree output -pass (q8p9ep8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2016 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2017 Male - institutional degree output -pass (q8p9ep9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Degree -2017 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY?]

## 2017 Female - institutional degree output -pass (q8p9ep10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Degree -2017 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional others output -others (q8p9fd1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2013 - Male - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional others output -distinction (q8p9fd2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2013 - Female - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional others output -distinction (q8p9fd3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2014 - Male - Distinction

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional others output -distinction (q8p9fd4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional others output -distinction (q8p9fd5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional others output -distinction (q8p9fd6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional others output -distinction (q8p9fd7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional others output - distinction (q8p9fd8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional others output -distinction (q8p9fd9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Male - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional others output -distinction (q8p9fd10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Female - Distinction

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional others output -credit (q8p9fc1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2013 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional others output -credit (q8p9fc2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2013 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional others output -credit (q8p9fc3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional others output -credit (q8p9fc4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional others output -credit (q8p9fc5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional others output -credit (q8p9fc6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Female - Credit

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional others output -credit (q8p9fc7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional others output -credit (q8p9fc8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional others output -credit (q8p9fc9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Male - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional others output -credit (q8p9fc10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Female - Credit

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional others output -pass (q8p9fp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2013 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional others output -pass (q8p9fp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2013 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional others output -pass (q8p9fp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional others output -pass (q8p9fp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional others output -pass (q8p9fp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Male - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional others output -pass (q8p9fp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2015 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

2016 Male - institutional others output -pass (q8p9fp7)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2016 - Male - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

2016 Female - institutional others output -pass (q8p9fp8)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2016 - Female - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

2017 Male - institutional others output -pass (q8p9fp9)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2017 - Male - Pass

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional others output -pass (q8p9fp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Female - Pass

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional others output -others (q8p9fo1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2013 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional others output -others (q8p9fo2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2013 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional others output -others (q8p9fo3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional others output -others (q8p9fo4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional others output -others (q8p9fo5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional others output -others (q8p9fo6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional others output -others (q8p9fo7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Male - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional others output -others (q8p9fo8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Female - Others

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional others output -others (q8p9fo9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0



### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2017 - Male - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional others output -others (q8p9fo10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2017 - Female - Others

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Male - institutional others output -total (q8p9ft1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2013 - Male - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2013 Female - institutional others output -total (q8p9ft2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

8.9 What is the total yearly institutional output (graduands)?

### Literal question

8.9 Others -2013 - Female - Total

### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Male - institutional others output -total (q8p9ft3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2014 Female - institutional others output -total (q8p9ft4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2014 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Male - institutional others output -total (q8p9ft5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2015 Female - institutional others output -total (q8p9ft6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2015 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Male - institutional others output -total (q8p9ft7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2016 Female - institutional others output -total (q8p9ft8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2016 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Male - institutional others output -total (q8p9ft9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Male - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## 2017 Female - institutional others output -total (q8p9ft10)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

8.9 Others -2017 - Female - Total

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## Total grade test graduands (q8p9total)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-3314

Valid cases: 150  
Invalid: 0  
Minimum: 0  
Maximum: 3314  
Mean: 182.8  
Standard deviation: 401.2

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

Computed total grade test graduands

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## Total certificate graduands (q8p9bttotal)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 9258
Range: 0-9258	Mean: 480.6
	Standard deviation: 1050.2

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

Computed total certificate graduands

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## Total diploma graduands (q8p9ctotal)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 19820
Range: 0-19820	Mean: 867.3
	Standard deviation: 2975

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

Computed total diploma graduands

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## Total higher diploma graduands (q8p9dtotal)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 650
Range: 0-650	Mean: 23.3
	Standard deviation: 84.9

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

Computed total higher diploma graduands

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## Total degree graduands (q8p9etotal)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-96

Valid cases: 150  
Invalid: 0  
Minimum: 0  
Maximum: 96  
Mean: 0.8  
Standard deviation: 7.9

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

Computed total degree graduands

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## Total other graduands (q8p9ftotal)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-620

Valid cases: 150  
Invalid: 0  
Minimum: 0  
Maximum: 620  
Mean: 7.3  
Standard deviation: 56.4

#### Pre question

8.9 What is the total yearly institutional output (graduands)?

#### Literal question

Computed total other graduands

#### Interviewer instructions

[Based on EXTERNAL (e.g. KNEC) results ONLY]?

## a.Lecture rooms/classrooms (q9p1p1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1a. Number of Lecture rooms/classrooms

## b.Workshops (q9p1p2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

### Literal question

9.1b. Number of workshops

## c.Science laboratories (q9p1p3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

Computed total grade test graduands

### Literal question

9.1c. Science laboratories

## d.Computer laboratories (q9p1p4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

Computed total grade test graduands

### Literal question

9.1d. Number of computer laboratories

## e.Libraries (q9p1p5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

Computed total grade test graduands

### Literal question

9.1e. Number of libraries

## f.Study rooms for use by students (q9p1p6)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1f. Number of study rooms for use by students

## g.Computers for use by students (q9p1p7)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1g. Number of computers for use by students

## a.Lecture rooms/classrooms (q9p1p8)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1ba. Number of students lecture rooms/classrooms can hold per session

## b.Workshops (q9p1p9)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1bb Number of learners workshops can hold in one session



## c.Science laboratories (q9p1p10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1bc Number of students science laboratories can hold in one session

## d.Computer laboratories (q9p1p11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1bd Number of students compute laboratories can hold in one session

## e.Libraries (q9p1p12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

#### Literal question

9.1be Number of students libraries can hold in one session

## f.Study rooms for use by students (q9p1p13)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

Computed total grade test graduands

### Literal question

9.1bf Number of students study rooms can hold in one session

g.Computers for use by students (q9p1p14)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

Computed total grade test graduands

### Literal question

9.1bc Number of students who can be supported by the available computers in one session

a.Male boarding facilities (q9p2p1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

### Literal question

9.2a. Number of male boarding facilities

b.Female boarding hostels (q9p2p2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

### Literal question

9.2b. Number of female boarding hostels

c.Common rooms/halls for use by students (q9p2p3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2c. Number of common rooms/halls for use by students

### d. Prayer rooms for use by students (q9p2p4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1000

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2d. Number of prayer rooms for use by students

### e. Water points/taps (q9p2p5)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2e. Number of water points/taps

### f. Toilets/latrines for female students (q9p2p6)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2f. Number of toilets/latrines for female students

## g.Toilets/latrines for male students (q9p2p7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2g. Number of toilets/latrines for male students

## a.Male boarding facilities, number can hold in a session (q9p2p8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 12-1610

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2ba. Male boarding facilities, number of learners can be accommodated per session

## b.Female boarding hostels, number can hold in a session (q9p2p9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1000

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2bb. Female boarding hostels, number of learners can be accommodated per session

## c.Common halls for use by students, number can hold in a session (q9p2p10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1000

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2bc. Common rooms/halls for use by students, number of student who can be supported per session

d. Prayer rooms for use by students, number can hold in a session (q9p2p11)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1000

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2d. Prayer rooms for use by students, number of students who can be supported per session

e. Water points/taps, number can hold in a session (q9p2p12)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-1000

Valid cases: 150  
Invalid: 0

#### Pre question

9.2 How many of the following facilities are there in this institutions (TVET)?

#### Literal question

9.2e. Water points/taps, number of students who can be supported per session

a Physical challenges (q9p3p1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

#### Literal question

9.3a. Physical challenges

## What is the name of this facility (q9p3p2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: character  
Width: 39

Valid cases: 150  
Invalid: 0

### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

9.3 If "Yes", what is the name of that facility(ies) for physical challenges

## b.Hearing challenges (q9p3p3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

b. Hearing challenges

## What is the name of this facility (q9p3p4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: character  
Width: 25

Valid cases: 150  
Invalid: 0

### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

9.3 If "Yes", what is the name of that facility(ies) for hearing challenges

## c.Visual challenges (q9p3p5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

9.3c. Visual challenges

What is the name of this facility (q9p3p6)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: character  
Width: 26

Valid cases: 150  
Invalid: 0

#### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

9.3 If "Yes", what is the name of that facility(ies) for visual challenges

d.Mental challenges (q9p3p7)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

9.3d. Mental challenges

What is the name of this facility (q9p3p8)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: character  
Width: 14

Valid cases: 150  
Invalid: 0

#### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

### Literal question

9.3 If "Yes", what is the name of that facility(ies) for mental challenges

e.Intellectual challenges (q9p3p9)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

#### Literal question

9.3e. Intellectual challenges

What is the name of this facility (q9p3p10)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: character  
Width: 14

Valid cases: 150  
Invalid: 0

#### Pre question

9.3 Does this TVET institution have special facilities/equipment to cater for training of students living with the following disabilities

#### Literal question

9.3 If "Yes", what is the name of that facility(ies) for intellectual challenges

a Physical challenges (q9p4p1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4a. Physical challenges

How many trainers (q9p4p2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4 If "Yes", how many trainers for learners with physical challenges



## b.Hearing challenges (q9p4p3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

b. Hearing challenges

## How many trainers (q9p4p4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4 If "Yes", how many trainers for learners with hearing challenges

## c.Visual challenges (q9p4p5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4c. Visual challenges

## How many trainers (q9p4p6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4 If "Yes", how many trainers for learners with visual challenges

### d.Mental challenges (q9p4p7)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4d. Mental challenges

### How many trainers (q9p4p8)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

9.4 If "Yes", how many trainers for learners with mental challenges

### e.Intellectual challenges (q9p4p9)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

#### Literal question

#### 9.4e. Intellectual challenges

### How many trainers (q9p4p10)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-99

Valid cases: 150  
Invalid: 0

##### Pre question

9.4 Does this institution have trained trainers to handle students with the following disabilities? If so, how many?

##### Literal question

9.4 If "Yes", how many trainers for learners with intellectual challenges

### a. No technical training -male full time (q10p1mf1)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

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

Valid cases: 150  
Invalid: 0

##### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

##### Literal question

10.1a Number of tutors who have attained- No technical training,as highest level - Male -Full time

##### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

### b. Grade test 1 -male full time (q10p1mf2)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

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

Valid cases: 150  
Invalid: 0

##### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

##### Literal question

10.1b Number of tutors who have attained-Grade test 1,as highest level - Male -Full time

##### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## c .Grade test 2 -male full time (q10p1mf3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1c Number of tutors who have attained-Grade test 2,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## d. Grade test 3 -male full time (q10p1mf4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1d Number of tutors who have attained-Grade test 3,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## e. Certificate -male full time (q10p1mf5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1e Number of tutors who have attained-Certificate ,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## f. Diploma -male full time (q10p1mf6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1f Number of tutors who have attained-Diploma ,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## g. Higher diploma -male full time (q10p1mf7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1g Number of tutors who have attained-Higher diploma ,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## h. Undergraduate degree -male full time (q10p1mf8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## i. Post-graduate diploma -male full time (q10p1mf9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## j. Master's degree -male full time (q10p1mf10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1j Number of tutors who have attained-Master's degree ,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## k. Doctoral/PhD -male full time (q10p1mf11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## Number of male full time instructors (q10p1mf12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-154

Valid cases: 150  
Invalid: 0  
Minimum: 0  
Maximum: 154  
Mean: 12  
Standard deviation: 19.8

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1I Total number Male -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## a. No technical training -male part time (q10p1mp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1a Number of tutors who have attained- No technical training,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## b. Grade test 1 -male part time (q10p1mp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1b Number of tutors who have attained-Grade test 1,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## c .Grade test 2 -male part time (q10p1mp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1c Number of tutors who have attained-Grade test 2,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## d. Grade test 3 -male part time (q10p1mp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1d Number of tutors who have attained-Grade test 3,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## e. Certificate -male part time (q10p1mp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1e Number of tutors who have attained-Certificate ,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]



## f. Diploma -male part time (q10p1mp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1f Number of tutors who have attained-Diploma ,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## g. Higher diploma -male part time (q10p1mp7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1g Number of tutors who have attained-Higher diploma ,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## h. Undergraduate degree -male part time (q10p1mp8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## i. Post-graduate diploma -male part time (q10p1mp9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## j. Master's degree -male part time (q10p1mp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1j Number of tutors who have attained-Master's degree ,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## k. Doctoral/PhD -male part time (q10p1mp11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## Number of male part time instructors (q10p1mp12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 115
Range: 0-115	Mean: 5.3
	Standard deviation: 12.3

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1I Total number Male -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## a. No technical training -male average hours/week (q10p1ma1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-999	

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1a Number of tutors who have attained- No technical training,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## b. Grade test 1 -male average hours/week (q10p1ma2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-999	

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1b Number of tutors who have attained-Grade test 1,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## c .Grade test 2 -male average hours/week (q10p1ma3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1c Number of tutors who have attained-Grade test 2,as highest level - Male -Average hr/wk

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## d. Grade test 3 -male average hours/week (q10p1ma4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1d Number of tutors who have attained-Grade test 3,as highest level - Male -Average hr/wk

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## e. Certificate -male average hours/week (q10p1ma5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1e Number of tutors who have attained-Certificate ,as highest level - Male -Average hr/wk

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## f. Diploma -male average hours/week (q10p1ma6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1f Number of tutors who have attained-Diploma ,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## g. Higher diploma -male average hours/week (q10p1ma7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1g Number of tutors who have attained-Higher diploma ,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## h. Undergraduate degree -male average hours/week (q10p1ma8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## i. Post-graduate diploma -male average hours/week (q10p1ma9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## j. Master's degree -male average hours/week (q10p1ma10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1j Number of tutors who have attained-Master's degree ,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## k. Doctoral/PhD -male average hours/week (q10p1ma11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## I.Total number (q10p1ma12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1I Total number Male -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## a. No technical training -female full time (q10p1ff1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1a Number of tutors who have attained- No technical training,as highest level - Female -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## b.Grade test 1 -female full time (q10p1ff2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1b Number of tutors who have attained-Grade test 1,as highest level - Female -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## c .Grade test 2 -female full time (q10p1ff3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1c Number of tutors who have attained-Grade test 2,as highest level - Female -Full time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## d. Grade test 3 -female full time (q10p1ff4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1d Number of tutors who have attained-Grade test 3,as highest level - Female -Full time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## e. Certificate -female full time (q10p1ff5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1e Number of tutors who have attained-Certificate ,as highest level - Female -Full time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]



## f. Diploma -female full time (q10p1ff6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1f Number of tutors who have attained-Diploma ,as highest level - Female -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## g. Higher diploma -female full time (q10p1ff7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1g Number of tutors who have attained-Higher diploma ,as highest level - Female -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## h. Undergraduate degree -female full time (q10p1ff8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Female -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## i. Post-graduate diploma -female full time (q10p1ff9)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Female -Full time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## j. Master's degree -female full time (q10p1ff10)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1j Number of tutors who have attained-Master's degree ,as highest level - Female -Full time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## k. Doctoral/PhD -female full time (q10p1ff11)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Female -Full time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## Number of female full time instructors (q10p1ff12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous	Valid cases: 150
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 85
Range: 0-85	Mean: 7.1
	Standard deviation: 11.8

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1I Total number Female -Full time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## a. No technical training -female part time (q10p1fp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-999	

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1a Number of tutors who have attained- No technical training,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## b. Grade test 1 -female part time (q10p1fp2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete	Valid cases: 150
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 0-999	

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1b Number of tutors who have attained-Grade test 1,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## c .Grade test 2 -female part time (q10p1fp3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1c Number of tutors who have attained-Grade test 2,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## d. Grade test 3 -female part time (q10p1fp4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1d Number of tutors who have attained-Grade test 3,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## e. Certificate -female part time (q10p1fp5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1e Number of tutors who have attained-Certificate ,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## f. Diploma -female part time (q10p1fp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1f Number of tutors who have attained-Diploma ,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## g. Higher diploma -female part time (q10p1fp7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1g Number of tutors who have attained-Higher diploma ,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## h. Undergraduate degree -female part time (q10p1fp8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## i. Post-graduate diploma -female part time (q10p1fp9)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Female -Part time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## j. Master's degree -female part time (q10p1fp10)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Literal question

10.1j Number of tutors who have attained-Master's degree ,as highest level - Female -Part time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## k. Doctoral/PhD -female part time (q10p1fp11)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Female -Part time

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## Number of female part time instructors (q10p1fp12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-194

Valid cases: 150  
Invalid: 0  
Minimum: 0  
Maximum: 194  
Mean: 4.2  
Standard deviation: 18.4

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1I Total number Female -Part time

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## a. No technical training -female average hours/week (q10p1fa1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1a Number of tutors who have attained- No technical training,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## b. Grade test 1 -female average hours/week (q10p1fa2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1b Number of tutors who have attained-Grade test 1,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## c .Grade test 2 -female average hours/week (q10p1fa3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1c Number of tutors who have attained-Grade test 2,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## d. Grade test 3 -female average hours/week (q10p1fa4)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1d Number of tutors who have attained-Grade test 3,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## e. Certificate -female average hours/week (q10p1fa5)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1e Number of tutors who have attained-Certificate ,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]



## f. Diploma -female average hours/week (q10p1fa6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1f Number of tutors who have attained-Diploma ,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## g. Higher diploma -female average hours/week (q10p1fa7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1g Number of tutors who have attained-Higher diploma ,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## h. Undergraduate degree -female average hours/week (q10p1fa8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

#### Literal question

10.1h Number of tutors who have attained-Undergraduate degree,as highest level - Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## i. Post-graduate diploma -female average hours/week (q10p1fa9)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1i Number of tutors who have attained-Post-graduate diploma ,as highest level - Female -Average hr/wk

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## j. Master's degree -female average hours/week (q10p1fa10)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1j Number of tutors who have attained-Master's degree ,as highest level - Female -Average hr/wk

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## k. Doctoral/PhD -female average hours/week (q10p1fa11)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.1 How many tutors are currently training in this TVET institution and what are their highest levels of technical training?

### Literal question

10.1k Number of tutors who have attained-Doctoral/PhD ,as highest level - Female -Average hr/wk

### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## I.Total number (q10p1fa12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Literal question

10.1I Total number Female -Average hr/wk

#### Interviewer instructions

[FI: WRITE DOWN THE NUMBERS] [NB: Average number of hour per week is calculated as; Total number of Hours taught, divide by number of instructors]

## a.Life skills (e.g. communication, team work, time management) (q10p2ap1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

a. Life skills (e.g. communication, team work, time management)

## b.Core values (e.g. honesty, responsibility, discipline) (q10p2ap2)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

b. Core values (e.g. honesty, responsibility, discipline)

## c.Social emotional skills (e.g. self-control, self-esteem ) (q10p2ap3)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

c. Social emotional skills (e.g. self-control, self-esteem )

### d.Entrepreneurship (q10p2ap4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2d. Entrepreneurship

### e.Financial planning and management (q10p2ap5)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2e. Financial planning and management

### f.Marketing and sales (q10p2ap6)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2f. Marketing and sales

### g.Basic computing skills (e.g. word processing, excel, access) (q10p2ap7)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2g. Basic computing skills (e.g. word processing, excel, access)

## h.Numeracy/mathematics skills (q10p2ap8)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2h. Numeracy/mathematics skills

## i.Literacy skill (q10p2ap9)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2i. Literacy skills

## j.HIV and AIDs knowledge (q10p2ap10)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2j. HIV and AIDs knowledge

## k. Sexual and reproductive health education (q10p2ap11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2k. Sexual and reproductive health education

## l. Relationships, courtship and marriage (q10p2ap12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2l. Relationships, courtship and marriage

## m. Guidance and counselling (q10p2ap13)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2m. Guidance and counselling

## a. Life skills (e.g. communication, team work, time management) (q10p2bp1)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

a. Life skills (e.g. communication, team work, time management), if "Yes", How many tutors?

b.Core values (e.g. honesty, responsibility, discipline) (q10p2bp2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

b. Core values (e.g. honesty, responsibility, discipline), if yes, how many tutors

c.Social emotional skills (e.g. self-control, self-esteem ) (q10p2bp3)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2c. Social emotional skills (e.g. self-control, self-esteem ), if Yes, how many tutors?

d.Entrepreneurship (q10p2bp4)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2d. Entrepreneurship, if yes, how many

e.Financial planning and management (q10p2bp5)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2e. Financial planning and management, if yes, how many?

## f.Marketing and sales (q10p2bp6)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2f. Marketing and sales, if yes, how many tutors?

## g.Basic computing skills (e.g. word processing, excel, access) (q10p2bp7)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2g. Basic computing skills (e.g. word processing, excel, access), if yes, how many?

## h.Numeracy/mathematics skills (q10p2bp8)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2h. Numeracy/mathematics skills, if YES, how many?



## i.Literacy skill (q10p2bp9)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2i. Literacy skills, if YES, how many?

## j.HIV and AIDs knowledge (q10p2bp10)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2j. HIV and AIDs knowledge, if YES, How many?

## k.Sexual and reproductive health education (q10p2bp11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

#### Literal question

10.2k. Sexual and reproductive health education, if YES, How many?

## l.Relationships, courtship and marriage (q10p2bp12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2l. Relationships, courtship and marriage, if YES, How many?

m.Guidance and counselling (q10p2bp13)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.2 Does this institution have tutors specially trained to teach the following areas?

### Literal question

10.2m. Guidance and counselling, If YES, how many tutors?

What was your institution's total budget [in Ksh] in 2017  
(q10p3p1)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: -99-426093307

Valid cases: 150  
Invalid: 0

### Pre question

10.3 What is your institution's total budget [in Ksh] for the last FIVE years

### Literal question

10.3 What is your institution's total budget [in Ksh] in 2017

What was your institution's total budget [in Ksh] in 2016  
(q10p3p2)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: -99-395695000

Valid cases: 150  
Invalid: 0

### Pre question

10.3 What is your institution's total budget [in Ksh] for the last FIVE years

### Literal question

10.3 What is your institution's total budget [in Ksh] in 2016

What was your institution's total budget [in Ksh] in 2015

(q10p3p3)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: -99-402166548

Valid cases: 150  
Invalid: 0

#### Pre question

10.3 What is your institution's total budget [in Ksh] for the last FIVE years

#### Literal question

10.3 What is your institution's total budget [in Ksh] in 2015

What was your institution's total budget [in Ksh] in 2014

(q10p3p4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: -99-297335688

Valid cases: 150  
Invalid: 0

#### Pre question

10.3 What is your institution's total budget [in Ksh] for the last FIVE years

#### Literal question

10.3 What is your institution's total budget [in Ksh] in 2014

What was your institution's total budget [in Ksh] in 2013

(q10p3p5)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: -99-413201520

Valid cases: 150  
Invalid: 0

#### Pre question

10.3 What is your institution's total budget [in Ksh] for the last FIVE years

#### Literal question

10.3 What is your institution's total budget [in Ksh] in 2013

a.School fees paid by parents/guardians (q10p4p1)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4a. School fees paid by parents/guardians

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

### b. Government/public financing/subsidy (q10p4p2)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4b. Government/public financing/subsidy

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

### c. Income generated by the institution (Investments) (q10p4p3)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4c. Income generated by the institution (Investments)

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

### d. Private organizations funding institution's programs/facilities (q10p4p4)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4d. Private organizations funding institution's programs/facilities

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

e.External loans or grants channeled via government accounts or directly to inst (q10p4p5)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4e. External loans or grants channeled via government accounts or directly to institutions

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

f.Local administration/communities in kind (q10p4p6)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4f. Local administration/communities in kind

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

g.Not willing to say (q10p4p7)

File: TVET\_Institutional\_Data\_Part\_B

#### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4g. Not willing to say

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

### h. Anonymous (q10p4p8)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4h. Anonymous

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

### i. Others (Specify \_\_\_\_\_) (q10p4p9)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: numeric  
Width: 10  
Decimals: 0  
Range: 1-2

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

### Other source of funding for this TVET institution (q10p4p9Specify)

#### File: TVET\_Institutional\_Data\_Part\_B

##### Overview

Type: Discrete  
Format: character  
Width: 21

Valid cases: 15  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## a.School fees paid by parents/guardians (q10p4p11)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4a. School fees paid by parents/guardians

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## b.Government/public financing/subsidy (q10p4p12)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4b. Government/public financing/subsidy

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## c.Income generated by the institution (Investments) (q10p4p13)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4c. Income generated by the institution (Investments)

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## d.Private organizations funding institution's programs/facilities (q10p4p14)

### File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 149  
Invalid: 1

### Pre question

10.4 What is the main source of funding for this TVET institution?

### Literal question

10.4d. Private organizations funding institution's programs/facilities

### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

e.External loans or grants channeled via government accounts or directly to inst (q10p4p15)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.4 What is the main source of funding for this TVET institution?

### Literal question

10.4e. External loans or grants channeled via government accounts or directly to institutions

### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

f.Local administration/communities in kind (q10p4p16)

File: TVET\_Institutional\_Data\_Part\_B

### Overview

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

Valid cases: 150  
Invalid: 0

### Pre question

10.4 What is the main source of funding for this TVET institution?

### Literal question

10.4f. Local administration/communities in kind

### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

g.Not willing to say (q10p4p17)

File: TVET\_Institutional\_Data\_Part\_B

### Overview



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

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4g. Not willing to say

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## h. Anonymous (q10p4p18)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4h. Anonymous

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## Percent of other source of funding for this TVET institution (q10p4p19)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

#### Pre question

10.4 What is the main source of funding for this TVET institution?

#### Literal question

10.4i. Others (Specify \_\_\_\_\_)

#### Interviewer instructions

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

## Total source of funding for this TVET institution (q10p4p20)

### File: TVET\_Institutional\_Data\_Part\_B

#### Overview

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

Valid cases: 150  
Invalid: 0

**Pre question**

10.4 What is the main source of funding for this TVET institution?

**Literal question**

Total computed

**Interviewer instructions**

[FI: "Percent" is PROPORTION OF TOTAL BUDGET; CHECK THAT TOTAL ADDS UP TO 100%]

# Documentation

## Questionnaires

### Student Assessment Questionnaire

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Title	Student Assessment Questionnaire
Author(s)	APHRC
Date	2018
Country	Kenya
Language	English
Contributor(s)	Moses Ngware
Publisher(s)	APHRC
Filename	TVET Student Assessment Questionnaire.pdf

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### Student Survey Questionnaire

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Title	Student Survey Questionnaire
Author(s)	APHRC
Date	2018
Country	Kenya
Language	English
Contributor(s)	Moses Ngware
Publisher(s)	APHRC
Filename	TVET Student Survey Questionnaire.pdf

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### Institutional Questionnaire\_PartA\_B

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Title	Institutional Questionnaire_PartA_B
Author(s)	APHRC
Date	2018
Country	Kenya
Language	English
Contributor(s)	Moses Ngware
Publisher(s)	APHRC
Filename	TVET_Institutional_Questionnaire_PartA_B.pdf

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### Instructor Questionnaire.pdf

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Title	Instructor Questionnaire.pdf
Author(s)	APHRC
Date	2018
Country	Kenya
Language	English
Contributor(s)	Moses Ngware
Publisher(s)	APHRC
Filename	TVET_Instructor_Questionnaire.pdf

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