

KENYA - Gender and Education: Evaluating Gender Mainstreaming Practices in Curriculum Implementation in Kenya, Gender Study

Dr. Moses Ngware

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Overview

Identification

ID NUMBER

DDI-KEN-APHRC-GENDERANDEDUCATION-2022-V10

Version

VERSION DESCRIPTION

PRODUCTION DATE

2023-11-22

NOTES

N/A

Overview

ABSTRACT

Abstract

Over the years, Kenya has made progress in promoting gender access, equality, and equity in education through policy and legislative reforms that target empowerment for effective participation and contribution to national development. The overall outcome of this is increased representation of women in various institutions. However, evidence indicates that women continue to face systemic barriers and challenges that inhibit fair access, equality, and equity in education. Some of these challenges emanate from shortcomings in the education system; such as the curriculum, teacher training, and ineffective pedagogical approaches that consequently exacerbate the systemic barriers and challenges faced by women and girls. There is a dearth of empirical evidence on gender mainstreaming practices being implemented in classrooms in Kenya as part of efforts to promote gender access, equality, and equity in education. Therefore to address the research gap, this exploratory study seeks to examine three issues: 1) how gender mainstreaming practices are implemented in the teacher training programs; 2) how gender mainstreaming is practiced in primary and secondary classrooms in Kenya (pedagogy, instruction, and interactions), and 3) to explore how the basic education curriculum implementation promotes gender equity. We will utilize a mixed-methods sequential exploratory design to explore the effect of observed gender mainstreaming practices in classrooms, teacher-training programs, and in the basic education curriculum as well as the relationships between the aspects. Data for the study will consist of both qualitative (focus group discussion, key informant interviews) and quantitative (institutional questionnaire, assessments, classroom observations). The data will be collected at the school level (250), as well as among education managers at both county and national education offices. The data analysis is expected to generate evidence on the impact of gender mainstreaming practices on learners' outcomes in Math, English, and Sciences as well as a deep understanding of the nature of the gender mainstreaming practices. The study will provide implications and recommendations for effective gender mainstreaming policies and practice responses.

UNITS OF ANALYSIS

The unit of analysis for the institutional questionnaire was the schools

The unit of analysis for the student questionnaires was the students

The unit of analysis for the classroom observation rubric was the class

The unit of analysis for the teacher training college tutor knowledge skills and attitude survey was the tutor

The unit of analysis for the teacher trainee knowledge skills and attitude survey was the teacher trainee

Scope

NOTES

The study utilized a concurrent mixed-methods approach to explore the relationships between measures, such as gender-equitable pedagogical approaches on students' school attendance, academic outcomes, and choice of subjects. We also examined the measures put in place by the government and private sector to promote gender mainstreaming in basic education. Additionally, we examined the extent to which basic education institutions adhered to the stipulated education sector gender policies and guidelines. Lastly, we further assessed how the primary and secondary teacher training curriculum in Kenya responds to basic education sector gender policies with regard to gender mainstreaming in teaching and learning. We used regression analyses to examine the existing relationships between academic performance, school attendance and student's subject choice across various school, learner, class and pedagogy factors.

Coverage

GEOGRAPHIC COVERAGE

National coverage covering 10 counties (Busia, Garissa, Mandera, Marsabit, Tana River, Turkana, Samburu, Wajir, Nairobi, and West Pokot)

UNIVERSE

10 counties in Kenya comprised of 9 counties with the highest rates of child poverty and Nairobi county because it has high concentration of informal urban settlements.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Dr. Moses Ngware	African Population and Health Research Center

OTHER PRODUCER(S)

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FUNDING

Name	Abbreviation	Role
Center for Global Development	CGD	Funder

OTHER ACKNOWLEDGEMENTS

Name	Affiliation	Role
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Bonface Butichi Ingumba	African Population and Health Research Center	Data Governance Officer

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
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African Population and Health Research Center	APHRC		DDI Documentation
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2023-11-22

DDI DOCUMENT VERSION
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DDI-KEN-APHRC-GENDERANDEDUCATION-2022-V10

Sampling

Sampling Procedure

Sampling Procedures and Participants

Primary data was collected from students in pre-primary, primary, and secondary schools (mixed gender day schools) (primary grade 6, and secondary form 2), in-service teachers, headteachers and principals, pre-service teachers, teacher training tutors/lecturers, county/national education curriculum support officers, and quality assurance officers, and officials at the Ministry of Education and the Teacher Service Commission. We targeted 250 schools (125 primary and 125 secondary) spread in 10 counties in Kenya with the highest rates of child poverty - above 60% (KNBS, 2018). The counties include (Busia, Garissa, Mandera, Marsabit, Tana River, Turkana, Samburu, Wajir, Nairobi, and West Pokot). We chose these counties because children, girls in particular girls in these areas, encounter some form of marginalization, due to child poverty levels. Additionally, vulnerable boys and girls have diminished chances of access to inclusive education because they belong to schools that serve poor households in a low-resource context. Hence may require targeted actions in mainstreaming gender issues in education.

Our overall sampling strategy took into consideration school performance in the most recent national examinations - the Kenya Certificate for Primary Education (KCPE) for primary schools and Kenya Certificate for Secondary Education (KCSE) for secondary schools. In particular, we grouped schools into three categories based on their performance - low, medium, and high performing. In each of the 10 counties, primary, and secondary schools were listed according to the league tables (best performing to worst performer). Thereafter, we created quintiles with schools falling in the lower two (40%) quintiles constituting low performing schools; those in the 3rd quintile forming the middle performing schools; while those in the upper two quintiles (top 40%) forming the best performing category. A similar procedure was followed to identify day secondary schools - day secondary schools admit the majority of students and are located in almost all parts of the country/county). After our sample size was identified, they were proportionately distributed in the three groupings taking the number of schools in a county into consideration.

Out of the 250 schools sampled for the study, 125 schools were sampled for classroom observations, that is, 62 primary and 63 secondary schools. At the primary school level, 21 observations in mathematics, 21 in science, and 20 in English were done. An equal distribution of 21 observations for mathematics, English, and science were done for secondary schools. We observed a total of 147 teachers. A further random selection was employed to distribute the science classroom observations at the secondary school level, translating to 7 observations each for physics, chemistry, and biology. An illustration of the classroom observation distribution is provided below. The grade to be observed in a subject was randomly selected, such that we had only one subject observed per school. In the case of secondary school where there are several science subjects, we focused on physics, biology, and chemistry. The subject observed in a particular school was randomly selected. Once a subject was observed in a selected school, it was not observed in a subsequently selected school until all the other subjects in question were observed. It is worth noting that in Kenya, traditionally, girls perform better in English while boys perform better in Math). KNEC assessment data was collected from the school head teacher/principal for each of the observed grades. All head teachers and principals of selected schools responded to an institutional questionnaire. The questionnaire collected information on the school background, facilities, enrollment, schooling charges, staffing, and governance. Twenty (20) students from all selected schools and from the targeted grade (except in PP2) completed a student questionnaire that gathers information on individual student's background, homework engagement, school background, and subject choices

We conducted qualitative interviews that shed light on how the teacher-training curriculum responded to gender mainstreaming policies, gender-inclusive teaching practices inside the classroom, and strategies implemented by the Government and private sector to mainstream and promote gender issues in the curriculum. The KIIs targeted a total of 40 in-service teachers - 4 teachers in each county - categorized by type of school (public, private, day, boarding, primary, secondary, single/mixed gender; 6 pre-service tutors from 4 teacher training colleges (TTCs) and 2 Universities; 10 curriculum support officers and 10 quality assurance officers from each county; 2 officials from the Ministry of Education (Directorate for basic education and gender officer); and 1 official from the Teacher Service Commission (in-charge of teacher training). In addition, we conducted 6 FGDs with pre-service teachers from 4 TTCs. 10 FGDs were conducted with students - one in each county; five in primary schools (3 with girls and 2 with boys), and five in secondary schools (3 with boys and 2 with girls). Each FGD was held with 6 participants. The KII guides and FGD guides were pilot tested and revised accordingly to ensure the reliability and clarity of the tools. The KII and FGD guides were sent to the selected respondents before the interviews for familiarity purposes and adequate preparation for the actual interviews. The KIIs lasted a duration of up to 1 hour whereas the FGDs up to 2 hours.

Deviations from Sample Design

N/A

Response Rate

The response rate of schools targeted for the study across ten counties was 100%

The response rate of learners targeted for the study across ten counties was 93%

Weighting

The sampling weights for school level (school weights) were computed based on the total number of schools, the school type and performance quintile at the county level against the number of schools sampled, numbers by school type, and performance quintiles. The student level weights were computed through a product of school weights and sampled students against total grade specific enrolment (i.e. Grade 6 for Primary, and Form 2 for Secondary school levels)

Questionnaires

Overview

Institutional questionnaire: targeting School heads/administrators in each of the school sampled and collected data on school background information, school facilities, enrolment for the current school year, school charges, staffing, and governance.

Student questionnaires: targeting Grade 6 and Form 2 students in each of the sampled school and collected data on Student background information, social-economic status, homework, and homework support, choice of subjects, school environment, absenteeism, and extra tuition.

Classroom observation rubric: targeting PP2, grade 6 and Form 2 teachers and tutors in teacher training colleges (TTCs) and collected data on Gender and inclusion equitable practices in the classroom: language use, lesson planning, teaching, and learning materials, asking questions, group work, demonstration or practical lessons, feedback to students, classroom set up and environment.

TTC tutor knowledge skills and attitude survey: a self administered questionnaire targeting Tutors in Diploma Teacher training colleges and collected data on level of knowledge of gender mainstreaming practices by tutors

Teacher trainee knowledge skills and attitude survey: a self administered questionnaire targeting Pre-service teacher trainees in TTCs and collected data on level of knowledge of gender mainstreaming practices by teacher trainees

Qualitative guides (Key Informant Interviews): targeting In-service teachers Curriculum Support Officers Quality Assurance Officers Pre-service tutors (TTCs and Universities) Ministry of Education - Director of teacher education, Kenya Institute of Curriculum Development and collected data on In-depth understanding of gender mainstreaming practices, policy implementation (successes, challenges, and opportunities)

Qualitative guides (Focus Group Discussions): targeting Pre-service teachers (TTCs and Universities), students in primary school, students in secondary school and collected data on In-depth understanding of gender mainstreaming practices, policy implementation (successes, challenges, and opportunities)

KCPE/KCSE mean scores for Mathematics, English and Science Subjects for years 2017-2021 (Secondary data sourced): targeting Student's performance and used to collect data on Mean scores per school per year and per target subject

The questionnaires will be provided as external sources.

Data Collection

Data Collection Dates

Start	End	Cycle
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Data Collection Mode

Face-to-face [f2f]

Questionnaires

Institutional questionnaire: targeting School heads/administrators in each of the school sampled and collected data on school background information, school facilities, enrolment for the current school year, school charges, staffing, and governance.

Student questionnaires: targeting Grade 6 and Form 2 students in each of the sampled school and collected data on Student background information, social-economic status, homework, and homework support, choice of subjects, school environment, absenteeism, and extra tuition.

Classroom observation rubric: targeting PP2, grade 6 and Form 2 teachers and tutors in teacher training colleges (TTCs) and collected data on Gender and inclusion equitable practices in the classroom: language use, lesson planning, teaching, and learning materials, asking questions, group work, demonstration or practical lessons, feedback to students, classroom set up and environment.

TTC tutor knowledge skills and attitude survey: a self administered questionnaire targeting Tutors in Diploma Teacher training colleges and collected data on level of knowledge of gender mainstreaming practices by tutors

Teacher trainee knowledge skills and attitude survey: a self administered questionnaire targeting Pre-service teacher trainees in TTCs and collected data on level of knowledge of gender mainstreaming practices by teacher trainees

Qualitative guides (Key Informant Interviews): targeting In-service teachers Curriculum Support Officers Quality Assurance Officers Pre-service tutors (TTCs and Universities) Ministry of Education - Director of teacher education, Kenya Institute of Curriculum Development and collected data on In-depth understanding of gender mainstreaming practices, policy implementation (successes, challenges, and opportunities)

Qualitative guides (Focus Group Discussions): targeting Pre-service teachers (TTCs and Universities), students in primary school, students in secondary school and collected data on In-depth understanding of gender mainstreaming practices, policy implementation (successes, challenges, and opportunities)

KCPE/KCSE mean scores for Mathematics, English and Science Subjects for years 2017-2021 (Secondary data sourced): targeting Student's performance and used to collect data on Mean scores per school per year and per target subject

The questionnaires will be provided as external sources.

Supervision

Each of the 10 study sites had a field supervisor in charge of logistics, ensuring quality checks, and reporting back to the research team at APHRC. Furthermore, 5 of the project research team members at APHRC were in charge of the overall data collection in 2 counties each. They provided technical support and overall oversight of data collection and backstopping while in the field. The team leads also held weekly briefing sessions with the APHRC research team to share the progress of data collection and any challenges from the field

To ensure high-quality data collection, the research team conducted random spot checks weekly from the second week of

data collection. During the spot checks, the research team visited the schools where the data collection activities had been concluded. They re-administered the institutional questionnaires to the respondent who was interviewed by the researchers. They also re-administered the student questionnaire to at least three students who were interviewed and feedback relayed to the data collection team during the check-in meetings.

The data analyst run the data daily to check on completeness, correctness and consistency on 100% of the collected data. A discrepancy report were then generated to enable resolution of any inconsistencies or errors in the data with the responsible interviewer.

Data Processing

Data Editing

Data quality monitoring processes and checks were implemented throughout the data collection process, during the time of developing the data collection tools (through built-in quality control in the tablet-based platform), during training of fieldworkers using mock interviews and inter rater reliability tests (IRR), in real time during data collection (routine monitoring by the research team and periodic cross-checks against the protocols), and during the data cleaning process. During fieldwork, data quality was enhanced through regular spot checks and sit-ins by supervisors to verify the authenticity of data collected. Data were then reviewed and certified by the field coordinator before they were transferred to the server.

The quantitative data were collected using SurveyCTO, a survey platform for electronic data collection that has in-built skips and quality checks. Using this software increased efficiency and reduced the time needed for cleaning the data. In addition, the platform supported offline data capturing for regions with slow or no internet connectivity and data transmission when the internet became available. Fieldwork was conducted by trained fieldworkers using digital tablets with the questionnaire loaded in SurveyCTO. Data was uploaded from the tablets onto a secure African Population and Health Research Center (APHRC) server after each day of data collection. Data were synchronized automatically to a server when the tablet was in a location with network coverage. The uploaded data were then checked for quality daily by a data manager and a team dedicated to coordinate field procedures and at the APHRC head office in Nairobi.

Other Processing

N/A

Data Appraisal

Estimates of Sampling Error

N/A

File Description

Variable List

gender_tutor_ksa_v11

Content	
Cases	7
Variable(s)	39
Structure	Type: Keys: ()
Version	Version 1.0 (2023)
Producer	African Population and Health Research Center
Missing Data	Francis

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1	q2p1	Time interview started	contin	numeric	START TIME (24 HOUR)
V2	q2p2	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V4	q2p4	Year of study	discrete	numeric	YEAR OF STUDY
V5	q2p5p1	Subject 1 taught	discrete	character	MAJOR TEACHING SUBJECT COMBINATIONS TAKEN
V6	q2p5p2	Subject 2 taught	discrete	character	MAJOR TEACHING SUBJECT COMBINATIONS TAKEN
V7	q2p5p3	Subject 3 taught	discrete	character	MAJOR TEACHING SUBJECT COMBINATIONS TAKEN
V8	q2p9	Sex of the respondent	discrete	numeric	SEX OF RESPONDENT
V9	q1	Calling both male and female trainees equally during training is very important	discrete	numeric	One of the most important practices during teaching is to call on both male and female teacher trainees equally.
V10	q2	Important that male and female teacher trainees are actively engaged throughout	discrete	numeric	It is important to ensure that male and female teacher trainees are actively engaged in all class projects and structured activities
V11	q3	Important to recast sentences in the passive voice during teaching	discrete	numeric	During teaching, it is important to recast sentences in the passive voice to avoid using the indefinite pronoun e.g. Each teacher trainee should hand in his paper promptly/Papers should be handed in promptly; Does everybody have his book?/Do all of you have your books?
V12	q4	Mix of both gender trainees is important during class activities and group work	discrete	numeric	Having a mix of both male and female teacher trainees is important during classroom activities and group work.
V13	q5	Eye contact is important with all trainees in class and calling them by name	discrete	numeric	Tutors should make eye contact with all teacher trainees in the classroom and call them by name
V14	q6	Tutors should allow male & female teacher trainees to speak without interruption	discrete	numeric	Tutors should allow male and female teacher trainees to speak without interruption
V15	q7	Adequate wait time is important for trainees before calling them to answer a que	discrete	numeric	Tutors should provides adequate wait time (3-5 seconds) for both male and female teacher trainees before calling on them to answer a question
V16	q8	Tutors should assign roles to male and female trainees equally in the classroom	discrete	numeric	Tutors should assign roles/chores to male and female teacher trainees equally in the classrooms

V17	q9	Tutors should disregard learning needs of male & female trainees lesson planning	discrete	numeric	Tutors should disregard learning needs of male and female teacher trainees during lesson planning.
V18	q10	Important to use learning styles that ensure equal participation of all trainees	discrete	numeric	It is an important practice for tutors to use learning styles that ensure equal participation of both male and female teacher trainees.
V19	q11	Having teaching styles that cater for learners with special needs is not necessary	discrete	numeric	Having teaching styles that caters for learners with special needs is not necessary.
V20	q12	Teaching & learning materials that promote gender equality are necessary in training	discrete	numeric	Using teaching and learning materials that promote gender equality (textbooks, photos, illustrations, examples, stories that reflect both genders equally) is necessary in teacher training.
V21	q13	Not necessary to give equal chances to both gender trainees to answer questions	discrete	numeric	It is not necessary for the tutor to give equal chances to both male and female teacher trainees to answer questions in the classroom.
V22	q14	Important to extend positive reinforcement to both male and female trainees	discrete	numeric	It is important for the tutor to extend positive reinforcement to both male and female teacher trainees.
V23	q15	Enough time allowed for trainees who are shy or maybe afraid to answer questions	discrete	numeric	Enough time should be given to teacher trainees who are shy or maybe afraid to answer questions or speak out in the class.
V24	q16	It's tutor's role to use strategies that encourage all trainees speak out in class	discrete	numeric	It is the tutor's responsibility to use strategies that encourage all teacher trainees to answer questions or speak out in class.
V25	q17	Both male and female trainees should be given equal chances to lead group activities	discrete	numeric	Both male and female teacher trainees should be given equal chances to lead group activities in the classroom.
V26	q18	Male trainees are best placed to present findings from group discussions	discrete	numeric	Male teacher trainees are best placed to present findings from group discussions and/or practical activities.
V27	q19	Female trainees are best placed to record proceedings of group discussions	discrete	numeric	Female teacher trainees are best placed to record the proceedings of group discussions and/or practical activities.
V28	q20	It's tutor's role to mentor both gender trainees to interact with experiments	discrete	numeric	It is the responsibility of the tutor to mentor both male and female teacher trainees to interact with experiments/specimens and deal with any fears that may be expressed or apparent.
V29	q21	Male trainees are good at handling experiments compared to female trainees	discrete	numeric	Male teacher trainees are good at handling experiments/specimen compared to female teacher trainees.
V30	q22	Strategies applied so that neither gender dominate execution of experiments	discrete	numeric	tutors should use strategies that ensure that neither male or female teacher trainees dominate the execution of experiments.
V31	q23	Tutors should provide constructive feedback equally to both male and female trainees	discrete	numeric	tutors should provide constructive feedback equally to both male and female teacher trainees in encouraging ways that promote growth, learning, and critical thinking.
V32	q24	Necessary to provide +ve reinforcement to both gender trainees that promote growth	discrete	numeric	It is necessary to provide positive reinforcement (e.g. giving praise, prize, smile) to both male and female teacher trainees that promote growth, learning, and critical thinking.
V33	q25	More support and assistance are required for female trainees in STEM	discrete	numeric	More support and assistance are required for female teacher trainees in Sciences Technology Engineering and Maths (STEM) subjects.

V34	q26	It's not necessary to mix up male and female trainees in the classroom setup	discrete	numeric	It is not necessary to mix up male and female teacher trainees in the classroom setup.
V35	q27	Sitting arrangement in a class has no influence on trainee's participation	discrete	numeric	The sitting arrangement in a classroom has no influence on the participation of male and female teacher trainees.
V36	q28	The sitting arrangement in class encourages quiet trainees to overcome shyness	discrete	numeric	The sitting arrangement in the classroom encourages quiet teacher trainees to speak out and overcome shyness
V37	q29	Tutor's presentation (e.g.dressing, talk) has no influence on trainees	discrete	numeric	Tutor's presentation (dressing, how they talk, attitude) has no influence on how teacher trainees are inspired to learn and thrive.
V38	q30	Clear rules and a culture of positive relationships has no influence on learning	discrete	numeric	Having clear rules and a culture of positive and respectful relationships in the classroom has no influence on teaching and learning
V39	q31	It's the role of the tutor to ensure the classroom environment is safe	discrete	numeric	It is the responsibility of the tutor to ensure the classroom environment is safe and accepting through the use of activities for self-regulation (e.g. regulating temper, mindfulness (caring for others), body awareness
V40	endtime	Time interview ended	contin	numeric	Record time of ending interview

gender_teacher_trainee_ksa_v11

Content

Cases	166
Variable(s)	40
Structure	Type: Keys: ()
Version	Version 1.0 (2023)
Producer	African Population and Health Research Center
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V41	doe	Date of entry	discrete	character	
V43	q1p1	Would you like to participate in this research? 1=YES; 2=NO	discrete	numeric	Would you like to participate in this research?
V44	q2p1	Time interview started	contin	numeric	START TIME (24 HOUR)
V45	q2p2	Date of entry	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V47	q2p4	Year of study	discrete	numeric	YEAR OF STUDY
V48	q2p5p1	Subject 1 -taught	discrete	character	MAJOR TEACHING SUBJECT COMBINATIONS TAKEN:
V49	q2p5p2	Subject 2 -taught	discrete	character	MAJOR TEACHING SUBJECT COMBINATIONS TAKEN:
V50	q2p5p3	Subject 3 -taught	discrete	character	MAJOR TEACHING SUBJECT COMBINATIONS TAKEN:
V51	q2p9	Sex of the respondent	discrete	numeric	SEX OF RESPONDENT
V52	q1	Calling both male and female learners equally during training is very important	discrete	numeric	One of the most important practices during teaching is to call on both male and female students equally.
V53	q2	Important that male and female learners are actively engaged throughout	discrete	numeric	It is important to ensure that male and female students are actively engaged in all class projects and structured activities.
V54	q3	Important to recast sentences in the passive voice during teaching	discrete	numeric	During teaching, it is important to recast sentences in the passive voice to avoid using the indefinite pronoun e.g. Each teacher trainee should hand in his paper promptly/Papers should be handed in promptly; Does everybody have his book?/Do all of you have your books?
V55	q4	Mix of both gender learners is important during class activities and group work	discrete	numeric	Having a mix of both male and female students is important during classroom activities and group work.
V56	q5	Eye contact is important with all learners in class and calling them by name	discrete	numeric	Teachers should make eye contact with all students in the classroom and call them by name
V57	q6	Teachers should allow male & female learners to speak without interruption	discrete	numeric	Teachers should allow male and female students to speak without interruption
V58	q7	Adequate wait time is important for learners before calling them to answer a que	discrete	numeric	Teachers should provides adequate wait time (3-5 seconds) for both male and female students before calling on them to answer a question

V59	q8	Teachers should assign roles to male and female learners equally in the classroom	discrete	numeric	Teachers should assign roles/chores to male and female students equally in the classrooms
V60	q9	Teachers should disregard learning needs of male & female learners lesson planni	discrete	numeric	Teachers should disregard the learning needs of male and female students during lesson planning.
V61	q10	Important to use learning styles that ensure equal participation of all learners	discrete	numeric	It is an important practice for teachers to use learning styles that ensure equal participation of both male and female students.
V62	q11	Having teaching styles that cater for learners with special needs is not necessa	discrete	numeric	Having teaching styles that caters to learners with special needs is not necessary
V63	q12	Teaching & learning materials that promote gender equality are necessary in trai	discrete	numeric	Using teaching and learning materials that promote gender equality (textbooks, photos, illustrations, examples, stories that reflect both genders equally) is necessary in teacher training.
V64	q13	Not necessary to give equal chances to both gender learners to answer questions	discrete	numeric	It is not necessary for the teacher to give equal chances to both male and female studentss to answer questions in the classroom.
V65	q14	Important to extend positive reinforcement to both male and female learners	discrete	numeric	It is important for the teacher to extend positive reinforcement to both male and female students.
V66	q15	Enough time allowed for learners who are shy or maybe afraid to answer questions	discrete	numeric	Enough time should be given to studentss who are shy or maybe afraid to answer questions or speak out in the class.
V67	q16	It's teacher's role to use strategies that encourage all learners speak out in c	discrete	numeric	It is the teacher's responsibility to use strategies that encourage all studentss to answer questions or speak out in class.
V68	q17	Both male and female learners should be given equal chances to lead group activi	discrete	numeric	Both male and female studentss should be given equal chances to lead group activities in the classroom.
V69	q18	Male learners are best placed to present findings from group discussions	discrete	numeric	Male studentss are best placed to present findings from group discussions and/or practical activities.
V70	q19	Female learners are best placed to record proceedings of group discussions	discrete	numeric	Female studentss are best placed to record the proceedings of group discussions and/or practical activities.
V71	q20	It's teacher's role to mentor both gender learners to interact with experiments	discrete	numeric	It is the responsibility of the teacher to mentor both male and female studentss to interact with experiments/specimens and deal with any fears that may be expressed or apparent.
V72	q21	Male learners are good at handling experiments compared to female learners	discrete	numeric	Male studentss are good at handling experiments/specimen compared to female studentss.
V73	q22	Strategies applied so that neither gender dominate execution of experiments	discrete	numeric	Teachers should use strategies that ensure that neither male or female studentss dominate the execution of experiments.
V74	q23	Teachers should provide constructive feedback equally to both male and female le	discrete	numeric	Teachers should provide constructive feedback equally to both male and female studentss in encouraging ways that promote growth, learning, and critical thinking.
V75	q24	Necessary to provide +ve reinforcement to both gender learners that promote grow	discrete	numeric	It is necessary to provide positive reinforcement (e.g. giving praise, prize, smile) to both male and female studentss that promote growth, learning, and critical thinking.

V76	q25	More support and assistance are required for female learners in STEM	discrete	numeric	More support and assistance are required for female studentss in Sciences Technology Engineering and Maths (STEM) subjects.
V77	q26	It's not necessary to mix up male and female learners in the classroom setup	discrete	numeric	It is not necessary to mix up male and female students in the classroom setup.
V78	q27	Sitting arrangement in a class has no influence on trainee's participation	discrete	numeric	The sitting arrangement in a classroom has no influence on the participation of male and female students.
V79	q28	The sitting arrangement in class encourages quiet learners to overcome shyness	discrete	numeric	The sitting arrangement in the classroom encourages quiet students to speak out and overcome shyness
V80	q29	Teacher's presentation (e.g.dressing, talk) has no influence on learners	discrete	numeric	Teacher's presentation (dressing, how they talk, attitude) has no influence on how students are inspired to learn and thrive.
V81	q30	Clear rules and a culture of positive relationships has no influence on learning	discrete	numeric	Having clear rules and a culture of positive and respectful relationships in the classroom has no influence on teaching and learning
V82	q31	It's the role of the teacher to ensure the classroom environment is safe	discrete	numeric	It is the responsibility of the teacher to ensure the classroom environment is safe and accepting through the use of activities for self-regulation (e.g. regulating temper, mindfulness (caring for others), body awareness

gender_ttc_classroom_obs_all_v11

Content

Cases 69

Variable(s) 73

Structure
Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V201	doe	Date of entry	discrete	character	Date of entry
V202	q1p1	Start time	discrete	character	Start time
V203	q1p2	Date of entry	discrete	character	Date of entry
V206	subject	Subject observed	discrete	numeric	Subject observed
V207	tutor_sex	Tutor's sex	discrete	numeric	Tutor's sex
V208	q1p6c	Single Gender or mixed gender	discrete	numeric	Single gender or mixed gender
V209	q1p3	Coder's Name	discrete	numeric	Coder's name
V210	q0	Number of rounds of observations	discrete	numeric	Number of rounds of observations
V211	minutes	Span of observation in minutes	discrete	character	Span of observation in minutes
V212	proceed2	Continue with Minutes X?	discrete	numeric	Continue with 0-5 Mins?
V213	q1_m	Tutor calls on both male and female teacher trainees equally- Male	discrete	numeric	Tutor calls on both male and female teacher trainees equally - male
V214	q1_f	Tutor calls on both male and female teacher trainees equally- Female	discrete	numeric	Tutor calls on both male and female teacher trainees equally - female
V215	q2_m	Tutor ensures all teacher trainee are actively engaged in-class projects- Male	discrete	numeric	Tutor ensures male and female teacher trainee are actively engaged in-class projects and structured activities (group work, research, presentations, teaching oral skills, plays, discussion, demonstrations, debates) - male
V216	q2_f	Tutor ensures all teacher trainee are actively engaged in-class projects-Female	discrete	numeric	Tutor ensures male and female teacher trainee are actively engaged in-class projects and structured activities (group work, research, presentations, teaching oral skills, plays, discussion, demonstrations, debates) - female
V217	q3	Tutor recasts sentences in the passive voice to avoid using indefinite pronoun	discrete	numeric	Tutor uses recast sentences in the passive voice to avoid using the indefinite pronoun
V218	q4	Tutor integrates trainees by gender during activities, group work, etc	discrete	numeric	Tutor integrates (rather than divides) teacher trainees by sex/gender during activities and group work.
V219	q5	Tutor makes eye contact with all teacher trainees when interacting with them	discrete	numeric	Tutor makes eye contact with all teacher trainees when interacting with them

V220	q6_m	Tutor calls/refers to all teacher trainees by name -Male	discrete	numeric	Tutor calls/refers to all teacher trainees by name - male
V221	q6_f	Tutor calls/refers to all teacher trainees by name -Female	discrete	numeric	Tutor calls/refers to all teacher trainees by name - female
V222	q7_m	Tutor allows male teacher trainees to speak without interruption	discrete	numeric	Tutor allows male and female teacher trainees to speak without interruption-male
V223	q7_f	Tutor allows female teacher trainees to speak without interruption	discrete	numeric	Tutor allows male and female teacher trainees to speak without interruption-female
V224	q8	Tutor gives adequate wait time for trainees before asking one to answer question	discrete	numeric	Tutor provides adequate wait time (3-5 seconds) for both male and female teacher trainees before calling on them to answer a question
V225	q9_m	Tutor assigns male & female trainees classroom chores equally- no. for boys	discrete	numeric	Tutor assigns male and female teacher trainees equally to all classroom "chores" (chores not assigned based on gender roles) e.g. distributing materials, cleaning classroom, collecting books, rubbing the board, sending them to the departmental offices-male
V226	q9_f	Tutor assigns male & female trainees classroom chores equally- no. for girls	discrete	numeric	Tutor assigns male and female teacher trainees equally to all classroom "chores" (chores not assigned based on gender roles) e.g. distributing materials, cleaning classroom, collecting books, rubbing the board, sending them to the departmental offices-female
V227	q10_m	Teacher rephrases concepts to cater for SWD - instances for male trainees	discrete	numeric	Teacher provides a concept in different ways to cater for students with disabilities (representation)-male
V228	q10_f	Teacher rephrases concepts to cater for SWD - instances for female trainees	discrete	numeric	Teacher provides a concept in different ways to cater for students with disabilities (representation)-female
V229	q11	Tutor uses illustrations and examples that reflect both genders positively	discrete	numeric	Tutor uses illustrations, examples and stories (from the teacher and teaching materials) that reflect both genders positively.
V230	q12p1a_m	Tutor gives equal chances to all trainees to answer questions- male trainees	discrete	numeric	Tutor gives equal chances to both male and female teacher trainees to answer questions - male
V231	q12p1a_f	Tutor gives equal chances to all trainees to answer questions- female trainees	discrete	numeric	Tutor gives equal chances to both male and female teacher trainees to answer questions - female
V232	q12p2_m	Tutor gives equal chances to both gender to ask questions- chances to male train	discrete	numeric	Tutor gives equal chances to both male and female teacher trainees to ask questions-male
V233	q12p2_f	Tutor gives equal chances to both gender to ask questions- chances to female tra	discrete	numeric	Tutor gives equal chances to both male and female teacher trainees to ask questions - female
V234	q12p3_m	The tutor extends +ve reinforcement to trainees after answering questions- male	discrete	numeric	The Tutor extends positive reinforcement to both male and female teacher trainees after answering questions e.g. a good trial, fair enough, good effort, good work, you are on the track - male
V235	q12p3_f	The tutor extends +ve reinforcement to trainees after answering questions- femal	discrete	numeric	The Tutor extends positive reinforcement to both male and female teacher trainees after answering questions e.g. a good trial, fair enough, good effort, good work, you are on the track - female

V236	q12p4_m	The teacher extends +ve reinforcement to trainees after asking questions - males	discrete	numeric	The teacher extends positive reinforcement to both male and female teacher trainees after asking questions - male
V237	q12p4_f	The teacher extends +ve reinforcement to trainees after asking questions - femal	discrete	numeric	The teacher extends positive reinforcement to both male and female teacher trainees after asking questions - female
V238	q12p5	The tutor allows sufficient time to answer questions (written & oral)	discrete	numeric	The tutor allows sufficient opportunity and time to answer questions, especially for teacher trainees who may be shy or afraid to speak out.
V239	q12p6_m	Tutor assigns exercises/learning activities to male & female to participate-male	discrete	numeric	Tutor assigns exercises/activities/learning experiences that encourages both male and female teacher trainees to speak out - male
V240	q12p6_f	Tutor assigns exercises/learning activities to male & female to participate-fema	discrete	numeric	Tutor assigns exercises/activities/learning experiences that encourages both male and female teacher trainees to speak out - female
V241	q12p7_m	Tutor distributes questions to all the class and ensures participation - males	discrete	numeric	Tutor distributes questions to all the class and ensure that each trainee participates - male
V242	q12p7_f	Tutor distributes questions to all the class and ensures participation - females	discrete	numeric	Tutor distributes questions to all the class and ensure that each trainee participates - female
V243	q12p8	12 h. Tutor phrases questions to reflect gender representation	discrete	numeric	Tutor phrases questions to reflect gender representation – use names of both men and women, use both male and female characters.
V244	q13p1	Tutors ensure that groups are mixed gender where applicable	discrete	numeric	Tutors ensure that groups are mixed (both boys and girls).
V245	q13p2_m	Tutor ensures that everyone has an opportunity to talk-males	discrete	numeric	Tutor ensures that everyone has the opportunity to talk-male
V246	q13p2_f	Tutor ensures that everyone has an opportunity to talk-females	discrete	numeric	Tutor ensures that everyone has the opportunity to talk-female
V247	q13p3_m	Tutor ensures that group leaders are both male & female trainees-males	discrete	numeric	Tutor ensures that group leaders are both boys and girls-male
V248	q13p3_f	Tutor ensures that group leaders are both male & female trainees-females	discrete	numeric	Tutor ensures that group leaders are both boys and girls-female
V249	q13p4_m	Tutor encourages both gender trainees to present the results/findings -males	discrete	numeric	Tutor encourages both girls and boys to present the results-male
V250	q13p4_f	Tutor encourages both gender trainees to present the results/findings -females	discrete	numeric	Tutor encourages both girls and boys to present the results-female
V251	q13p5_m	Tutor ensures that both gender trainees record the proceedings/take notes- males	discrete	numeric	Tutor ensures that both girls and boys record the proceedings-male
V252	q13p5_f	Tutor ensures that both gender trainees record the proceedings/take notes- femal	discrete	numeric	Tutor ensures that both girls and boys record the proceedings-female
V253	q13p6	Tutor ensures that the group discussion's topic takes gender into consideration	discrete	numeric	Tutor ensures that the topic of the group discussion takes gender into account – including both male and female heroes in a science class, both men and women in a discussion on leadership

V254	q14p1	Tutors use tactics to assure learners it's okay to touch specimens	discrete	numeric	Tutors use different techniques to assure the student that it is all right to touch the specimens without making them feel foolish or belittled and deal with any fear that may be expressed or apparent.
V255	q14p2_m	Tutor makes sure that male trainees have an opportunity to work with the specime	discrete	numeric	Tutors make sure that each student has an opportunity to work with the specimen-male
V256	q14p2_f	Tutor makes sure that male trainees have an opportunity to work with the specime	discrete	numeric	Tutors make sure that each student has an opportunity to work with the specimen-female
V257	q14p3_m	Tutor ensures neither gender dominate the execution of the experiment-males	discrete	numeric	Tutors make sure that neither boys nor girls dominate the execution of the experiment-male
V258	q14p3_f	Tutor ensures neither gender dominate the execution of the experiment-females	discrete	numeric	Tutors make sure that neither boys nor girls dominate the execution of the experiment-female
V259	q14p4_m	Tutor ensures both gender equally participate and not only record obs -males	discrete	numeric	Tutor ensures that both genders are not relegated to simply recording observation, but actually participate-male
V260	q14p4_f	Tutor ensures both gender equally participate and not only record obs -females	discrete	numeric	Tutor ensures that both genders are not relegated to simply recording observation, but actually participate-female
V261	q14p5	Tutor strives to connect classwork with everyday life using a gender lens	discrete	numeric	Tutor makes an effort to connect what is happening in the class to what happens in everyday life
V262	q15p1_m	Tutor gives constructive feedback to all trainees in encouraging ways-males	discrete	numeric	Tutor provides constructive feedback to both boys and girls in encouraging ways that promote growth, learning, and critical thinking-male
V263	q15p1_f	Tutor gives constructive feedback to all trainees in encouraging ways-females	discrete	numeric	Tutor provides constructive feedback to both boys and girls in encouraging ways that promote growth, learning, and critical thinking-female
V264	q15p2_m	Tutor encourages trainees to provide constructive feedback to each other- males	discrete	numeric	Tutor encourages trainees to provide constructive feedback to each other-male
V265	q15p2_f	Tutor encourages trainees to provide constructive feedback to each other- female	discrete	numeric	Tutor encourages trainees to provide constructive feedback to each other-female
V266	q15p3_m	Tutor gives male & female an equal amount of assistance and feedback-males	discrete	numeric	Tutor gives boys and girls an equal amount of assistance and feedback-male
V267	q15p3_f	Tutor gives male & female an equal amount of assistance and feedback-females	discrete	numeric	Tutor gives boys and girls an equal amount of assistance and feedback-female
V268	q16	The classroom set up mixes both gender teacher trainees where applicable	discrete	numeric	The classroom set up mixes boys and girls
V269	q17	The classroom set-up enhances the participation of both male and female trainees	discrete	numeric	The classroom set-up enhances the participation of both boys and girls. Sitting arrangement encourages dialogue among students, and allows for small group and large group instruction.
V270	q18	Fixtures, posters, and visual aids on the walls are gender inclusive	discrete	numeric	Fixtures, posters, and visual aids on the walls send positive messages

V271	q19	Tutor's presentation (e.g grooming, attitude, confidence,etc) is professional	discrete	numeric	Tutor's presentation (dressing, how they talk, attitude) is professional and he/she builds an environment where all learners are inspired to learn and thrive
V272	q20	Tutor creates a culture of +ve and respectful relationships in the classroom	discrete	numeric	Tutor creates clear and a culture of positive and respectful relationships in the classroom for all students
V273	q21	Tutor makes the class environment safe by use of tasks for self-regulation	discrete	numeric	Tutor makes the classroom environment safe and accepting through the use of activities for self-regulation (e. g. regulating temper), mindfulness (caring for others), body awareness
V274	q22	Tutor uses fair/unbiased corrective measures for male and female teacher trainee	discrete	numeric	Tutor uses fair/unbiased corrective measures for male and female teacher trainees
V275	q6p3	End time	discrete	character	End time

gender_and_educ_classroom_obs_all_v11

Content

Cases 748

Variable(s) 78

Structure
Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V353	school_id	School ID	discrete	character	School ID
V354	doe	Date of entry	discrete	character	Date of entry
V355	grade	Class/grade	discrete	numeric	Class/grade
V356	subject	Subject observed	discrete	numeric	Subject observed
V357	tsex	Teacher's Sex	discrete	numeric	Teacher's sex
V358	level	School level	discrete	numeric	School level
V359	sch_gender	School gender	discrete	numeric	School gender
V360	q1p1	Start time	discrete	character	Start time
V361	q1p2	Date of entry	discrete	character	Date of entry
V362	q1p5	School ID	discrete	character	School ID
V363	q1p9	In which county is the school located?	discrete	numeric	In which county is the school located?
V364	q1p6c	Single gender or mixed gender school?	discrete	numeric	Single gender or mixed gender school?
V365	q1p3	Coder's name	discrete	numeric	Coder's name
V366	q0	Observation rounds	discrete	numeric	Observation rounds
V367	minutes	Lesson portions observed	discrete	character	Lesson portions observed
V368	q1_m	Teacher calls on boys and girls equally - number of times boys called	discrete	numeric	Teacher calls on boys and girls equally-boys
V369	q1_f	Teacher calls on boys and girls equally - number of times girls called	discrete	numeric	Teacher calls on boys and girls equally-girls
V370	q2_m	Active involvement of boys in class projects and structured activities	discrete	numeric	Teacher ensures that girls and boys are actively engaged in-class projects and structured activities-boys
V371	q2_f	Active involvement of boys in class projects and structured activities	discrete	numeric	Teacher ensures that girls and boys are actively engaged in-class projects and structured activities-girls
V372	q3	To refer to whole class, teacher recasts sentences in the passive voice	discrete	numeric	Teacher recasts sentences in the passive voice to avoid using the indefinite pronoun

V373	q4	Teacher integrates students by gender during activities, group work, etc.	discrete	numeric	Teacher integrates (rather than divides) students by sex/gender during activities, during group work, etc.
V374	q5	Teacher makes eye contact with all students when interacting with them.	discrete	numeric	Teacher makes eye contact with all students and calls them by name
V375	q6_m	Teacher calls/refers to all students by name - number of times -boys called	discrete	numeric	Teacher calls/refers to all students by name-boys
V376	q6_f	Teacher calls/refers to all students by name - number of times -girls called	discrete	numeric	Teacher calls/refers to all students by name-girls
V377	q7_m	Teacher allows boys to speak without interruption- number of times	discrete	numeric	Teacher allows girls and boys to speak without interruption-boys
V378	q7_f	Teacher allows girls to speak without interruption - number of times	discrete	numeric	Teacher allows girls and boys to speak without interruption-girls
V379	q8	Teacher gives adequate wait time for learners before asking one to answer question	discrete	numeric	Teacher provides adequate wait time (3-5 seconds) for both boys and girls before calling on a student to answer a question
V380	q9_m	Teacher assigns girls & boys equally to all classroom chores- number for boys	discrete	numeric	Teacher assigns girls and boys equally to all classroom "chores" (chores not assigned based on gender)-boys
V381	q9_f	Teacher assigns girls & boys equally to all classroom chores- number for girls	discrete	numeric	Teacher assigns girls and boys equally to all classroom "chores" (chores not assigned based on gender)-girls
V382	q10_m	Teacher rephrases concepts to cater for SWD - instances for boys	discrete	numeric	Teacher provides a concept in different ways to cater for students with disabilities (representation)-Boys
V383	q10_f	Teacher rephrases concepts to cater for SWD - instances for girls	discrete	numeric	Teacher provides a concept in different ways to cater for students with disabilities (representation)-Girls
V384	q11	Teacher uses illustrations and examples that reflect both genders positively	discrete	numeric	Teacher uses illustrations and examples (from the teacher and teaching materials) that reflect both genders positively
V385	q12p1a_m	Teacher gives equal chances to all learners to answer questions-boys	discrete	numeric	Teacher gives equal chances to both girls and boys to answer questions.-boys
V386	q12p1a_f	Teacher gives equal chances to all learners to answer questions-girls	discrete	numeric	Teacher gives equal chances to both girls and boys to answer questions.-girls
V387	q12p2_m	Teacher gives equal chances to both gender to ask questions-chances to boys	discrete	numeric	Teacher gives equal chances to both girls and boys to ask questions-boys
V388	q12p2_f	Teacher gives equal chances to both gender to ask questions-chances to girls	discrete	numeric	Teacher gives equal chances to both girls and boys to ask questions-girls
V389	q12p3_m	The teacher extends +ve reinforcement to learners after answering questions- boy	discrete	numeric	The teacher extends positive reinforcement to both girls and boys after answering questions-boy
V390	q12p3_f	The teacher extends +ve reinforcement to learners after answering questions- boy	discrete	numeric	The teacher extends positive reinforcement to both girls and boys after answering questions-girls

V391	q12p4_m	The teacher extends +ve reinforcement to learners after asking questions - boys	discrete	numeric	The teacher extends positive reinforcement to both girls and boys after asking questions-boys
V392	q12p4_f	The teacher extends +ve reinforcement to learners after asking questions - girls	discrete	numeric	The teacher extends positive reinforcement to both girls and boys after asking questions-girls
V393	q12p5	The teacher allows sufficient time to answer questions (written & oral)	discrete	numeric	The teacher allows sufficient opportunity and time to answer questions (both oral and written)
V394	q12p6_m	Teacher assigns exercises/learning activities to boys & girls to participate-boy	discrete	numeric	Teacher assigns exercises/activities/learning experiences that encourages both boys and girls to participate-boys
V395	q12p6_f	Teacher assigns exercises/learning activities boys & girls to participate-girls	discrete	numeric	Teacher assigns exercises/activities/learning experiences that encourages both boys and girls to participate-girls
V396	q12p7_m	Teacher distributes questions to all the class and ensures participation - boys	discrete	numeric	Teacher distributes questions to all the class and ensures that each student participates-boys
V397	q12p7_f	Teacher distributes questions to all the class and ensures participation - girls	discrete	numeric	Teacher distributes questions to all the class and ensures that each student participates-girls
V398	q12p8	Teacher phrases questions to reflect gender representation	discrete	numeric	Teacher phrases questions to reflect gender representation - use names of both men and women, use both male and female characters
V399	q13p1	Teachers ensure that groups are mixed (both boys and girls)	discrete	numeric	Teachers ensure that groups are mixed (both boys and girls).
V400	q13p2_m	Teacher ensures that everyone has an opportunity to talk-boys	discrete	numeric	Teacher ensures that everyone has the opportunity to talk/give views-boys
V401	q13p2_f	Teacher ensures that everyone has an opportunity to talk-girls	discrete	numeric	Teacher ensures that everyone has the opportunity to talk/give views-girls
V402	q13p3_m	Teacher ensures that group leaders are both boys and girls-boys	discrete	numeric	Teacher ensures that group leaders/chair persons are both boys and girls-boys
V403	q13p3_f	Teacher ensures that group leaders are both boys and girls-girls	discrete	numeric	Teacher ensures that group leaders/chair persons are both boys and girls-girls
V404	q13p4_m	Teacher encourages both girls and boys to present the results/findings -boys	discrete	numeric	Teacher encourages both girls and boys to present the results/findings-boys
V405	q13p4_f	Teacher encourages both girls and boys to present the results/findings -girls	discrete	numeric	Teacher encourages both girls and boys to present the results/findings-girls
V406	q13p5_m	Teacher ensures that both girls & boys record the proceedings/take notes- boys	discrete	numeric	Teacher ensures that both girls and boys record the proceedings/take notes/secretary-boys
V407	q13p5_f	Teacher ensures that both girls & boys record the proceedings/take notes- girls	discrete	numeric	Teacher ensures that both girls and boys record the proceedings/take notes/secretary-girls
V408	q13p6	Teacher ensures that the group discussion's topic takes gender into consideration	discrete	numeric	Teacher ensures that the topic of the group discussion takes gender into account where applicable
V409	q14p1	Teachers use tactics to assure learners it's okay to touch specimens	discrete	numeric	Teachers use different techniques to assure both boys and girls that it is all right to touch the specimens without making them feel foolish or belittled and deal with any fear that may be expressed or apparent

V410	q14p2_m	Teacher makes sure that boys have an opportunity to work with the specimen/eqpmt	discrete	numeric	Teacher makes sure that both boys and girls have an opportunity to work with the specimen/equipment-boys
V411	q14p2_f	Teacher makes sure that girls have an opportunity to work with the specimen/eqpm	discrete	numeric	Teacher makes sure that both boys and girls have an opportunity to work with the specimen/equipment-girls
V412	q14p3_m	Teacher ensures neither gender dominate the execution of the experiment-boys	discrete	numeric	Teacher makes sure that neither boys nor girls dominate the execution of the experiment /demonstration-boys
V413	q14p3_f	Teacher ensures neither gender dominate the execution of the experiment-girls	discrete	numeric	Teacher makes sure that neither boys nor girls dominate the execution of the experiment /demonstration-girls
V414	q14p4_m	Teacher ensures both gender equally participate and not only record obs -boys	discrete	numeric	Teacher ensures that both boys and girls are not relegated to simply recording observation, but equally participate-boys
V415	q14p4_f	Teacher ensures both gender equally participate and not only record obs -girls	discrete	numeric	Teacher ensures that both boys and girls are not relegated to simply recording observation, but equally participate-girls
V416	q14p5	Teacher strives to connect classwork with everyday life using a gender lens	discrete	numeric	Teacher makes an effort to connect what is happening in the class to what happens in everyday life using a gender lens
V417	q15p1_m	Teacher gives constructive feedback to boys and girls in encouraging ways-boys	discrete	numeric	Teacher provides constructive feedback to both boys and girls in encouraging ways that promo growth, learning, and critical thinking (both for group work and whole class)-boys
V418	q15p1_f	Teacher gives constructive feedback to boys and girls in encouraging ways-girls	discrete	numeric	Teacher provides constructive feedback to both boys and girls in encouraging ways that promo growth, learning, and critical thinking (both for group work and whole class)-girls
V419	q15p2_m	Teacher encourages learners to provide constructive feedback to each other- boys	discrete	numeric	Teacher encourages learners to provide constructive feedback to each other-boys
V420	q15p2_f	Teacher encourages learners to provide constructive feedback to each other-girls	discrete	numeric	Teacher encourages learners to provide constructive feedback to each other-girls
V421	q15p3_m	Teacher gives boys and girls an equal amount of assistance and feedback- boys	discrete	numeric	Teacher gives boys and girls an equal amount of assistance and feedback-boys
V422	q15p3_f	Teacher gives boys and girls an equal amount of assistance and feedback-girls	discrete	numeric	Teacher gives boys and girls an equal amount of assistance and feedback-girls
V423	q16	The classroom set up mixes boys and girls	discrete	numeric	The classroom set up mixes boys and girls
V424	q17	The classroom set-up enhances the participation of both boys and girls	discrete	numeric	The classroom set-up enhances the participation of both boys and girls
V425	q18	Fixtures, posters, and visual aids on the walls are gender inclusive	discrete	numeric	Fixtures, posters, and visual aids on the walls are gender inclusive and send positive messages to both boys and girls
V426	q19	teacher's presentation e.g grooming is professional	discrete	numeric	Teacher's presentation (grooming, how they talk, attitude, confidence, audibility, using language at the level of learners) is professional and he/she builds an environment where all learners are inspired to learn and thrive

V427	q20	teacher's presentation e.g grooming is professional	discrete	numeric	Teacher's presentation (grooming, how they talk, attitude, confidence, audibility, using language at the level of learners) is professional and he/she builds an environment where all learners are inspired to learn and thrive
V428	q21	Teacher makes the class environment safe by use of tasks for self-regulation	discrete	numeric	Teacher makes the classroom environment safe and accepting through the use of activities for self-regulation (e.g. regulating temper, mindfulness (caring for others), and body awareness
V429	q22	Teacher uses fair/unbiased corrective measures for both boys and girls.	discrete	numeric	Teacher uses fair/unbiased corrective measures for both boys and girls
V430	q6p3	End time	discrete	character	END TIME

gender_institutional_v11

Content

Cases 250

Variable(s) 584

Structure
Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V431	school_id	school_id	discrete	character	School ID
V432	sid	school ID2	contin	numeric	Second school ID
V433	school_wgts	School weights	contin	numeric	School weights
V434	stude_wgts	Student weights	contin	numeric	Student weights
V435	sch_level	School level	discrete	numeric	School level
V436	sch_gender	School gender category	discrete	numeric	School gender category
V437	sch_type	School type	discrete	numeric	What type of school is this?
V438	hdob	Head teacher's date of birth	discrete	character	What is your date of birth?
V439	perf_quintiles	Performance quintiles based on 2021 KCPE/KCSE performance at the county level	discrete	numeric	Performance quintiles based on 2021 KCPE/KCSE performance at the county level
V440	county	In which county is the school located?	discrete	numeric	IN WHICH COUNTY IS THE SCHOOL LOCATED
V441	subcounty	In which sub-county is the school located?	discrete	numeric	IN WHICH SUB COUNTY IS THE SCHOOL LOCATED?
V442	q1p6	School ID	discrete	character	School ID
V443	q1p2	Would you like to participate in this research?	discrete	numeric	Would you like to participate in this research?
V444	q1p5	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V445	q2p1	What is your date of birth?	discrete	character	What is your date of birth?
V446	q2p2	What is the respondent's gender?	discrete	numeric	What is the respondent's gender?
V447	q2p3	What is your position in this school?	discrete	numeric	What is your position in this school?
V448	q2p4year	How long have you held this position? Years	discrete	numeric	How long have you held this position In this school ?-years
V449	q2p4month	How long have you held this position? Months	discrete	numeric	How long have you held this position In this school ?-months
V450	q2p5	What is your highest level of education/academic qualification completed?	discrete	numeric	What is your highest level of education/academic qualification completed?
V451	q2p6	What is the highest level of professional teacher training you have completed	discrete	numeric	What is the highest level of professional teacher training you have completed?

V452	q3p2	What type of school is this?	discrete	numeric	What type of school is this?
V453	q3p3	What category(school gender) of school is this?	discrete	numeric	What category of school is this?
V454	q3p4_1	Levels taught in this school - Pre-Primary level	discrete	numeric	What are the levels taught at this school?- pre-primary level
V455	q3p4_2	Levels taught in this school - Primary level	discrete	numeric	What are the levels taught at this school?- primary level
V456	q3p4_3	Levels taught in this school - Secondary level	discrete	numeric	What are the levels taught at this school?- secondary level
V457	q3p5	Does this school receive capitation grant from the government	discrete	numeric	Does this school receive capitation grant from the government.
V458	q4p1pg	How many classrooms/streams are there in this school for each class? - Play grou	discrete	numeric	How many classrooms/streams are there in this school for each class? play group
V459	q4p1pp1	How many classrooms/streams are there in this school for each class? - PP1	discrete	numeric	How many classrooms/streams are there in this school for each class? pre-primary 1
V460	q4p1pp2	How many classrooms/streams are there in this school for each class? - PP2	discrete	numeric	How many classrooms/streams are there in this school for each class? pre-primary 2
V461	q4p1pp_sne	How many classrooms/streams are there in this school for each class? - Pre_Pri S	discrete	numeric	How many classrooms/streams are there in this school for each class? pre-primary special needs
V462	q4p1g1	How many classrooms/streams are there in this school for each class? - Grade 1	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 1
V463	q4p1g2	How many classrooms/streams are there in this school for each class? - Grade 2	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 2
V464	q4p1g3	How many classrooms/streams are there in this school for each class? - Grade 3	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 3
V465	q4p1g4	How many classrooms/streams are there in this school for each class? - Grade 4	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 4
V466	q4p1g5	How many classrooms/streams are there in this school for each class? - Grade 5	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 5
V467	q4p1g6	How many classrooms/streams are there in this school for each class? - Grade 6	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 6
V468	q4p1g7	How many classrooms/streams are there in this school for each class? - Grade 7	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 7
V469	q4p1g8	How many classrooms/streams are there in this school for each class? - Grade 8	discrete	numeric	How many classrooms/streams are there in this school for each class? grade 8
V470	q4p1p_sne	How many classrooms/streams are there in this school for each class? - Pri_SNE	discrete	numeric	How many classrooms/streams are there in this school for each class? primary section special needs
V471	q4p1f1	How many classrooms/streams are there in this school for each class? - Form 1	discrete	numeric	How many classrooms/streams are there in this school for each class? seconddary form 1

V472	q4p1f2	How many classrooms/streams are there in this school for each class? - Form 2	discrete	numeric	How many classrooms/streams are there in this school for each class? secondary form 2
V473	q4p1f3	How many classrooms/streams are there in this school for each class? - Form 3	discrete	numeric	How many classrooms/streams are there in this school for each class? secondary form 3
V474	q4p1f4	How many classrooms/streams are there in this school for each class? - Form 4	discrete	numeric	How many classrooms/streams are there in this school for each class? secondary form 4
V475	q4p1s_sne	How many classrooms/streams are there in this school for each class? - Sec_SNE	discrete	numeric	How many classrooms/streams are there in this school for each class? secondary section special needs
V476	q4p2	Do you have a designated reading areas/library other than classrooms?	discrete	numeric	Do you have a designated reading areas/a library that learners use for reading other than classrooms?
V477	q4p2b	Is the reading area mixed for boys and girls or separated?	discrete	numeric	Is it mixed for boys and girls or separated?
V478	q4p3pp2a	Number of main instructional textbooks for -Literacy - PP2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? PP2-literacy
V479	q4p3pp2b	Number of main instructional textbooks for -Numeracy - PP2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? PP2-numeracy
V480	q4p3g6a	Number of main instructional textbooks for -English/Literacy - G6	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? PRIMARY GRADE 6-English/Literacy
V481	q4p3g6b	Number of main instructional textbooks for - Mathematics/Numeracy -G6	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? PRIMARY GRADE 6-Mathematics/Numeracy
V482	q4p3g6c	Number of main instructional textbooks for -Science -G6	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? PRIMARY GRADE 6-Science
V483	q4p3f2a	Number of main instructional textbooks for -English -F2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? SECONDARY-FORM 2-English
V484	q4p3f2b	Number of main instructional textbooks for -Mathematics -F2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? SECONDARY-FORM 2-Mathematics
V485	q4p3f2c	Number of main instructional textbooks for -Physics -F2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? SECONDARY-FORM 2-Physics
V486	q4p3f2d	Number of main instructional textbooks for -Chemistry -F2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? SECONDARY-FORM 2-Chemistry
V487	q4p3f2e	Number of main instructional textbooks for -Biology -F2	discrete	numeric	How many MAIN instructional textbooks do you have for the following subjects? SECONDARY-FORM 2-Biology
V488	q4p4pp2a	Number of main textbooks available for learners for - Literacy - PP2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes pre-primary 2- Literacy
V489	q4p4pp2b	Number of main textbooks available for learners for - Numeracy - PP2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes pre-primary 2- Numeracy
V490	q4p4g6a	Number of main textbooks available for learners for - English/Literacy -G6	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes primary 6-English/Literacy

V491	q4p4g6b	Number of main textbooks available for learners for - Mathematics/Numeracy -G6	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes primary 6- Mathematics/Numeracy
V492	q4p4g6c	Number of main textbooks available for learners for - Science -G6	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes primary 6-Science
V493	q4p4f2a	Number of main textbooks available for learners for - English -F2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes secondary form 2- English/Literacy
V494	q4p4f2b	Number of main textbooks available for learners for - Mathematics -F2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes secondary form 2- Mathematics/Numeracy
V495	q4p4f2c	Number of main textbooks available for learners for - Physics -F2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes secondary form 2-Physics
V496	q4p4f2d	Number of main textbooks available for learners for - Chemistry -F2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes secondary form 2-Chemistry
V497	q4p4f2e	Number of main textbooks available for learners for - Biology -F2	contin	numeric	How many of these MAIN textbooks are available for learners of the following grades/classes secondary form 2-Biology
V498	q4p5p1	Are the textbooks in this school adequate for each level- PP2	discrete	numeric	Are the textbooks in this school adequate for each level? pre-primary 2
V499	q4p5p2	Are the textbooks in this school adequate for each level-G6	discrete	numeric	Are the textbooks in this school adequate for each level? primary grade 6
V500	q4p5p3	Are the textbooks in this school adequate for each level-F2	discrete	numeric	Are the textbooks in this school adequate for each level? secondary form 2
V501	q4p6a	Are learners assigned work that require them to carry school textbooks home?	discrete	numeric	Are learners assigned work/homework that require them to carry school text books home?
V502	q4p6b_1	Instances of carrying textbooks home - Only when assignments are given	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Only when assignments are given
V503	q4p6b_2	Instances of carrying textbooks home - Upon request	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Upon request
V504	q4p6b_3	Instances of carrying textbooks home - assigned textbooks per academic year/term	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Always/assigned the books without restrictions
V505	q4p6b_4	Instances of carrying textbooks home - during holidays	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Other(Specify)-during holidays
V506	q4p6b_5	Instances of carrying textbooks home - during holidays	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Other(Specify)-during holidays
V507	q4p6b_6	Instances of carrying textbooks home - learners assigned textbooks in a ratio	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Other(Specify)-learners assigned textbooks in a ratio
V508	q4p6b_7	Instances of carrying textbooks home - photocopy sections with homework	discrete	numeric	If YES, under what circumstances are the learners allowed to carry school textbooks home? -Other(Specify)-Photocopy sections with homework

V509	q4p6c_1	Why learners don't carry the sch textbooks home - For security reason/may lose t	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?- For security reason/may lose them
V510	q4p6c_2	Why learners don't carry the sch textbooks home - No textbooks/ or are few	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?- Books are few
V511	q4p6c_3	Why learners don't carry the sch textbooks home - Fear that they may be sold	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?- Fear that they may be sold
V512	q4p6c_4	Why learners don't carry the sch textbooks home - Fear the books may be torn/mis	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?-Fear the books may be torn/mishandled
V513	q4p6c_5	Why learners don't carry the sch textbooks home - Fear that learners may forget	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?-Fear that learners may forget them at home
V514	q4p6c_6	Why learners don't carry the sch textbooks home - learners don't utilise the boo	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?-learners don't utilise the books at home
V515	q4p6c_7	Why learners don't carry the sch textbooks home - To motivate parents to buy mor	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?-To motivate parents to buy more books
V516	q4p6c_8	Why learners don't carry the sch textbooks home - Fear they may exchange the boo	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?-Fear they may exchange the books with learners from other schools
V517	q4p6c_9	Why learners don't carry the sch textbooks home - Fear that they may transfer to	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?-Fear that they may transfer to other schools with the books from other schools
V518	q4p6c_10	Why learners don't carry the sch textbooks home - finish assignment in time-no h	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?- Other(Specify)-finish assignment in time no homework
V519	q4p6c_11	Why learners don't carry the sch textbooks home - nomadism/fear that students may	discrete	numeric	If NO, why are the learners not allowed to carry the school text books home?- Other(Specify)-nomadism/fear thet the students may disappear with the books
V520	q4p6cboys	If YES in 4.6a, how often did boys carry books home in the last school term?	discrete	numeric	If YES in 4.6, how often did students carry books home in the last school term? boys
V521	q4p6cgirls	If YES in 4.6a, how often did girls carry books home in the last school term?	discrete	numeric	If YES in 4.6, how often did students carry books home in the last school term? girls
V522	q4p7p1	Are Braille available for learners with special needs in this school?	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Braille
V523	q4p7p2	Are Ramps available for learners with special needs in this school?	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Ramps
V524	q4p7p3	Are Toilets for special needs learners available in this school?	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Toilets for special needs learners
V525	q4p7p4	Are Audio-visual materials available for learners with special needs in this sch	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Audio-visual materials (CDs with interpretations)

V526	q4p7p5	Are Wider door/window openings available for learners with special needs in this	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Wider door/window openings
V527	q4p7p6	Are Sign Language Interpreters available for learners with special needs in this	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Sign Language Interpreters
V528	q4p7p7	Are Accessible text available for learners with special needs in this school?	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Accessible text
V529	q4p7p9	Are wheelchairs available for learners with special needs in this school?	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Other (Specify)-wheelchairs
V530	q4p7p10	Are guide sticks(for blind) available for learners with special needs in this sc	discrete	numeric	Are these learning materials/facilities available for learners with special needs in this school?-Other (Specify)-guide sticks
V531	q4p8	What is the main source of electricity in this school?	discrete	numeric	What is the MAIN source of electricity in this school?
V532	q4p9	What is the size of land on which this school seats?	discrete	numeric	What is the size of land on which this school seats?
V533	q4p10	Does this school have toilet facilities?	discrete	numeric	Does this school have toilet facilities?
V534	q4p11	What type of toilet facility is mainly used by learners in this school?	discrete	numeric	What type of toilet facility is mainly used by learners in this school?
V535	q4p12a	Are the toilets for boys located within the school compound?	discrete	numeric	Are the toilets for BOYS located within the school compound?
V536	q4p12b	Are the toilets for girls located within the school compound?	discrete	numeric	Are the toilets for GIRLS located within the school compound?
V537	q4p13	If NO, how far are the available toilets from the school compound?	discrete	numeric	If NO, how far are the available toilets from the school compound?
V538	q4p14	Are there separate toilets doors/stances for BOYS and GIRLS?	discrete	numeric	Are there separate toilets doors/stances for BOYS and GIRLS?
V539	q4p15p1	How many toilet doors/stances are there for boys	contin	numeric	How many toilet doors/stances are there ?For Boys
V540	q4p15p2	How many toilet doors/stances are there for girls	contin	numeric	How many toilet doors/stances are there ?For Girls
V541	q4p16	Are there toilet facilities used by teachers and staff only/exclusively?	discrete	numeric	Are there toilet facilities used by teachers and staff only/exclusively?
V542	q4p17	Are there separate toilets doors/stances for MALE and FEMALE teachers?	discrete	numeric	Are there separate toilets doors/stances for MALE and FEMALE teachers?
V543	q4p18a	How many toilets doors are there for MALE teachers?	discrete	numeric	How many toilets doors are there for MALE teachers?
V544	q4p18b	How many toilets doors are there for FEMALE teachers?	discrete	numeric	How many toilets doors are there for FEMALE teachers?
V545	q4p19	Are there separate toilets for learners with special needs?	discrete	numeric	Are there separate toilets for learners with special needs?
V546	q4p21p1	Is there a functional bin for the disposal of sanitary towels for female Student	discrete	numeric	Is there a functional bin for the disposal of sanitary towels for Female Students?

V547	q4p21p2	Is there a functional bin for the disposal of sanitary towels for female SNE Stu	discrete	numeric	Is there a functional bin for the disposal of sanitary towels for Female Students with SNE?
V548	q4p21p3	Is there a functional bin for the disposal of sanitary towels for female teacher	discrete	numeric	Is there a functional bin for the disposal of sanitary towels for Female Teachers?
V549	q4p22	Does the school provide emergency sanitary towels for girls?	discrete	numeric	Does the school provide emergency sanitary towels for girls?
V550	q4p23	What is the main source of drinking water in this school?	discrete	numeric	What is the main source of drinking water in this school?
V551	q4p24a	Is the drinking water adequate for the learners' daily use?	discrete	numeric	Is the drinking water adequate for the learners' daily use?
V552	q4p24b	Is the drinking water clean and safe for the learners' daily use?	discrete	numeric	Is the drinking water clean and safe for the learners' daily use?
V553	q4p25a	Do students fetch water for use outside the school compound during school hours?	discrete	numeric	Are students required to fetch water for use outside the school compound during school hours?
V554	q4p25b	If YES, how far is the water source from the school compound?	discrete	numeric	If YES, how far is the water source from the school compound?
V555	q4p25c1	Who mainly fetches the water-single gender boys sch?	discrete	numeric	Who mainly fetches the water?-boys school
V556	q4p25c2	Who mainly fetches the water - single gender girls sch?	discrete	numeric	Who mainly fetches the water?-girls school
V557	q4p25c3	Who mainly fetches the water - mixed gender school?	discrete	numeric	Who mainly fetches the water?-mixed gender school
V558	q4p26_1	Apart from drinking, what other purposes of water -Cooking at school	discrete	numeric	What is the other purpose of water in this school apart from drinking?-Cooking at school
V559	q4p26_2	Apart from drinking, what other purposes of water -Cleaning of toilets and class	discrete	numeric	What is the other purpose of water in this school apart from drinking?-Cleaning of toilets and classes
V560	q4p26_3	Apart from drinking, what other purposes of water -Cleaning of school utensils	discrete	numeric	What is the other purpose of water in this school apart from drinking?-Cleaning of school utensils
V561	q4p26_4	Apart from drinking, what other purposes of water -watering school garden/agricu	discrete	numeric	What is the other purpose of water in this school apart from drinking?-Watering the flower beds & school garden
V562	q4p26_5	Apart from drinking, what other purposes of water -Ffr livestock use	discrete	numeric	What is the other purpose of water in this school apart from drinking?-For livestock use
V563	q4p26_6	Apart from drinking, what other purposes of water -for personal use e.g handwash	discrete	numeric	What is the other purpose of water in this school apart from drinking?-For personal use e.g washing clothes, bathing
V564	q4p26_7	Apart from drinking, what other purposes of water - for construction	discrete	numeric	What is the other purpose of water in this school apart from drinking?-Others(Specify) for construction
V565	q4p27ap1	How many handwashing points/taps are available for: male students	discrete	numeric	How many handwashing points/taps are available for male students
V566	q4p27ap2	How many handwashing points/taps are available for: female students	discrete	numeric	How many handwashing points/taps are available for female students

V567	q4p27ap3	How many handwashing points/taps are available for: male students with SNE	discrete	numeric	How many handwashing points/taps are available for male students with SNE
V568	q4p27ap4	How many handwashing points/taps are available for: female students with SNE	discrete	numeric	How many handwashing points/taps are available for female students with SNE
V569	q4p27ap5	How many handwashing points/taps are available for: for all students	discrete	numeric	How many handwashing points/taps are available for all students
V570	q4p27ap6	How many handwashing points/taps are available for: for all students SNE	discrete	numeric	How many handwashing points/taps are available for all students with SNE
V571	q4p27bp1	Is soap provided at handwashing points/taps for: male students	discrete	numeric	If YES in any of the categories in 4.27, is soap provided?-Male students
V572	q4p27bp2	Is soap provided at handwashing points/taps for: female students	discrete	numeric	If YES in any of the categories in 4.27, is soap provided?-Female students
V573	q4p27bp3	Is soap provided at handwashing points/taps for: male students with SNE	discrete	numeric	If YES in any of the categories in 4.27, is soap provided?-Male students with SNE
V574	q4p27bp4	Is soap provided at handwashing points/taps for: female students with SNE	discrete	numeric	If YES in any of the categories in 4.27, is soap provided?-Female students with SNE
V575	q4p27bp5	Is soap provided at handwashing points/taps for: for all students	discrete	numeric	If YES in any of the categories in 4.27, is soap provided?-All students
V576	q4p27cp1	If No handwashing points, where do learners wash their hands? -male students	discrete	numeric	If NO, where do learners wash their hands?-Male students
V577	q4p27cp2	If No handwashing points, where do learners wash their hands? -female students	discrete	numeric	If NO, where do learners wash their hands?-Female students
V578	q4p27cp3	If No handwashing points, where do learners wash their hands? -male students wit	discrete	numeric	If NO, where do learners wash their hands?-Male students with SNE
V579	q4p27cp4	If No handwashing points, where do learners wash their hands? -female students w	discrete	numeric	If NO, where do learners wash their hands?-Female students with SNE
V580	q4p27cp5	If No handwashing points, where do learners wash their hands? -for all students	discrete	numeric	If NO, where do learners wash their hands?-All students
V581	q4p28	Does this school have a school feeding programme?	discrete	numeric	Does this school have a school feeding programme?
V582	q4p29a	Does the school feeding programme cover all boys (including SNE)	discrete	numeric	Does the school feeding programme cover all boys (including SNE)
V583	q4p29b	Does the school feeding programme cover all girls (including SNE)	discrete	numeric	Does the school feeding programme cover all girls (including SNE)
V584	q4p30	Are boys and girls (including SNE) at this school served food at the same time?	discrete	numeric	Are boys and girls (including SNE) at this school served food at the same time?
V585	q4p31	Are learners with SNE at this school served food at the same time/point with oth	discrete	numeric	Are learners with SNE at this school served food at the same time/point with other learners?

V586	q4p32	Who is the main sponsor of the school feeding programme?	discrete	numeric	Who is the main sponsor of the school feeding programme?
V587	q4p33	Does this school have a playing ground exclusively for learners from this school	discrete	numeric	Does this school have a playing ground exclusively for learners from this school?
V588	q4p34	In your opinion, who usually takes up more space in the playground?	discrete	numeric	In your opinion, who usually takes up more space in the playground?
V589	q4p35	If No,where do the learners play?	discrete	numeric	If No,where do the learners play?
V590	q5p1b2	How many boys are in grade - playgroup?	contin	numeric	How many boys are in each grade/class?-PRE-PRIMARY-Play Group
V591	q5p1b3	How many boys are in grade - pp1?	contin	numeric	How many boys are in each grade/class?-PRE-PRIMARY-PP1
V592	q5p1b4	How many boys are in grade - pp2?	contin	numeric	How many boys are in each grade/class?-PRE-PRIMARY-PP2
V593	q5p1b5	How many boys are in grade - SNE?	discrete	numeric	How many boys are in each grade/class?-PRE-PRIMARY-SNE
V594	q5p1b7	How many boys are in grade-1?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 1
V595	q5p1b8	How many boys are in grade-2?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 2
V596	q5p1b9	How many boys are in grade-3?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 3
V597	q5p1b10	How many boys are in grade-4?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 4
V598	q5p1b11	How many boys are in grade-5?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 5
V599	q5p1b12	How many boys are in grade-6?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 6
V600	q5p1b13	How many boys are in grade-7?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 7
V601	q5p1b14	How many boys are in grade-8?	contin	numeric	How many boys are in each grade/class?-PRIMARY-Grade 8
V602	q5p1b16	How many boys are in form-1?	contin	numeric	How many boys are in each grade/class?-SECONDARY-FORM 1
V603	q5p1b17	How many boys are in form-2?	contin	numeric	How many boys are in each grade/class?-SECONDARY-FORM 2
V604	q5p1b18	How many boys are in form-3?	contin	numeric	How many boys are in each grade/class?-SECONDARY-FORM 3
V605	q5p1b19	How many boys are in form-4?	contin	numeric	How many boys are in each grade/class?-SECONDARY-FORM 4
V606	q5p1g2	How many girls are in grade - playgroup?	contin	numeric	How many girls are in each grade/class?-PRE-PRIMARY-Play Group
V607	q5p1g3	How many girls are in grade - pp1?	contin	numeric	How many girls are in each grade/class?-PRE-PRIMARY-PP1
V608	q5p1g4	How many girls are in grade - pp2?	contin	numeric	How many girls are in each grade/class?-PRE-PRIMARY-PP2
V609	q5p1g5	How many girls are in grade - SNE?	discrete	numeric	How many girls are in each grade/class?-PRE-PRIMARY-SNE
V610	q5p1g7	How many girls are in grade-1?	contin	numeric	How many girls are in each grade/class?-PRIMARY-Grade 1

V611	q5p1g8	How many girls are in grade-2?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 2
V612	q5p1g9	How many girls are in grade-3?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 3
V613	q5p1g10	How many girls are in grade-4?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 4
V614	q5p1g11	How many girls are in grade-5?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 5
V615	q5p1g12	How many girls are in grade-6?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 6
V616	q5p1g13	How many girls are in grade-7?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 7
V617	q5p1g14	How many girls are in grade-8?	contin	numeric	How many girls are in each grade/class?- PRIMARY-Grade 8
V618	q5p1g16	How many girls are in form-1?	contin	numeric	How many girls are in each grade/class?- SECONDARY-FORM 1
V619	q5p1g17	How many girls are in form-2?	contin	numeric	How many girls are in each grade/class?- SECONDARY-FORM 2
V620	q5p1g18	How many girls are in form-3?	contin	numeric	How many girls are in each grade/class?- SECONDARY-FORM 3
V621	q5p1g19	How many girls are in form-4?	contin	numeric	How many girls are in each grade/class?- SECONDARY-FORM 4
V622	q5p2_1	Reasons for boys' absenteeism - Sickness/illness/invalid/disabled	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Sickness/illness/invalid/disabled
V623	q5p2_2	Reasons for boys' absenteeism - Peer influence	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Peer influence
V624	q5p2_3	Reasons for boys' absenteeism - Lack of interest in school/truancy/abscond	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Not interested in attending school/bored with school
V625	q5p2_4	Reasons for boys' absenteeism - Drug/Substance use	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Drug/Substance use
V626	q5p2_5	Reasons for boys' absenteeism - Suspended/expelled from school	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Suspended/expelled from school
V627	q5p2_6	Reasons for boys' absenteeism - Monthly periods	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Monthly periods
V628	q5p2_7	Reasons for boys' absenteeism - Childcare challenges for pregnant/parenting stude	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Childcare challenges for pregnant and parenting students
V629	q5p2_8	Reasons for boys' absenteeism - Paid work outside home	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Paid work outside home
V630	q5p2_9	Reasons for boys' absenteeism - Domestic/household responsibilities/livestock	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Domestic/household responsibilities
V631	q5p2_10	Reasons for boys' absenteeism - School fees problems	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:School fees problems

V632	q5p2_11	Reasons for boys' absenteeism - Lack of food/famine/Hunger/absence of school feed	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Lack of food/famine/Hunger
V633	q5p2_12	Reasons for boys' absenteeism - Family emergencies (e.g. death in the family)	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Family emergencies (e.g. death in the family)
V634	q5p2_13	Reasons for boys' absenteeism - Corporal punishment/violence	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Corporal punishment/violence
V635	q5p2_14	Reasons for boys' absenteeism - Teachers/students' strike	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Teachers/students' strike
V636	q5p2_15	Reasons for boys' absenteeism - Sexual harassment	discrete	numeric	What are the common reasons for student absenteeism in this school? BOYS:Sexual harassment
V637	q5p2_16	Reasons for boys' absenteeism - Poor learning conditions (lack of classrooms, water)	discrete	numeric	What are the common reasons for student absenteeism in this school? Poor learning conditions (lack of classrooms, water, etc)
V638	q5p2_17	Reasons for boys' absenteeism - Unfriendly learning environment (abusive teachers)	discrete	numeric	What are the common reasons for student absenteeism in this school? Unfriendly learning environment (abusive teachers, gender biases)
V639	q5p2_18	Reasons for boys' absenteeism - Insecurity/unsafe to travel to school	discrete	numeric	What are the common reasons for student absenteeism in this school? Insecurity/unsafe to travel to school
V640	q5p2_19	Reasons for boys' absenteeism - Distance to school	discrete	numeric	What are the common reasons for student absenteeism in this school? Distance to school
V641	q5p2_20	Reasons for boys' absenteeism - Cultural practices (e.g. rites of passage, disco)	discrete	numeric	What are the common reasons for student absenteeism in this school? Cultural practices (e.g. rites of passage)
V642	q5p2_21	Reasons for boys' absenteeism - Bad/unfavorable weather	discrete	numeric	What are the common reasons for student absenteeism in this school? Bad/unfavorable weather
V643	q5p2_22	Reasons for boys' absenteeism - Fear of attack from wild animals	discrete	numeric	What are the common reasons for student absenteeism in this school? Fear of attack from wild animals
V644	q5p2_23	Reasons for boys' absenteeism - Nomadic migration	discrete	numeric	What are the common reasons for student absenteeism in this school? Nomadic Migration
V645	q5p2_25	Reasons for boys' absenteeism - religious inclination-madrassa/Islamic holidays	discrete	numeric	What are the common reasons for student absenteeism in this school?-Other (specify)-Religious inclination-madrassa/Islamic holidays
V646	q5p2_26	Reasons for boys' absenteeism - parental negligence/attitude to education	discrete	numeric	What are the common reasons for student absenteeism in this school?-Other (specify)-Parental negligence/attitude to education
V647	q5p2_27	Reasons for boys' absenteeism - lack of basic needs	discrete	numeric	What are the common reasons for student absenteeism in this school?-Other (specify)-Lack of basic needs
V648	q5p2b_1	Reasons for girls' absenteeism - Sickness/illness/invalid/disabled	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Sickness/illness/invalid/disabled
V649	q5p2b_2	Reasons for girls' absenteeism - Peer influence	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Peer influence

V650	q5p2b_3	Reasons for girls' absenteeism - Lack of interest in school/truancy/abscond	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Not interested in attending school/bored with school
V651	q5p2b_4	Reasons for girls' absenteeism - Drug/Substance use	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Drug/Substance use
V652	q5p2b_5	Reasons for girls' absenteeism - Suspended/expelled from school	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Suspended/expelled from school
V653	q5p2b_6	Reasons for girls' absenteeism - Monthly periods	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Monthly periods
V654	q5p2b_7	Reasons for girls' absenteeism - Childcare challenges for pregnant/parenting stud	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Childcare challenges for pregnant and parenting students
V655	q5p2b_8	Reasons for girls' absenteeism - Paid work outside home	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Paid work outside home
V656	q5p2b_9	Reasons for girls' absenteeism - Domestic/household responsibilities/livestock	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Domestic/household responsibilities
V657	q5p2b_10	Reasons for girls' absenteeism - School fees problems	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:School fees problems
V658	q5p2b_11	Reasons for girls' absenteeism - Lack of food/famine/Hunger/absence of school fee	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Lack of food/famine/Hunger
V659	q5p2b_12	Reasons for girls' absenteeism - Family emergencies (e.g. death in the family)	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Family emergencies (e.g. death in the family)
V660	q5p2b_13	Reasons for girls' absenteeism - Corporal punishment/violence	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Corporal punishment/violence
V661	q5p2b_14	Reasons for girls' absenteeism - Teachers/students' strike	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Teachers/students' strike
V662	q5p2b_15	Reasons for girls' absenteeism - Sexual harassment/GBV	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Sexual harassment
V663	q5p2b_16	Reasons for girls' absenteeism - Poor learning conditions (lack of classrooms, wa	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Poor learning conditions (lack of classrooms, water, etc)
V664	q5p2b_17	Reasons for girls' absenteeism - Unfriendly learning environment (abusive teacher	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Unfriendly learning environment (abusive teachers, gender biases)
V665	q5p2b_18	Reasons for girls' absenteeism - Insecurity/unsafe to travel to school	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Insecurity/unsafe to travel to school
V666	q5p2b_19	Reasons for girls' absenteeism - Distance to school/fare/transport	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Distance to school

V667	q5p2b_20	Reasons for girls' absenteeism - Cultural practices (e.g. rites of passage, disco	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Cultural practices (e.g. rites of passage)
V668	q5p2b_21	Reasons for girls' absenteeism - Bad/unfavorable weather	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Bad/unfavorable weather
V669	q5p2b_22	Reasons for girls' absenteeism - Fear of attack from wild animals	discrete	numeric	What are the common reasons for student absenteeism in this school? GIRLS:Fear of attack from wild animals
V670	q5p2b_23	Reasons for girls' absenteeism - Nomadic migration	discrete	numeric	What are the common reasons for student absenteeism in this school? Nomadic Migration
V671	q5p2b_25	Reasons for girls' absenteeism - religious inclination-madrasa/Islamic holidays	discrete	numeric	What are the common reasons for student absenteeism in this school?-Other (specify)-Religious inclination-madrasa/Islamic holidays
V672	q5p2b_26	Reasons for girls' absenteeism - parental negligence/attitude to education/ignora	discrete	numeric	What are the common reasons for student absenteeism in this school?-Other (specify)-Parental negligence/attitude to education
V673	q5p2b_27	Reasons for girls' absenteeism - lack of basic needs	discrete	numeric	What are the common reasons for student absenteeism in this school?-Other (specify)-Lack of basic needs
V674	q5p2b_96	q5p2BSpec_96	discrete	numeric	Specify
V675	q5p3b	Which is the MAIN reason for student absenteeism among girls?	discrete	numeric	Of the options mentioned in 5.2, which one is the MAIN reason for student absenteeism in this school by girls?
V676	q5p3	Which is the MAIN reason for absenteeism among boys?	discrete	numeric	Of the options mentioned in 5.2, which one is the MAIN reason for student absenteeism in this school by boys?
V677	q5p4	How much information in 5.1, 5.2 and 5.3 is based on school records?	discrete	numeric	HOW MUCH OF THE INFORMATION IN 5.1,5.2 and 5.3 IS BASED ON SCHOOL RECORDS?
V678	q5p5p1	Number of female learners who did not return after COVID-19 closure in-Pre Prima	discrete	numeric	How many female students did not return back to school after the COVID-19 school closures?-pre-primary
V679	q5p5p2	Number of female learners who did not return after COVID-19 closure in-Primary	discrete	numeric	How many female students did not return back to school after the COVID-19 school closures?-primary
V680	q5p5p3	Number of female learners who did not return after COVID-19 closure in-Secondary	discrete	numeric	How many female students did not return back to school after the COVID-19 school closures?-secondary
V681	q5p5p4	Number of female learners who did not return after COVID-19 closure in-SNE	discrete	numeric	How many female students did not return back to school after the COVID-19 school closures?-SNE
V682	q5p5p1b	Number of male learners who did not return after COVID-19 closure in-Pre Primary	discrete	numeric	How many male students did not return back to school after the COVID-19 school closures?-pre-primary
V683	q5p5p2b	Number of male learners who did not return after COVID-19 closure in-Primary	discrete	numeric	How many male students did not return back to school after the COVID-19 school closures?-primary
V684	q5p5p3b	Number of male learners who did not return after COVID-19 closure in-Secondary	discrete	numeric	How many male students did not return back to school after the COVID-19 school closures?-secondary
V685	q5p5p4b	Number of male learners who did not return after COVID-19 closure in-SNE	discrete	numeric	How many male students did not return back to school after the COVID-19 school closures?-SNE

V686	q5p6	In this sch year(from May 2022) did any student seek enrollment but turned away	discrete	numeric	In this school year (from May 2022) did any student seek enrollment but were turned away
V687	q5p6p1	From May 2022 how many girls sought enrollment but were turned away in Pre Pri	contin	numeric	In this school year (from May 2022), how many female number of students have sought enrolment in this school but could not secure a place/not enrolled?-Pre Primary
V688	q5p6p2	From May 2022 how many girls sought enrollment but were turned away in Pri	contin	numeric	In this school year (from May 2022), how many female number of students have sought enrolment in this school but could not secure a place/not enrolled?-Primary
V689	q5p6p3	From May 2022 how many girls sought enrollment but were turned away in Sec	contin	numeric	In this school year (from May 2022), how many female number of students have sought enrolment in this school but could not secure a place/not enrolled?-Secondary
V690	q5p6p4	From May 2022 how many girls sought enrollment but were turned away in SNE	contin	numeric	In this school year (from May 2022), how many female number of students have sought enrolment in this school but could not secure a place/not enrolled?-SNE
V691	q5p6p1b	From May 2022 how many boys sought enrollment but were turned away in Pre Pri	discrete	numeric	In this school year (from May 2022), how many male number of students have sought enrolment in this school but could not secure a place/not enrolled?-Pre Primary
V692	q5p6p2b	From May 2022 how many boys sought enrollment but were turned away in Pri	contin	numeric	In this school year (from May 2022), how many male number of students have sought enrolment in this school but could not secure a place/not enrolled?-Primary
V693	q5p6p3b	From May 2022 how many boys sought enrollment but were turned away in Sec	contin	numeric	In this school year (from May 2022), how many male number of students have sought enrolment in this school but could not secure a place/not enrolled?-Secondary
V694	q5p6p4b	From May 2022 how many boys sought enrollment but were turned away in SNE	contin	numeric	In this school year (from May 2022), how many male number of students have sought enrolment in this school but could not secure a place/not enrolled?-SNE
V695	q5p7_1	Reasons for refusing admission -Lack of money	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-Lack of money
V696	q5p7_2	Reasons for refusing admission -They did not pass the interviews	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-They did not pass the interviews
V697	q5p7_3	Reasons for refusing admission -no space for the learner/low performance	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-There was no space for the learner
V698	q5p7_4	Reasons for refusing admission -Record of unruly behaviour from past school(s)	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-Record of unruly behaviour of learner from past school(s)
V699	q5p7_5	Reasons for refusing admission -Learner has special needs	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-Learner has special needs
V700	q5p7_6	Reasons for refusing admission -Religious reasons	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-Religious reasons
V701	q5p7_7	Reasons for refusing admission -No special needs teacher	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-No special needs teacher
V702	q5p7_9	Reasons for refusing admission -No special needs facilities at the school	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-No special needs facilities at the school

V703	q5p7_10	Reasons for refusing admission - no requisite documents e.g clearance	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-Others(Specify)- No requisite documents e.g clearance
V704	q5p7_11	Reasons for refusing admission - wanted to join exam class but were late	discrete	numeric	What are some of the reasons for refusing their admission/enrolment?-Others(Specify)- Wanted to join exam class but were late
V705	q5p8	Which grade had the highest turn aways of boys (who could not be enrolled)?	discrete	numeric	Which grade/class had the highest turn aways (i.e. students who could not be enrolled)? BOYS
V706	q5p8b	Which grade had the highest turn aways of girls (who could not be enrolled)?	discrete	numeric	Which grade/class had the highest turn aways (i.e. students who could not be enrolled)? GIRLS
V707	q5p9	If 5.1=0, Reasons SNE students are not enrolled- due to missing skip, no entries	discrete	character	If 5.1=zero, Why does the school have no students enrolled in SNE?
V708	q5p10	Number of SNE learners, a wrong skip affected the question, hence no entries	discrete	numeric	If 5.1 is NOT zero for enrolment in SNE, how many Female and male learners with special needs does this school have in each of the following categories
V709	q5p11a_1	How girls with SNE are accommodated - mainstreamed/integrated	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS- Mainstreamed/integrated
V710	q5p11a_2	How girls with SNE are accommodated -different classes/units	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-Different classes/units
V711	q5p11a_3	How girls with SNE are accommodated -classes have sign language interpreters	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-Classes have sign language interpreters
V712	q5p11a_4	How girls with SNE are accommodated -ramps for use by learners with physical dis	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-There are ramps for use by learners with physical disabilities
V713	q5p11a_5	How girls with SNE are accommodated -braille resources for learners with visual	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-There are braille resources for learners with visual impairment
V714	q5p11a_6	How girls with SNE are accommodated -special education teachers are available in	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-Special education teachers are available in school
V715	q5p11a_7	How girls with SNE are accommodated -special education caregivers	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-Special education caregivers
V716	q5p11a_8	How girls with SNE are accommodated -wheelchairs	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-Wheelchairs
V717	q5p11a_9	How girls with SNE are accommodated -n/a	discrete	numeric	How are learners with special needs accommodated in this school? GIRLS-n/a
V718	q5p11b_1	How boys with SNE are accommodated - Mainstreamed/integrated	discrete	numeric	How are learners with special needs accommodated in this school? BOYS- Mainstreamed/integrated
V719	q5p11b_2	How boys with SNE are accommodated -Different classes/units	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-Different classes/units
V720	q5p11b_3	How boys with SNE are accommodated -Classes have sign language interpreters	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-Classes have sign language interpreters

V721	q5p11b_4	How boys with SNE are accommodated -ramps for use by learners with physical disa	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-There are ramps for use by learners with physical disabilities
V722	q5p11b_5	How boys with SNE are accommodated -braille resources for learners with visual i	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-There are braille resources for learners with visual impairment
V723	q5p11b_6	How boys with SNE are accommodated -Special education teachers are available in	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-Special education teachers are available in school
V724	q5p11b_7	How boys with SNE are accommodated -Special education caregivers	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-Special education caregivers
V725	q5p11b_8	How boys with SNE are accommodated -Wheelchairs	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-Wheelchairs
V726	q5p11b_9	How boys with SNE are accommodated -n/a	discrete	numeric	How are learners with special needs accommodated in this school? BOYS-n/a
V727	q5p12	Are you aware of resource centers for identifying learners with special needs?	discrete	numeric	Are you aware of resource centers for identifying learners with special needs?
V728	q5p13	How far is the resource center from this school?	discrete	numeric	How far is the resource center from this school?
V729	q5p14	Does this school have teacher(s) trained on special needs?	discrete	numeric	Does this school have teacher(s) trained on special needs?
V730	q5p15	If YES to 5.14, how many male teachers are there?	discrete	numeric	If YES, how many male teachers are there?
V731	q5p15b	If YES to 5.14, how many female teachers are there?	discrete	numeric	If YES, how many female teachers are there?
V732	q5p16p1	Level of education in special needs #male teachers - Certificate	discrete	numeric	If YES, What is their level of education in special needs? MALE-Certificate
V733	q5p16p2	Level of education in special needs #male teachers - Diploma	discrete	numeric	If YES, What is their level of education in special needs? MALE-Diploma
V734	q5p16p3	Level of education in special needs #male teachers - Degree	discrete	numeric	If YES, What is their level of education in special needs? MALE-Degree
V735	q5p16p4	Level of education in special needs #male teachers - Masters and above	discrete	numeric	If YES, What is their level of education in special needs? MALE-Masters and above
V736	q5p16p6	Level of education in special needs #female teachers - Certificate	discrete	numeric	If YES, What is their level of education in special needs? FEMALE-Certificate
V737	q5p16p7	Level of education in special needs #female teachers - Diploma	discrete	numeric	If YES, What is their level of education in special needs? FEMALE-Diploma
V738	q5p16p8	Level of education in special needs #female teachers - Degree	discrete	numeric	If YES, What is their level of education in special needs? FEMALE-Degree
V739	q5p16p9	Level of education in special needs #female teachers - Masters and above	discrete	numeric	If YES, What is their level of education in special needs? FEMALE-Masters and above
V740	q6p0	Do parents incur any costs towards learner's education?	discrete	numeric	Do parents incur any costs towards learner's education?

V741	q6p1	Do most parents/guardians pay fees in installments or in full?	discrete	numeric	Do most parents/guardians pay fees in installments or in full?
V742	q6p2_1	Fees defaulters are -not allowed to attend classes	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Not allowed to attend classes
V743	q6p2_2	Fees defaulters are -allowed to continue attending classes	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Allowed to continue attending classes
V744	q6p2_3	Fees defaulters parents are requested to pay in kind; e.g provide labour, bring	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Parents requested to pay in kind; e.g provide labour
V745	q6p2_4	Fees defaulters are - not allowed to sit for examinations	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Not allowed to sit for examinations
V746	q6p2_5	Fees defaulters are -Denied lunch	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Denied lunch
V747	q6p2_6	Fees defaulters are -Sent home	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Sent home
V748	q6p2_7	Fees defaulters are - School withhold certificate	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Other (Specify)-School withholds certificate
V749	q6p2_8	Fees defaulters parents are contacted to pay	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Other (Specify)-Parents are contracted to pay
V750	q6p2_9	Fees defaulters ho are bright children are sponsored by school/asked to apply fo	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Other (Specify)-learners who are bright are sponsored by school/asked to apply for bursery
V751	q6p2_10	Fees defaulters parents are allowed to pay in installments	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Other (Specify)-Parents are allowed to pay in installments
V752	q6p2_11	Fees defaulters parents who have many children in school get subsidized fees	discrete	numeric	If parents/guardians are unable to pay tuition fees, what happens to their children/dependents?-Other (Specify)-Parents who have many children in school get subsidized fees
V753	q6p3	Who among boys and girls is most affected by late or non-payment of school fees?	discrete	numeric	Which gender (boys or girls) is most affected by late or non-payment of school fees?
V754	q6p9p1	Are students required to pay for -chalk?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Chalk
V755	q6p9p2	Are students required to pay for -exercise books?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Exercise books
V756	q6p9p3	Are students required to pay for -textbooks?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Text books

V757	q6p9p4	Are students required to pay for -writing material (Pens/pencils/erasers)?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Writing material (Pens/pencils/erasers)
V758	q6p9p5	Are students required to pay for -lab equipment?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Lab equipment
V759	q6p9p6	Are students required to pay for -sanitary towels?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Sanitary towels
V760	q6p9p7	Are students required to pay for -firewood/ Charcoal?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Firewood/ Charcoal
V761	q6p9p8	Are students required to pay for -printing papers?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Printing papers
V762	q6p9p9	Are students required to pay for -tissue paper?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Tissue paper
V763	q6p9p10	Are students required to pay for -water?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Water
V764	q6p9p11	Are students required to pay for -other items?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other
V765	q6p9p12	Are students required to pay for -activity fees?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Activity fees
V766	q6p9p13	Are students required to pay for -examination/assessment fees?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Examination/assessment fees
V767	q6p9p14	Are students required to pay for -food/maize/beans/lunch?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Food/maize/beans/lunch
V768	q6p9p15	Are students required to pay for -teachers salaries?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Teachers salaries
V769	q6p9p16	Are students required to pay for -mathematical sets and calculators?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Mathematical sets and calculators
V770	q6p9p17	Are students required to pay for -non-teaching staff e.g cooks?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Non teaching staff e.g cooks
V771	q6p9p18	Are students required to pay for -facilities construction e.g desks/classrooms?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Non teaching staff e.g cooks
V772	q6p9p19	Are students required to pay for -remedial/extra classes?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Remedial/extra classes
V773	q6p9p20	Are students required to pay for -school uniform?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-School uniform
V774	q6p9p21	Are students required to pay for -bus transport?	discrete	numeric	Are students required to pay or contribute the following school supplies to be used in school?-Other-Bus transport

V775	q7p1p1	How many male teaching staff in pre-primary school do you who are Untrained	discrete	numeric	In total, how many male teaching staff does your school have?-PRE PRIMARY-Untrained
V776	q7p1p2	How many male teaching staff in pre-primary school do you have with Certificate	discrete	numeric	In total, how many male teaching staff does your school have?-PRE PRIMARY-Certificate
V777	q7p1p3	How many male teaching staff in pre-primary school do you have with Diploma	discrete	numeric	In total, how many male teaching staff does your school have?-PRE PRIMARY-Diploma
V778	q7p1p4	How many male teaching staff in pre-primary school do you have with Degree	discrete	numeric	In total, how many male teaching staff does your school have?-PRE PRIMARY-Degree
V779	q7p1p5	How many male teaching staff in pre-primary school do you have with Masters	discrete	numeric	In total, how many male teaching staff does your school have?-PRE PRIMARY-Masters
V780	q7p1p8	How many male teaching staff in primary school do you have with Untrained	discrete	numeric	In total, how many male teaching staff does your school have?-PRIMARY-Untrained
V781	q7p1p9	How many male teaching staff in primary school do you have with Certificate	discrete	numeric	In total, how many male teaching staff does your school have?-PRIMARY-Certificate
V782	q7p1p10	How many male teaching staff in primary school do you have with Diploma	discrete	numeric	In total, how many male teaching staff does your school have?-PRIMARY-Diploma
V783	q7p1p11	How many male teaching staff in primary school do you have with Degree	discrete	numeric	In total, how many male teaching staff does your school have?-PRIMARY-Degree
V784	q7p1p12	How many male teaching staff do you have with Masters	discrete	numeric	In total, how many male teaching staff does your school have?-PRIMARY-Masters
V785	q7p1p15	How many male teaching staff in secondary school do you have with Untrained	discrete	numeric	In total, how many male teaching staff does your school have?-SECONDARY-Untrained
V786	q7p1p16	How many male teaching staff in secondary school do you have with Certificate	discrete	numeric	In total, how many male teaching staff does your school have?-SECONDARY-Certificate
V787	q7p1p17	How many male teaching staff in secondary school do you have with Diploma	discrete	numeric	In total, how many male teaching staff does your school have?-SECONDARY-Diploma
V788	q7p1p18	How many male teaching staff in secondary school do you have with Degree	contin	numeric	In total, how many male teaching staff does your school have?-SECONDARY-Degree
V789	q7p1p19	How many male teaching staff do you have with Masters	discrete	numeric	In total, how many male teaching staff does your school have?-SECONDARY-Masters
V790	q7np1p1	In total how many non-teaching male does your school have in - Pre-primary	discrete	numeric	In total, how many non teaching MALE staff does your school have?-PRE PRIMARY
V791	q7np1p2	In total how many non-teaching male does your school have in - Primary	discrete	numeric	In total, how many non teaching MALE staff does your school have?-PRIMARY
V792	q7np1p3	In total how many non-teaching male does your school have in - Secondary	contin	numeric	In total, how many non teaching MALE staff does your school have?-SECONDARY
V793	q7p1bp1	How many female teaching staff in pre-primary school do you who are Untrained	discrete	numeric	In total, how many female teaching staff does your school have?-PRE PRIMARY-Untrained

V794	q7p1bp2	How many female teaching staff in pre-primary school do you have with Certificat	discrete	numeric	In total, how many female teaching staff does your school have?-PRE PRIMARY-Certificate
V795	q7p1bp3	How many female teaching staff in pre-primary school do you have with Diploma	discrete	numeric	In total, how many female teaching staff does your school have?-PRE PRIMARY-Diploma
V796	q7p1bp4	How many female teaching staff in pre-primary school do you have with Degree	discrete	numeric	In total, how many female teaching staff does your school have?-PRE PRIMARY-Degree
V797	q7p1bp5	How many female teaching staff in pre-primary school do you have with Masters	discrete	numeric	In total, how many female teaching staff does your school have?-PRE PRIMARY-Masters
V798	q7p1bp8	How many female teaching staff in primary school do you have with Untrained	discrete	numeric	In total, how many female teaching staff does your school have?-PRIMARY-Untrained
V799	q7p1bp9	How many female teaching staff in primary school do you have with Certificate	discrete	numeric	In total, how many female teaching staff does your school have?-PRIMARY-Certificate
V800	q7p1bp10	How many female teaching staff in primary school do you have with Diploma	discrete	numeric	In total, how many female teaching staff does your school have?-PRIMARY-Diploma
V801	q7p1bp11	How many female teaching staff in primary school do you have with Degree	discrete	numeric	In total, how many female teaching staff does your school have?-PRIMARY-Degree
V802	q7p1bp12	How many female teaching staff do you have with Masters	discrete	numeric	In total, how many female teaching staff does your school have?-PRIMARY-Masters
V803	q7p1bp15	How many female teaching staff in secondary school do you have with Untrained	discrete	numeric	In total, how many female teaching staff does your school have?-SECONDARY-Untrained
V804	q7p1bp16	How many female teaching staff in secondary school do you have with Certificate	discrete	numeric	In total, how many female teaching staff does your school have?-SECONDARY-Certificate
V805	q7p1bp17	How many female teaching staff in secondary school do you have with Diploma	discrete	numeric	In total, how many female teaching staff does your school have?-SECONDARY-Diploma
V806	q7p1bp18	How many female teaching staff in secondary school do you have with Degree	discrete	numeric	In total, how many female teaching staff does your school have?-SECONDARY-Degree
V807	q7p1bp19	How many female teaching staff do you have with Masters	discrete	numeric	In total, how many female teaching staff does your school have?-SECONDARY-Masters
V808	q7np1bp1	In total how many non-teaching female does your school have in -Pre-primary	discrete	numeric	In total, how many non teaching FEMALE staff does your school have?-PRE PRIMARY
V809	q7np1bp2	In total how many non-teaching female does your school have in -Primary	discrete	numeric	In total, how many non teaching FEMALE staff does your school have?-PRIMARY
V810	q7np1bp3	In total how many non-teaching female does your school have in -Secondary	discrete	numeric	In total, how many non teaching FEMALE staff does your school have?-SECONDARY
V811	q7p2p1	Number of teachers employed by the Parent Association in pre-pri -Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRE PRIMARY-Male
V812	q7p2p2	Number of teachers employed by the Parent Association in pre-pri -Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRE PRIMARY-Female

V813	q7p2p3	Number of teachers employed by the Parent Association in pre-pri -SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRE PRIMARY-SNE-Male
V814	q7p2p4	Number of teachers employed by the Parent Association in pre-pri -SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRE PRIMARY-SNE-Female
V815	q7p2p5	Number of teachers employed by the Parent Association in primary-Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRIMARY-Male
V816	q7p2p6	Number of teachers employed by the Parent Association in primary-Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRIMARY-Female
V817	q7p2p7	Number of teachers employed by the Parent Association in primary-SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRIMARY-SNE-Male
V818	q7p2p8	Number of teachers employed by the Parent Association in primary-SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-PRIMARY-SNE-Female
V819	q7p2p9	Number of teachers employed by the Parent Association in secondary-Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-SECONDARY-Male
V820	q7p2p10	Number of teachers employed by the Parent Association in secondary-Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-SECONDARY-Female
V821	q7p2p11	Number of teachers employed by the Parent Association in secondary-SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-SECONDARY-SNE-Male
V822	q7p2p12	Number of teachers employed by the Parent Association in secondary-SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the Parent Association (PA)-SECONDARY-SNE-Female
V823	q7p2p13	Number of teachers employed by the BOM in pre-pri -Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRE PRIMARY-Male
V824	q7p2p14	Number of teachers employed by the BOM in pre-pri -Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRE PRIMARY-Female
V825	q7p2p15	Number of teachers employed by the BOM in pre-pri -SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRE PRIMARY-SNE-Male
V826	q7p2p16	Number of teachers employed by the BOM in pre-pri -SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRE PRIMARY-SNE-Female
V827	q7p2p17	Number of teachers employed by the BOM in primary-Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRIMARY-Male
V828	q7p2p18	Number of teachers employed by the BOM in primary-Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRIMARY-Female
V829	q7p2p19	Number of teachers employed by the BOM in primary-SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRIMARY-SNE-Male
V830	q7p2p20	Number of teachers employed by the BOM in primary-SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-PRIMARY-SNE-Female
V831	q7p2p21	Number of teachers employed by the BOM in secondary-Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-SECONDARY-Male
V832	q7p2p22	Number of teachers employed by the BOM in secondary-Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-SECONDARY-Female

V833	q7p2p23	Number of teachers employed by the BOM in secondary-SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-SECONDARY-SNE-Male
V834	q7p2p24	Number of teachers employed by the BOM in secondary-SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the BOM-SECONDARY-SNE-Female
V835	q7p2p25	Number of teachers employed by the county govt. in pre-pri - Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the County Government-PRE PRIMARY-Male
V836	q7p2p26	Number of teachers employed by the county govt. in pre-pri - Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the County Government-PRE PRIMARY-Female
V837	q7p2p27	Number of teachers employed by the county govt. in pre-pri - SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed by the County Government-PRE PRIMARY-SNE-Male
V838	q7p2p28	Number of teachers employed by the county govt. in pre-pri - SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed by the County Government-PRE PRIMARY-SNE-Female
V839	q7p2p29	Number of volunteer teachers in pre-pri -Male	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRE PRIMARY-Male
V840	q7p2p30	Number of volunteer teachers in pre-pri -Female	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRE PRIMARY-Female
V841	q7p2p31	Number of volunteer teachers in pre-pri -SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRE PRIMARY-SNE-Male
V842	q7p2p32	Number of volunteer teachers in pre-pri -SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRE PRIMARY-SNE-Female
V843	q7p2p33	Number of volunteer teachers in primary-Male	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRIMARY-Male
V844	q7p2p34	Number of volunteer teachers in primary-Female	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRIMARY-Female
V845	q7p2p35	Number of volunteer teachers in primary-SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRIMARY-SNE-Male
V846	q7p2p36	Number of volunteer teachers in primary-SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-PRIMARY-SNE-Female
V847	q7p2p37	Number of volunteer teachers in secondary-Male	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-SECONDARY-Male
V848	q7p2p38	Number of volunteer teachers in secondary-Female	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-SECONDARY-Female
V849	q7p2p39	Number of volunteer teachers in secondary-SNE Male	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-SECONDARY-SNE-Male
V850	q7p2p40	Number of volunteer teachers in secondary-SNE Female	discrete	numeric	How many teaching staff in Q7.1 are employed as volunteers-SECONDARY-SNE-Female
V851	q7p3	How many FEMALE teachers joined the school since the beginning of 2021?	discrete	numeric	How many FEMALE teachers joined the school since the beginning of 2021 ?
V852	q7p3b	How many MALE teachers joined the school since the beginning of 2021?	contin	numeric	How many MALE teachers joined the school since the beginning of 2021 ?
V853	q7p4	How many FEMALE teachers have left the school since the beginning of 2021?	discrete	numeric	How many FEMALE teachers have left the school since the beginning of 2021 ?

V854	q7p4b	How many MALE teachers have left the school since the beginning of 2021?	discrete	numeric	How many MALE teachers have left the school since the beginning of 2021 ?
V855	q7p5	For those MALE teachers who left, what was the main reason for their departure?	discrete	numeric	For those MALE teachers who left, what was the main reason for their departure?
V856	q7p5b	For those FEMALE teachers who left, what was the main reason for their departure	discrete	numeric	For those FEMALE teachers who left, what was the main reason for their departure?
V857	q7p6a	Is MALE teacher absenteeism a significant problem at your school?	discrete	numeric	Is MALE teacher absenteeism a significant problem at your school?
V858	q7p6a2	Is FEMALE teacher absenteeism a significant problem at your school?	discrete	numeric	Is FEMALE teacher absenteeism a significant problem at your school?
V859	q7p6b	If YES to Q7.6a, what is the main reason for male teacher absenteeism?	discrete	numeric	if YES to Q7.6a, what is the main reason for Male Teacher absenteeism?
V860	q7p6bc	If YES to Q7.6a, what is the main reason for female teacher absenteeism?	discrete	numeric	if YES to Q7.6a, what is the main reason for FEMale Teacher absenteeism?
V861	q7p8ac_1	Measures to curb absenteeism - offer accommodation in school	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Offer accommodation in school
V862	q7p8ac_2	Measures to curb absenteeism - offer transport allowance	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Offer transport allowance
V863	q7p8ac_3	Measures to curb absenteeism - withhold salary	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Withhold salary
V864	q7p8ac_4	Measures to curb absenteeism - assign more responsibilities to keep teacher in s	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Assign more responsibilities to keep teacher in school
V865	q7p8ac_5	Measures to curb absenteeism - refer for guidance/counseling/medical attention	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Refer for guidance/counseling/medical attention
V866	q7p8ac_6	Measures to curb absenteeism - assign compulsory lessons	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Assign compulsory lessons
V867	q7p8ac_7	Measures to curb absenteeism - enhance frequency of performance review	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Enhance frequency of performance review
V868	q7p8ac_8	Measures to curb absenteeism - oral/Written warning	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Oral/Written warning
V869	q7p8ac_9	Measures to curb absenteeism - report to the CDE office	discrete	numeric	What measures has the school put in place to curb/control teacher absenteeism?-Others(Specify)-Report to the CDE office
V870	q7p8d	Number of male teachers absent in the last 5 school days when the school was open	discrete	numeric	In total, how many MALE teachers were absent in the last five school days when the school was open (Excluding today/Interview day)?
V871	q7p8e	Number of female teachers absent in the last 5 school days when the school was open	discrete	numeric	In total, how many FEMALE teachers were absent in the last five school days when the school was open (Excluding today/Interview day)?

V872	q8p1a	Does this school have a duly appointed board of management (BoM)?	discrete	numeric	Does this school have a duly appointed board of management (BoM)?
V873	q8p1b	How many male members does the BOM have?	discrete	numeric	How many Male members does the BOM have?
V874	q8p1b2	How many female members does the BOM have?	discrete	numeric	How many FEMALE members does the BOM have?
V875	q8p1c	Is the BoM trained on mainstreaming gender issues in executing roles & responsibilities?	discrete	numeric	Is the BoM trained on how to mainstream gender issues while executing its roles and responsibilities?
V876	q8p2	How often does the school's BoM meet?	discrete	numeric	How often does the school's BoM meet?
V877	q8p2b	Does the BOM discuss gender issues that affect students and teachers in this school?	discrete	numeric	Does the BOM discuss gender issues (using gender lens to examine the issues) that affect students and teachers in this school?
V878	q8p2c	Number of BOM meetings since start of 2021 where gender issues been discussed?	discrete	numeric	If Yes, since the beginning of 2021, in how many BOM meetings, have gender issues been discussed?
V879	q8p3a	Does the school have a Parents Association (PA)?	discrete	numeric	Does the school have a Parents Association (PA)?
V880	q8p3b	How many male members does the PA have?	discrete	numeric	How many Male members does the PA have?
V881	q8p3b2	How many Female members does the PA have?	discrete	numeric	How many Female members does the PA have?
V882	q8p3c	Is the PA trained on how to mainstream gender issues while executing its roles?	discrete	numeric	Is the PA trained on how to mainstream gender issues while executing its roles and responsibilities?
V883	q8p3d	How often does the PA meet?	discrete	numeric	How often does the PA meet?
V884	q8p3e	Does the PA discuss gender issues that affect students and teachers in this school?	discrete	numeric	Does the PA discuss gender issues (using gender lens to examine the issues) that affect students and teachers in this school?
V885	q8p3	Number of PA meetings since start of 2021 where gender issues been discussed?	discrete	numeric	If Yes, since the beginning of 2021, in how many PA meetings, have gender issues been discussed?
V886	q8p4p1	Number of male teachers who are(is) -headteacher/principal	discrete	numeric	How many male teachers are in the following leadership positions in your school?- Headteacher/principal
V887	q8p4p2	Number of male teachers who are(is) -deputy headteacher	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Deputy headteacher
V888	q8p4p3	Number of male teachers who are(is) -director of studies	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Director of studies
V889	q8p4p4	Number of male teachers who are(is) -heads of departments	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Heads of departments
V890	q8p4p5	Number of male teachers who are(is) -heads of co-curricular activities (games, c	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Heads of co-curricular activities (games, clubs)
V891	q8p4p6	Number of male teachers who are(is) -class masters	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Class masters
V892	q8p4p7	Number of male teachers who are(is) -guidance and counselling	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Guidance and counselling

V893	q8p4p8	Number of male teachers who are(is) -boarding Master/Matron	discrete	numeric	How many male teachers are in the following leadership positions in your school?-Boarding Master/ Matron
V894	q8p4bp1	Number of female teachers who are(is) -headteacher/principal	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Headteacher/principal
V895	q8p4bp2	Number of female teachers who are(is) -deputy headteacher	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Deputy headteacher
V896	q8p4bp3	Number of female teachers who are(is) -director of studies	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Director of studies
V897	q8p4bp4	Number of female teachers who are(is) -heads of departments	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Heads of departments
V898	q8p4bp5	Number of female teachers who are(is) -heads of co-curricular activities (games, clubs)	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Heads of co-curricular activities (games, clubs)
V899	q8p4bp6	Number of female teachers who are(is) -class masters	contin	numeric	How many female teachers are in the following leadership positions in your school?-Class masters
V900	q8p4bp7	Number of female teachers who are(is) -guidance and counselling	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Guidance and counselling
V901	q8p4bp8	Number of female teachers who are(is) -boarding master/matron	discrete	numeric	How many female teachers are in the following leadership positions in your school?-Boarding Master/ Matron
V902	q8p5p1	Number of male heads of department in Mathematics	discrete	numeric	What is the number of the following heads of departments by gender? MALE-Mathematics
V903	q8p5p2	Number of male heads of department in Languages	discrete	numeric	What is the number of the following heads of departments by gender? MALE-Languages
V904	q8p5p3	Number of male heads of department in Humanities	discrete	numeric	What is the number of the following heads of departments by gender? MALE-Humanities
V905	q8p5p4	Number of male heads of department in Sciences	discrete	numeric	What is the number of the following heads of departments by gender? MALE-Sciences
V906	q8p5p6	Number of female heads of department in Mathematics	discrete	numeric	What is the number of the following heads of departments by gender? FEMALE-Mathematics
V907	q8p5p7	Number of female heads of department in Languages	discrete	numeric	What is the number of the following heads of departments by gender? FEMALE-Languages
V908	q8p5p8	Number of female heads of department in Humanities	discrete	numeric	What is the number of the following heads of departments by gender? FEMALE-Humanities
V909	q8p5p9	Number of female heads of department in Sciences	discrete	numeric	What is the number of the following heads of departments by gender? FEMALE-Sciences
V910	q8p6p1	Number of female students leaders as School captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-School Captain
V911	q8p6p2	Number of female students leaders as Deputy school captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy school captain
V912	q8p6p3	Number of female students leaders as Games captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Games captain
V913	q8p6p4	Number of female students leaders as Deputy games captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy games captain

V914	q8p6p5	Number of female students leaders as Dining captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Dining captain
V915	q8p6p6	Number of female students leaders as Deputy dining captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy dining captain
V916	q8p6p7	Number of female students leaders as Class prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Class prefect
V917	q8p6p8	Number of female students leaders as Deputy class prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy class prefect
V918	q8p6p9	Number of female students leaders as Sanitary prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Sanitary prefect
V919	q8p6p10	Number of female students leaders as Deputy sanitary prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy sanitary prefect
V920	q8p6p11	Number of female students leaders as Academic prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Academic prefect
V921	q8p6p12	Number of female students leaders as Deputy academic prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy academic prefect
V922	q8p6p13	Number of female students leaders as Library prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Library prefect
V923	q8p6p14	Number of female students leaders as Deputy library prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Deputy library prefect
V924	q8p6p15p1	Number of female students leaders as Time keeper	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Other (specify)-Time keeper
V925	q8p6p15p2	Number of female students leaders as Environment/Deputy Env. prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Other (specify)-Enviroment/Deputy enviroment prefect
V926	q8p6p15p3	Number of female students leaders as Club and societies	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Other (specify)-Club and societies prefect
V927	q8p6p15p4	Number of female students leaders as Laboratory Captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Other (specify)-Laboratory captain
V928	q8p6p15p5	Number of female students leaders as House/Dormitory Captain	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Other (specify)-House/Dormitory captain
V929	q8p6p15p6	Number of female students leaders as Entertainment prefect	discrete	numeric	How many students are in the following leadership positions by gender? FEMALE-Other (specify)-Entertainment prefect
V930	q8p6p16	Number of male students leaders as School captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-School Captain
V931	q8p6p17	Number of male students leaders as Deputy school captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy school captain

V932	q8p6p18	Number of male students leaders as Games captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Games captain
V933	q8p6p19	Number of male students leaders as Deputy games captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy games captain
V934	q8p6p20	Number of male students leaders as Dining captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Dining captain
V935	q8p6p21	Number of male students leaders as Deputy dining captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy dining captain
V936	q8p6p22	Number of male students leaders as Class prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Class prefect
V937	q8p6p23	Number of male students leaders as Deputy class prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy class prefect
V938	q8p6p24	Number of male students leaders as Sanitary prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Sanitary prefect
V939	q8p6p25	Number of male students leaders as Deputy sanitary prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy sanitary prefect
V940	q8p6p26	Number of male students leaders as Academic prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Academic prefect
V941	q8p6p27	Number of male students leaders as Deputy academic prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy academic prefect
V942	q8p6p28	Number of male students leaders as Library prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Library prefect
V943	q8p6p29	Number of male students leaders as Deputy library prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Deputy library prefect
V944	q8p6p30p1	Number of male students leaders as Time keeper	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Other (specify)-Time keeper
V945	q8p6p30p2	Number of male students leaders as Environment/Deputy Env. prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Other (specify)-Environment/Deputy environment prefect
V946	q8p6p30p3	Number of male students leaders as Club and societies	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Other (specify)-Club and societies captain
V947	q8p6p30p4	Number of male students leaders as Laboratory Captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Other (specify)-Laboratory captain
V948	q8p6p30p5	Number of male students leaders as House/Dormitory Captain	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Other (specify)-House/Dormitory captain
V949	q8p6p30p6	Number of male students leaders as Entertainment prefect	discrete	numeric	How many students are in the following leadership positions by gender? MALE-Other (specify)-Entertainment prefect

V950	q8p7a	Since the beginning of 2021 how often did a quality assurance officer visit this	discrete	numeric	Since the beginning of 2021 how often did a quality assurance officer visit this school
V951	q8p7b	Did the quality assurance officer address issues of gender mainstreaming in this	discrete	numeric	If response in 8.7a is 1-5, did the quality assurance officer address issues of gender mainstreaming in this school?
V952	q8p7c1	Gender issues addressed - pregnancy and early marriages	discrete	numeric	If Yes, what was the key issue addressed-pregnancy and early marriages
V953	q8p7c2	Gender issues addressed - WASH facilities for boys and girls	discrete	numeric	If Yes, what was the key issue addressed-WASH facilities for boys and girls
V954	q8p7c3	Gender issues addressed - toilet/latrines for boys and girls	discrete	numeric	If Yes, what was the key issue addressed-toilets/latrines for boys and girls
V955	q8p7c4	Gender issues addressed - equal participation in both genders	discrete	numeric	If Yes, what was the key issue addressed-equal participation in both genders
V956	q8p7c5	Gender issues addressed - boy to girl relationship	discrete	numeric	If Yes, what was the key issue addressed-boy to girl relationship
V957	q8p7c6	Gender issues addressed - student academic performance	discrete	numeric	If Yes, what was the key issue addressed-student academic performance
V958	q8p7c7	Gender issues addressed - student enrolment	discrete	numeric	If Yes, what was the key issue addressed-student enrolment
V959	q8p7c8	Gender issues addressed - student attendance/absenteeism	discrete	numeric	If Yes, what was the key issue addressed-student attendance/absenteeism
V960	q8p7c9	Gender issues addressed - transition rates to secondary	discrete	numeric	If Yes, what was the key issue addressed-transition rates to secondary
V961	q8p7c10	Gender issues addressed - curriculum implementation	discrete	numeric	If Yes, what was the key issue addressed-curriculum implementation
V962	q8p7c11	Gender issues addressed - sitting arrangement	discrete	numeric	If Yes, what was the key issue addressed-sitting arrangement
V963	q8p7c12	Gender issues addressed - balancing of staff gender	discrete	numeric	If Yes, what was the key issue addressed-balancing of staff gender
V964	q8p8a	Since the start of 2021, how often did a public health officer visit this school	discrete	numeric	Since the beginning of 2021, how often did a public health officer visit this school?
V965	q8p8b	Did the Public Health officer address issues of gender mainstreaming in this sch	discrete	numeric	If response in 8.8a id 1-5, did the Public Health officer address issues of gender mainstreaming in this school?
V966	q8p8c1	Sanitation issues including increasing number of toilets	discrete	numeric	If Yes, what was the key issue addressed?-sanitation issues including increasing number of toilets
V967	q8p8c2	Hygiene and cleanliness	discrete	numeric	If Yes, what was the key issue addressed?-hygiene and cleanliness
V968	q8p8c3	Sexual and reproductive health	discrete	numeric	If Yes, what was the key issue addressed?-sexual and reproductive health
V969	q8p8c4	Menstrual hygiene/sanitary towels	discrete	numeric	If Yes, what was the key issue addressed?-menstrual hygiene/sanitary towels
V970	q8p8c5	Drinking water	discrete	numeric	If Yes, what was the key issue addressed?-drinking water
V971	q8p8c6	Proper waste disposal	discrete	numeric	If Yes, what was the key issue addressed?-proper waste disposal
V972	q8p8c7	HPV vaccination	discrete	numeric	If Yes, what was the key issue addressed?-HPV vaccination

V973	q8p9a	Does the school have a development plan?	discrete	numeric	Does the school have a development plan?
V974	q8p9b	Do you think the school development plan addresses gender issues?	discrete	numeric	Do you think the school development plan addresses gender issues?
V975	q8p10p1	Are there guidelines on sexual harassment and GBV for teachers in the school?	discrete	numeric	Are there guidelines on sexual harassment and gender based violence for teachers in the school?
V976	q8p10p2	Are there guidelines on sexual harassment and GBV for students in the school?	discrete	numeric	Are there guidelines on sexual harassment and gender based violence for students in the school?
V977	q8p10p3	Are there guidelines on sexual harassment and GBV for non-teaching staff in the	discrete	numeric	Are there guidelines on sexual harassment and gender based violence for non-teaching staff in the school?
V978	q8p11p1	Does the school sensitize all the school teachers on the guidelines?	discrete	numeric	If YES in 8.10, does the school sensitize all the school teachers on the guidelines?
V979	q8p11p2	Does the school sensitize all the school students on the guidelines?	discrete	numeric	If YES in 8.10, does the school sensitize all the school students on the guidelines?
V980	q8p11p3	If YES in 8.10, does the school sensitize non teacher staff on the guidelines?	discrete	numeric	If YES in 8.10, does the school sensitize all the school non teacher staff on the guidelines?
V981	q8p12_1	Strategies for sensitizing students & staff -talks and presentation	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Talks and presentation
V982	q8p12_2	Strategies for sensitizing students & staff -co-curricular activities e.g. drama	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Co curricular activities e.g. drama, music, poetry
V983	q8p12_3	Strategies for sensitizing students & staff -poster and fliers	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Poster and fliers
V984	q8p12_4	Strategies for sensitizing students & staff -included in school resources e.g. s	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Included in school resources e.g. school diary
V985	q8p12_5	Strategies for sensitizing students & staff - during assembly or class meetings	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Others (specify)-during assembly or class meetings
V986	q8p12_6	Strategies for sensitizing students & staff - staff meetings	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Others (specify)-staff meetings
V987	q8p12_7	Strategies for sensitizing students & staff - guidance and counselling dept	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Others (specify)-guidance and counselling department
V988	q8p12_8	Strategies for sensitizing students & staff - audio visio	discrete	numeric	If YES, what strategies are used to sensitize all the school staff and students on the guidelines?-Others (specify)-audio visual
V989	q8p13p1	Since 2021 number of sexual harrasment or GBV reports from male students?	discrete	numeric	Since the beginning of 2021, have there been any reports on sexual harassment and gender based violence in the school that affected the following-Male students?

V990	q8p13p2	Since 2021 number of sexual harrasment or GBV reports from male teachers?	discrete	numeric	Since the beginning of 2021, have there been any reports on sexual harassment and gender based violence in the school that affected the following-Male teachers?
V991	q8p13p3	Since 2021 number of sexual harrasment or GBV reports from male non teaching sta	discrete	numeric	Since the beginning of 2021, have there been any reports on sexual harassment and gender based violence in the school that affected the following-Male non teaching staff?
V992	q8p13p4	Since 2021 number of sexual harrasment or GBV reports from female students?	discrete	numeric	Since the beginning of 2021, have there been any reports on sexual harassment and gender based violence in the school that affected the following-Female students?
V993	q8p13p5	Since 2021 number of sexual harrasment or GBV reports from female teachers?	discrete	numeric	Since the beginning of 2021, have there been any reports on sexual harassment and gender based violence in the school that affected the following-Female teachers?
V994	q8p13p6	Since 2021 number of sexual harrasment or GBV reports from female non teaching s	discrete	numeric	Since the beginning of 2021, have there been any reports on sexual harassment and gender based violence in the school that affected the following-Female non teaching staff?
V995	q8p14_1	Support to students victims of gbv -guidance and counselling at school	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Guidance and counselling at school
V996	q8p14_2	Support to students victims of gbv -referrals to child protection services/psych	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Referrals to child protection services/psychosocial support/shelter
V997	q8p14_3	Support to students victims of gbv -referral to health facility for comprehensiv	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Referral to health facility for comprehensive support
V998	q8p14_4	Support to students victims of gbv -referral to legal authorities	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Referral to legal authorities
V999	q8p14_5	Support to students victims of gbv - report to TSC made	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Other (specify)-Report to TSC
V1000	q8p14_6	Support to students victims of gbv - punishing the offenders-students	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Other (specify)-punishing the offenders
V1001	q8p14_7	Support to students victims of gbv - Child married off at home-no action taken	discrete	numeric	If cases in 8.13 are more than zero,, what kind of support was provided to students who were victims of sexual and gender-based violence in your school?-Other (specify)-child married off at home - no action taken
V1002	q8p14b_1	Support to teacher victims of gbv -guidance and counselling at school	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to teachers who were victims of sexual and gender-based violence in your school?-Guidance and counselling at school

V1003	q8p14b_2	Support to teacher victims of gbv -referrals to child protection services/psycho	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to teachers who were victims of sexual and gender-based violence in your school?-Referrals to child protection services/psychosocial support/shelter
V1004	q8p14b_3	Support to teacher victims of gbv -referral to health facility for comprehensive	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to teachers who were victims of sexual and gender-based violence in your school?-Referral to health facility for comprehensive support
V1005	q8p14b_4	Support to teacher victims of gbv -referral to legal authorities	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to teachers who were victims of sexual and gender-based violence in your school?-Referral to legal authorities
V1006	q8p14b_6	Support provided to teacher victims of gbv - punishing the offenders-students	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to teachers who were victims of sexual and gender-based violence in your school?-Guidance and counselling at school
V1007	q8p14c_1	Support to non-teaching staff victims of gbv -guidance and counselling at school	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to non teaching staff who were victims of sexual and gender-based violence in your school?-Guidance and counselling at school
V1008	q8p14c_2	Support to non-teaching staff victims of gbv -referrals to child protection serv	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to non teaching staff who were victims of sexual and gender-based violence in your school?-Referrals to child protection services/psychosocial support/shelter
V1009	q8p14c_3	Support to non-teaching staff victims of gbv -referral to health facility for co	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to non teaching staff who were victims of sexual and gender-based violence in your school?-Referral to health facility for comprehensive support
V1010	q8p14c_4	Support to non-teaching staff victims of gbv -referral to legal authorities	discrete	numeric	If cases in 8.13 are more than zero, what kind of support was provided to non teaching staff who were victims of sexual and gender-based violence in your school?-Referral to legal authorities
V1011	q8p15	Does the school provide childcare support/facilities for teachers?	discrete	numeric	Does the school provide child care support/facilities for teachers?
V1012	q8p15b	Does the school provide childcare support/facilities for students?	discrete	numeric	Does the school provide child care support/facilities for students?
V1013	q9p7	END TIME	discrete	character	END TIME
V1223	V584		discrete	numeric	

gender_student_v11

Content

Cases 4655

Variable(s) 163

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1014	school_id	School ID	discrete	character	School ID
V1015	pupil_id	Pupil's ID generated'	discrete	character	PUPIL'S ID
V1016	sq1p1	Start time	contin	numeric	START TIME
V1017	county	County	discrete	numeric	County
V1018	sch_type	School type	discrete	numeric	School type?
V1019	child_age	Child's age	discrete	numeric	Childs age
V1020	sq1p2	Date of interview	discrete	character	DATE OF INTERVIEW
V1021	sq1p9	In which county is the school located?	discrete	numeric	IN WHICH COUNTY IS THE SCHOOL LOCATED?
V1022	sq1p5	School ID	discrete	character	School ID
V1023	sq1p4a	PUPIL'S ID	discrete	character	PUPIL'S ID
V1024	sq1p6a	School type	discrete	numeric	TYPE OF SCHOOL
V1025	sq1p6b	Day or boarding	discrete	numeric	Day or boarding
V1026	sq1p6c	School gender	discrete	numeric	Single Gender or mixed gender
V1027	sq1p6bb	Are you a day scholar or a boarder	discrete	numeric	Are you a dayscholar or a boarder
V1028	levels	What are the levels taught at this school?	discrete	numeric	What are the levels taught at this school?
V1029	sq1p12	Did the headteacher/principal give consent for the name to participate	discrete	numeric	HAS /DID THE HEADTEACHER/PRINCIPAL GIVE CONSENT FOR [q1p4] TO PARTICIPATE IN THE STUDY?
V1030	sq1p12b	Would you like to participate in the study?	discrete	numeric	Would you like to participate in the study ?
V1031	sq2p1	Sex: Are you a boy or a girl?	discrete	numeric	Are you a boy or a girl?
V1032	sq2p2	What is the date of your birth?	discrete	character	What is the date of your birth?
V1033	sq2p3	When (year) did you join this school (excluding pre-primary)?	discrete	character	When (year) did you join this school (excluding pre-primary)?
V1034	sq2p5	Do you speak English outside school?	discrete	numeric	Do you speak English outside school?

V1035	sq2p6	How often in a week do you read at home other than doing homework?	discrete	numeric	How often in a week do you read at home other than doing homework?
V1036	sq2p6b	Tell me your favorite illustrations/examples in the books that you read. Do you	discrete	numeric	Tell me your favorite illustrations/examples in the books that you read. Do you like those with: A. Books with girls illustrations/examples B. Books with boys illustrations/examples C. Books with both girls and boys illustrations/examples
V1037	sq2p7p1	Do you suffer from hearing problem	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Hearing problem
V1038	sq2p7p2	Do you suffer from vision problem	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Vision problem
V1039	sq2p7p3	Do you suffer from walking problem	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Walking problem
V1040	sq2p7p4	Do you suffer from abdominal problem e.g ulcers	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Abdominal problem
V1041	sq2p7p5	Do you cough continuously/chest pains/respiratory issues	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Cough continuously
V1042	sq2p7p6	Do you suffer from shortness of breath/asthma	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Have shortness of breath
V1043	sq2p7p8	Do you suffer from allergic reactions	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Allergic reactions
V1044	sq2p7p9	Do you suffer from migraine/severe headache	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Migraine/severe headache
V1045	sq2p7p10	Do you suffer from skin disease	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Skin disease
V1046	sq2p7p11	Do you suffer from heart problem	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Heart problem
V1047	sq2p7p13	Do you suffer from kidney disease	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Kidney disease
V1048	sq2p7p12	Do you suffer from fainting	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Fainting
V1049	sq2p7p14	Do you suffer from back pain	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Back pain
V1050	sq2p7p15	Do you suffer from speech impediment	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Speech impediment
V1051	sq2p7p16	Do you suffer from dental issues	discrete	numeric	Do you suffer from any of the following illnesses/ disabilities?-Other problems (please specify)-Dental issues
V1052	sq3p1a	Where do you stay during the school week	discrete	numeric	Where do you stay during the school week
V1053	sq3p1b	Where do you stay during school holidays/when school is closed?	discrete	numeric	Where do you stay during school holidays/when school is closed?

V1054	sq3p2p1	How many brothers from same mother	discrete	numeric	How many brothers and sisters from same mother do you have?-Brothers from same mother
V1055	sq3p2p2	How many sisters from same mother	contin	numeric	How many brothers and sisters from same mother do you have?-Sisters from same mother
V1056	sq3p2p3	How many step brothers	discrete	numeric	How many brothers and sisters from same mother do you have?-Step brothers
V1057	sq3p2p4	How many step sisters	contin	numeric	How many brothers and sisters from same mother do you have?-Step sisters
V1058	sq3p3a	Is your biological mother alive?	discrete	numeric	Is your biological mother alive?
V1059	sq3p3b	Is your biological father alive?	discrete	numeric	Is your biological father alive?
V1060	sq3p4	How many books are in the place where you stay (Home)	discrete	numeric	How many books (excluding school text books and including story books) are in the place where you stay (Home)
V1061	sq3p5	What is the main source of lighting by which you can read in the place (home) wh	discrete	numeric	What is the main source of lighting by which you can read in the place (home) where you stay during the school week?
V1062	sq3p6	How far is your home from school in minutes?	contin	numeric	How far is your home from school in minutes?
V1063	sq3p8	How often did you use a motorbike to/from school in the last 5 days?	discrete	numeric	How often did you use a motorbike/boda boda to and/or from school in the last five days when school was open
V1064	sq3p9	Do you walk to/from home to school in groups of students?	discrete	numeric	Do you walk to and/or from home to school in groups of students?
V1065	sq3p10	Where do you access your sanitary towels most of the times during menstrual peri	discrete	numeric	Where do you access your sanitary towels most of the times during menstrual periods?
V1066	sq4p1g6_eg	How often during the week do you have English homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR PRIMARY SCHOOLS-English
V1067	sq4p1g6ma	How often during the week do you have Mathematics homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR PRIMARY SCHOOLS-Math
V1068	sq4p1g6_sc	How often during the week do you have Science homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR PRIMARY SCHOOLS-Science
V1069	sq4p1f2_eg	How often during the week do you have English homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR SECONDARY SCHOOLS-English
V1070	sq4p1f2_ma	How often during the week do you have Mathematics homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR SECONDARY SCHOOLS-Math
V1071	sq4p1f2_ch	How often during the week do you have Chemistry homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR SECONDARY SCHOOLS-Chemistry
V1072	sq4p1f2_bi	How often during the week do you have Biology homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR SECONDARY SCHOOLS-Biology

V1073	sq4p1f2_ph	How often during the week do you have Physics homework?	discrete	numeric	How often during the week do you have English, Mathematics and Science homework?-FOR SECONDARY SCHOOLS-Physics
V1074	sq4p2g6_eg	What is the gender of your English teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Primary-English
V1075	sq4p2g6_ma	What is the gender of your Mathematics teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Primary-Math
V1076	sq4p2g6_sc	What is the gender of your Science teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Primary-Science
V1077	sq4p2f2_eg	What is the gender of your English teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Secondary-English
V1078	sq4p2f2_ma	What is the gender of your Mathematics teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Secondary-Math
V1079	sq4p2f2_ph	What is the gender of your Physics teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Secondary-Physics
V1080	sq4p2f2_ch	What is the gender of your Chemistry teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Secondary-Chemistry
V1081	sq4p2f2_bi	What is the gender of your Biology teacher?	discrete	numeric	What is the gender of your teacher of the following subjects?-Secondary-Biology
V1082	sq4p2bg6_eg	How often does your teacher correct your English homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR PRIMARY SCHOOLS-English
V1083	sq4p2bg6_ma	How often does your teacher correct your Mathematics homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR PRIMARY SCHOOLS-Math
V1084	sq4p2bg6_sc	How often does your teacher correct your Science homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR PRIMARY SCHOOLS-Science
V1085	sq4p2bf2_eg	How often does your teacher correct your English homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR SECONDARY SCHOOLS-English
V1086	sq4p2bf2_ma	How often does your teacher correct your Mathematics homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR SECONDARY SCHOOLS-Math
V1087	sq4p2bf2_ch	How often does your teacher correct your Chemistry homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR SECONDARY SCHOOLS-Chemistry
V1088	sq4p2bf2_bi	How often does your teacher correct your Biology homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR SECONDARY SCHOOLS-Biology
V1089	sq4p2bf2_ph	How often does your teacher correct your Physics homework?	discrete	numeric	How often does your teacher correct your English/Mathematics/Science homework?-FOR SECONDARY SCHOOLS-Physics
V1090	sq4p2cf2_eg	How do you feel about the feedback provided by your teacher in - English	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-English
V1091	sq4p2cf2_ma	How do you feel about the feedback provided by your teacher in - Mathematics	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-Math
V1092	sq4p2cf2_bi	How do you feel about the feedback provided by your teacher in - Biology	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-Biology

V1093	sq4p2cf2_ch	How do you feel about the feedback provided by your teacher in - Chemistry	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-Chemistry
V1094	sq4p2cf2_ph	How do you feel about the feedback provided by your teacher in - Physics	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-Physics
V1095	sq4p2df2_eg	How easy is it for you to approach teachers who teach you English	discrete	numeric	How easy is it for you to approach teachers who teach you in the following subjects?-SECONDARY-English
V1096	sq4p2df2_ma	How easy is it for you to approach teachers who teach you Math	discrete	numeric	How easy is it for you to approach teachers who teach you in the following subjects?-SECONDARY-Math
V1097	sq4p2df2_ch	How easy is it for you to approach teachers who teach you Chemistry	discrete	numeric	How easy is it for you to approach teachers who teach you in the following subjects?-SECONDARY-Chemistry
V1098	sq4p2df2_bi	How easy is it for you to approach teachers who teach you Biology	discrete	numeric	How easy is it for you to approach teachers who teach you in the following subjects?-SECONDARY-Biology
V1099	sq4p2df2_ph	How easy is it for you to approach teachers who teach you Physics	discrete	numeric	How easy is it for you to approach teachers who teach you in the following subjects?-SECONDARY-Physics
V1100	sq4p2cg6_en	How do you feel about the feedback provided by your teacher in - English	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-English
V1101	sq4p2cg6_ma	How do you feel about the feedback provided by your teacher in - Mathematics	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-Math
V1102	sq4p2cg6_sc	How do you feel about the feedback provided by your teacher in - Science	discrete	numeric	How do you feel about the feedback provided by your teacher in the following subjects?-Science
V1103	sq4p2d_g6_en	How easy is it for you to approach teachers who teach you English	discrete	numeric	How easy is it to approach teachers who teach you in the following subjects?-PRIMARY-English
V1104	sq4p2d_g6_ma	How easy is it for you to approach teachers who teach you Math	discrete	numeric	How easy is it to approach teachers who teach you in the following subjects?-PRIMARY-Math
V1105	sq4p2d_g6_sc	How easy is it for you to approach teachers who teach you Science	discrete	numeric	How easy is it to approach teachers who teach you in the following subjects?-PRIMARY-Science
V1106	sq4p3g6_eg	How are English textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-PRIMARY-English
V1107	sq4p3g6_ma	How are Mathematics textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-PRIMARY-Math
V1108	sq4p3g6_sc	How are Science textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-PRIMARY-Science
V1109	sq4p3f2_eg	How are English textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-SECONDARY-English
V1110	sq4p3f2_ma	How are Mathematics textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-SECONDARY-Math

V1111	sq4p3f2_ch	How are Chemistry textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-SECONDARY-Chemistry
V1112	sq4p3f2_bi	How are Biology textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-SECONDARY-Biology
V1113	sq4p3f2_ph	How are Physics textbooks used in your classroom during the lessons?	discrete	numeric	How are English/Mathematics/Science textbooks used in your classroom during the lessons?-SECONDARY-Physics
V1114	sq4p4s1	Which two subjects would you select in order of preference in grade 7?-Selectio	discrete	numeric	Of the subjects offered in your class, which are the two favourite subjects, in order of preference?-PRIMARY-Subject 1
V1115	sq4p4s2	Which two subjects would you select in order of preference in grade 7?-Selectio	discrete	numeric	Of the subjects offered in your class, which are the two favourite subjects, in order of preference?-PRIMARY-Subject 2
V1116	sq4p4b_1	Do you intend to select Physics in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Physics
V1117	sq4p4b_2	Do you intend to select Chemistry in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Chemistry
V1118	sq4p4b_3	Do you intend to select Biology in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Biology
V1119	sq4p4b_4	Do you intend to select Geography in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Geography
V1120	sq4p4b_5	Do you intend to select History in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-History
V1121	sq4p4b_6	Do you intend to select CRE/IRE in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-CRE/IRE
V1122	sq4p4b_7	Do you intend to select Computer studies in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Computer studies
V1123	sq4p4b_8	Do you intend to select Agriculture in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Agriculture
V1124	sq4p4b_9	Do you intend to select Home Science in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Home Science
V1125	sq4p4b_10	Do you intend to select Drawing & dgn/aviation/B&C/metal & wood work in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Drawing and design/aviation/building and construction/metal and wood work
V1126	sq4p4b_11	Do you intend to select Business Studies in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Business Studies

V1127	sq4p4b_12	Do you intend to select Arabic in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Arabic
V1128	sq4p4b_13	Do you intend to select French in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-French
V1129	sq4p4b_14	Do you intend to select Music in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Music
V1130	sq4p4b_96	Do you intend to select - Other (specify) in Form 3?	discrete	numeric	Which of the following subjects do you intend to select/choose and pursue in form 3 and you are currently pursuing?-Other (specify)
V1131	sq4p5_1	Reason for selecting the subject- perceived interest of the subject	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Perceived interest of the subject
V1132	sq4p5_2	Reason for selecting the subject- perceived difficulty of subject material	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Perceived difficulty of subject material
V1133	sq4p5_3	Reason for selecting the subject- perceived leniency of the teacher	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Perceived leniency of the teacher
V1134	sq4p5_4	Reason for selecting the subject- applicability to future career	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Applicability to future career
V1135	sq4p5_5	Reason for selecting the subject- influence by peers	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Influence by peers
V1136	sq4p5_6	Reason for selecting the subject- influence by family	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Influence by family
V1137	sq4p5_7	Reason for selecting the subject- popularity/personality of teacher	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Popularity/ personality of teacher
V1138	sq4p5_8	Reason for selecting the subject- quality of teaching	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-quality of teaching
V1139	sq4p5_9	Reason for selecting the subject- size of classes	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Size of classes
V1140	sq4p5_10	Reason for selecting the subject- nothing informed my decision/we were supposed	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Nothing informed my decision/We were supposed to select/i don't know
V1141	sq4p5_11	Reason for selecting the subject- perform well in subject	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Perform well in subject
V1142	sq4p5_13	Reason for selecting the subject- only subjects with teachers available	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Only subject with teachers available
V1143	sq4p5_14	Reason for selecting the subject- some are based on streams	discrete	numeric	What informed your decision to select/choose the subjects mentioned in 4.4?-Some are based on streams
V1144	sq5p1ap1	Number of lessons your English teacher missed in the last five schooling days	discrete	numeric	How many lessons did your teacher in any of the following subjects miss in the last five schooling days?-English

V1145	sq5p1ap2	Number of lessons your Math teacher missed in the last five schooling days	discrete	numeric	How many lessons did your teacher in any of the following subjects miss in the last five schooling days?-Math
V1146	sq5p1ap3	Number of lessons your Science teacher missed in the last five schooling days	discrete	numeric	How many lessons did your teacher in any of the following subjects miss in the last five schooling days?-Science
V1147	sq5p1ap4	Number of lessons your Physics teacher missed in the last five schooling days	discrete	numeric	How many lessons did your teacher in any of the following subjects miss in the last five schooling days?-Physics
V1148	sq5p1ap5	Number of lessons your Biology teacher missed in the last five schooling days	discrete	numeric	How many lessons did your teacher in any of the following subjects miss in the last five schooling days?-Biology
V1149	sq5p1ap6	Number of lessons your Chemistry teacher missed in the last five schooling days	discrete	numeric	How many lessons did your teacher in any of the following subjects miss in the last five schooling days?-Chemistry
V1150	sq5p2c1	How often do boys hurt boys	discrete	numeric	How often do learners hurt (physically and emotionally) other learners in your school?-Boys hurt boys
V1151	sq5p2c2	How often do boys hurt girls	discrete	numeric	How often do learners hurt (physically and emotionally) other learners in your school?-Boys hurt girls
V1152	sq5p2c3	How often do girls hurt girls	discrete	numeric	How often do learners hurt (physically and emotionally) other learners in your school?-Girls hurt girls
V1153	sq5p2c4	How often do girls hurt boys	discrete	numeric	How often do learners hurt (physically and emotionally) other learners in your school?-Girls hurt boys
V1154	sq5p3p1	How often do female teachers hurt boys	discrete	numeric	How often do teachers hurt learners in your school?-Female teachers hurt boys
V1155	sq5p3p2	How often do female teachers hurt girls	discrete	numeric	How often do teachers hurt learners in your school?-Female teachers hurt girls
V1156	sq5p3p3	How often do male teachers hurt boys	discrete	numeric	How often do teachers hurt learners in your school?-Male teachers hurt boys
V1157	sq5p3p4	How often do male teachers hurt girls	discrete	numeric	How often do teachers hurt learners in your school?-Male teachers hurt girls
V1158	sq5p4aboys	How often do outsiders hurt learners in your school? Boys	discrete	numeric	How often do outsiders hurt learners in your school? Boys
V1159	sq5p4agirls	How often do outsiders hurt learners in your school? Girls	discrete	numeric	How often do outsiders hurt learners in your school? Girls
V1160	sq5p5	How many days were you absent in the last five school days?	discrete	numeric	How many days were you absent in the last five school days ?
V1161	sq5p6	What was the MAIN reason for your absence?	discrete	numeric	What was the MAIN reason for your absence?
V1162	sq5p7	How many times have you repeated a grade since you started school?	discrete	numeric	How many times have you repeated a grade since you started school?
V1163	sq5p8	Are you allowed to take library books home from school?	discrete	numeric	Are you allowed to take library books home from school, that is, from the school library and /or a class library, book cover or book box?
V1164	sq5p9f2_1	Extra tuition in:Mathematics	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-SECONDARY-Mathematics

V1165	sq5p9f2_2	Extra tuition in:English	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-SECONDARY-English
V1166	sq5p9f2_3	Extra tuition in:Biology	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-SECONDARY-Biology
V1167	sq5p9f2_4	Extra tuition in:Physics	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-SECONDARY-Physics
V1168	sq5p9f2_5	Extra tuition in:Chemistry	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-SECONDARY-Chemistry
V1169	sq5p9f2_0	Extra tuition in:None	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-SECONDARY-None
V1170	sq5p9g6_1	Extra tuition in:Mathematics	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-PRIMARY-Mathematics
V1171	sq5p9g6_2	Extra tuition in:English	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-PRIMARY-English
V1172	sq5p9g6_3	Extra tuition in:Science	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-PRIMARY-Science
V1173	sq5p9g6_0	Extra tuition in:None	discrete	numeric	Do you take extra tuition outside school hours in the following subjects-PRIMARY-None
V1174	sq6p3	RECORD END TIME	discrete	character	RECORD END TIME
V1175	school_wgts	School weights	contin	numeric	School weights
V1176	stude_wgts	Student weights	contin	numeric	Studentl weights

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Content

Cases 7

Variable(s) 36

Structure
Type:
Keys: ()

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Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1177	ttc_code	TTC unique identifier	discrete	numeric	TTC unique identifier
V1178	doi	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V1179	q1p2	Would you like to participate in this research?	discrete	numeric	Would you like to participate in this research?
V1180	q2p1	Start time	discrete	character	START TIME (24 HOUR)
V1181	q2p2	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V1182	q2p4	Observed class	discrete	numeric	OBSERVED LEVEL
V1183	q2p5	Subject observed	discrete	numeric	SUBJECT OBSERVED
V1184	q2p9	Sex of the tutor	discrete	numeric	SEX OF TUTOR
V1185	q2p10a	Head count of male teacher trainees present on the day of observation	contin	numeric	HEAD COUNT TEACHER TRAINESS PRESENT ON THE DAY OF OBSERVATION-MALE
V1186	q2p10b	Head count of female teacher trainees on the day of observation	discrete	numeric	HEAD COUNT TEACHER TRAINESS PRESENT ON THE DAY OF OBSERVATION-FEMALE
V1187	q2p11a	Number of male teachers absent on the day of observation	discrete	numeric	TEACHER TRAINESS ABSENT ON THE DAY OF OBSERVATION-MALE
V1188	q2p11b	Number of female teachers absent on the day of observation	contin	numeric	TEACHER TRAINESS ABSENT ON THE DAY OF OBSERVATION-FEMALE
V1189	q3p1	How many years in total have you actively been a tutor?	contin	numeric	How many years in total have you actively been a tutor?
V1190	q3p2	How many years have you taught in this institution?	discrete	numeric	How many years have you taught in this institutions?
V1191	q3p3	What is your highest level of education/academic qualification?	discrete	numeric	What is your highest level of education/academic qualification?
V1192	q3p4	What is the highest level of professional TUTOR training you have completed?	discrete	numeric	What is the highest level of professional teacher training you have completed?
V1193	q4p1	Scheme of work available (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Scheme of work available (if yes ask to see a copy)

V1194	q4p2	Record of work available (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Record of work available (if yes ask to see a copy)
V1195	q4p3	Lesson plan available (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Lesson plan available (if yes ask to see a copy)
V1196	q4p4	Lessons notes (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Lessons notes available (if yes ask to see a copy)
V1197	q4p5	Teacher trainees progressive records	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Teacher trainees progressive records
V1198	q5p1	Visibility of visual teaching aids	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Visual teaching aids
V1199	q5p2	Visibility of training module	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Training module
V1200	q5p3	Visibility of curriculum designs	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Curriculum designs
V1201	q5p4	Visibility of chalkboard, duster & chalk	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Chalkboard, duster & Chalk
V1202	q5p5	Visibility of exercise books	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Exercise books
V1203	q5p6	Visibility of course books	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Course books
V1204	q5p7	Visibility of ICT resources	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-ICT resources
V1205	q6p1	Adequacy of natural lighting	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Natural lighting
V1206	q6p2	Adequacy of ventilation	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Ventilation
V1207	q6p3	Adequacy of silence (noise level, echo)	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Silence (noise level, echo)

V1208	q6p4	Adequacy of floor cemented	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Floor cemented
V1209	q6p5	Adequacy of seating space for all students	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Seating space for all teacher trainees
V1210	q6p6	Adequacy of writing surface for all students	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Writing surface for all trainees
V1211	q6p7	Adequacy of space for movement between desks/forms	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Space for movement between desks/forms
V1212	q6p8	Adequacy of teacher trainees' level of motivation/cheerful classroom	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Teacher trainees' level of motivation/cheerful classroom

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Content

Cases 1058

Variable(s) 10

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1213	school_id	school_id	discrete	character	School ID
V1214	year	National examination year	discrete	numeric	Natinal examination year
V1215	sch_level	School level	discrete	numeric	School level
V1216	overall_mean	Overall meanscore	discrete	numeric	Overall meanscore
V1217	science	Science meanscore	discrete	numeric	Science meanscore
V1218	biology	Biology meanscore	discrete	numeric	Biology meanscore
V1219	physics	Physics meanscore	discrete	numeric	Physics meanscore
V1220	chemistry	Chemistry meanscore	discrete	numeric	Chemistry meanscore
V1221	maths	Mathematics meanscore	discrete	numeric	Mathematics meanscore
V1222	english	English meanscore	discrete	numeric	English meanscore

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Content

Cases 119

Variable(s) 49

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1277	doi	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V1278	school_id	School ID	discrete	character	School ID
V1279	county	In which county is the school located?	discrete	numeric	In which county is the school located
V1280	subcounty	Sub-county	discrete	character	In which sub-county is the school located
V1281	q2p3_chk	School ID	discrete	character	School ID
V1282	schoolname	Confirm you selected :School_name	discrete	numeric	Confirm you selected :School_name
V1283	q1p2_chk	Would you like to participate in this research?	discrete	numeric	Would you like to participate in this research?
V1284	q2p1_chk	Start time	discrete	character	START TIME (24 HOUR)
V1285	q2p2_chk	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V1286	q2p4_chk	Observed class	discrete	numeric	OBSERVED CLASS
V1287	q2p5_chk	Subject observed	discrete	numeric	SUBJECT OBSERVED
V1288	q2p9_chk	Sex of the teacher	discrete	numeric	SEX OF TEACHER
V1289	q2p10a_chk	Head count of boys during the day of observation	contin	numeric	HEAD COUNT LEARNERS PRESENT ON THE DAY OF OBSERVATION -MALE
V1290	q2p10b_chk	Head count of girls during the day of observation	contin	numeric	HEAD COUNT LEARNERS PRESENT ON THE DAY OF OBSERVATION -FEMALE
V1291	q2p11a_chk	Number of boys absent during the day of observation	contin	numeric	LEARNERS ABSENT ON THE DAY OF OBSERVATION-MALE
V1292	q2p11b_chk	Number of girls absent during the day of observation	contin	numeric	LEARNERS ABSENT ON THE DAY OF OBSERVATION-FEMALE
V1293	q3p1_chk	How many years in total have you actively been a teacher?	contin	numeric	How many years in total have you actively been a teacher?
V1294	q3p2_chk	How many years have you taught in this school?	contin	numeric	How many years have you taught in this school?
V1295	q3p3_chk	What is your highest level of education/academic qualification?	discrete	numeric	What is your highest level of education/academic qualification?
V1296	q3p4_chk	What is the highest level of professional teacher training you have completed	discrete	numeric	What is the highest level of professional teacher training you have completed?

V1297	q4p1_chk	Scheme of work available (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Scheme of work available
V1298	q4p2_chk	Record of work available (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Record of work available
V1299	q4p3_chk	Lesson plan available (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Lesson plan available
V1300	q4p4_chk	Lessons notes (if yes ask to see a copy)	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Lessons notes available
V1301	q4p5_chk	Student's/pupil's progressive records	discrete	numeric	INDICATE THE AVAILABILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Student progressive records
V1302	q5p1_chk	Visibility of visual teaching aids	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Visual teaching aids
V1303	q5p2_chk	Visibility of visual aids e.g. wall charts	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Visual aids e.g. wall charts
V1304	q5p3_chk	Visibility of chalkboard, duster & chalk	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Chalkboard, duster & Chalk
V1305	q5p4_chk	Visibility of exercise books	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Exercise books
V1306	q5p5_chk	Visibility of recommended textbook(s)	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Recommended textbook(s)
V1307	q5p6_chk	Visibility of student-made resources/materials on the wall	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Student-made resources/materials on the wall
V1308	q5p7_chk	Visibility of other reading materials	discrete	numeric	INDICATE THE VISIBILITY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW. IF AVAILABLE BUT NOT VISIBLE IN THE CLASSROOM INDICATE 3 AND 4 IF NOT AVAILABLE AT ALL-Other reading materials
V1309	q6p1_chk	Adequacy of natural lighting	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Natural lighting
V1310	q6p2_chk	Adequacy of ventilation	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Ventilation

V1311	q6p3_chk	Adequacy of silence (noise level, echo)	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Silence (noise level, echo)
V1312	q6p4_chk	Adequacy of floor cemented	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Floor cemented
V1313	q6p5_chk	Adequacy of seating space for all students	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Seating space for all students
V1314	q6p6_chk	Adequacy of writing surface for all students	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Writing surface for all students
V1315	q6p7_chk	Adequacy of space for movement between desks/forms	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Space for movement between desks/forms
V1316	q6p8_chk	Adequacy of teacher student's level of motivation/cheerful classroom	discrete	numeric	INDICATE THE ADEQUACY FOR EACH OF THE FOLLOWING ITEMS USING THE OPTIONS GIVEN BELOW-Student level of motivation/cheerful classroom
V1317	note71	Draw the seating arrangement of the classroom and using a class list(with sno in	discrete	character	DRAW THE SEATING ARRANGEMENT OF THE CLASSROOM IN THE SPACE PROVIDED (BELOW) AND USING A CLASSLIST (WITH SERIAL NUMBERS, STUDENT NAMES AND SEX), INSERT THE STUDENT SERIAL NUMBER IN THE SPACES PROVIDED TO INDICATE THE RELATIVE SEATING POSITION OF THE STUDENT. SHOW THE TEACHER'S DESK AND BOOK CORNER
V1318	grade	Observed class/grade	discrete	numeric	OBSERVED CLASS
V1319	subject	Subject observed	discrete	numeric	SUBJECT OBSERVED
V1320	total_student	Total number of learners	contin	numeric	Total number of learners
V1321	total_males	Total number of male learners	contin	numeric	Total number of male learners
V1322	total_females	Total number of female learners	contin	numeric	Total number of female learners
V1323	total_absent	Number of absent learners	contin	numeric	Number of absent learners
V1324	school_wgts	School weights	contin	numeric	School weights
V1325	stude_wgts	Student weights	contin	numeric	School weights