

Kenya - Exploring the effects of COVID -19 Pandemic on Low-Cost Private School Markets in Nairobi, Kenya, LCPS- KENYA

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Overview

Identification

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Version

VERSION DESCRIPTION

1.0

PRODUCTION DATE

2021-08-30

NOTES

N/A

Overview

ABSTRACT

The COVID-19 pandemic caused great disruption to the education sector, with over' 1.6 billion of the worlds <<https://en.unesco.org/covid19/educationresponse>>school-going children affected since March 2020. Emerging research shows that lost learning opportunities during lockdowns can have medium to longer-term effects on the lives of learners. With the loss of income occasioned by school closures and the economic shocks, the pandemic could also cause significant disruptions especially to the Alternative Provision to Basic Education and Training (APBET) Institutions and the education ecosystem.

This study aims to examine the economic shocks created by the COVID-19 pandemic on households' demand for education and school choice; private school markets in low-resourced urban contexts; and knock-on effects on public schools. The study will be undertaken in four informal settlements in Nairobi; Korogocho, Viwandani, Mathare, and Kibera. All APBETs, public schools and villages within the four areas will be included in the survey. The study will adopt a multi-stage sampling procedure, with the household sample size estimated to be 835. Both quantitative and qualitative research approaches will be used in data collection and analyses. The expected outcomes for this study include; fostering an understanding of the implications of the pandemic on APBET schools to build a resilient education system and generate knowledge for enhancing school operations in informal settlements. The study will run from July 2021 to August 2022. The project's total direct budget is approximately KES 32,327,254 (see Table 2).

UNITS OF ANALYSIS

Households in the four sites - Korogocho, Viwandani, Mathare, and Kibera

Scope

NOTES

The study investigated the impact of the COVID-19 pandemic on low-cost private school markets (APBET) in Nairobi's informal settlements. It examined how the pandemic's economic shocks had affected household education demand, school choices, private school operations, and the knock-on effects on public schools. The research was conducted across four informal settlements: Korogocho, Viwandani, Mathare, and Kibera. It employed both quantitative (household surveys, school surveys) and qualitative (key informant interviews) methods to collect data. The study aimed to inform policy responses to the disruptions caused by the pandemic on the education system.

TOPICS

Topic	Vocabulary	URI
economic shocks created by the COVID-19 pandemic on (i) households' demand for education and school choice		
links between household socio-economic status, child factors, demand for education, and supply of schools available.		
household and school-level COVID-19 responses and their effectiveness in mitigating the adverse effects of COVID-19 on schooling, enrollment and education outcomes.		
how parental perceptions on education provider's options (private and public schools) have been affected by the COVID-19 pandemic		
policy responses to the shocks to APBET schools market equilibrium caused by COVID -19.		

KEYWORDS

low cost private school, low fee private school, Nairobi, urban informal settlement, slum, education, covid-19

Coverage

GEOGRAPHIC COVERAGE

The geographic coverage of this study is focused on four specific informal settlements within Nairobi, Kenya. These settlements are: Korogocho, Viwandani, Mathare and Kibera

UNIVERSE

Households and Schools within specific Informal Settlements of Nairobi, Kenya:

Households: The survey specifically targets households residing within four identified informal settlements in Nairobi: Korogocho, Viwandani, Mathare, and Kibera. Importantly, only households with at least one child of primary or secondary school-going age (approximately 6-18 years old) are included in the survey universe.

Schools: The survey includes all primary and secondary schools located within those same four informal settlements. This encompasses both public schools and Alternative Provision of Basic Education and Training (APBET) institutions (low-cost private schools). Additionally, schools within a 1-kilometer radius of the boundaries of these settlements are also considered part of the survey universe, acknowledging that some children from the settlements may attend schools just outside their immediate area. This includes both currently operational schools and those that permanently closed during the COVID-19 period.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Dr. Moses Ngware	APHRC

OTHER PRODUCER(S)

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FUNDING

Name	Abbreviation	Role
Center for Global Development	CGD	Funder

OTHER ACKNOWLEDGEMENTS

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

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
African Population and Health Research Center	APHRC	African Population and Health Research Center	Data Documentation Initiative

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Sampling

Sampling Procedure

The four sites - Korogocho, Viwandani, Mathare, and Kibera - were purposely selected due to their large sizes and our research knowledge of two of the sites where APHRC runs the Nairobi Urban Health and Demographic Surveillance System (NUHDSS). To allow for representation of the household sample over the 4 sites, we will adopt a multistage sampling procedure. According to the (Kenya National Bureau of Statistics (KNBS), 2019), the total number of households in 2019 within the Nairobi City County was 1,506,888 which represents a proportion of 12.4 percent of the total number of households in Kenya.

In determining the sample for our study, we used a formula by the United Nations Statistics Division handbook of practical guidelines on designing household survey samples compiled by (UNSTATS, 2008) due to its clarity in the elaboration of the sample estimation specifications (Ahsan et al., 2016; Miller et al., 2020). We estimated the proportion of households with primary and/or secondary school-going children enrolled in private schools within our study area to be about 50 percent at a confidence interval of 95 percent (the range within which a population parameter would fall). The margin of error of 5 percent, and anticipated rate of non-response and attrition of 30 percent as a result of outmigration that may be due to COVID-19, government measures on restrictions of movements, economic hardships such as loss of employment at the same time considering that the households that have been able to withstand economic hardships for over a year may exhibit more resilience than those who left shortly after initial government precautionary measures on COVID-19). Our sample accounted for the combined non-response and attrition rate of 30% based on previous experience in the studies conducted in the slums. In the computation this was considered as k . We estimated an average household size of 2.9 based on the 2019 census for Nairobi City county and an assumed design effect of 2.0. Based on these parameters, our household sample was 883. The study was conducted in the four informal settlements within Nairobi (Korogocho, Viwandani, Mathare, and Kibera) with the number of villages in each slum. A listing exercise will be conducted as described in a later section among the four slums. Nairobi's urban informal settlements share similar characteristics, for instance, high population density, overcrowded structures, inadequate water, and sanitation services, and proliferation of low-cost private schools among others, with other informal settlements in the country due to rural-urban migration. Sample allocation for each slum site will be done in line with the sample distribution table below which was proportionally allocated based on the number of villages in each slum. In the allocation, we assumed that the number of villages is commensurate with the population of households present in a slum.

We used the sample estimation formula adapted from a UN guideline compiled by (UNSTATS, 2008).

- nh is the parameter to be calculated and is the sample size in terms of the number of households to be selected;
- z is the statistic that defines the level of confidence desired, in our case 95 percent;
- r is an estimate of a key indicator to be measured by the survey, in our case the key indicator is the prevalence of enrolment in an LCPS; we estimated 50 percent, a proportion that maximizes the sample (our data show 47 percent in 2013);
- f is the sample design effect, assumed to be 2.0;
- k is a multiplier to account for the anticipated rate of non-response and attrition given that we will collect data in subsequent rounds;
- p is provided by a product of 0.03 and the number of years in the age range that the target population of interest in a household represents, 0.03 is considered as a reasonable rule of thumb (UNSTATS, 2008) in our case the range is 6-18 years, hence a range size of 13;
- \bar{n} is the average household size (total number of persons in a household) - in our case 2.9 according to 2019 Kenya Census data;
- e is the margin of error to be attained, in our case 5 percent.

The following steps were used to identify an appropriate sample in the four slum areas:

a) All villages within each of the sites were listed. Typical slums (like our four sites) in Kenya were characterized by an overcrowded and continuous mass of dwelling structures, narrow and jammed service roads (commonly used by riders, and bicycle taxis also referred to as boda boda), and very narrow footpaths leading to dwelling areas that were off the narrow service road. We therefore worked with local guides and consulted administrative leaders such as chiefs to select an equal number of households from each listed village. In this study, existing villages were used as the boundaries were known by the local community leaders which was crucial for our design and they had some uniqueness.

b) In each EA, a landmark was identified that was next to a service road. Such a landmark could be a chief's camp, a church, a school, or a 'big market among others.

c) From the landmark, and using a local guide (for direction, boundary identification, and security), the enumerator started listing households moving towards a defined direction from the landmark, and along the service road. This allowed listing households that were deep inside an EA. Households along the service roads were not listed as the majority of structures were mainly used as small informal business premises.

d) If the identified landmark was at an EA boundary, then the enumerator moved towards the interior of an EA, but if it was not near an EA boundary, then the enumerator started with one direction along the service road then came back to continue towards the other direction after reaching the boundary while using the first direction. The listing took place deep inside a village and was guided by the footpaths to allow for the selection of households across a village.

e) To balance costs and sample efficiency (in terms of household representation of the villages), the enumerator identified every 10th household from the point where the footpath connected with the service road. Slums such as Kibra were quite huge. Due to cost implications, listing was not done for every household. However, it was acknowledged that this might create a bias - adopting a systematic sampling technique whereby every 10th household that met the set criteria was listed to develop a sampling frame thus mitigating the effect of the bias. This was a limitation of this exploratory study. The household qualified to be listed if it had at least one school-age child who was enrolled in school before school closure due to COVID-19. If it qualified, then its characteristics were enumerated such that the list of households with primary and/or secondary school-age children with the following pieces of information was obtained: Slum, village, RoomID that was marked using a marker pen at the door, the GPS locations, phone contact (if known), number of primary-school-age children (6-13 years), number of secondary school-age children (14-17 years); household head gender, and household head age. If a HH did not qualify, the enumerator moved to the next immediate household until s/he found a qualifying household. Thereafter the enumerator moved to the 10th household from the last to qualify and repeated the process of enumeration, until the end of the footpath and/or EA boundary - taking into consideration dwelling structures that may be along 'mini' footpaths. It was critical to collect the GIS positioning of the household structure as well as allocation of IDs; each slum was allocated a slumID, each village, a villageID before the commencement of the listing exercise, whereas, for householdID and RoomID, each field interviewer (FI) was allocated a slot, say 001-010, another 011-020, etc. in a village. The phone number(s) of the household head was recorded for use to identify the location of the household during actual data collection. During the listing and data collection process, enumerators verified phone numbers and ensured the research team followed up with the recruited households (while adhering to research ethics) to reduce risks of high attrition for the subsequent survey rounds.

f) After enumerating all eligible households in the four slums using the procedures described above, random numbers were assigned using STATA, then the required number of households in each village and/or site were randomly selected.

Deviations from Sample Design

N/A

Response Rate

100% of the households (883) and 96.9% (471) of the institutions

Weighting

N/A

Questionnaires

Overview

This study utilized a combination of questionnaires and interview guides for data collection. The following instruments were employed:

Household Questionnaire: This instrument gathered information about household demographics, children's schooling (types, funding, access, enrollment, attendance), perceptions of education quality and options, schooling costs and affordability, access to learning during closures, socio-economic characteristics (income, employment, food security), and socio-emotional support received. This questionnaire was designed to be administered in person, primarily in Kiswahili.

School Institutional Questionnaire: This questionnaire was designed to gather data from school administrators. It covered school background information, enrollment and attendance rates, staffing and compensation, schooling costs, learning and inclusivity measures, quality assurance, infrastructure, resources, coping mechanisms adopted during COVID-19, and information on special needs and inclusivity. This instrument was planned for phone administration.

Permanently Closed Schools Questionnaire: This questionnaire focused on collecting information about schools that had permanently closed due to the pandemic. It covered enrollment, attendance before closure, staffing, compensation, coping mechanisms attempted, and potential factors that could have helped the school remain open. This instrument was also planned for phone administration.

Key Informant Interview (KII) Guides: Structured interview guides were developed to conduct in-depth interviews with key stakeholders. These included APBET Association leaders, Sub-County Education Officers, school heads, and village/community leaders. The KIIs aimed to explore how the pandemic affected school operations, changes in enrollment and fees, the well-being of school-aged children, coping mechanisms adopted by schools and communities, and policy suggestions to mitigate future challenges. These were to be administered in person.

Language of Questionnaires:

The primary language for the household questionnaire was Kiswahili. Other questionnaires and interview guides were designed in English, with potential for translation or adaptation into Kiswahili as needed during administration.

Questionnaire Design Process:

The development of the questionnaires and interview guides involved:

Consultative Process: The study team engaged in a consultative process with partners and key actors in basic education.

Adaptation from Existing Tools: Where applicable, the study borrowed and adapted suitable questions from existing tools used in previous primary school studies. This ensured some level of validation and reliability.

Validation by Research Team: The developed tools were reviewed and validated by the research team at the African Population and Health Research Center (APHRC) in partnership with select study participants.

Pilot Testing: The tools were piloted in select schools (not participating in the actual data collection) in an urban poor settlement. This step helped refine the instruments and identify any issues before full implementation.

Stakeholder Feedback (Planned): The document mentions stakeholders being engaged through emails, phone calls, face-to-face, and virtual meet-ups during the inception meeting to discuss the purpose of the study, study tools, and buy-in.

Learn-Adapt Approach: The study utilized a "learn-adapt" methodological approach, where emerging evidence from preliminary analysis and literature synthesis informed the refinement of study tools.

Data Collection

Data Collection Dates

Start	End	Cycle
2021-07-01	2021-08-20	N/A

Data Collection Mode

Face-to-face [f2f]

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Supervision

Enumerators were organized into teams, each with a designated team leader who acted as a supervisor and controller.

These team leaders oversaw their respective teams during data collection, ensuring data quality and adherence to ethical procedures. They conducted spot checks and sit-ins on 5 percent of randomly selected households and institutions to verify data accuracy and standards. Each urban informal settlement had a field team leader who managed the research teams and organized logistics. Senior researchers made random field visits during data collection to monitor compliance with ethical protocols.

Data Processing

Data Editing

Consistency and Coherence: Data was checked for consistency and coherence through a combination of automated program constraints and manual visual control.

Automatic Corrections: The tablet program enforced data constraints and validation rules during entry, automatically preventing certain errors.

Visual Control: Data uploaded to the servers was visually reviewed by team leaders and research officers to identify anomalies, missing values, and inconsistencies. Corrections were then made manually based on this review.

Data Cleaning: After upload, a thorough data cleaning process was conducted. This involved:

Rectifying data entry errors not caught by the initial checks.

Standardizing variable coding and labels.

Systematically handling missing data.

Ensuring data coherence across different questionnaire sections.

Other Processing

N/A

Data Appraisal

Estimates of Sampling Error

N/A

File Description

Variable List

lcps_hh_data

Content

Cases 883

Variable(s) 263

Structure Type: relational
Keys: hhid(HouseholdID), slumID(Name of the informal settlement)

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V264	hhid	HouseholdID	discrete	character	Household ID
V265	slumID	Name of the informal settlement	discrete	numeric	SLUM Name
V266	doi	Date of interview	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V267	hh_size	RECODE of hh_members (Total number of HH members)	discrete	numeric	Household Head sex
V268	hh_size	RECODE of hh_members (Total number of HH members)	discrete	numeric	Household Size
V269	w_score	Household wealth score	contin	numeric	Household wealth score
V270	wtile5	Wealth quintile	discrete	numeric	Wealth quintile
V271	wtile3	Wealth tertile	discrete	numeric	Wealth tertile
V272	hhh_age	Household head age	contin	numeric	Household head age
V273	hhh_age_cat	RECODE of hhh_age (Household head age)	discrete	numeric	RECODE of hhh_age (Household head age)
V274	hhh_age_cat	RECODE of hhh_age (Household head age)	discrete	numeric	RECODE of hhh_age (Household head age)
V275	q1_19	Consent:Please select the outcome of consent	discrete	numeric	Would you like to participate in this research?
V276	q1_19_type	Type of consent obtained	discrete	numeric	Is the consent obtained from the participant or obtained from a witness?
V277	q1_10	ARE YOU THE HOUSEHOLD HEAD?	discrete	numeric	ARE YOU THE HOUSEHOLD HEAD?
V278	q1_11	DO YOU HAVE A SCHOOL AGE CHILD/CHILDREN OR DEPENDANTS IN THIS HH?	discrete	numeric	DO YOU HAVE A SCHOOL AGE CHILD/CHILDREN OR DEPENDANTS IN THIS HH?
V279	q1_11_ii_prepri	6-18yrs old in Pre-Primary	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Pre-Primary
V280	q1_11_ii_pri	6-18yrs old in Primary	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Primary
V281	q1_11_ii_sec	6-18yrs old in Secondary	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Secondary
V282	q1_11_ii_ter	6-18yrs old in Tertiary	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Tertiary
V283	q1_11_ii_notsch	6-18yrs old not in school	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Not in school

V284	q1_11_ii_intrans	6-18yrs old in transition	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? In transition
V285	q1_11_ii_sum	Q1_11_ii_sum	discrete	numeric	IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Sum of children in the school going age listed for different age categories
V286	q1_12	HOUSEHOLD HEAD'S GENDER (sex)	discrete	numeric	HOUSEHOLD HEAD'S GENDER (sex)
V287	q1_16	Respondent's date of birth	discrete	character	Respondent's date of birth
V288	hh_members	Total number of HH members	discrete	numeric	Total number of HH members
V289	q2_1	How long has your household lived in your current neighbourhood?	discrete	numeric	How long has your household lived in your current neighbourhood?
V290	q2_2	Has any child left this household to live in another household due to loss of in	discrete	numeric	Has any child left this household to live in another household due to loss of income caused by COVID-19?
V291	q2_3	How has your household income been affected by COVID-19?	discrete	numeric	How has your household income been affected by COVID-19?
V292	q2_6	Do you pay the same amount of rent now as you did before COVID-19	discrete	numeric	Do you pay the same amount of rent now as you did before COVID-19
V293	q2_11	In this family, who has the final say on whether children should go to school or	discrete	numeric	In this family, who has the final say on whether children should go to school or not?
V294	q2_11_i	What is the main language spoken in this household?	discrete	numeric	What is the main language spoken in this household?
V295	q3_1	Have all children aged 6-18 years in this HH gone back to sch since reopening	discrete	numeric	Have all school going children aged between 6-18 years in this household gone back to school since schools re-opened?
V296	q3_2	How many children aged 6-18 years in this HH are currently enrolled in school?	discrete	numeric	How many school going children aged 6-18 years in this household are currently enrolled in school?
V297	q3_3	Is there a child in this HH who was in school before COVID-19 not enrolled back	discrete	numeric	Is there a child(ren) or dependant(s) in this household who was in school before COVID-19 and was not enrolled when Schools re-opened?
V298	q3_4_m	Male children who did not return to school after reopening	discrete	numeric	If YES, how many male school-going children aged 6-18 years were not enrolled when schools re-opened?
V299	q3_4_f	Female children who did not return to school after reopening	discrete	numeric	If YES, how many female school-going children aged 6-18 years were not enrolled when schools re-opened?
V300	q3_4_sum	Number of children who did not return to school after reopening	discrete	numeric	Number of male and female children who did not return to school after reopening
V301	q3_5_1	Not enrolled after reopening - Lack of school fees	discrete	numeric	They were not enrolled for Lack of school fees
V302	q3_5_2	Not enrolled after reopening - The learner dropped off/not interested to go back	discrete	numeric	They were not enrolled because the learner dropped off from school and was not interested to go back
V303	q3_5_3	Not enrolled after reopening - Family needed some support from the learner due t	discrete	numeric	They were not enrolled because the family needed some support from the learner due to effect of COVID-19

V304	q3_5_4	Not enrolled after reopening - No nearby school as previous one closed permanent	discrete	numeric	They were not enrolled because there was no nearby school as previous school closed permanently
V305	q3_5_5	Not enrolled after reopening - Girl got pregnant	discrete	numeric	They were not enrolled because Girl got pregnant
V306	q3_5_6	Not enrolled after reopening - Health issues/injury	discrete	numeric	They were not enrolled because of health issues/injury
V307	q3_5_96	Not enrolled after reopening - Other (Specify)	discrete	numeric	Specify other reasons why the learners were not enrolled
V308	q4_1	4.1. What is your main source of income?	discrete	numeric	What is your main source of income?
V309	q4_2	If you have an income, which type of income generating activity matches your sit	discrete	numeric	If you have an income, which type of income generating activity matches your situation?
V310	q4_3	How many days do you work per week in your MAIN SOURCE, of employment/work?	discrete	numeric	How many days do you work per week in your MAIN SOURCE, of employment/work?
V311	q4_4	Have you been working in the last 6 months?	discrete	numeric	Have you been working in the last 6 months?
V312	q4_4_i	If NO, when did you stop working	discrete	character	If NO, when did you stop working
V313	q4_5	Were you in any form of employment before the start of COVID-19 (early 2020)?	discrete	numeric	Were you in any form of employment before the start of COVID-19 (in early 2020)?
V314	q4_6	How many days per week did you work before the start of COVID-19?	discrete	numeric	How many days per week did you work before the start of COVID-19?
V315	q4_7	Did you lose your employment as a result of COVID-19?	discrete	numeric	4.7. Did you lose your employment as a result of COVID-19?
V316	q5_1a	Have you or members of your HH shifted to your current location since COVID-19 b	discrete	numeric	Have you or members of your household shifted to your current location since COVID 19 began?
V317	q5_1b	If YES, how long have you been in your current location?	discrete	numeric	If YES, how long have you been in your current location?
V318	q5_2a_1	Any of neighbours shifted - Yes, moved within the informal settlement	discrete	numeric	Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, moved within the informal settlement
V319	q5_2a_2	Any of neighbours shifted - Yes, moved to other informal settlement	discrete	numeric	Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, moved to other informal settlement
V320	q5_2a_3	Any of neighbours shifted - Yes, moved to a formal settlement within Nairobi	discrete	numeric	Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?Yes, moved to a formal settlement within Nairobi
V321	q5_2a_4	Any of neighbours shifted - Yes, Moved to rural area	discrete	numeric	Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, Moved to rural area

V322	q5_2a_5	Any of neighbours shifted - No neighbour has moved	discrete	numeric	Have your two immediate neighbours (1 to the right and 1 to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? No neighbour has moved
V323	q5_2a_98	Any of neighbours shifted - Don't know	discrete	numeric	Have your two immediate neighbours (1 to the right and 1 to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Don't know
V324	q5_2b	If YES, how many have moved?	discrete	numeric	If YES, how many have moved?
V325	q6_1a	Were any of the children aged 6-18 years learning through distance learning solution	discrete	numeric	Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?
V326	q6_1b_1	EdTech tools used - Radio	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? Radio
V327	q6_1b_2	EdTech tools used - TV	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? TV
V328	q6_1b_3	EdTech tools used - Smartphone	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? Smartphone
V329	q6_1b_4	EdTech tools used - Internet (YouTube, Bluejeans, google classroom, zoom)	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? Internet (YouTube, Bluejeans, google classroom, zoom)
V330	q6_1b_5	EdTech tools used - Text books/revision papers	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? Text books/Revision papers
V331	q6_1b_6	EdTech tools used - text messages/assignments via whatsapp	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? text messages/assignments via whatsapp
V332	q6_1b_96	EdTech tools used - Other (specify)	discrete	numeric	If YES to the above question, what were the edtech tools that were used by the children? others (specify)
V333	q7_1_1	Male children study behaviour during closure - Study Alone	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study Alone
V334	q7_1_2	Male children study behaviour during closure - Study Under Guidance of Parents/g	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study Under Guidance of Parents
V335	q7_1_3	Male children study behaviour during closure - Study Under Guidance of Siblings/	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study Under Guidance of Siblings
V336	q7_1_4	Male children study behaviour during closure - Private coaching or tuition/libra	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Private coaching or tuition

V337	q7_1_5	Male children study behaviour during closure - online resources or mobile phones	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study using online resources or mobile phones
V338	q7_1_6	Male children study behaviour during closure - Study using radio	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study using radio
V339	q7_1_7	Male children study behaviour during closure - Study using TV resources	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study using TV resources
V340	q7_1_8	Male children study behaviour during closure - None of the above	discrete	numeric	How did the male children in this household study during the closure of schools due to COVID-19 pandemic? None of the above
V341	q7_2	On average, how many hrs per day did the eldest male child spend in education ac	discrete	numeric	On average, how many hours per day did the eldest male child spend in education activities in a typical day in this household
V342	q7_3_i	What was the number one activity the male child was engaged in when schools were	discrete	numeric	What was the number one activity the male child was engaged in when schools were closed during COVID 19? [NUMBER 1 ACTIVITY]
V343	q7_3_ii	What was the #2 activity the male child was engaged in when schools were closed	discrete	numeric	What was the number two activity the male child was engaged in when schools were closed during COVID 19? [NUMBER 2 ACTIVITY]
V344	q7_3_iii	If the HH has a male child(ren), what was his least preferred activity(No.3)?	discrete	numeric	If the household has a male child(ren), what was his least preferred activity?
V345	q7_4_1	Female children study behaviour during closure - Study Alone	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Study Alone
V346	q7_4_2	Female children study behaviour during closure - Study Under Guidance of Parents	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Study Under Guidance of Parents
V347	q7_4_3	Female children study behaviour during closure - under guidance of Siblings	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Study Under Guidance of Siblings
V348	q7_4_4	Female children study behaviour during closure - Private coaching or tuition/wit	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Private coaching or tuition
V349	q7_4_5	Female children study behaviour during closure - online resources or mobile phon	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Study using online resources or mobile phones

V350	q7_4_6	Female children study behaviour during closure - Study using radio	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Study using radio
V351	q7_4_7	Female children study behaviour during closure - Study using TV resources	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Study using TV resources
V352	q7_4_8	Female children study behaviour during closure - None of the above	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - None of the above
V353	q7_1_10	Male children study behaviour during closure - didn't study, or just played	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Didn't study just played
V354	q7_4_10	Female children study behaviour during closure - Playing	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - Playing
V355	q7_4_11	Female children study behaviour during closure - life skills through CBOs	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - life skills through CBOs
V356	q7_4_12	Female children study behaviour during closure - religious e.g madrassa	discrete	numeric	What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19 - religious e.g madrassa
V357	q7_5	On average, how many hours do eldest female child spend in education activities	discrete	numeric	On average, how many hours do eldest female child spend in education activities in a typical day?
V358	q7_6_i	What was the number 1 activity that the female child of the household engaged on	discrete	numeric	What was the number 1 activity that the female child of the household engaged on?
V359	q7_6_ii	What was the second (number 2) activity of the female child of the HH	discrete	numeric	What was the second (number 2) activity of the female child of the household?
V360	q7_6_iii	What was the least activity that the oldest female child of this HH engaged	discrete	numeric	What was the least activity that the oldest female child of this household engaged in during school closure due to COVID-19
V361	q8_3a_1	Do you know any child denied admission to a Pri. school before COVID-19?	discrete	numeric	Did you or anyone you know in this neighbourhood get denied enrollment/admission in the preferred and nearby school before COVID-19? - Primary School
V362	q8_3a_2	Do you know any child denied admission to a Sec. school before COVID-19?	discrete	numeric	Did you or anyone you know in this neighbourhood get denied enrollment/admission in the preferred and nearby school before COVID-19? - Secondary School
V363	q8_3b_1_1	Why was admission in Pri. denied? - Capacity constraints due to social distancing	discrete	numeric	If yes, why was the admission denied in primary school? Capacity constraints at school due to social distancing
V364	q8_3b_1_2	Why was admission in Pri. denied? -Lack of documentation such as birth certificate	discrete	numeric	If yes, why was the admission denied in primary school? Lack of necessary documentation such as birth certificates

V365	q8_3b_1_3	Why was admission in Pri. denied? -Pregnancy	discrete	numeric	If yes, why was the admission denied in primary school? Pregnancy
V366	q8_3b_1_4	Why was admission in Pri. denied? - Lack of enough fees	discrete	numeric	If yes, why was the admission denied in primary school? Lack of enough fees
V367	q8_3b_2_1	Why was admission in Sec. denied? - Capacity constraints due to social distancing	discrete	numeric	If yes, why was the admission denied in secondary school? Capacity constraints at school due to social distancing
V368	q8_3b_2_2	Why was admission in Sec. denied? -Lack of documentation such as birth certificate	discrete	numeric	If yes, why was the admission denied in secondary school? Lack of necessary documentation such as birth certificates
V369	q8_3b_2_3	Why was admission in Sec. denied? -Pregnancy	discrete	numeric	If yes, why was the admission denied in secondary school? Pregnancy
V370	q8_3b_2_4	Why was admission in Pri. denied? - Lack of enough fees	discrete	numeric	If yes, why was the admission denied in secondary school? Lack of enough fees
V371	q8_3b_2_5	Why was admission in Pri. denied? - poor performance	discrete	numeric	If yes, why was the admission denied in secondary school? - poor performance
V372	q8_4a_i	Any child you know denied admission when schools re-opened in Pri?	discrete	numeric	Did you or anyone you know in this neighbourhood get denied re-enrollment/admission in the preferred and nearby school when schools re-opened after long closure due to COVID-19? - Primary School
V373	q8_4a_ii	Any child you know denied admission when schools re-opened in Sec?	discrete	numeric	Did you or anyone you know in this neighbourhood get denied re-enrollment/admission in the preferred and nearby school when schools re-opened after long closure due to COVID-19? - Secondary School
V374	q8_4b_1_1	Why was admission in Pri. denied upon reopening - Capacity constraints/social di	discrete	numeric	If yes, why was the primary school admission denied? Capacity constraints at school due to social distancing
V375	q8_4b_1_2	Why was admission in Pri. denied upon reopening - Lack of documentation such as	discrete	numeric	If yes, why was the primary school admission denied? Lack of necessary documentation such as birth certificates
V376	q8_4b_1_3	Why was admission in Pri. denied upon reopening - Pregnancy	discrete	numeric	If yes, why was the primary school admission denied? Pregnancy
V377	q8_4b_1_4	Why was admission in Pri. denied upon reopening - inadequate fees	discrete	numeric	If yes, why was the primary school admission denied? Inadequate fees
V378	q8_4b_1_5	Why was admission in Pri. denied upon reopening - disability/special needs	discrete	numeric	If yes, why was the primary school admission denied? Disability/special needs
V379	q8_4b_1_6	Why was admission in Pri. denied upon reopening - poor performance	discrete	numeric	If yes, why was the primary school admission denied? Poor performance
V380	q8_4b_2_1	Why was admission in Sec. denied upon reopening - Capacity constraints/social di	discrete	numeric	If yes, why was the secondary school admission denied? Capacity constraints at school due to social distancing
V381	q8_4b_2_2	Why was admission in Sec. denied upon reopening - Lack of documentation such as	discrete	numeric	If yes, why was the secondary school admission denied? Lack of necessary documentation such as birth certificates

V382	q8_4b_2_3	Why was admission in Sec. denied upon reopening - Pregnancy	discrete	numeric	If yes, why was the secondary school admission denied? Pregnancy
V383	q8_4b_2_4	Why was admission in Pri. denied upon reopening - inadequate fees	discrete	numeric	If yes, why was the secondary school admission denied? Inadequate fees
V384	q8_4b_2_6	Why was admission in Pri. denied upon reopening - poor performance	discrete	numeric	If yes, why was the secondary school admission denied? Poor performance
V385	q8_5	8.5. Are you concerned about the safety of your children to and from school?	discrete	numeric	Are you concerned about the safety of your children to and from school ?
V386	q8_5_1	If YES, main concern about your child/children's safety?- insecurity	discrete	numeric	If YES, What is your main concern about your child/children's safety? Insecurity
V387	q8_5_2	If YES, main concern about your child/children's safety?- abduction/kidnapping	discrete	numeric	If YES, What is your main concern about your child/children's safety? Abduction/kidnapping
V388	q8_5_3	If YES, Main concern about your child/children's safety?- peer pressure	discrete	numeric	If YES, What is your main concern about your child/children's safety? Peer pressure
V389	q8_5_4	If YES, Main concern about your children's safety?- road accidents(motorbikes/mo	discrete	numeric	If YES, What is your main concern about your child/children's safety? road accidents(motorbikes/motor vehicle)
V390	q8_5_5	If YES, Main concern about your children's safety?- COVID-19 infection	discrete	numeric	If YES, What is your main concern about your child/children's safety? COVID-19 Infection
V391	q8_5_6	If YES, Main concern about your children's safety?- Rape incidents	discrete	numeric	If YES, What is your main concern about your child/children's safety? Rape incidents
V392	q8_5_7	If YES, Main concern about your children's safety?- dirty environment/flood	discrete	numeric	If YES, What is your main concern about your child/children's safety? Dirty environment/food
V393	q8_5_8	If YES, Main concern about your children's safety?- too far	discrete	numeric	If YES, What is your main concern about your child/children's safety? Too far
V394	q8_6_1	How far is the nearest primary school from where your HH currently lives?	discrete	numeric	How far is the nearest primary school from where your household currently lives?
V395	q8_6_2	How far is the nearest secondary sch. from where your HH currently lives?	discrete	numeric	How far is the nearest secondary school from where your household currently lives?
V396	q8_9	Does distance from home to school determine if you will enroll the child/ren	discrete	numeric	Does distance from home to school determine if you will enroll the child/ren to that school now or in the near future?
V397	q8_10	If your child(ren) is currently attending a school far from where you live, are	discrete	numeric	If your child(ren) or dependant(s) is currently attending a school that is far from where you live, are you concerned about your child/ren's safety to and from school?
V398	q8_11_1	If you are concerned about their safety, why?- insecurity	discrete	numeric	If you are concerned about their safety, why?- insecurity
V399	q8_11_2	If you are concerned about their safety, why?- abduction/kidnapping	discrete	numeric	If you are concerned about their safety, why?- abduction/kidnapping
V400	q8_11_3	If you are concerned about their safety, why?- peer pressure	discrete	numeric	If you are concerned about their safety, why?- peer pressure

V401	q8_11_4	If you are concerned about their safety, why?- road accidents(motorbikes/motoris	discrete	numeric	If you are concerned about their safety, why?- road accidents(motorbikes/motor vehicles)
V402	q8_11_5	If you are concerned about their safety, why?- COVID-19 infection	discrete	numeric	If you are concerned about their safety, why?- COVID-19 Infection
V403	q8_11_6	If you are concerned about their safety, why?- Rape incidents	discrete	numeric	If you are concerned about their safety, why?- Rape incidents
V404	q8_11_7	If you are concerned about their safety, why?- dirty environment/flood	discrete	numeric	If you are concerned about their safety, why?- Dirty environment/flood
V405	q8_11_8	If you are concerned about their safety, why?- too far	discrete	numeric	If you are concerned about their safety, why?- too far
V406	q9_1	Did the sch your child/ren attended before closure due to COVID-19 admit learne	discrete	numeric	Did the school your child/ren attended before school closure due to COVID-19 admit learners with special needs?
V407	q9_2_1	How learners with special needs been affected by COVID-19 - Lack of resources to	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: Lack of resources to support learning once enrolled
V408	q9_2_2	How learners with special needs been affected by COVID-19 - Reduced number of qu	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: Reduced number of qualified special needs teachers
V409	q9_2_3	How learners with special needs been affected by COVID-19 - rarely admitted due	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: Special needs learners rarely admitted due to effects from COVID-19
V410	q9_2_4	How learners with special needs been affected by COVID-19 - Don't Know	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: Don't Know
V411	q9_2_5	How learners with special needs been affected by COVID-19 - a decline in sponsor	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: A decline in sponsor
V412	q9_2_6	How learners with special needs been affected by COVID-19 - feeding programme st	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19
V413	q9_2_7	How learners with special needs been affected by COVID-19 - observing COVID prot	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: observing covid protocols
V414	q9_2_8	How learners with special needs been affected by COVID-19 - number of teachers a	discrete	numeric	In your opinion how have the learners with special needs been affected by COVID-19: number of teachers a
V415	q9_3	Did the school your child/ren attend before COVID-19 offer discount on fees	discrete	numeric	Did the school your child/ren attend before COVID-19 offer discount on fees to learners with special needs
V416	q9_4	If yes, has COVID-19 affected the fees discount that was previously offered to l	discrete	numeric	If yes, has COVID-19 affected the fees discount that was previously offered to learners with special needs after schools resumed?
V417	q9_5	Before COVID 19, were learners with special needs in the school where your	discrete	numeric	Before COVID 19, were learners with special needs in the school where your child /children attend get any meal (Uji/tea or lunch) free of charge?
V418	q9_6	If yes, is lunch for learners with special needs still being provided after	discrete	numeric	If Yes, is lunch for learners with special needs still being provided after schools resumed?

V419	q9_7a	Before COVID-19, did the school where your child/children attend have teachers t	discrete	numeric	Before COVID-19, did the school where your child/children attend have teachers trained to handle learners with special needs?
V420	q9_7b	If yes, has the number of these teachers reduced due to effects of COVID-19?	discrete	numeric	If Yes, has the number of these teachers reduced due to effects of COVID-19 ?
V421	q10_1a	Did any of your child/children miss two consecutive schooling weeks during term	discrete	numeric	Did any of your child/children miss two consecutive schooling weeks during term 1 of 2020 before schools were closed due to COVID-19?
V422	q10_1b_1	If missed school in term 1 2020, how many were in: Primary school	discrete	numeric	If YES to Qn. 10.1a, how many were in primary school?
V423	q10_1b_2	If missed school in term 1 2020, how many were in: Secondary school	discrete	numeric	If YES to Qn. 10.1a, how many were in secondary school?
V424	q10_2a	Has any of your child/ren missed school in the last two schooling weeks?	discrete	numeric	Has any of your child/ren missed school in the last two schooling weeks?
V425	q10_2b	If YES, how many among the school going children aged 6-18 years in your HH miss	discrete	numeric	If YES to Qn. 10.2a, how many among the school going children aged 6-18 years in your household missed schooling in the last two schooling weeks after reopening?
V426	q10_3	The main reason children aged 6-18 yrs miss two consecutive weeks before COVID-1	discrete	numeric	In your opinion, what is the main reason that made the school going child/children aged 6-18 years in your household miss the two consecutive weeks of schooling Before school closure due to COVID-19?
V427	q11_1	In your opinion, has there been changes in the cost of education since COVID-19	discrete	numeric	In your opinion, has there been changes in the cost of education since COVID-19 started in Kenya?
V428	q11_2	What can you say about the changes in the fees charged at the school that your c	discrete	numeric	What can you say about the changes in the fees charged at the school that your child/ren/dependents attend when the school(s) reopened? Would you say that the fees were?
V429	q11_3	Before school closure due to COVID-19, did you incur any transport expenses	discrete	numeric	Before school closure due to COVID-19, did you incur any transport expenses on your child/children to and from school?
V430	q11_3_a	If YES, how much per day did you incur for all the children in this HH aged 6-18	contin	numeric	If YES to Qn 11.3, how much per term did you incur for all the children in this household aged 6-18 years attending school ?
V431	q11_4	Following closure of Schs due to COVID-19, opinion- COVID-19 has affected my abi	discrete	numeric	Now that schools have been reopened after long closure due to COVID-19, what is your opinion on the following statement, 'COVID-19 has affected my ability to pay for transport expenses after re-opening of schools'
V432	q11_5	Before school closure due to COVID-19, did you pay for food for your child/ren w	discrete	numeric	Before school closure due to COVID-19, did you pay for food for your child/ren while attending school?
V433	q11_5_spy	If YES, how much did you incur per term for food for all the children in this HH	contin	numeric	If YES to Qn. 11.5, how much did you incur per term for food for all the children in this household aged 6-18 years attending school ?

V434	q11_6	Immediately after school reopening, did you pay for food for your child/children	discrete	numeric	Immediately after school reopening, did you pay for food for your child/children/dependent while attending school?
V435	q11_6_spy	If YES, how much per term?	contin	numeric	If YES to Qn. 11.6, how much per term?
V436	q11_7	After reopening of Schs- opinion:COVID-19 has affected my ability to pay for foo	discrete	numeric	Now that schools have been reopened after long closure due to COVID-19, what is your opinion on the following statement, 'COVID-19 has affected my ability to pay for food costs after re-opening of schools'
V437	q11_8a	Before school closure due to COVID-19, did you pay tuition fees?	discrete	numeric	Before school closure due to COVID-19, did you pay tuition fees?
V438	q11_8a_spy	If you paid tuition fees before closure due to COVID-19, how much per term?	contin	numeric	If YES to Qn. 11.8a, how much per term?
V439	q11_8b_1	If YES, who paid for the tuition fees? - Parents/Guardians	discrete	numeric	If YES to Qn. 11.8a, who paid for the tuition fees? Parents/Guardians
V440	q11_8b_2	If YES, who paid for the tuition fees? - Siblings/other relatives	discrete	numeric	If YES to Qn. 11.8a, who paid for the tuition fees? Siblings/Other relatives
V441	q11_8b_3	If YES, who paid for the tuition fees? - Sponsoring NGO/CSO	discrete	numeric	If YES to Qn. 11.8a, who paid for the tuition fees? Sponsoring NGO/CSO
V442	q11_8b_4	If YES, who paid for the tuition fees? - The Government	discrete	numeric	If YES to Qn. 11.8a, who paid for the tuition fees? The Government
V443	q11_8b_96	If YES, who paid for the tuition fees? - Other (Specify)	discrete	numeric	If YES to Qn. 11.8a, who paid for the tuition fees? Other (Specify)
V444	q11_8c	What is the MAIN source?	discrete	numeric	What is the MAIN source?
V445	q11_9	After reopening-opinion;tuition fees that I used to pay has remained about the s	discrete	numeric	Now that schools have re-opened, what is your opinion on the following statement, "tuition fees that I used to pay in the school where my child(ren) attends has remained about the same"
V446	q11_10	Before school closure due to COVID-19, did you pay for building or development f	discrete	numeric	Before school closure due to COVID-19, did you pay for building or development fund in the school where your child/children attended?
V447	q11_10_spy	If YES, how much per term?	contin	numeric	If YES to Qn 11.10, how much per term?
V448	q11_11	After schs reopening-opinion- Schools that do not charge building or devpt fees a	discrete	numeric	Now that schools have been reopened, what is your opinion on the following statement, "Schools that do not charge building or development fees are most preferred by parents over those charging development fee"
V449	q11_12	Before school closure due to COVID-19, did you pay for parents-teachers associat	discrete	numeric	Before school closure due to COVID-19, did you pay for parents-teachers association fees?
V450	q11_12_spy	If YES, how much per term?	contin	numeric	If YES to Qn 11.12, how much per term?
V451	q11_13	Before school closure due to COVID-19, did you pay for examination fees?	discrete	numeric	Before school closure due to COVID-19, did you pay for examination fees?
V452	q11_13_spy	If YES, how much per term for exam fees?	contin	numeric	If YES to Qn11.13, how much per term?

V453	q11_14	Opinion: after Schs reopening: Exam fees charged are okay and affordable	discrete	numeric	Now that schools have been reopened, what is your opinion on the following statement, Examination fees charged in the school where my child/children attends school are okay and affordable
V454	q11_15	Before school closure due to COVID-19, did you pay for remedial teaching/extra t	discrete	numeric	Before school closure due to COVID-19, did you pay for remedial teaching/ extra tuition?
V455	q11_15_spy	If YES, how much per term?	contin	numeric	If YES to Qn. 11.15, how much per term?
V456	q11_16	Opinion after schools reopening: if required, I will pay for remedial teaching/	discrete	numeric	Now that schools have re-opened, what is your opinion on the following statement "if required, I will pay for remedial teaching/ tuition expenses for my child/children"
V457	q11_17a	Before school closure due to COVID-19, did you pay fees for educational supplies	discrete	numeric	Before school closure due to COVID-19, did you pay fees for educational supplies (e.g. writing resources, uniform, lunch, money for transport, text books, bags)?
V458	q11_17b	If 'YES, through support' who supported?	discrete	numeric	If 'YES, through support' who supported?
V459	q11_18	Opinion after schs reopening:I feel that my ability to pay for supplies such as	discrete	numeric	Now schools are reopened, what is your opinion on the following statement,"I feel that my ability to pay for supplies such as textbooks, exercise books, bag etc. has remained about the same"?
V460	q11_19	Before school closure due to COVID-19, did you pay for school uniforms, includin	discrete	numeric	Before school closure due to COVID-19, did you pay for school uniforms, including, shoes?
V461	q11_19_spy	Before COVID-19 if you paid for school uniforms including shoes, how much per te	contin	numeric	If YES to Qn. 11.19, how much per term?
V462	q11_20	If YES, who paid for the school uniforms, including shoes?	discrete	numeric	If YES, who paid for the school uniforms, including shoes?
V463	q11_21	Opinion after schs reopening: I feel that buying school wears such as uniform, s	discrete	numeric	Now that schools are reopened what is your opinion on the following statement "I feel that buying school wears such as uniform, shoes etc. have recently become a burden than it was before"
V464	q11_22	Before school closure due to COVID-19, did you pay fees for resource Center/Libr	discrete	numeric	Before school closure due to COVID-19, did you pay fees for resource Center/Library Fees?
V465	q11_22_spy	If you paid Library fees before COVID-19, how much per term?	contin	numeric	If YES to Qn. 11.22, how much per term?
V466	q11_23	Before school closure due to COVID-19, did you pay for school registration Fees?	discrete	numeric	Before school closure due to COVID-19, did you pay for school registration Fees?
V467	q11_23_spy	School registration fee before COVID-19 -If YES, how much per term?	contin	numeric	If YES to Qn. 11.23, how much per term?
V468	q11_24	Before school closure due to COVID-19, did you pay for activity fee (co-curricul	discrete	numeric	Before school closure due to COVID-19, did you pay for activity fee (co-curriculum activities, e.g drama, sports music festivals, etc)

V469	q11_24_spy	Co-curricular activity fee before COVID-19 - If YES, how much per term?	contin	numeric	If YES to Qn. 11.24, how much per term?
V470	q11_25	Before the school closures due to COVID-19, did you pay for all education-relate	discrete	numeric	Before the school closures due to COVID-19, did you pay for all education-relate
V471	q11_25_spy	If you paid in lumpsum before COVID-19, how much per term?	contin	numeric	If you paid in lumpsum before COVID-19, how much per term?
V472	q11_26	Opinion now that schools reopened: the schools that my child(ren) or dependants	discrete	numeric	Now that schools are reopened what is your opinion on the following statement, the schools that my child(ren) or dependants currently attend charges more fees compared to the fees charged Before school closure due to COVID-19"
V473	q12_1	MAIN SOURCE OF DRINKING WATER:	discrete	numeric	MAIN SOURCE OF DRINKING WATER:
V474	q12_2	What type of toilet does your household use? FW'S NOTE:: Probe for MAIN type	discrete	numeric	What type of toilet does your household use?
V475	q12_3	Main material of the floor	discrete	numeric	MAIN MATERIAL OF THE FLOOR
V476	q12_4	Main material of the roof	discrete	numeric	MAIN MATERIAL OF THE ROOF
V477	q12_4_spy	Main material of the roof- Other (Specify)	discrete	character	SPECIFY OTHER MAIN MATERIAL OF THE ROOF
V478	q12_5	Main material of the wall	discrete	numeric	MAIN MATERIAL OF THE WALL
V479	q12_6	What is the MAIN cooking fuel used by this household?	discrete	numeric	What is the MAIN cooking fuel used by this household?
V480	q12_7	What is the MAIN source of light used by this household?-	discrete	numeric	What is the MAIN source of light used by this household?
V481	q12_8	Does your household own this house or you rent it?	discrete	numeric	Does your household own the this house or you rent it?
V482	q13_1a	A. Own a Car	discrete	numeric	Does your household have/posses the following items ? Car/Gari
V483	q13_1b	B. Own a Motorcycle	discrete	numeric	Does your household have/posses the following items ? Motorcycle/Pikipiki
V484	q13_1c	C. Own a Bicycle/Baiskeli	discrete	numeric	Does your household have/posses the following items ? Bicycle/Baiskeli
V485	q13_1d	D. Own a Fridge	discrete	numeric	Does your household have/posses the following items ? Fridge/Friji
V486	q13_1e	E. Own a TV	discrete	numeric	Does your household have/posses the following items ? TV/Televishehi
V487	q13_1f	F. Own a Radio	discrete	numeric	Does your household have/posses the following items ? Radio
V488	q13_1g	G. Own a DVD/VCD/Video /VCR	discrete	numeric	Does your household have/posses the following items ? DVD/VCD/Video /VCR
V489	q13_1h	H. Own a Sewing Machine	discrete	numeric	Does your household have/posses the following items ? Sewing Machine/Cherahani
V490	q13_1i	I. Own a Electric Iron box	discrete	numeric	Does your household have/posses the following items ? Electric Iron box/Pasi ya stima
V491	q13_1j	J. Own a Fan	discrete	numeric	Does your household have/posses the following items ? Fan

V492	q13_1k	K. Own a Mobile phone	discrete	numeric	Does your household have/posses the following items ? Mobile phone/Simu ya mkono
V493	q13_1l	L. Own a Gas	discrete	numeric	Does your household have/posses the following items ? Gas/Jiko la stima au gasi
V494	q13_1m	M. Own a Sofa set	discrete	numeric	Does your household have/posses the following items ? Sofa set
V495	q13_1n	N. Own a Table	discrete	numeric	Does your household have/posses the following items ? Table/Meza
V496	q13_1o	O. Own a Torch	discrete	numeric	Does your household have/posses the following items ? Torch/Tochi
V497	q13_1p	P. Own a Glass light	discrete	numeric	Does your household have/posses the following items ? Glass light/Taa ya kioo
V498	q13_1q	Q. Own a Kerosene Stove/ Ethanol	discrete	numeric	Does your household have/posses the following items ? Kerosene Stove/Stovu ya mafuta
V499	q13_1r	R. Own a Wall clock	discrete	numeric	Does your household have/posses the following items ? Wall clock/Saa ya ukuta
V500	q13_1s	S. Own a Mattress	discrete	numeric	Does your household have/posses the following items ? Mattress/Godoro
V501	q13_1t	T. Own a Blanket	discrete	numeric	Does your household have/posses the following items ? Blanket/Blanketi
V502	q13_1u	U. Own a Bed	discrete	numeric	Does your household have/posses the following items ? Bed/Kitanda
V503	q13_2a	A. Any member experienced an incident of FIRE	discrete	numeric	Has your household or any member of your household experienced an incident of FIRE/MOTO for the past one?
V504	q13_2b	B. Any member experienced an incident of FLOODS	discrete	numeric	Has your household or any member of your household experienced an incident of FLOODS/MAFURIKO for the past one?
V505	q13_2c	C. Any member experienced an incident of ROBBERY WITH VIOLENCE	discrete	numeric	Has your household or any member of your household experienced an incident of ROBBERY WITH VIOLENCE/UNYANGANYI WA KIMABAVU for the past one?
V506	q13_2d	D. Any member experienced an incident of THEFT	discrete	numeric	Has your household or any member of your household experienced an incident of THEFT/WIZI for the past one?
V507	q13_2e	E. Any member experienced an incident of FORCED DISPLACEMENT	discrete	numeric	Has your household or any member of your household experienced an incident of FORCED DISPLACEMENT/KUHAMISHWA NYUMBANI KWA LAZIMA for the past one?
V508	q13_2f	F. Any member experienced an incident of DEMOLITIONS/KUBOMOLEWA NYUMBA	discrete	numeric	Has your household or any member of your household experienced an incident of DEMOLITIONS/KUBOMOLEWA NYUMBA for the past one?

V509	q13_2g	G. Any member experienced an incident of CRITICAL ILLNESS	discrete	numeric	Has your household or any member of your household experienced an incident of CRITICAL ILLNESS/UGONJWA MAHUTUTI for the past one?
V510	q13_2h	H. Any member experienced an incident of DEATH	discrete	numeric	Has your household or any member of your household experienced an incident of DEATH/KIFO for the past one?
V511	q13_2i	I. Any member experienced an incident of RAPE	discrete	numeric	Has your household or any member of your household experienced an incident of RAPE/UBAKAJI for the past one?
V512	q13_2j	J. Any member experienced an incident of STABBING	discrete	numeric	Has your household or any member of your household experienced an incident of STABBING/KUDUNGWA for the past one?
V513	q13_2k	K. Any member experienced an incident of JOB LOSS	discrete	numeric	Has your household or any member of your household experienced an incident of JOB LOSS/KUACHISHWA/KUFUTWA KAZI for the past one?
V514	q13_2l	L. CRITICAL MEDICAL CONDITION	discrete	numeric	Has your household or any member of your household experienced an incident of CRITICAL MEDICAL CONDITION for the past one?
V515	q13_2a_no	A. Number of incidents of FIRE	discrete	numeric	Number of incidents of FIRE
V516	q13_2b_no	B. Number of incidents of FLOODS	discrete	numeric	Number of incidents of FLOODS
V517	q13_2c_no	C. Number of incidents of ROBBERY WITH VIOLENCE	discrete	numeric	Number of incidents of ROBBERY WITH VIOLENCE
V518	q13_2d_no	D. Number of incidents of THEFT/WIZI	contin	numeric	Number of incidents of THEFT/WIZI
V519	q13_2e_no	E. Number of incidents of FORCED DISPLACEMENT	discrete	numeric	Number of incidents of FORCED DISPLACEMENT
V520	q13_2f_no	F. Number of incidents of DEMOLITIONS	discrete	numeric	Number of incidents of DEMOLITIONS
V521	q13_2g_no	G. Number of incidents of CRITICAL ILLNESS	contin	numeric	Number of incidents of CRITICAL ILLNESS
V522	q13_2h_no	H. Number of incidents of DEATH	discrete	numeric	Number of incidents of DEATH
V523	q13_2i_no	I. Number of incidents of RAPE	discrete	numeric	Number of incidents of RAPE
V524	q13_2j_no	J. Number of incidents of STABBING	discrete	numeric	Number of incidents of STABBING
V525	q13_2k_no	K. Number of incidents of JOB LOSS/KUACHISHWA	discrete	numeric	Number of incidents of JOB LOSS/KUACHISHWA
V526	q13_2l_no	L. Number of incidents of CRITICAL MEDICAL CONDITION	discrete	numeric	Number of incidents of CRITICAL MEDICAL CONDITION

lcps_hh_member_info

Content

Cases 3842

Variable(s) 47

Structure
Type: relational
Keys: hhid(HouseholdID)

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V527	hhid	HouseholdID	discrete	character	Household ID
V528	member_line_no	Member line number	discrete	numeric	Member line number
V529	dob	Date of birth	discrete	character	RESPONDENT'S DATE OF BIRTH [DD/MM/YYYY]
V530	age	Age in complete years	contin	numeric	Age in complete years
V531	previous_level	Previously attended level of study in previous academic year(2020) or highest re	discrete	numeric	Which is the highest grade COMPLETED by [NAME] during the last School/Academic year?
V532	current_level	Currently attended level of study(year 2021)	discrete	numeric	What level and grade is [NAME] currently attending?
V533	sch_type_current	Type of school currently attended	discrete	numeric	Which type of school is (NAME) currently attending
V534	sch_type_prev	Type of school previously attended (before COVID-19)	discrete	numeric	Which type of school did (NAME) attend before COVID 19 school closure (before March 2020)
V535	county	County the currently attended school (yr2021) is based	discrete	numeric	County the currently attended school (yr2021) is based
V536	day_boarding	Currently attended school boarding status (year 2021)	discrete	numeric	Currently attended school boarding status (year 2021)
V537	school_level	Levels available in currently attended school (yr2021)	discrete	numeric	Levels available in currently attended school (yr2021)
V538	r_3	What is the relationship of [Name] to the head of the household?	discrete	numeric	What is the relationship of [NAME] to the head of the household?
V539	r_4	What is the gender/sex of [Name]?	discrete	numeric	What is the gender of [R2]?
V540	r_6	Is member_'s father alive?	discrete	numeric	Is [NAME]'s father alive?
V541	r_7	Does Name's father usually live here?	discrete	numeric	Does [NAME]'s father usually live here?
V542	r_8	Is Name's mother alive?	discrete	numeric	Does [NAME]'s mother usually live here?
V543	r_9	Does Name's mother usually live here?	discrete	numeric	Does [NAME]'s mother usually live here?
V544	r_10	Has [Name] ever been to school?	discrete	numeric	Has [NAME] ever been to school?

V545	r_11	Which is the highest grade COMPLETED by Name during the last School/Academic yea	discrete	numeric	Which is the highest grade COMPLETED by [NAME] during the last School/Academic year?
V546	r_13	Is Name's currently in school?	discrete	numeric	Is [NAME] currently in school or in transition? (i.e. Primary/Secondary)
V547	r_14	What level and grade is Name's currently attending?	discrete	numeric	What level and grade is [NAME]'s currently attending?
V548	r_16	Did Name's attend school last term(2020 academic year)?	discrete	numeric	Did [NAME] attend school last term?
V549	q3_6	Which type of school is (Name) currently attending?	discrete	numeric	Which type of school is (NAME) currently attending
V550	q3_8	Which type of school did (Name) attend before COVID 19 school closure (before Ma	discrete	numeric	Which type of school did (NAME) attend before COVID 19 school closure (before March 2020)
V551	q3_9_1	Who funded the school attended before COVID-19?- Government	discrete	numeric	Who funded the school that your child(ren)(NAME) attended before COVID-19? Government
V552	q3_9_2	Who funded the school attended before COVID-19?-Parents/Guardians	discrete	numeric	Who funded the school that your child(ren)(NAME) attended before COVID-19? Parents/Guardians
V553	q3_9_3	Who funded the school attended before COVID-19?-Donors such as religious organiz	discrete	numeric	Who funded the school that your child(ren)(NAME) attended before COVID-19? Donors such as religious organizations, NGO's
V554	q3_9_4	Who funded the school attended before COVID-19?-Community members	discrete	numeric	Who funded the school that your child(ren)(NAME) attended before COVID-19? Community members
V555	q3_10_1	Who funds the school?- Government	discrete	numeric	Who funds the school that (NAME) currently attends after school reopening? Government
V556	q3_10_2	Who funds the school?- Parents/Guardians	discrete	numeric	Who funds the school that (NAME) currently attends after school reopening? Parents/Guardians
V557	q3_10_3	Who funds the school?-Donors such as religious organizations, NGO's	discrete	numeric	Who funds the school that (NAME) currently attends after school reopening? Donors such as religious organizations, NGO's
V558	q3_10_4	Who funds the school?-Community members	discrete	numeric	Who funds the school that (NAME) currently attends after school reopening? Community members
V559	q3_10a	Has (Name) changed school since schools reopened after the school closure due to	discrete	numeric	Has (NAME) changed school since schools reopened after the school closure due to Covid 19?
V560	q3_11	What is the main reason why the child(ren) transferred?	discrete	numeric	If (NAME) is not attending the same school as before COVID-19, what is the main reason why the child transferred?
V561	q3_12	If (Name) changed school due to COVID-19, where is the current Sch location?	discrete	numeric	If (NAME) changed school to another due to COVID 19 economic shock, where is the current school located?
V562	q3_14	Did the school (Name) attend before COVID-19 have enough teachers?	discrete	numeric	In your opinion, did the school (NAME) attend before COVID-19 have enough teachers?

V563	q3_15	Was the school that (Name) attended before COVID-19 overcrowded?	discrete	numeric	In your opinion do you think the school that (NAME) attended before COVID-19 is/was overcrowded?
V564	q3_16	Do you think the school that (Name) attends has enough teachers?	discrete	numeric	With the schools reopening in OCTOBER 2020 or JANUARY 2021, do you think the school that (NAME) attends has enough teachers to attend to all learners?
V565	q3_17	School(Name) attends is adequately spaced to allow for social distancing?	discrete	numeric	Do you think the school that ([schd_name]) attends is adequately spaced to allow for social distancing
V566	q3_18	Would you recommend to other parents the school that (Name) attends?	discrete	numeric	Would you recommend to other parents the school that ([schd_name]) attends?
V567	q8_1	How far was the school that (Name) was attending before COVID-19 started?	discrete	numeric	How far was the school that (NAME) was attending before COVID-19 started?
V568	q8_1a	In your opinion, is the school that (Name) attended far?	discrete	numeric	In your opinion, is the school that (NAME) attended far?
V569	q8_2	If distance was far to Sch before COVID 19, what is the main reason why you enro	discrete	numeric	If the school that (NAME) was attending was far from where you live/lived before COVID 19, what is the main reason why you enrolled (NAME) to that school?
V570	q8_7	How far is the school that (Name) is currently attending?	discrete	numeric	How far is the school that (NAME) is currently attending?
V571	q8_8	If (Name) is currently attending a school that is far from where you live	discrete	numeric	If (NAME) is currently attending a school that is far from where you live, why did you enroll him/her in that school?
V572	q10_2c	If YES, which of your sch going children missed school in the last 2 sch wks aft	discrete	numeric	If YES, which one/ones of your school going children in your household missed school in the last two schooling weeks after reopening?
V573	q10_2d	If YES, How many days did (name) miss school?	contin	numeric	If YES, How many days did (selected Name 1; selected NAME 2) miss school?

lcps_inst_perm_closed

Content

Cases 24

Variable(s) 113

Structure
Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V574	school_id	School ID	discrete	character	School ID
V575	sch_type	School type	discrete	numeric	School type
V576	doi	Date of interview	discrete	character	Date of interview
V577	slumID	Slum name	discrete	numeric	Slum name
V578	q1_5a	Where was this school located?	discrete	numeric	Where was this school located?
V579	q1_6	Please select the outcome of consent	discrete	numeric	Would you like to participate in this research?
V580	q1_7	Kindly let me know the reason why you would not wish to participate in this rese	discrete	numeric	Kindly let me know the reason why you would not wish to participate in this research?
V581	q1_8a	Were you the Institution Head?	discrete	numeric	Were you the Institution Head?
V582	q1_8c	Institution Head's gender	discrete	numeric	INSTITUTION HEAD'S GENDER
V583	q1_8d	Institution's year of establishment-as per registration certificate	discrete	character	INSTITUTION'S YEAR OF ESTABLISHMENT
V584	q1_8e	What date did the school permanently closed?	discrete	character	What date did the school permanently closed?
V585	q1_8f	Ask the position the respondent held at the closed school	discrete	numeric	Ask the position the respondent held at the closed school
V586	q1_8g	Under what category was this school operating?	discrete	numeric	Under what category was this school operating?
V587	q2_2	Was the structure owned by the school after school closure due to COVID-19?	discrete	numeric	Was the facility owned by the school even after the school closure due to COVID-19?
V588	q2_3a	Was the facility put into different use after school closure due to COVID-19	discrete	numeric	Was the facility put into different use after school closure due to COVID-19
V589	q2_3b	If YES, what was the use?	discrete	numeric	If YES to Qn. 2.3a, what was the use?
V590	q2_4	Was this school registered?	discrete	numeric	Was the school registered before its closure?
V591	q2_5	If Yes to Q2.4, In which category was the school registered?	discrete	numeric	If Yes to Q2.4, In which category was the school registered?
V592	q2_6_1	School level - Pre-Primary only	discrete	numeric	What level was the school before it was closed? Pre-Primary only

V593	q2_6_2	School level - Both Pre-Primary and Primary	discrete	numeric	What level was the school before it was closed? Both Pre-Primary and Primary
V594	q2_6_3	School level - Primary only	discrete	numeric	What level was the school before it was closed? Primary only
V595	q2_6_4	School level - Secondary	discrete	numeric	What level was the school before it was closed? Secondary
V596	q3_6	How did the school MAINLY receive regular financial assistance?	discrete	numeric	How did the school MAINLY receive regular financial assistance such as tuition support for the students, finances to pay salaries to the teachers or to purchase books before school closures due to COVID-19?
V597	q3_7	How long was the school able to cater for most of the expenses before permanent	discrete	numeric	How long was the school able to cater for most of the expenses without straining before permanent closure due to effects of COVID-19?
V598	q3_8jm20_pg_b	Number of PRE-PRIMARY Playgroup i) Boys	discrete	numeric	How many boys were in PRE-PRIMARY Playgroup (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V599	q3_8jm20_pg_g	Number of PRE-PRIMARY Playgroup ii) Girls	discrete	numeric	How many girls were in PRE-PRIMARY Playgroup (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V600	q3_8jm20_pp1_b	Number of PRE-PRIMARY PP1 i) Boys	discrete	numeric	How many boys were in PRE-PRIMARY Pre-Primary 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V601	q3_8jm20_pp1_g	Number of PRE-PRIMARY PP1 ii) Girls	discrete	numeric	How many girls were in PRE-PRIMARY Pre-Primary 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V602	q3_8jm20_pp2_b	Number of PRE-PRIMARY PP2 i) Boys	discrete	numeric	How many boys were in PRE-PRIMARY Pre-Primary 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V603	q3_8jm20_pp2_g	Number of PRE-PRIMARY PP2 ii) Girls	discrete	numeric	How many girls were in PRE-PRIMARY Pre-Primary 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V604	q3_8jm20_g1_b	Number of PRIMARY Grade 1 i) Boys	discrete	numeric	How many boys were in Primary Grade 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V605	q3_8jm20_g1_g	Number of PRIMARY Grade 1 ii) Girls	discrete	numeric	How many girls were in Primary Grade 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V606	q3_8jm20_g2_b	Number of PRIMARY Grade 2 i) Boys	discrete	numeric	How many boys were in Primary Grade 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V607	q3_8jm20_g2_g	Number of PRIMARY Grade 2 ii) Girls	discrete	numeric	How many girls were in Primary Grade 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V608	q3_8jm20_g3_b	Number of PRIMARY Grade 3 i) Boys	discrete	numeric	How many boys were in Primary Grade 3 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)
V609	q3_8jm20_g3_g	Number of PRIMARY Grade 3 ii) Girls	discrete	numeric	How many girls were in Primary Grade 3 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

V610	q3_8jm20_g4_b	Number of PRIMARY Grade 4 i) Boys	discrete	numeric	How many boys were in Primary Grade 4 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V611	q3_8jm20_g4_g	Number of PRIMARY Grade 4 ii) Girls	discrete	numeric	How many girls were in Primary Grade 4 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V612	q3_8jm20_g5_b	Number of PRIMARY Grade 5 i) Boys	discrete	numeric	How many boys were in Primary Grade 5 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V613	q3_8jm20_g5_g	Number of PRIMARY Grade 5 ii) Girls	discrete	numeric	How many girls were in Primary Grade 5 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V614	q3_8jm20_g6_b	Number of PRIMARY Grade 6 i) Boys	discrete	numeric	How many boys were in Primary Grade 6 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V615	q3_8jm20_g6_g	Number of PRIMARY Grade 6 ii) Girls	discrete	numeric	How many girls were in Primary Grade 6 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V616	q3_8jm20_g7_b	Number of PRIMARY Grade 7 i) Boys	discrete	numeric	How many boys were in Primary Grade 7 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V617	q3_8jm20_g7_g	Number of PRIMARY Grade 7 ii) Girls	discrete	numeric	How many girls were in Primary Grade 7 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V618	q3_8jm20_g8_b	Number of PRIMARY Grade 8 i) Boys	discrete	numeric	How many boys were in Primary Grade 8 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V619	q3_8jm20_g8_g	Number of PRIMARY Grade 8ii) Girls	discrete	numeric	How many girls were in Primary Grade 8 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V620	q3_8jm20_f1_b	Number of SECONDARY Form 1 i) Boys	discrete	numeric	How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V621	q3_8jm20_f1_g	Number of SECONDARY Form 1 ii) Girls	discrete	numeric	How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V622	q3_8jm20_f2_b	Number of SECONDARY Form 2 i) Boys	discrete	numeric	How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V623	q3_8jm20_f2_g	Number of SECONDARY Form 2 ii) Girls	discrete	numeric	How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V624	q3_8jm20_f3_b	Number of SECONDARY Form 3 i) Boys	discrete	numeric	How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V625	q3_8jm20_f3_g	Number of SECONDARY Form 3 ii) Girls	discrete	numeric	How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V626	q3_8jm20_f4_b	Number of SECONDARY Form 4 i) Boys	discrete	numeric	How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))
V627	q3_8jm20_f4_g	Number of SECONDARY Form 4 ii) Girls	discrete	numeric	How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020))

V628	q4_1	Did the school struggle with learners missing school before COVID-19?	discrete	numeric	Did the school struggle with learners missing school before COVID-19?
V629	q4_2_1	Main reasons for missing school - School is very far from home	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? School is very far from home
V630	q4_2_2	Main reasons for missing school - Learner(s) got expelled/mannerisms	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Learner(s) got expelled
V631	q4_2_3	Main reasons for missing school - The learner got pregnant	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? The learner got pregnant
V632	q4_2_4	Main reasons for missing school - The parents/guardian inability to pay	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? The parents/guardian are unable to pay for school fees or other educational expenses
V633	q4_2_5	Main reasons for missing school - The learner is engaged in income generating ac	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? The learner is engaged in income generating activity
V634	q4_2_6	Main reasons for missing school - Illness	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Illness
V635	q4_2_7	Main reasons for missing school- Parent's irresponsibility/alcoholism	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Parent's irresponsibility/alcoholism
V636	q4_2_8	Main reasons for missing school - lack of food	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? lack of food
V637	q4_2_9	Main reasons for missing school- home chores/caring for younger siblings	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? home chores/caring for younger siblings
V638	q4_2_96	Main reasons for missing school - Other (specify)	discrete	numeric	If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Other (specify)

V639	q4_3	Did the school admit learners with special needs?	discrete	numeric	Did the school admit learners with special needs?
V640	q4_4	If yes, where did the learners go after the school closed due to COVID-19?	discrete	numeric	Where did the learners go after the school closed due to COVID - 19?
V641	q5_1_male	Number of teachers employed before closure due to COVID-19? -Male	discrete	numeric	How many male teachers were employed in the school before closure due to COVID-19?
V642	q5_1_female	Number of teachers employed before closure due to COVID-19? -Female	discrete	numeric	How many female teachers were employed in the school before closure due to COVID-19?
V643	q5_2_1m	Number of teachers who had attained as highest level- Primary- KCPE i) Male	discrete	numeric	What number of male teachers had attained the Primary- KCPE level of education before closure?
V644	q5_2_1f	Number of teachers who had attained as highest level- Primary- KCPE ii) Female	discrete	numeric	What number of female teachers had attained the Primary- KCPE level of education before closure?
V645	q5_2_2m	Number of teachers who had attained as highest level- Secondary-KCSE i) Male	discrete	numeric	What number of male teachers had attained the Secondary-KCSE level of education before closure?
V646	q5_2_2f	Number of teachers who had attained as highest level- Secondary-KCSE ii) Female	discrete	numeric	What number of female teachers had attained the Secondary-KCSE level of education before closure?
V647	q5_2_3m	Number of teachers who had attained as highest level- Certificate in education i	discrete	numeric	What number of male teachers had attained the Certificate in education level of education before closure?
V648	q5_2_3f	Number of teachers who had attained as highest level- Certificate in education i	discrete	numeric	What number of female teachers had attained the Certificate in education level of education before closure?
V649	q5_2_4m	Number of teachers who had attained as highest level- Certificate NOT in educati	discrete	numeric	What number of male teachers had attained the Certificate NOT in education level of education before closure?
V650	q5_2_4f	Number of teachers who had attained as highest level- Certificate NOT in educati	discrete	numeric	What number of female teachers had attained the Certificate NOT in education level of education before closure?
V651	q5_2_5m	Number of teachers who had attained as highest level- Diploma in education i) Ma	discrete	numeric	What number of male teachers had attained the Diploma in education level of education before closure?
V652	q5_2_5f	Number of teachers who had attained as highest level- Diploma in education ii) F	discrete	numeric	What number of female teachers had attained the Diploma in education level of education before closure?
V653	q5_2_6m	Number of teachers who had attained as highest level- Diploma NOT in education i	discrete	numeric	What number of male teachers had attained the Diploma NOT in education level of education before closure?
V654	q5_2_6f	Number of teachers who had attained as highest level- Diploma in education ii) F	discrete	numeric	What number of female teachers had attained the Diploma NOT in education level of education before closure?
V655	q5_2_7m	Number of teachers who had attained as highest level- Degree in Education i) Mal	discrete	numeric	What number of male teachers had attained the Degree in Education level of education before closure?
V656	q5_2_7f	Number of teachers who had attained as highest level- Degree in education ii) Fe	discrete	numeric	What number of female teachers had attained the Degree in Education level of education before closure?

V657	q5_2_8m	Number of teachers who had attained as highest level- Degree NOT in education i)	discrete	numeric	What number of male teachers had attained the Degree NOT in education level of education before closure?
V658	q5_2_8f	Number of teachers who had attained as highest level- Degree NOT in education ii	discrete	numeric	What number of female teachers had attained the Degree NOT in education level of education before closure?
V659	q5_2a	How teachers were remunerated when school was still in operation during the COVI	discrete	numeric	While the school was still in operation during the COVID-19 school closures, how were teachers remunerated?
V660	q5_2	How many classrooms did the school have?	discrete	numeric	How many classrooms did the school have?
V661	q5_3	Where did most of the teachers move to after the school closed down?	discrete	numeric	Where did most of the teachers who were teaching in this school move to after the school closed down?
V662	q5_4	During COVID-19 were other staff renumerated?	discrete	numeric	During COVID-19 were other staff renumerated?
V663	q5_5_0	Coping mechanisms - None	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? None
V664	q5_5_1	Coping mechanisms - Putting the facility to a different use	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Putting the facility to a different use
V665	q5_5_2	Coping mechanisms - Seeking financial support	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Seeking financial support
V666	q5_5_3	Coping mechanisms - Engaging in school's own economic activity	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Engaging in school's own economic activity
V667	q5_5_4	Coping mechanisms - Closed at the onset of COVID-19	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Closed at the onset of COVID-19
V668	q5_5_5	Coping mechanisms - Reducing the salary of employees	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Reducing the salary of employees
V669	q5_5_6	Coping mechanisms - Providing distance learning education	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Providing distance learning education
V670	q5_5_7	Coping mechanisms - Request delayed payments for expenses	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Request delayed payments for expenses
V671	q5_6_0	Actions to stay in operation - None	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? None

V672	q5_6_1	Actions to stay in operation - Putting the facility to a different use	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Putting the facility to a different use
V673	q5_6_2	Actions to stay in operation - Seeking financial support	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Seeking financial support
V674	q5_6_3	Actions to stay in operation - having alternative sources of income	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Having alternative sources of income
V675	q5_6_4	Actions to stay in operation - Moving to a cheaper/affordable facility.	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Moving to a cheaper/affordable facility
V676	q5_6_5	Actions to stay in operation - getting well wishers/donors	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? getting well wishers/donors
V677	q5_6_6	Actions to stay in operation - Owning the facility	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Owning the facility
V678	q5_6_7	Actions to stay in operation - Request delayed payments for expenses	discrete	numeric	What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Request delayed payments for expenses
V679	q6_1	The level of loss of income experienced in this school before permanent closure	discrete	numeric	How would you rate the level of loss of income experienced in this school before permanent closure due to the effects of COVID-19?
V680	q6_2	What is the major cause of the loss of income you rated above?	discrete	numeric	What is the major cause of the loss of income you rated above?
V681	q6_3	What proportion of parents defaulted on fees before the school permanently close	discrete	numeric	What proportion of parents defaulted on fees before the school permanently closed?
V682	q6_4	Any other financial support apart from parents/guardians?	discrete	numeric	Was the financial support normally received from other sources apart from parents/guardians in this school such as from the government, donors, faith-based organizations, local and international NGO's etc affected by COVID-19?
V683	q6_5	If yes, how was the financial support been affected?	discrete	numeric	If Yes to Qn. 6.4, how was the financial support been affected?
V684	q6_5a	Is the school planning to re-open in the future?	discrete	numeric	Is the school planning to re-open in the future?
V685	q6_5b	If Yes, When do you plan to reopen?	discrete	numeric	If Yes to Qn. 6.5a, When do you plan to reopen?
V686	q6_5b_spy	Specify reason for not sure	discrete	character	Specify reason for not sure when you plan to reopen

lcps_institutional_data

Content

Cases 471

Variable(s) 581

Structure
Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V687	school_id	Unique submission ID	discrete	character	Unique submission ID
V688	sch_type	School type	discrete	numeric	School type
V689	sch_level	School type	discrete	numeric	School type
V690	sch_category	Category of school- Mainstream/special school	discrete	numeric	Category of school- Mainstream/special school
V691	doi	Date of Interview (q1.1)	discrete	character	DATE OF INTERVIEW (DD/MM/YYYY)
V692	q1_4	Slum Name	discrete	numeric	SLUM NAME
V693	q1_5a	Where is the school located?	discrete	numeric	Where is the school located?
V695	q1_6	Would you like to participate in this research?	discrete	numeric	Would you like to participate in this research?
V696	q1_6_type	Please indicate the type of consent	discrete	numeric	FW'S NOTE: Please indicate the type of consent
V697	ind_witness	Is the consent obtained from the participant or obtained from a witness?	discrete	numeric	Is the consent obtained from the participant or obtained from a witness?
V698	q1_10	Are you institution's head?	discrete	numeric	ARE YOU THE INSTITUTION'S HEAD?
V699	q1_10a	Ask the position of the respondent if s/he is not the Institution's head.	discrete	character	Ask the position of the respondent if s/he is not the Institution's head.
V700	q1_10b	How long have you worked in this school?	discrete	numeric	How long have you worked in this school?
V701	q1_12	Institution's head's gender	discrete	numeric	INSTITUTION HEAD'S GENDER
V702	q1_16	INSTITUTION'S YEAR OF ESTABLISHMENT (DD/MM/YYYY)	discrete	character	INSTITUTION'S YEAR OF ESTABLISHMENT (DD/MM/YYYY)
V703	q2_2	What type is this school?	discrete	numeric	What type is this school?
V704	q2_3	In which category is the school registered?	discrete	numeric	In which category is the school registered?
V705	q2_4	What level is this school?	discrete	numeric	What level is this school ?
V706	q2_6	Before COVID-19, what was the maximum number of learners this school could have	contin	numeric	Before schools closures due to COVID-19, what is the maximum number of learners this school could have accommodated?

V707	q2_7	After reopening and considering social distancing, how many learners can the sch	contin	numeric	After COVID-19 and putting into consideration the social distancing, how many learners can the school adequately accomodate?
V708	q2_8	How did school MAINLY receive regular financial assistance such as tuition suppo	discrete	numeric	How did this school MAINLY receive regular financial assistance such as tuition support for the students enrolled, finances to pay salaries to the teachers or to purchase books before school closures due to COVID-19?
V709	q3_0	Does the assistance offered by __ fully meet the school related expenses?	discrete	numeric	Does the assistance offered [Named in Q.2.8] fully meet the school related expenses?
V710	q3_1	How long has this school been in this location?	discrete	numeric	How long has this school been in this location?
V711	enr_jm20_pg_b	Enrolment in Jan-Mar 2020- Playgroup Boys	discrete	numeric	How many boys are in PRE-PRIMARY Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V712	enr_jm20_pg_g	Enrolment in Jan-Mar 2020- Playgroup Girls	discrete	numeric	How many girls are in PRE-PRIMARY Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V713	enr_jm20_pp1_b	Enrolment in Jan-Mar 2020-PP1 Boys	discrete	numeric	How many boys are in Pre Primary 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V714	enr_jm20_pp1_g	Enrolment in Jan-Mar 2020-PP1 Girls	discrete	numeric	How many girls are in Pre Primary 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V715	enr_jm20_pp2_b	Enrolment in Jan-Mar 2020-PP2 Boys	discrete	numeric	How many boys are in PRE-PRIMARY 2 Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V716	enr_jm20_pp2_g	Enrolment in Jan-Mar 2020-PP2 Girls	discrete	numeric	How many girls are in PRE-PRIMARY 2 Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V717	enr_jm20_g1_b	Enrolment in Jan-Mar 2020-G1 Boys	discrete	numeric	How many boys are in PRIMARY Grade 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V718	enr_jm20_g1_g	Enrolment in Jan-Mar 2020-G1 Girls	discrete	numeric	How many girls are in PRIMARY Grade 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V719	enr_jm20_g2_b	Enrolment in Jan-Mar 2020-G2 Boys	discrete	numeric	How many boys are in PRIMARY Grade 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V720	enr_jm20_g2_g	Enrolment in Jan-Mar 2020-G2 Girls	discrete	numeric	How many girls are in PRIMARY Grade 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V721	enr_jm20_g3_b	Enrolment in Jan-Mar 2020-G3 Boys	discrete	numeric	How many boys are in PRIMARY Grade 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

V722	enr_jm20_g3_g	Enrolment in Jan-Mar 2020-G3 Girls	discrete	numeric	How many girls are in PRIMARY Grade 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V723	enr_jm20_g4_b	Enrolment in Jan-Mar 2020-G4 Boys	discrete	numeric	How many boys are in PRIMARY Grade 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V724	enr_jm20_g4_g	Enrolment in Jan-Mar 2020-G4 Girls	discrete	numeric	How many girls are in PRIMARY Grade 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V725	enr_jm20_g5_b	Enrolment in Jan-Mar 2020-G5 Boys	discrete	numeric	How many boys are in PRIMARY Grade 5 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V726	enr_jm20_g5_g	Enrolment in Jan-Mar 2020-G5 Girls	discrete	numeric	How many girls are in PRIMARY Grade 5 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V727	enr_jm20_g6_b	Enrolment in Jan-Mar 2020-G6 Boys	discrete	numeric	How many boys are in PRIMARY Grade 6 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V728	enr_jm20_g6_g	Enrolment in Jan-Mar 2020-G6 Girls	discrete	numeric	How many girls are in PRIMARY Grade 6 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V729	enr_jm20_g7_b	Enrolment in Jan-Mar 2020-G7 Boys	discrete	numeric	How many boys are in PRIMARY Grade 7 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V730	enr_jm20_g7_g	Enrolment in Jan-Mar 2020-G7 Girls	discrete	numeric	How many girls are in PRIMARY Grade 7 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V731	enr_jm20_g8_b	Enrolment in Jan-Mar 2020-G8 Boys	discrete	numeric	How many boys are in PRIMARY Grade 8 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V732	enr_jm20_g8_g	Enrolment in Jan-Mar 2020-G8 Girls	discrete	numeric	How many girls are in PRIMARY Grade 8 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V733	enr_jm20_f1_b	Enrolment in Jan-Mar 2020-F1 Boys	discrete	numeric	How many boys are in SECONDARY FORM 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V734	enr_jm20_f1_g	Enrolment in Jan-Mar 2020-F1 Girls	discrete	numeric	How many girls are in SECONDARY FORM 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V735	enr_jm20_f2_b	Enrolment in Jan-Mar 2020-F2 Boys	discrete	numeric	How many boys are in SECONDARY FORM 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

V736	enr_jm20_f2_g	Enrolment in Jan-Mar 2020-F2 Girls	discrete	numeric	How many girls are in SECONDARY FORM 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V737	enr_jm20_f3_b	Enrolment in Jan-Mar 2020-F3 Boys	discrete	numeric	How many boys are in SECONDARY FORM 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V738	enr_jm20_f3_g	Enrolment in Jan-Mar 2020-F3 Girls	discrete	numeric	How many girls are in SECONDARY FORM 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V739	enr_jm20_f4_b	Enrolment in Jan-Mar 2020-F4 Boys	discrete	numeric	How many boys are in SECONDARY FORM 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V740	enr_jm20_f4_g	Enrolment in Jan-Mar 2020-F4 Girls	discrete	numeric	How many girls are in SECONDARY FORM 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)
V741	enr_od20_g4_b	Enrolment in Oct-Dec20-G4 Boys	discrete	numeric	How many boys are in PRIMARY Grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V742	enr_od20_g4_g	Enrolment in Oct-Dec20-G4 Girls	discrete	numeric	How many girls are in PRIMARY Grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V743	enr_od20_g8_b	Enrolment in Oct-Dec20-G8 Boys	discrete	numeric	How many boys are in PRIMARY Grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)
V744	enr_od20_g8_g	Enrolment in Oct-Dec20-G8 Girls	discrete	numeric	How many girls are in PRIMARY Grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)
V745	enr_od20_f4_b	Enrolment in Oct-Dec20-F4 Boys	discrete	numeric	How many boys are in SECONDARY FORM 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V746	enr_od20_f4_g	Enrolment in Oct-Dec20-F4 Girls	discrete	numeric	How many girls are in SECONDARY FORM 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V747	enr_jm21_pg_b	Enrolment in Jan-Mar2021-Playgroup Boys	discrete	numeric	How many boys are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V748	enr_jm21_pg_g	Enrolment in Jan-Mar2021-Playgroup Girls	discrete	numeric	How many girls are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V749	enr_jm21_pp1_b	Enrolment in Jan-Mar2021-PP1 Boys	discrete	numeric	How many boys are in PRE-PRIMARY 1 Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V750	enr_jm21_pp1_g	Enrolment in Jan-Mar2021-PP1 Girls	discrete	numeric	How many girls are in PRE-PRIMARY 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V751	enr_jm21_pp2_b	Enrolment in Jan-Mar2021-PP2 Boys	discrete	numeric	How many boys are in PRE-PRIMARY 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V752	enr_jm21_pp2_g	Enrolment in Jan-Mar2021-PP2 Girls	discrete	numeric	How many girls are in PRE-PRIMARY 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

V753	enr_jm21_g1_b	Enrolment in Jan-Mar2021-G1 Boys	discrete	numeric	How many boys are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V754	enr_jm21_g1_g	Enrolment in Jan-Mar2021-G1 Girls	discrete	numeric	How many girls are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V755	enr_jm21_g2_b	Enrolment in Jan-Mar2021-G2 Boys	discrete	numeric	How many boys are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V756	enr_jm21_g2_g	Enrolment in Jan-Mar2021-G2 Girls	discrete	numeric	How many girls are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V757	enr_jm21_g3_b	Enrolment in Jan-Mar2021-G3 Boys	discrete	numeric	How many boys are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V758	enr_jm21_g3_g	Enrolment in Jan-Mar2021-G3 Girls	discrete	numeric	How many girls are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V759	enr_jm21_g4_b	Enrolment in Jan-Mar2021-G4 Boys	discrete	numeric	How many boys are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V760	enr_jm21_g4_g	Enrolment in Jan-Mar2021-G4 Girls	discrete	numeric	How many girls are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V761	enr_jm21_g5_b	Enrolment in Jan-Mar2021-G5 Boys	discrete	numeric	How many boys are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V762	enr_jm21_g5_g	Enrolment in Jan-Mar2021-G5 Girls	discrete	numeric	How many girls are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V763	enr_jm21_g6_b	Enrolment in Jan-Mar2021-G6 Boys	discrete	numeric	How many boys are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V764	enr_jm21_g6_g	Enrolment in Jan-Mar2021-G6 Girls	discrete	numeric	How many girls are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V765	enr_jm21_g7_b	Enrolment in Jan-Mar2021-G7 Boys	discrete	numeric	How many boys are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V766	enr_jm21_g7_g	Enrolment in Jan-Mar2021-G7 Girls	discrete	numeric	How many girls are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V767	enr_jm21_g8_b	Enrolment in Jan-Mar2021-G8 Boys	discrete	numeric	How many boys are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V768	enr_jm21_g8_g	Enrolment in Jan-Mar2021-G8 Girls	discrete	numeric	How many girls are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V769	enr_jm21_f1_b	Enrolment in Jan-Mar2021-F1 Boys	discrete	numeric	How many boys are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V770	enr_jm21_f1_g	Enrolment in Jan-Mar2021-F1 Girls	discrete	numeric	How many girls are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

V771	enr_jm21_f2_b	Enrolment in Jan-Mar2021-F2 Boys	discrete	numeric	How many boys are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V772	enr_jm21_f2_g	Enrolment in Jan-Mar2021-F2 Girls	discrete	numeric	How many girls are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V773	enr_jm21_f3_b	Enrolment in Jan-Mar2021-F3 Boys	discrete	numeric	How many boys are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V774	enr_jm21_f3_g	Enrolment in Jan-Mar2021-F3 Girls	discrete	numeric	How many girls are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V775	enr_jm21_f4_b	Enrolment in Jan-Mar2021-F4 Boys	discrete	numeric	How many boys are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V776	enr_jm21_f4_g	Enrolment in Jan-Mar2021-F4 Girls	discrete	numeric	How many girls are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V777	enr_jul21_pg_b	Enrolment in Jul-21-Playgroup Boys	discrete	numeric	How many boys are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V778	enr_jul21_pg_g	Enrolment in Jul-21-Playgroup Girls	discrete	numeric	How many girls are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V779	enr_jul21_pp1_b	Enrolment in Jul-21-PP1 Boys	discrete	numeric	How many boys are in PRE-PRIMARY 1 Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V780	enr_jul21_pp1_g	Enrolment in Jul-21-PP1 Girls	discrete	numeric	How many girls are in PRE-PRIMARY 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V781	enr_jul21_pp2_b	Enrolment in Jul-21-PP2 Boys	discrete	numeric	How many boys are in PRE-PRIMARY 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V782	enr_jul21_pp2_g	Enrolment in Jul-21-PP2 Girls	discrete	numeric	How many girls are in PRE-PRIMARY 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V783	enr_jul21_g1_b	Enrolment in Jul-21-G1 Boys	discrete	numeric	How many boys are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V784	enr_jul21_g1_g	Enrolment in Jul-21-G1 Girls	discrete	numeric	How many girls are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V785	enr_jul21_g2_b	Enrolment in Jul-21-G2 Boys	discrete	numeric	How many boys are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V786	enr_jul21_g2_g	Enrolment in Jul-21-G2 Girls	discrete	numeric	How many girls are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V787	enr_jul21_g3_b	Enrolment in Jul-21-G3 Boys	discrete	numeric	How many boys are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V788	enr_jul21_g3_g	Enrolment in Jul-21-G3 Girls	discrete	numeric	How many girls are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

V789	enr_jul21_g4_b	Enrolment in Jul-21-G4 Boys	discrete	numeric	How many boys are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V790	enr_jul21_g4_g	Enrolment in Jul-21-G4 Girls	discrete	numeric	How many girls are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V791	enr_jul21_g5_b	Enrolment in Jul-21-G5 Boys	discrete	numeric	How many boys are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V792	enr_jul21_g5_g	Enrolment in Jul-21-G5 Girls	discrete	numeric	How many girls are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V793	enr_jul21_g6_b	Enrolment in Jul-21-G6 Boys	discrete	numeric	How many boys are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V794	enr_jul21_g6_g	Enrolment in Jul-21-G6 Girls	discrete	numeric	How many girls are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V795	enr_jul21_g7_b	Enrolment in Jul-21-G7 Boys	discrete	numeric	How many boys are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V796	enr_jul21_g7_g	Enrolment in Jul-21-G7 Girls	discrete	numeric	How many girls are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V797	enr_jul21_g8_b	Enrolment in Jul-21-G8 Boys	discrete	numeric	How many boys are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V798	enr_jul21_g8_g	Enrolment in Jul-21-G8 Girls	discrete	numeric	How many girls are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V799	enr_jul21_f1_b	Enrolment in Jul-21-F1 Boys	discrete	numeric	How many boys are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V800	enr_jul21_f1_g	Enrolment in Jul-21-F1 Girls	discrete	numeric	How many girls are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V801	enr_jul21_f2_b	Enrolment in Jul-21-F2 Boys	discrete	numeric	How many boys are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V802	enr_jul21_f2_g	Enrolment in Jul-21-F2 Girls	discrete	numeric	How many girls are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V803	enr_jul21_f3_b	Enrolment in Jul-21-F3 Boys	discrete	numeric	How many boys are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V804	enr_jul21_f3_g	Enrolment in Jul-21-F3 Girls	discrete	numeric	How many girls are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V805	enr_jul21_f4_b	Enrolment in Jul-21-F4 Boys	discrete	numeric	How many boys are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V806	enr_jul21_f4_g	Enrolment in Jul-21-F4 Girls	discrete	numeric	How many girls are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

V807	enr_hc_pg_b	Headcount during data collection -Playgroup Boys	discrete	numeric	How many boys in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V808	enr_hc_pg_g	Headcount during data collection-Playgroup Girls	discrete	numeric	How many girls in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V809	enr_hc_pp1_b	Headcount during data collection-PP1 Boys	discrete	numeric	How many boys in PRE-PRIMARY 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V810	enr_hc_pp1_g	Headcount during data collection-PP1 Girls	discrete	numeric	How many girls in PRE-PRIMARY 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V811	enr_hc_pp2_b	Headcount during data collection-PP2 Boys	discrete	numeric	How many boys in PRE-PRIMARY 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V812	enr_hc_pp2_g	Headcount during data collection-PP2 Girls	discrete	numeric	How many girls in PRE-PRIMARY 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V813	enr_hc_g1_b	Headcount during data collection-G1 Boys	discrete	numeric	How many boys in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V814	enr_hc_g1_g	Headcount during data collection-G1 Girls	discrete	numeric	How many girls in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V815	enr_hc_g2_b	Headcount during data collection-G2 Boys	discrete	numeric	How many boys in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V816	enr_hc_g2_g	Headcount during data collection-G2 Girls	discrete	numeric	How many girls in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V817	enr_hc_g3_b	Headcount during data collection-G3 Boys	discrete	numeric	How many boys in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V818	enr_hc_g3_g	Headcount during data collection-G3 Girls	discrete	numeric	How many girls in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V819	enr_hc_g4_b	Headcount during data collection-G4 Boys	discrete	numeric	How many boys in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V820	enr_hc_g4_g	Headcount during data collection-G4 Girls	discrete	numeric	How many girls in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V821	enr_hc_g5_b	Headcount during data collection-G5 Boys	discrete	numeric	How many boys in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V822	enr_hc_g5_g	Headcount during data collection-G5 Girls	discrete	numeric	How many girls in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V823	enr_hc_g6_b	Headcount during data collection-G6 Boys	discrete	numeric	How many boys in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V824	enr_hc_g6_g	Headcount during data collection-G6 Girls	discrete	numeric	How many girls in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

V825	enr_hc_g7_b	Headcount during data collection-G7 Boys	discrete	numeric	How many boys in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V826	enr_hc_g7_g	Headcount during data collection-G7 Girls	discrete	numeric	How many girls in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V827	enr_hc_g8_b	Headcount during data collection-G8 Boys	discrete	numeric	How many boys in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V828	enr_hc_g8_g	Headcount during data collection-G8 Girls	discrete	numeric	How many girls in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V829	enr_hc_f1_b	Headcount during data collection-F1 Boys	discrete	numeric	How many boys in Secondary Form 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V830	enr_hc_f1_g	Headcount during data collection-F1 Girls	discrete	numeric	How many girls in Secondary Form 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V831	enr_hc_f2_b	Headcount during data collection-F2 Boys	discrete	numeric	How many boys in Secondary Form 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V832	enr_hc_f2_g	Headcount during data collection-F2 Girls	discrete	numeric	How many girls in Secondary Form 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V833	enr_hc_f3_b	Headcount during data collection-F3 Boys	discrete	numeric	How many boys in Secondary Form 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V834	enr_hc_f3_g	Headcount during data collection-F3 Girls	discrete	numeric	How many girls in Secondary Form 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V835	enr_hc_f4_b	Headcount during data collection-F4 Boys	discrete	numeric	How many boys in Secondary Form 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V836	enr_hc_f4_g	Headcount during data collection-F4 Girls	discrete	numeric	How many girls in Secondary Form 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW
V837	q3_6a	If learners left, where have the majority of the children in school moved to?	discrete	numeric	If learners left, where have the majority of the children in school moved to?
V838	q3_7	Did enrollment increase in this school after full school reopening in Jan21	discrete	numeric	Did the enrollment increase in this school after full school reopening in January 2021 compared to the enrollment before closure due to Covid-19?
V839	q3_8_1	How did the school respond to the increase?-Hire more teachers	discrete	numeric	With this increased enrollment, how did the school respond to this change? Hire more teachers
V840	q3_8_2	How did the school respond to the increase?-Build more classrooms	discrete	numeric	With this increased enrollment, how did the school respond to this change? Build more classrooms
V841	q3_8_3	How did the school respond to the increase?-Move to a new facility	discrete	numeric	With this increased enrollment, how did the school respond to this change? Move to a new facility
V842	q3_8_4	How did the school respond to the increase?-Stop enrolling more learners	discrete	numeric	With this increased enrollment, how did the school respond to this change? Stop enrolling more learners

V843	q3_8_5	How did the school respond to the increase?-did nothing	discrete	numeric	With this increased enrollment, how did the school respond to this change? did nothing
V844	q3_8_6	How did the school respond to the increase?- increased desks	discrete	numeric	With this increased enrollment, how did the school respond to this change? increased desks
V845	q3_8_7	How did the school respond to the increase?- combined PP1 and Playgroup	discrete	numeric	With this increased enrollment, how did the school respond to this change? combined PP1 and Playgroup
V846	q3_8_8	How did the school respond to the increase?- increased learning materials	discrete	numeric	With this increased enrollment, how did the school respond to this change? increased learning materials
V847	q3_9	3.9. Where did the majority of the new enrolments come from?	discrete	numeric	Where did the majority of the new enrolments come from?
V848	q4_2_apg	Playgroup classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRE-PRIMARY Playgroup have before school closure due to Covid-19
V849	q4_2_ap1	PP1 classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRE-PRIMARY 1 have before school closure due to Covid-19
V850	q4_2_ap2	PP2 classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRE-PRIMARY 2 have before school closure due to Covid-19
V851	q4_2_ag1	Grade 1 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did PRIMARY Grade 1 have before school closure due to Covid-19
V852	q4_2_ag2	Grade 2 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did PRIMARY Grade 2 have before school closure due to Covid-19
V853	q4_2_ag3	Grade 3 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did PRIMARY Grade 3 have before school closure due to Covid-19
V854	q4_2_ag4	Grade 4 classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRIMARY Grade 4 have before school closure due to Covid-19
V855	q4_2_ag5	Grade 5 classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRIMARY Grade 5 have before school closure due to Covid-19
V856	q4_2_ag6	Grade 6classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRIMARY Grade 6 have before school closure due to Covid-19
V857	q4_2_ag7	Grade 7 classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRIMARY Grade 7 have before school closure due to Covid-19
V858	q4_2_ag8	Grade 8 classrooms- pre-COVID-19	contin	numeric	How many classrooms did PRIMARY Grade 8 have before school closure due to Covid-19
V859	q4_2_af1	Form 1 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did SECONDARY FORM 1 have before school closure due to Covid-19
V860	q4_2_af2	Form 2 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did SECONDARY FORM 2 have before school closure due to Covid-19

V861	q4_2_af3	Form 3 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did SECONDARY FORM 4 have before school closure due to Covid-19
V862	q4_2_af4	Form 4 classrooms- pre-COVID-19	discrete	numeric	How many classrooms did SECONDARY FORM 4 have before school closure due to Covid-19
V863	q4_2_bpg	Playgroup classrooms- after school reopening	discrete	numeric	How many classrooms does PRE-PRIMARY Playgroup have after school reopening
V864	q4_2_bp1	PP1 classrooms- after sch reopening	contin	numeric	How many classrooms does PRE-PRIMARY 1 have after school reopening
V865	q4_2_bp2	PP2 classrooms- after sch reopening	contin	numeric	How many classrooms does PRE-PRIMARY 2 have after school reopening
V866	q4_2_bg1	Grade 1 classrooms- after sch reopening	discrete	numeric	How many classrooms does PRIMARY Grade 1 have after school reopening
V867	q4_2_bg2	Grade 2 classrooms- after sch reopening	discrete	numeric	How many classrooms does PRIMARY Grade 2 have after school reopening
V868	q4_2_bg3	Grade 3 classrooms- after sch reopening	discrete	numeric	How many classrooms does PRIMARY Grade 3 have after school reopening
V869	q4_2_bg4	Grade 4 classrooms- after sch reopening	contin	numeric	How many classrooms does PRIMARY Grade 4 have after school reopening
V870	q4_2_bg5	Grade 5 classrooms- after sch reopening	contin	numeric	How many classrooms does PRIMARY Grade 5 have after school reopening
V871	q4_2_bg6	Grade 6 classrooms- after sch reopening	contin	numeric	How many classrooms does PRIMARY Grade 6 have after school reopening
V872	q4_2_bg7	Grade 7 classrooms- after sch reopening	contin	numeric	How many classrooms does PRIMARY Grade 7 have after school reopening
V873	q4_2_bg8	Grade 8 classrooms- after sch reopening	contin	numeric	How many classrooms does PRIMARY Grade 8 have after school reopening
V874	q4_2_bf1	Form 1 classrooms- after sch reopening	discrete	numeric	How many classrooms does SECONDARY FORM 1 have after school reopening
V875	q4_2_bf2	Form 2 classrooms- after sch reopening	discrete	numeric	How many classrooms does SECONDARY FORM 2 have after school reopening
V876	q4_2_bf3	Form 3 classrooms- after sch reopening	discrete	numeric	How many classrooms does SECONDARY FORM 4 have after school reopening
V877	q4_2_bf4	Form 4 classrooms- after sch reopening	discrete	numeric	How many classrooms does SECONDARY FORM 4 have after school reopening
V878	q4_2c	Are there any grades that are sharing a classroom?	discrete	numeric	Are there any grades that are sharing a classroom?
V879	q4_3	Has any learner been away from school for 2 consecutive weeks ?	discrete	numeric	Has any learner been away from school for 2 consecutive weeks ?
V880	q4_5_1	Reason for learners two weeks absence -School is very far from home	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - School is very far from home
V881	q4_5_2	Reason for learners 2 wks absence -Learner(s) got expelled	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - Learner(s) got expelled
V882	q4_5_3	Reason for learners 2 wks absence -The learner got pregnant	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - The learner got pregnant

V883	q4_5_4	Reason for learners 2 wks absence -The parents/guardian are unable to pay for sc	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - The parents/guardian are unable to pay for school fees or other educational expenses
V884	q4_5_5	Reason for learners 2 wks absence -The learner is engaged in income generating a	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - The learner is engaged in income generating activity
V885	q4_5_6	Reason for learners 2 wks absence -Illness/accident	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - Illness/accident
V886	q4_5_7	Reason for learners 2 wks absence -bereavement	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - bereavement
V887	q4_5_8	Reason for learners 2 wks absence -family disputes/domestic issues at their home	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - family disputes/domestic issues at their home
V888	q4_5_9	Reason for learners 2 wks absence -dropping out/peer pressure	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - dropping out/peer pressure
V889	q4_5_10	Reason for learners 2 wks absence -migration to rural areas	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - migration to rural areas
V890	q4_5_11	Reason for learners 2 wks absence -poverty/lack of food/children living alone	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - poverty/lack of food/children living alone
V891	q4_5_12	Reason for learners 2 wks absence -transfer to other schools	discrete	numeric	What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - transfer to other schools
V892	q5_1_m	How many teachers are currently in this school - Male	contin	numeric	How many male teachers are currently employed at this school?
V893	q5_1_f	How many teachers are currently in this school - Female	contin	numeric	How many female teachers are currently employed at this school?
V894	q5_2_1m	1. University level - Male	discrete	numeric	What number of male teachers have attained University Level Training level of education?
V895	q5_2_1f	1. University level - Female	discrete	numeric	What number of female teachers have attained University Level Training level of education?
V896	q5_2_2m	2. Teacher Training college Male	discrete	numeric	What number of male teachers have attained Teacher Training college level of education?
V897	q5_2_2f	2. Teacher Training college Female	contin	numeric	What number of female teachers have attained Teacher Training college level of education?

V898	q5_2_3m	3. ECD/DICECE Male	discrete	numeric	What number of male teachers have attained ECD/DICECE level of education?
V899	q5_2_3f	3. ECD/DICECE Female	discrete	numeric	What number of male teachers have attained ECD/DICECE level of education?
V900	q5_2_4m	4. Secondary Level Training (KCSE & no post KCSE training) Male	discrete	numeric	What number of male teachers have attained Secondary Level Training (KCSE & no post KCSE training) level of education?
V901	q5_2_4f	4. Secondary Level Training (KCSE & no post KCSE training) Female	discrete	numeric	What number of female teachers have attained Secondary Level Training (KCSE & no post KCSE training) level of education?
V902	q5_2_5m	5. Primary Level Education (KCPE & no post KCPE training) Male	discrete	numeric	What number of male teachers have attained Primary Level Education (KCPE & no post KCPE training) level of education?
V903	q5_2_5f	5. Primary Level Education (KCPE & no post KCPE training) Female	discrete	numeric	What number of female teachers have attained Primary Level Education (KCPE & no post KCPE training) level of education?
V904	q5_2_6m	6. University Degree in (Education) Male	discrete	numeric	What number of male teachers have attained University Degree in (Education) level of education?
V905	q5_2_6f	University Degree in (Education) Female	discrete	numeric	What number of female teachers have attained University Degree in (Education) level of education?
V906	q5_2_96m	96. Other (Specify) Male	discrete	numeric	What number of male teachers have attained Other (Specify) level of education?
V907	q5_2_96f	96. Other (Specify) Female	discrete	numeric	What number of male teachers have attained Other (Specify) level of education?
V908	q5_2_96_spy	Other level... specify	discrete	character	Specify Other level of education teachers have attained
V909	q5_2b_1m	Primary-KCPE	discrete	numeric	What number of male teachers have attained Primary-KCPE level of education?
V910	q5_2b_1f	Primary-KCPE	discrete	numeric	What number of female teachers have attained Primary-KCPE level of education?
V911	q5_2b_2m	Secondary-KCSE	discrete	numeric	What number of male teachers have attained Secondary-KCSE level of education?
V912	q5_2b_2f	Secondary-KCSE	discrete	numeric	What number of female teachers have attained Secondary-KCSE level of education?
V913	q5_2b_3m	Certificate in education	contin	numeric	What number of male teachers have attained Certificate in education level of education?
V914	q5_2b_3f	Certificate in education - sum	contin	numeric	What number of female teachers have attained Certificate in education level of education?
V915	q5_2b_4m	Certificate not in education	discrete	numeric	What number of male teachers have attained Certificate not in education level of education?
V916	q5_2b_4f	Certificate not in education - sum	discrete	numeric	What number of female teachers have attained Certificate not in education level of education?

V917	q5_2b_5m	Diploma in education	discrete	numeric	What number of male teachers have attained Diploma in education level of education?
V918	q5_2b_5f	Diploma in education	discrete	numeric	What number of female teachers have attained Diploma in education level of education?
V919	q5_2b_6m	Diploma not in education	discrete	numeric	What number of male teachers have attained Diploma not in education level of education?
V920	q5_2b_6f	Diploma not in education	discrete	numeric	What number of female teachers have attained Diploma not in education level of education?
V921	q5_2b_7m	Degree in education	discrete	numeric	What number of male teachers have attained Degree in education level of education?
V922	q5_2b_7f	Degree in education	contin	numeric	What number of female teachers have attained Degree in education level of education?
V923	q5_2b_8m	Degree not in education	discrete	numeric	What number of male teachers have attained Degree not in education level of education?
V924	q5_2b_8f	Degree not in education	discrete	numeric	What number of female teachers have attained Degree not in education level of education?
V925	q5_2a	How many of these teachers are registered with TSC?	contin	numeric	How many of these teachers are registered with TSC?
V926	q5_3	Before school closure due to COVID-19, how many teachers were employed in this s	contin	numeric	Before school closure due to COVID-19, how many teachers were employed in this school?
V927	q5_4	After full school re-opening , how many previously recruited teachers reported b	contin	numeric	After full school re-opening , how many previously recruited teachers reported back to school?
V928	q5_5_before	Changes in staffing before COVID-19	discrete	numeric	In this school, were there any changes (new recruits or exits) in teacher-staffing before COVID-19 schools' reopening?
V929	q5_5_after	Changes in staffing after School Reopening	discrete	numeric	In this school, were there any changes (new recruits or exits) in teacher-staffing after schools' reopening?
V930	q5_6a	5.6a. If teachers left the school before COVID-19 have they been replaced?	discrete	numeric	If teachers left the school before COVID-19 have they been replaced?
V931	q5_6b_1	Two main reasons teachers left before COVID-19 -Did not receive pay	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - Did not receive pay
V932	q5_6b_2	Two main reasons teachers left before COVID-19 -The school was planning to close	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - The school was planning to close
V933	q5_6b_3	Two main reasons teachers left before COVID-19 -Salary reduction	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - Salary reduction
V934	q5_6b_4	Two main reasons teachers left before COVID-19 -Got another job/promotion	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - Got another job / promotion

V935	q5_6b_5	Two main reasons teachers left before COVID-19 -Got a job with TSC/government	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - Got a job with TSC/government
V936	q5_6b_6	Two main reasons teachers left before COVID-19 - relocation/married	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - relocation/married
V937	q5_6b_7	Two main reasons teachers left before COVID-19 - further studies	discrete	numeric	What were the two main reasons why the teachers left before school closures due to COVID-19? - further studies
V938	q5_7a	If teacher(s) left, how many left the school after the school was reopened	contin	numeric	If teacher(s) left, how many left the school after the school was reopened from long closure?
V939	q5_7b_1	Two main reasons teachers left upon reopening of schools - Did not receive pay	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - Did not receive pay
V940	q5_7b_2	Two main reasons teachers left upon reopening of schools - The school was planni	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - The school was planning to close
V941	q5_7b_3	Two main reasons teachers left upon reopening of schools - Salary reduction	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - Salary reduction
V942	q5_7b_4	Two main reasons teachers left upon reopening of schools - Got another job	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - Got another job
V943	q5_7b_5	Two main reasons teachers left upon reopening of schools - migrated to upcountry	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - migrated to upcountry
V944	q5_7b_6	Two main reasons teachers left upon reopening of schools - retired/trasferred/di	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - retired/trasferred/disabled
V945	q5_7b_7	Two main reasons teachers left upon reopening of schools - further studies/inter	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? further studies
V946	q5_7b_8	Two main reasons teachers left upon reopening of schools - started business/self	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - self-employed
V947	q5_7b_9	Two main reasons teachers left upon reopening of schools - familiy rekated e.g m	discrete	numeric	What were the two MAIN reasons why the teachers left after school's reopening? - familiy rekated e.g maternity leave
V948	q5_8a	During school closures how were teachers renumerated?	discrete	numeric	During COVID-19 school closures, how were teachers renumerated?
V949	q5_8b	During school closures were the teachers paid regularly since closure	discrete	numeric	Were the teachers paid regularly since the government directed all schools to be closed in March 2020 due to COVID-19?
V950	q5_8c	After sch reopening,are all the teachers in this school being paid regularly?	discrete	numeric	Now, that the schools have reopened, are all the teachers in this school being paid regularly?
V951	q5_9_1	If teachers left, what are the current options/mitigation plans - Hire cheaper t	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Hire cheaper teachers

V952	q5_9_2	If teachers left, what are the current options/mitigation plans - Hire few but m	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Hire few but manageable teachers
V953	q5_9_3	If teachers left, what are the current options/mitigation plans - Rent cheaper p	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Rent cheaper places to enable me pay teachers
V954	q5_9_4	If teachers left, what are the current options/mitigation plans - Relocate to an	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Relocate to another place where renting schooling facilities are cheaper
V955	q5_9_5	If teachers left, what are the mitigation plans - Increase fee to enable me pay	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Increase fee to enable me pay teachers
V956	q5_9_6	If teachers left, what are the mitigation plans - nothing	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - do nothing
V957	q5_9_7	If teachers left, what are the mitigation plans - reduced the streams/levels	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - reduced the streams/levels
V958	q5_9_8	If teachers left, what are the mitigation plans - look for financial support	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - look for financial support
V959	q5_9_9	If teachers left, what are the mitigation plans - strategies for fees collection	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - strategies for fees collection
V960	q5_9_10	If teachers left, what are the mitigation plans - income gen activities	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - income gen activities
V961	q5_9_11	If teachers left, what are the mitigation plans - reduce salaries	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - reduce salaries

V962	q5_9_12	If teachers left, what are the mitigation plans - sharing classes	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - sharing classes
V963	q5_9_13	If teachers left, what are the mitigation plans - encourage teachers side hustle	discrete	numeric	If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - encourage teachers side hustle
V964	q6_1	Do you think it was a good idea to close schools due to COVID-19?	discrete	numeric	Do you think it was a good idea to close schools due to COVID-19?
V965	q6_2	To what extent are you worried about school closures negatively impacting learning	discrete	numeric	To what extent are you worried about school closures negatively impacting learning in this school now that schools have resumed?
V966	q6_3_1	Main reasons contributing to worry - It is challenging to recover the learning t	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - It is challenging to recover the learning time lost
V967	q6_3_2	Main reasons contributing to worry - The financial implications from COVID-19 wi	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - The financial implications from COVID-19 will affect quality of learning
V968	q6_3_3	Main reasons contributing to worry - Early pregnancies/marriages	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Early pregnancies / marriages
V969	q6_3_4	Main reasons contributing to worry - School drop outs	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - School drop outs
V970	q6_3_5	Main reasons contributing to worry - Drug use	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Drug use
V971	q6_3_6	Main reasons contributing to worry - Students engage in income generating activi	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Students engage in income generating activities
V972	q6_3_7	Main reasons contributing to worry - Household obligations	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Household obligations
V973	q6_3_8	Main reasons contributing to worry - Indiscipline cases increased/peer influence	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Indiscipline cases increased/peer influence

V974	q6_3_9	Main reasons contributing to worry - calendar disruption/work overload	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - calendar disruption/work overload
V975	q6_3_10	Main reasons contributing to worry - academic performance decrease	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - academic performance decrease
V976	q6_3_11	Main reasons contributing to worry - increased insecurity(mugging,rape)	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - increased insecurity(mugging,rape)
V977	q6_3_12	Main reasons contributing to worry - student population decreased	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - student population decreased
V978	q6_3_13	Main reasons contributing to worry - increased malnutrition	discrete	numeric	What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - increased malnutrition
V979	q6_4_1	Supporting in catch up through - Extra classes/remedial	discrete	numeric	What is the school doing to support children to catch-up? - Extra classes/remedial
V980	q6_4_2	Supporting in catch up through - Assessing students' learning levels	discrete	numeric	What is the school doing to support children to catch-up? - Assessing students' learning levels
V981	q6_4_3	Supporting in catch up through - Requiring repetition	discrete	numeric	What is the school doing to support children to catch-up? - Requiring repetition
V982	q6_4_4	Supporting in catch up through - Providing additional materials to students	discrete	numeric	What is the school doing to support children to catch-up? - Providing additional materials to students
V983	q6_4_5	Supporting in catch up through - Hiring extra teachers	discrete	numeric	What is the school doing to support children to catch-up? - Hiring extra teachers
V984	q6_4_6	Supporting in catch up through - Hiring classroom assistants	discrete	numeric	What is the school doing to support children to catch-up? - Hiring classroom assistants
V985	q6_4_7	Supporting in catch up through - guidance & counseling/lifeskills	discrete	numeric	What is the school doing to support children to catch-up? - guidance & counseling/lifeskills
V986	q6_4_8	Supporting in catch up through - more desks/space/rooms	discrete	numeric	What is the school doing to support children to catch-up? - more desks/space/rooms
V987	q6_4_9	Supporting in catch up through - shorter breaks	discrete	numeric	What is the school doing to support children to catch-up? - shorter breaks
V988	q6_5_1	Extent COVID-19 affected operations - School had to relocate to a cheaper site	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - School had to relocate to a cheaper site
V989	q6_5_2	Extent COVID-19 affected operations - The number of employees such as teaching a	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - The number of employees such as teaching and non-teaching were reduced

V990	q6_5_3	Extent COVID-19 affected operations - Stopped providing learning resources such	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - Stopped providing learning resources such as textbooks
V991	q6_5_4	Extent COVID-19 affected operations - No change in the school operation	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - No change in the school operation
V992	q6_5_5	Extent COVID-19 affected operations - donor funding reduced/no more	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - donor funding reduced/no more
V993	q6_5_6	Extent COVID-19 affected operations - parents inability to pay fees	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - parents inability to pay fees
V994	q6_5_7	Extent COVID-19 affected operations - reduction in student enrolment	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - reduction in student enrolment
V995	q6_5_8	Extent COVID-19 affected operations - loss of learning	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - loss of learning
V996	q6_5_9	Extent COVID-19 affected operations - accrued rent arrears/debt accumulation	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - accrued rent arrears/debt accumulation
V997	q6_5_10	Extent COVID-19 affected operations - hiring untrained teachers	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - hiring untrained teachers
V998	q6_5_11	Extent COVID-19 affected operations - staff salary reductions	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - staff salary reductions
V999	q6_5_12	Extent COVID-19 affected operations - school meals halted	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - school meals halted
V1000	q6_5_13	Extent COVID-19 affected operations - operation cost increased due to COVID-19 p	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - operation cost increased due to COVID-19 pandemic
V1001	q6_5_14	Extent COVID-19 affected operations - inability to pay staff during closure	discrete	numeric	What was the extent to which COVID-19 affected the operations of this school? - inability to pay staff during closure
V1002	q6_6a	Was the school providing any type of distance learning to learners before COVID-	discrete	numeric	Was the school providing any type of distance learning to learners before COVID-19?
V1003	q6_6aa	If, YES what form of distance learning was mainly used before sch closure due to	discrete	numeric	If YES in Qn 6.6aa, what form of distance learning was mainly used before school closure due to COVID-19?
V1004	q6_6b	Was the school providing any distance learning to learners during sch closure?	discrete	numeric	Was the school providing any type of distance learning to learners during COVID-19 school closure?
V1005	q6_7	Were govt sponsored distance learning solutions (e.g. TV) helpful to learners?	discrete	numeric	Do you think the government sponsored distance learning solutions (e.g. TV, radio, internet etc.) were helpful to the learners in this school during the school closures due to COVID-19?
V1006	q6_8_0	Distance learning solutions by sch -Did not provide distance learning	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Did not provide distance learning

V1007	q6_8_1	Distance learning solutions by sch -Learning through WhatsApp	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Learning through WhatsApp
V1008	q6_8_2	Distance learning solutions by sch -Through home radio	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through home radio
V1009	q6_8_3	Distance learning solutions by sch -Through home television	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through home television
V1010	q6_8_4	Distance learning solutions by sch -Through a community radio and television	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through a community radio and television
V1011	q6_8_5	Distance learning solutions by sch -Learning questions sent via texts	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Learning questions sent via texts
V1012	q6_8_6	Distance learning solutions by sch -Through internet e.g. google classrooms	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through internet e.g. google classrooms
V1013	q6_8_7	Distance learning solutions by sch -Use of community social halls	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Use of community social halls
V1014	q6_8_8	Distance learning solutions by sch -Studying using sch provided handouts under g	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Studying using school provided handouts under guidance of parents or other siblings
V1015	q6_8_9	Distance learning solutions by sch -Private coaching or tuition with social dist	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Private coaching or tuition with social distance enforced
V1016	q6_8_10	Distance learning solutions by sch -learners went to school to collect assignmen	discrete	numeric	How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - learners went to school to collect assignments
V1017	q7_0	If NO, the main reason for lacking distance learning during the COVID-19 closure	discrete	numeric	If NO, what was the main reason for lacking distance learning during the COVID-19 school closure period?
V1018	q7_1	If distance learning was provided during the school closure period, how many hrs	discrete	numeric	If distance learning was provided during the school closure period, how many hours per day (on average) did the teachers support learning?
V1019	q7_2	If teachers were providing distance learning, were there charges?	discrete	numeric	If teachers were providing distance learning support during the school closure period, was the school charging any fee?
V1020	q7_3_1	Who provided resources for distance learning - International NGO working in the	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - International NGO working in the area

V1021	q7_3_2	Who provided resources for distance learning - Local NGO/CBO/FBO working in the	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Local NGO/CBO working in the area
V1022	q7_3_3	Who provided resources for distance learning - Government through online/boradca	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Government through online/boradcasted lessons
V1023	q7_3_4	Who provided resources for distance learning - The Schools themselves	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - The School themselves
V1024	q7_3_5	Who provided resources for distance learning - Do not know the source	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Do not know the source
V1025	q7_3_6	Who provided resources for distance learning - Teachers provided their own mater	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Teachers provided their own materials
V1026	q7_3_7	Who provided resources for distance learning - Parents	discrete	numeric	Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Parents
V1027	q7_4_1	Resources for distance learning by -International NGO working in the area	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - International NGO working in the area
V1028	q7_4_2	Resources for distance learning by -Local NGO/CBO working in the area	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Local NGO/CBO working in the area
V1029	q7_4_3	Resources for distance learning by -Government through online/broadcasted lesson	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Government through online/boradcasted lessons
V1030	q7_4_4	Resources for distance learning by -The Schools themselves	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - The Schools themselves
V1031	q7_4_5	Resources for distance learning by -Do not know the source	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Do not know the source
V1032	q7_4_6	Resources for distance learning by -Teachers provided their own materials	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Teachers provided their own materials
V1033	q7_4_7	Resources for distance learning by - there was no distance learning	discrete	numeric	Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - there was no distance learning
V1034	q7_5a	Do you think the classes are adequately spaced to allow for social distancing?	discrete	numeric	Do you think the classes are adequately spaced to allow for social distancing?

V1035	q7_5b_1	To enhance social distancing - build/rent more classrooms/desks	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - School stakeholders to build more classrooms
V1036	q7_5b_2	To enhance social distancing - School reduce enrollment of more learners	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - School reduce enrollement of more learners
V1037	q7_5b_3	To enhance social distancing - Stop enrolling new learners	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - Stop enrolling new learners
V1038	q7_5b_4	To enhance social distancing - introduce shift learning	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - introduce shift learning
V1039	q7_5b_5	To enhance social distancing - employ more teachers	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - employ more teachers
V1040	q7_5b_6	To enhance social distancing - promote use of PPEs	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - promote use of PPEs
V1041	q7_5b_7	To enhance social distancing - more donations/funding	discrete	numeric	If No, what would you recommend for an enhanced social distancing in this school? - more donations/funding
V1042	q7_6_1	Did the school administer assessment by KNEC TO;Grade 4	discrete	numeric	Did the school administer assessment by KNEC TO Grade 4
V1043	q7_6_2	Did the school administer assessment by KNEC TO;Grade 8	discrete	numeric	Did the school administer assessment by KNEC TO Grade 8
V1044	q7_6_3	Did the school administer assessment by KNEC TO;Form 4	discrete	numeric	Did the school administer assessment by KNEC TO Form 4
V1045	q7_6_4	Did the school administer assessment by KNEC TO;None	discrete	numeric	Did the school administer assessment by KNEC TO None of the grades
V1046	q7_7	Did the school administer the assessment by KNEC to other grades/classes?	discrete	numeric	Did the school administer the assessment by KNEC to other grades/classes?
V1047	q7_8_1	KNEC assessments available for - Grade 4	discrete	numeric	Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Grade 4
V1048	q7_8_2	KNEC assessments available for - Grade 8	discrete	numeric	Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Grade 8
V1049	q7_8_3	KNEC assessments available for - Form 4	discrete	numeric	Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Form 4
V1050	q7_8_96	KNEC assessments available for - Other grades (Specify)	discrete	numeric	Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Other grades (Specify)
V1051	q7_8a_1	Assessment results for Grade 4	discrete	numeric	The average scores of the KNEC final national exams in grade 4
V1052	q7_8a_2	Assessment results for Grade 8	discrete	numeric	The average scores of the KNEC final national exams in class 8

V1053	q7_8a_3	Assessment results for Form 4	discrete	character	The average scores of the KNEC final national exams in Form 4
V1054	q8_1	Does this school charge any fees?	discrete	numeric	Does this school charge any fees?
V1055	q8_2	How does the fee before and after the pandemic compare?	discrete	numeric	How does the fee before and after the pandemic compare?
V1056	q8_3	Before school closures due to COVID-19 , what proportion of learners defaulted o	discrete	numeric	Before school closures due to COVID-19 , what proportion of learners defaulted on fees?
V1057	q8_4	8.4. After school reopening, what proportion of learners defaulted on fees payme	discrete	numeric	After school reopening, what proportion of learners defaulted on fees payment?
V1058	q8_5_1	Does the school charge for - Transport	discrete	numeric	Does the school charge for Transport expenses?
V1059	q8_5_2	Does the school charge for - Food	discrete	numeric	Does the school charge for Food expenses?
V1060	q8_5_3	Does the school charge for - Tuition fees	discrete	numeric	Does the school charge for Tuition fees expenses?
V1061	q8_5_4	Does the school charge for - Development fund	discrete	numeric	Does the school charge for Development fund expenses?
V1062	q8_5_5	Does the school charge for - Parents-teachers association fees	discrete	numeric	Does the school charge for Parents-teachers association fees(PTA) expenses?
V1063	q8_5_6	Does the school charge for - Examination fees	discrete	numeric	Does the school charge for Examination fees expenses?
V1064	q8_5_7	Does the school charge for - Remedial teaching/ extra tution	discrete	numeric	Does the school charge for Remedial teaching/ extra tution expenses?
V1065	q8_5_8	Does the school charge for - Supplies (e.g. text & exercise books, bags)	discrete	numeric	Does the school charge for Supplies (e.g. text & exercise books, bags) expenses?
V1066	q8_5_9	Does the school charge for - Uniform	discrete	numeric	Does the school charge for Uniform expenses?
V1067	q8_5_10	Does the school charge for - Registration Fees	discrete	numeric	Does the school charge for Registration Fees expenses?
V1068	q8_5_11	Does the school charge for - Activity fee (co-curriculum activities, e.g drama,	discrete	numeric	Does the school charge for Activity fee (co-curriculum activities, e.g drama, sports music festivals, etc) expenses?
V1069	q8_5_12	Does the school charge for - Charged in lumpsum	discrete	numeric	Does the school charge for - Charged in lumpsum
V1070	q8_5_13	Does the school charge for - Other fees not mentioned	discrete	numeric	Does the school charge for Other expenses not mentioned (Specify)?
V1071	q8_5_1_amt	Amount charged for transport	contin	numeric	How much are the parents/guardians expected to pay for Transport expenses?
V1072	q8_5_1_fre	What is the frequency of the charges for Transport	discrete	numeric	What is the frequency of the charges for Transport expenses?
V1073	q8_5_2_amt	Amount charged for food	contin	numeric	How much are the parents/guardians expected to pay for Food expenses?
V1074	q8_5_2_fre	What is the frequency of the charges for Food	discrete	numeric	What is the frequency of the charges for Food expenses?
V1075	q8_5_3_amt	Amount charged for tuition	contin	numeric	How much are the parents/guardians expected to pay for Tuition fees expenses?

V1076	q8_5_3_fre	What is the frequency of the charges for Tuition fees	discrete	numeric	What is the frequency of the charges for Tuition fees expenses?
V1077	q8_5_4_amt	Amount charged for development fund	contin	numeric	How much are the parents/guardians expected to pay for Development fund expenses?
V1078	q8_5_4_fre	What is the frequency of the charges for Development fund	discrete	numeric	What is the frequency of the charges for Development fund expenses?
V1079	q8_5_5_amt	Amount charged for PTA	contin	numeric	How much are the parents/guardians expected to pay for Parents-teachers association fees(PTA) expenses?
V1080	q8_5_5_fre	What is the frequency of the charges for Parents-teachers association fees	discrete	numeric	What is the frequency of the charges for Parents-teachers association fees(PTA) expenses?
V1081	q8_5_6_amt	Amount charged for Examination	contin	numeric	How much are the parents/guardians expected to pay for Examination fees expenses?
V1082	q8_5_6_fre	What is the frequency of the charges for Examination fees	discrete	numeric	What is the frequency of the charges for Examination fees expenses?
V1083	q8_5_7_amt	Amount charged for remedial/extra tuition	contin	numeric	How much are the parents/guardians expected to pay for Remedial teaching/ extra tuition expenses?
V1084	q8_5_7_fre	What is the frequency of the charges for Remedial teaching/ extra tuition	discrete	numeric	What is the frequency of the charges for Remedial teaching/ extra tuition expenses?
V1085	q8_5_8_amt	Amount charged for Supplies e.g books	contin	numeric	How much are the parents/guardians expected to pay for Supplies (e.g. text & exercise books, bags) expenses?
V1086	q8_5_8_fre	What is the frequency of the charges for Supplies (e.g. text & exercise books, b	discrete	numeric	What is the frequency of the charges for Supplies (e.g. text & exercise books, bags) expenses?
V1087	q8_5_9_amt	Amount charged for uniforms	contin	numeric	How much are the parents/guardians expected to pay for Uniform expenses?
V1088	q8_5_9_fre	What is the frequency of the charges for Uniform	discrete	numeric	What is the frequency of the charges for Uniform expenses?
V1089	q8_5_10_amt	Amount charged for registration fee	contin	numeric	How much are the parents/guardians expected to pay for Registration Fees expenses?
V1090	q8_5_10_fre	What is the frequency of the charges for Registration Fees	discrete	numeric	What is the frequency of the charges for Registration Fees expenses?
V1091	q8_5_11_amt	Amount charged for activity fee	contin	numeric	How much are the parents/guardians expected to pay for Activity fee (co-curriculum activities, e.g drama, sports music festivals, etc) expenses?
V1092	q8_5_11_fre	What is the frequency of the charges for Activity fee (co-curriculum activities,	discrete	numeric	What is the frequency of the charges for Activity fee (co-curriculum activities, e.g drama, sports music festivals, etc) expenses?
V1093	q8_6	If fees are charged in lumpsum, what is the total fees charged per term?	contin	numeric	If fees is charged in lumpsum, what is the total fees charged to parents/guardians per term?
V1094	q8_7a	Are the fees charged to parents enough for the operation of the school?	discrete	numeric	Are the fees charged to parents/guardians enough for the operation of the school?

V1095	q8_7b_1	Source of additional support to meet deficit - Do not get	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - Do not get
V1096	q8_7b_2	Source of additional support to meet deficit - From Parents (school charges/fees	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - From Parents (school charges/fees)
V1097	q8_7b_3	Source of additional support to meet deficit - Well wishers such as donors,NGOs	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - From Well wishers such as donors, local and international NGO's and faith-based organisations (churches, mosques etc)
V1098	q8_7b_4	Source of additional support to meet deficit - Bursaries and scholarships offere	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - Bursaries and scholarships offered to learners
V1099	q8_7b_5	Source of additional support to meet deficit - School's own economic activities	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - School's own economic activities
V1100	q8_7b_6	Source of additional support to meet deficit - Loans from financial institutions	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - Loans from financial institutions
V1101	q8_7b_7	Source of additional support to meet deficit - Own resouces/savings	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - Own resouces/savings
V1102	q8_7b_8	Source of additional support to meet deficit - Government	discrete	numeric	where does the school get extra resources/assistance to meet the deficit? - Government
V1103	q9_0_1	Coping mechanisms - Put the facility to a different use	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Put the facility to a different use
V1104	q9_0_2	Coping mechanisms - Sought financial support-borrowed	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Sought financial support - borrowed
V1105	q9_0_3	Coping mechanisms - Engaged in school's own economic activity	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Engaged in school's own economic activity
V1106	q9_0_4	Coping mechanisms - Moved to a cheaper/affordable facility	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Moved to a cheaper/affordable facility
V1107	q9_0_5	Coping mechanisms - None (the school lost the facility) and closed permanently	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - None (the school lost the facility) and closed permanently
V1108	q9_0_6	Coping mechanisms - None but didn't close the school	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - None but didn't close the school
V1109	q9_0_7	Coping mechanisms - reduced teacher's/staff salaries	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - reduced teacher's/staff salaries

V1110	q9_0_8	Coping mechanisms - donation from sponsors	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - donation from sponsors
V1111	q9_0_9	Coping mechanisms - government support	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - government support
V1112	q9_0_10	Coping mechanisms - cutting down on expenses	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - cutting down on expenses
V1113	q9_0_11	Coping mechanisms - requested for rent waiver	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - requested for rent waiver
V1114	q9_0_12	Coping mechanisms - started selling branded items e.g uniform	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - started selling branded items e.g uniform
V1115	q9_0_13	Coping mechanisms - implementing fees payment strategies	discrete	numeric	What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - implementing fees payment strategies
V1116	q9_1	Has financial support received from other sources affected by COVID-19?	discrete	numeric	Has financial support normally received from other sources apart from parents/guardians in this school such as from the government, donors, faith-based organizations, local and international NGO's etc been affected by COVID-19?
V1117	q9_2	How has the financial support to schools (by govts, donors, etc) been affected?	discrete	numeric	How has the financial support to schools been affected by COVID-19?
V1118	q9_3_1	Operations affected- Stopped offering some services due to limited finances whic	discrete	numeric	If the financial support has reduced/stopped, how has this affected the operations of the school? - The school has stopped offering some services due to limited finances which might affect the quality of education
V1119	q9_3_2	Operations affected- Reducing the number of teachers and hire untrained teachers	discrete	numeric	If the financial support has reduced/stopped, how has this affected the operations of the school? - The school management is planning to reduce the number of teachers and hire untrained teachers as an alternative
V1120	q9_3_3	Operations affected- Planning to relocate to a cheaper facility to reduce the co	discrete	numeric	If the financial support has reduced/stopped, how has this affected the operations of the school? - The school management is planning to relocate to a cheaper facility to reduce the cost of operations
V1121	q9_3_4	Operations affected- hasn't been affected very much	discrete	numeric	If the financial support has reduced/stopped, how has this affected the operations of the school? - hasn't been affected very much
V1122	q9_3_5	Operations affected- payment of salaries/reduction	discrete	numeric	If the financial support has reduced/stopped, how has this affected the operations of the school? - payment of salaries/reduction

V1123	q9_3_6	Operations affected- increase fee charged	discrete	numeric	If the financial support has reduced/stopped, how has this affected the operations of the school? - increase fee charged
V1124	q9_4_1	Staff management changes - Reduced the number of teachers	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the number of teachers
V1125	q9_4_2	Staff management changes - Stopped/Reduced the salary paid to teachers	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the salary paid to teachers
V1126	q9_4_3	Staff management changes - Stopped/Reduced the salary of non-teaching staff	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the salary of non-teaching staff
V1127	q9_4_4	Staff management changes - Hiring replacement teachers or new teachers at a cheaper rate	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Hiring replacement teachers or new teachers at a cheaper rate
V1128	q9_4_5	Staff management changes - Hiring untrained teachers as they are cheaper than trained	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Hiring untrained teachers as they are cheaper than trained teachers
V1129	q9_4_6	Staff management changes - None	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - None
V1130	q9_4_7	Staff management changes - Reduced the number of non-teaching staff	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the number of non-teaching staff
V1131	q9_4_8	Staff management changes - Hired new teachers/replaced those who left	discrete	numeric	What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Hired new teachers/replaced those who left
V1132	q10_1	Does this school have toilets that are gender separated	discrete	numeric	Does this school have toilets that are gender separated
V1133	q10_2	Does this school admit learners with special needs?	discrete	numeric	Does this school admit learners with special needs?
V1134	q10_3	Does this school offer discount on fees to learners with special needs	discrete	numeric	Does this school offer discount on fees to learners with special needs such as those with learning and physical disability?

V1135	q10_4	Does this school receive bursaries for tuition fees for learners with special ne	discrete	numeric	Does this school receive financial support/bursaries/scholarship for tuition fees for learners with special needs in this area?
V1136	q10_5	Does this school benefit from govt. capitation to support the school operations?	discrete	numeric	Does this school benefit from government capitation to support the school's educational operations?
V1137	q10_6	Does this school benefit from government school feeding programme?	discrete	numeric	Does this school benefit from government school feeding programme?
V1138	q10_7	Does this school have its own feeding programme (besides the govt sponsored prog	discrete	numeric	Does this school have its own school feeding programme (besides the government sponsored programme)?
V1139	q10_8	Before COVID-19, did this school have teachers trained to handle special needs	discrete	numeric	Before COVID-19, did this school have teachers who are trained to handle learners with special needs?
V1140	q10_9	To support special needs, does this school provide assistive learning devices	discrete	numeric	To support learning for learners with special needs, does this school provide assistive learning devices such as braille, RAMP etc for such learners?
V1141	q10_10	Does the school have a special unit?	discrete	numeric	Does the school have a special unit?
V1142	q10_10i	If Yes, How many streams/classes are in the special unit?	discrete	numeric	If Yes , How many streams/ classes are in the special unit?
V1143	q10_11pg_b	Special needs learners enrolled in Jan to March 2020 - Playgroup Boys	discrete	numeric	If Yes , How many PRE-PRIMARY Playgroup boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1144	q10_11pg_g	Special needs learners enrolled in Jan to March 2020-Playgroup Girls	discrete	numeric	If Yes , How many PRE-PRIMARY Playgroup girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1145	q10_11pp1_b	Special needs learners enrolled in Jan to March 2020-PP1 Boys	discrete	numeric	If Yes , How many PRE-PRIMARY 1 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1146	q10_11pp1_g	Special needs learners enrolled in Jan to March 2020-PP1 Girls	discrete	numeric	If Yes , How many PRE-PRIMARY 1 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1147	q10_11pp2_b	Special needs learners enrolled in Jan to March 2020-PP2 Boys	discrete	numeric	If Yes , How many PRE-PRIMARY 2 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1148	q10_11pp2_g	Special needs learners enrolled in Jan to March 2020-PP2 Girls	discrete	numeric	If Yes , How many PRE-PRIMARY 2 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1149	q10_11g1_b	Special needs learners enrolled in Jan to March 2020-G1 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 1 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

V1150	q10_11g1_g	Special needs learners enrolled in Jan to March 2020-G1 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 1 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1151	q10_11g2_b	Special needs learners enrolled in Jan to March 2020-G2 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 2 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1152	q10_11g2_g	Special needs learners enrolled in Jan to March 2020-G2 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 2 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1153	q10_11g3_b	Special needs learners enrolled in Jan to March 2020-G3 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 3 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1154	q10_11g3_g	Special needs learners enrolled in Jan to March 2020-G3 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 3 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1155	q10_11g4_b	Special needs learners enrolled in Jan to March 2020-G4 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 4 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1156	q10_11g4_g	Special needs learners enrolled in Jan to March 2020-G4 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 4 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1157	q10_11g5_b	Special needs learners enrolled in Jan to March 2020-G5 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 5 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1158	q10_11g5_g	Special needs learners enrolled in Jan to March 2020-G5 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 5 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1159	q10_11g6_b	Special needs learners enrolled in Jan to March 2020-G6 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 6 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1160	q10_11g6_g	Special needs learners enrolled in Jan to March 2020-G6 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 6 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1161	q10_11g7_b	Special needs learners enrolled in Jan to March 2020-G7 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 7 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1162	q10_11g7_g	Special needs learners enrolled in Jan to March 2020-G7 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 7 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1163	q10_11g8_b	Special needs learners enrolled in Jan to March 2020-G8 Boys	discrete	numeric	If Yes , How many PRIMARY Grade 8 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

V1164	q10_11g8_g	Special needs learners enrolled in Jan to March 2020-G8 Girls	discrete	numeric	If Yes , How many PRIMARY Grade 8 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1165	q10_11f1_b	Special needs learners enrolled in Jan to March 2020-F1 Boys	discrete	numeric	If Yes , How many SECONDARY Form 1 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1166	q10_11f1_g	Special needs learners enrolled in Jan to March 2020-F1 Girls	discrete	numeric	If Yes , How many SECONDARY Form 1 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1167	q10_11f2_b	Special needs learners enrolled in Jan to March 2020-F2 Boys	discrete	numeric	If Yes , How many SECONDARY Form 2 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1168	q10_11f2_g	Special needs learners enrolled in Jan to March 2020-F2 Girls	discrete	numeric	If Yes , How many SECONDARY Form 2 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1169	q10_11f3_b	Special needs learners enrolled in Jan to March 2020-F3 Boys	discrete	numeric	If Yes , How many SECONDARY Form 3 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1170	q10_11f3_g	Special needs learners enrolled in Jan to March 2020-F3 Girls	discrete	numeric	If Yes , How many SECONDARY Form 3 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1171	q10_11f4_b	Special needs learners enrolled in Jan to March 2020-F4 Boys	discrete	numeric	If Yes , How many SECONDARY Form 4 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1172	q10_11f4_g	Special needs learners enrolled in Jan to March 2020-F4 Girls	discrete	numeric	If Yes , How many SECONDARY Form 4 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?
V1173	q10_12_g4_b	Special unit enrolment in Oct-Dec20-G4 Boys	discrete	numeric	How many boys are in grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V1174	q10_12_g4_g	Special unit enrolment in Oct-Dec20-G4 Girls	discrete	numeric	How many girls are in grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V1175	q10_12_g8_b	Special unit enrolment in Oct-Dec20-G8 Boys	discrete	numeric	How many boys are in grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)
V1176	q10_12_g8_g	Special unit enrolment in Oct-Dec20-G8 Girls	discrete	numeric	How many girls are in grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)
V1177	q10_12_f4_b	Special unit enrolment in Oct-Dec20-F4 Boys	discrete	numeric	How many boys are in Form 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V1178	q10_12_f4_g	Special unit enrolment in Oct-Dec20-F4 Girls	discrete	numeric	How many girls are in Form 4 at the specified period SCHOOLS RE-OPENING (October 2020)
V1179	q10_13pg_b	Special needs learners enrolled in Jan to March 2021 - Playgroup Boys	discrete	numeric	How many boys are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

V1180	q10_13pg_g	Special needs learners enrolled in Jan to March 2021-Playgroup Girls	discrete	numeric	How many girls are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1181	q10_13pp1_b	Special needs learners enrolled in Jan to March 2021-PP1 Boys	discrete	numeric	How many boys are in PRE-PRIMARY PP1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1182	q10_13pp1_g	Special needs learners enrolled in Jan to March 2021-PP1 Girls	discrete	numeric	How many girls are in PRE-PRIMARY PP1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1183	q10_13pp2_b	Special needs learners enrolled in Jan to March 2021-PP2 Boys	discrete	numeric	How many boys are in PRE-PRIMARY PP2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1184	q10_13pp2_g	Special needs learners enrolled in Jan to March 2021-PP2 Girls	discrete	numeric	How many girls are in PRE-PRIMARY PP2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1185	q10_13g1_b	Special needs learners enrolled in Jan to March 2021-G1 Boys	discrete	numeric	How many boys are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1186	q10_13g1_g	Special needs learners enrolled in Jan to March 2021-G1 Girls	discrete	numeric	How many girls are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1187	q10_13g2_b	Special needs learners enrolled in Jan to March 2021-G2 Boys	discrete	numeric	How many boys are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1188	q10_13g2_g	Special needs learners enrolled in Jan to March 2021-G2 Girls	discrete	numeric	How many girls are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1189	q10_13g3_b	Special needs learners enrolled in Jan to March 2021-G3 Boys	discrete	numeric	How many boys are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1190	q10_13g3_g	Special needs learners enrolled in Jan to March 2021-G3 Girls	discrete	numeric	How many girls are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1191	q10_13g4_b	Special needs learners enrolled in Jan to March 2021-G4 Boys	discrete	numeric	How many boys are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1192	q10_13g4_g	Special needs learners enrolled in Jan to March 2021-G4 Girls	discrete	numeric	How many girls are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1193	q10_13g5_b	Special needs learners enrolled in Jan to March 2021-G5 Boys	discrete	numeric	How many boys are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1194	q10_13g5_g	Special needs learners enrolled in Jan to March 2021-G5 Girls	discrete	numeric	How many girls are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1195	q10_13g6_b	Special needs learners enrolled in Jan to March 2021-G6 Boys	discrete	numeric	How many boys are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1196	q10_13g6_g	Special needs learners enrolled in Jan to March 2021-G6 Girls	discrete	numeric	How many girls are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1197	q10_13g7_b	Special needs learners enrolled in Jan to March 2021-G7 Boys	discrete	numeric	How many boys are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

V1198	q10_13g7_g	Special needs learners enrolled in Jan to March 2021-G7 Girls	discrete	numeric	How many girls are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1199	q10_13g8_b	Special needs learners enrolled in Jan to March 2021-G8 Boys	discrete	numeric	How many boys are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1200	q10_13g8_g	Special needs learners enrolled in Jan to March 2021-G8 Girls	discrete	numeric	How many girls are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1201	q10_13f1_b	Special needs learners enrolled in Jan to March 2021-F1 Boys	discrete	numeric	How many boys are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1202	q10_13f1_g	Special needs learners enrolled in Jan to March 2021-F1 Girls	discrete	numeric	How many girls are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1203	q10_13f2_b	Special needs learners enrolled in Jan to March 2021-F2 Boys	discrete	numeric	How many boys are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1204	q10_13f2_g	Special needs learners enrolled in Jan to March 2021-F2 Girls	discrete	numeric	How many girls are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1205	q10_13f3_b	Special needs learners enrolled in Jan to March 2021-F3 Boys	discrete	numeric	How many boys are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1206	q10_13f3_g	Special needs learners enrolled in Jan to March 2021-F3 Girls	discrete	numeric	How many girls are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1207	q10_13f4_b	Special needs learners enrolled in Jan to March 2021-F4 Boys	discrete	numeric	How many boys are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1208	q10_13f4_g	Special needs learners enrolled in Jan to March 2021-F4 Girls	discrete	numeric	How many girls are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)
V1209	q10_14pg_b	Special needs learners enrolled in July 2021 -Playgroup Boys	discrete	numeric	How many boys are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1210	q10_14pg_g	Special needs learners enrolled in July 2021-Playgroup Girls	discrete	numeric	How many girls are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1211	q10_14pp1_b	Special needs learners enrolled in July 2021-PP1 Boys	discrete	numeric	How many boys are in PRE-PRIMARY PP1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1212	q10_14pp1_g	Special needs learners enrolled in July 2021-PP1 Girls	discrete	numeric	How many girls are in PRE-PRIMARY PP1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1213	q10_14pp2_b	Special needs learners enrolled in July 2021-PP2 Boys	discrete	numeric	How many boys are in PRE-PRIMARY PP2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1214	q10_14pp2_g	Special needs learners enrolled in July 2021-PP2 Girls	discrete	numeric	How many girls are in PRE-PRIMARY PP2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1215	q10_14g1_b	Special needs learners enrolled in July 2021-G1 Boys	discrete	numeric	How many boys are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

V1216	q10_14g1_g	Special needs learners enrolled in July 2021-G1 Girls	discrete	numeric	How many girls are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1217	q10_14g2_b	Special needs learners enrolled in July 2021-G2 Boys	discrete	numeric	How many boys are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1218	q10_14g2_g	Special needs learners enrolled in July 2021-G2 Girls	discrete	numeric	How many girls are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1219	q10_14g3_b	Special needs learners enrolled in July 2021-G3 Boys	discrete	numeric	How many boys are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1220	q10_14g3_g	Special needs learners enrolled in July 2021-G3 Girls	discrete	numeric	How many girls are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1221	q10_14g4_b	Special needs learners enrolled in July 2021-G4 Boys	discrete	numeric	How many boys are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1222	q10_14g4_g	Special needs learners enrolled in July 2021-G4 Girls	discrete	numeric	How many girls are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1223	q10_14g5_b	Special needs learners enrolled in July 2021-G5 Boys	discrete	numeric	How many boys are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1224	q10_14g5_g	Special needs learners enrolled in July 2021-G5 Girls	discrete	numeric	How many girls are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1225	q10_14g6_b	Special needs learners enrolled in July 2021-G6 Boys	discrete	numeric	How many boys are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1226	q10_14g6_g	Special needs learners enrolled in July 2021-G6 Girls	discrete	numeric	How many girls are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1227	q10_14g7_b	Special needs learners enrolled in July 2021-G7 Boys	discrete	numeric	How many boys are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1228	q10_14g7_g	Special needs learners enrolled in July 2021-G7 Girls	discrete	numeric	How many girls are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1229	q10_14g8_b	Special needs learners enrolled in July 2021-G8 Boys	discrete	numeric	How many boys are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1230	q10_14g8_g	Special needs learners enrolled in July 2021-G8 Girls	discrete	numeric	How many girls are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1231	q10_14f1_b	Special needs learners enrolled in July 2021-F1 Boys	discrete	numeric	How many boys are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1232	q10_14f1_g	Special needs learners enrolled in July 2021-F1 Girls	discrete	numeric	How many girls are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1233	q10_14f2_b	Special needs learners enrolled in July 2021-F2 Boys	discrete	numeric	How many boys are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

V1234	q10_14f2_g	Special needs learners enrolled in July 2021-F2 Girls	discrete	numeric	How many girls are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1235	q10_14f3_b	Special needs learners enrolled in July 2021-F3 Boys	discrete	numeric	How many boys are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1236	q10_14f3_g	Special needs learners enrolled in July 2021-F3 Girls	discrete	numeric	How many girls are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1237	q10_14f4_b	Special needs learners enrolled in July 2021-F4 Boys	discrete	numeric	How many boys are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1238	q10_14f4_g	Special needs learners enrolled in July 2021-F4 Girls	discrete	numeric	How many girls are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)
V1239	q10_15pg_b	Special unit's headcount during data collection - Playgroup Boys	discrete	numeric	How many boys in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)
V1240	q10_15pg_g	Special unit's headcount during data collection- Playgroup Girls	discrete	numeric	How many girls in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)
V1241	q10_15pp1_b	Special unit's headcount during data collection-PP1 Boys	discrete	numeric	How many boys in PRE-PRIMARY PP1 are present on the interview date (HEAD COUNT)
V1242	q10_15pp1_g	Special unit's headcount during data collection-PP1 Girls	discrete	numeric	How many girls in PRE-PRIMARY PP1 are present on the interview date (HEAD COUNT)
V1243	q10_15pp2_b	Special unit's headcount during data collection-PP2 Boys	discrete	numeric	How many boys in PRE-PRIMARY PP2 are present on the interview date (HEAD COUNT)
V1244	q10_15pp2_g	Special unit's headcount during data collection-PP2 Girls	discrete	numeric	How many girls in PRE-PRIMARY PP2 are present on the interview date (HEAD COUNT)
V1245	q10_15g1_b	Special unit's headcount during data collection-G1 Boys	discrete	numeric	How many boys in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)
V1246	q10_15g1_g	Special unit's headcount during data collection-G1 Girls	discrete	numeric	How many girls in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)
V1247	q10_15g2_b	Special unit's headcount during data collection-G2 Boys	discrete	numeric	How many boys in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)
V1248	q10_15g2_g	Special unit's headcount during data collection-G2 Girls	discrete	numeric	How many girls in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)
V1249	q10_15g3_b	Special unit's headcount during data collection-G3 Boys	discrete	numeric	How many boys in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)
V1250	q10_15g3_g	Special unit's headcount during data collection-G3 Girls	discrete	numeric	How many girls in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)
V1251	q10_15g4_b	Special unit's headcount during data collection-G4 Boys	discrete	numeric	How many boys in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)

V1252	q10_15g4_g	Special unit's headcount during data collection-G4 Girls	discrete	numeric	How many girls in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)
V1253	q10_15g5_b	Special unit's headcount during data collection-G5 Boys	discrete	numeric	How many boys in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)
V1254	q10_15g5_g	Special unit's headcount during data collection-G5 Girls	discrete	numeric	How many girls in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)
V1255	q10_15g6_b	Special unit's headcount during data collection-G6 Boys	discrete	numeric	How many boys in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)
V1256	q10_15g6_g	Special unit's headcount during data collection-G6 Girls	discrete	numeric	How many girls in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)
V1257	q10_15g7_b	Special unit's headcount during data collection-G7 Boys	discrete	numeric	How many boys in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)
V1258	q10_15g7_g	Special unit's headcount during data collection-G7 Girls	discrete	numeric	How many girls in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)
V1259	q10_15g8_b	Special unit's headcount during data collection-G8 Boys	discrete	numeric	How many boys in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)
V1260	q10_15g8_g	Special unit's headcount during data collection-G8 Girls	discrete	numeric	How many girls in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)
V1261	q10_15f1_b	Special unit's headcount during data collection-F1 Boys	discrete	numeric	How many boys in SECONDARY FORM 1 are present on the interview date (HEAD COUNT)
V1262	q10_15f1_g	Special unit's headcount during data collection-F1 Girls	discrete	numeric	How many girls in SECONDARY FORM 1 are present on the interview date (HEAD COUNT)
V1263	q10_15f2_b	Special unit's headcount during data collection-F2 Boys	discrete	numeric	How many boys in SECONDARY FORM 2 are present on the interview date (HEAD COUNT)
V1264	q10_15f2_g	Special unit's headcount during data collection-F2 Girls	discrete	numeric	How many girls in SECONDARY FORM 2 are present on the interview date (HEAD COUNT)
V1265	q10_15f3_b	Special unit's headcount during data collection-F3 Boys	discrete	numeric	How many boys in SECONDARY FORM 3 are present on the interview date (HEAD COUNT)
V1266	q10_15f3_g	Special unit's headcount during data collection-F3 Girls	discrete	numeric	How many girls in SECONDARY FORM 3 are present on the interview date (HEAD COUNT)
V1267	q10_15f4_b	Special unit's headcount during data collection-F4 Boys	discrete	numeric	How many boys in SECONDARY FORM 4 are present on the interview date (HEAD COUNT)
V1268	q10_15f4_g	Special unit's headcount during data collection-F4 Girls	discrete	numeric	How many girls in SECONDARY FORM 4 are present on the interview date (HEAD COUNT)

HouseholdID (hhid)

File: lcps_hh_data

Overview

Type: Discrete
 Format: character
 Width: 11

Valid cases: 883
 Invalid: 0

Literal question

Household ID

Name of the informal settlement (slumID)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

SLUM Name

Date of interview (doi)

File: lcps_hh_data

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 883
 Minimum: NaN
 Maximum: NaN

Literal question

DATE OF INTERVIEW (DD/MM/YYYY)

RECODE of hh_members (Total number of HH members) (hh_size)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Household Head sex

RECODE of hh_members (Total number of HH members) (hh_size)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Household Size

Household wealth score (w_score) File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 17
 Decimals: 0
 Range: -5.91825294494629-6.51814222335815

Valid cases: 883
 Invalid: 0
 Minimum: -5.9
 Maximum: 6.5
 Mean: -0
 Standard deviation: 1.9

Literal question

Household wealth score

Wealth quintile (wtile5) File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Wealth quintile

Wealth tertile (wtile3) File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Wealth tertile

Household head age (hhh_age) File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 22-76

Valid cases: 883
 Invalid: 0
 Minimum: 22
 Maximum: 76
 Mean: 40.9
 Standard deviation: 10.3

Literal question

Household head age

RECODE of hhh_age (Household head age) (hhh_age_cat)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

RECODE of hhh_age (Household head age)

RECODE of hhh_age (Household head age) (hhh_age_categ)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

RECODE of hhh_age (Household head age)

Consent: Please select the outcome of consent (q1_19)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Would you like to participate in this research?

Type of consent obtained (q1_19_type)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Is the consent obtained from the participant or obtained from a witness?

ARE YOU THE HOUSEHOLD HEAD? (q1_10)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

ARE YOU THE HOUSEHOLD HEAD?

Interviewer instructions

IF THE RESPONDENT IS NOT THE HOUSEHOLD HEAD OR SOMEONE CREDIBLE TO BE A HOUSEHOLD ALTERNATE [TERMINATE SURVEY OR LOOK LATER. A CREDIBLE HOUSEHOLD ALTERNATE IS SOMEONE WHO HAS LIVED IN THE HOUSEHOLD FOR AT LEAST 1 YEAR AND IS DIRECTLY RESPONSIBLE AND INVOLVED IN THE EDUCATIONAL MATTERS OF THE SCHOOL GOING CHILD/CHILDREN

DO YOU HAVE A SCHOOL AGE CHILD/CHILDREN OR DEPENDANTS IN THIS HH? (q1_11)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

DO YOU HAVE A SCHOOL AGE CHILD/CHILDREN OR DEPENDANTS IN THIS HH?

Post question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Interviewer instructions

FW'S NOTE: ::: Including children in boarding school

FW'S NOTE: IF THERE IS NO SCHOOL AGE CHILD(REN) IN THIS HOUSEHOLD -> END OF INTERVIEW

6-18yrs old in Pre-Primary (q1_11_ii_prepri)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Pre question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Pre-Primary

6-18yrs old in Primary (q1_11_ii_pri)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Pre question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Primary

6-18yrs old in Secondary (q1_11_ii_sec)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Pre question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Secondary

6-18yrs old in Tertiary (q1_11_ii_ter)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Pre question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Tertiary

6-18yrs old not in school (q1_11_ii_not sch)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Pre question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Not in school

6-18yrs old in transition (q1_11_ii_intrans)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Pre question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ?

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? In transition

Q1_11_ii_sum (q1_11_ii_sum)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

IF YES, HOW MANY CHILDREN ARE IN SCHOOL GOING AGE ? Sum of children in the school going age listed for different age categories

HOUSEHOLD HEAD'S GENDER (sex) (q1_12)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

HOUSEHOLD HEAD'S GENDER (sex)

Respondent's date of birth (q1_16)

File: lcps_hh_data

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 883
 Minimum: NaN
 Maximum: NaN

Literal question

Respondent's date of birth

Total number of HH members (hh_members)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Total number of HH members

Interviewer instructions

FW'S NOTE:: Start the list with the Head of the household, then the Household Head's spouse(where applicable) then their children. Ask the respondent to also include the children in boarding school

How long has your household lived in your current neighbourhood?

(q2_1)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

How long has your household lived in your current neighbourhood?

Has any child left this household to live in another household due to loss of in (q2_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

Has any child left this household to live in another household due to loss of income caused by COVID-19?

How has your household income been affected by COVID-19? (q2_3)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

How has your household income been affected by COVID-19?

Do you pay the same amount of rent now as you did before COVID-19
 (q2_6)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Do you pay the same amount of rent now as you did before COVID-19

In this family, who has the final say on whether children should go to
 school or (q2_11)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

In this family, who has the final say on whether children should go to school or not?

What is the main language spoken in this household? (q2_11_i)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

What is the main language spoken in this household?

Have all children aged 6-18 years in this HH gone back to sch since
 reopening (q3_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Have all school going children aged between 6-18 years in this household gone back to school since schools re-opened?

How many children aged 6-18 years in this HH are currently enrolled in school? (q3_2)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

How many school going children aged 6-18 years in this household are currently enrolled in school?

Is there a child in this HH who was in school before COVID-19 not enrolled back (q3_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Is there a child(ren) or dependant(s) in this household who was in school before COVID-19 and was not enrolled when Schools re-opened?

Post question

If YES, how many school-going children aged 6-18 years by gender were not enrolled when schools re-opened?

Male children who did not return to school after reopening (q3_4_m)

File: lcps_hh_data

Overview

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

Valid cases: 45
 Invalid: 838

Pre question

If YES, to 3.3

Literal question

If YES, how many male school-going children aged 6-18 years were not enrolled when schools re-opened?

Female children who did not return to school after reopening (q3_4_f)

File: lcps_hh_data

Overview

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

Valid cases: 45
 Invalid: 838

Pre question

If YES, to 3.3

Literal question

If YES, how many female school-going children aged 6-18 years were not enrolled when schools re-opened?

Number of children who did not return to school after reopening (q3_4_sum)

File: lcps_hh_data

Overview

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

Valid cases: 45
 Invalid: 838

Pre question

If YES, to 3.3

Literal question

Number of male and female children who did not return to school after reopening

Not enrolled after reopening - Lack of school fees (q3_5_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 45
 Invalid: 838

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

They were not enrolled for Lack of school fees

Not enrolled after reopening - The learner dropped off/not interested to go back (q3_5_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 45
 Invalid: 838

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

They were not enrolled because the learner dropped off from school and was not interested to go back

Not enrolled after reopening - Family needed some support from the learner due to (q3_5_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 45
 Invalid: 838

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

They were not enrolled because the family needed some support from the learner due to effect of COVID-19

Not enrolled after reopening - No nearby school as previous one closed permanent (q3_5_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 45
 Invalid: 838

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

They were not enrolled because there was no nearby school as previous school closed permanently

Not enrolled after reopening - Girl got pregnant (q3_5_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 5
 Invalid: 878

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

They were not enrolled because Girl got pregnant

Not enrolled after reopening - Health issues/injury (q3_5_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 1
Invalid: 882

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

They were not enrolled because of health issues/injury

Not enrolled after reopening - Other (Specify) (q3_5_96)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 45
Invalid: 838

Pre question

If there are school-going child(ren) who were not enrolled when schools re-opened, why were they not enrolled?

Literal question

Specify other reasons why the learners were not enrolled

4.1. What is your main source of income? (q4_1)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

What is your main source of income?

If you have an income, which type of income generating activity matches your sit (q4_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 133
Invalid: 750

Literal question

If you have an income, which type of income generating activity matches your situation?

How many days do you work per week in your MAIN SOURCE, of employment/work? (q4_3)

File: lcps_hh_data

Overview

Type: Discrete	Valid cases: 858
Format: numeric	Invalid: 25
Width: 1	
Decimals: 0	
Range: 0-7	

Literal question

How many days do you work per week in your MAIN SOURCE, of employment/work?

Have you been working in the last 6 months? (q4_4)

File: lcps_hh_data

Overview

Type: Discrete	Valid cases: 858
Format: numeric	Invalid: 25
Width: 2	
Decimals: 0	
Range: 0-98	

Literal question

Have you been working in the last 6 months?

If NO, when did you stop working (q4_4_i)

File: lcps_hh_data

Overview

Type: Discrete	Valid cases: 166
Format: character	Minimum: NaN
Width: 10	Maximum: NaN

Pre question

If NO to 4.4

Literal question

If NO, when did you stop working

Were you in any form of employment before the start of COVID-19 (early 2020)? (q4_5)

File: lcps_hh_data

Overview

Type: Discrete	Valid cases: 883
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-98	

Literal question

Were you in any form of employment before the start of COVID-19 (in early 2020)?

How many days per week did you work before the start of COVID-19?
(q4_6)

File: lcps_hh_data

Overview

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

Valid cases: 674
Invalid: 209

Literal question

How many days per week did you work before the start of COVID-19?

Did you lose your employment as a result of COVID-19? (q4_7)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 674
Invalid: 209

Literal question

4.7. Did you lose your employment as a result of COVID-19?

Have you or members of your HH shifted to your current location since COVID-19 b (q5_1a)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Have you or members of your household shifted to your current location since COVID 19 began?

If YES, how long have you been in your current location? (q5_1b)

File: lcps_hh_data

Overview

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

Valid cases: 71
Invalid: 812

Pre question

Have you or members of your household shifted to your current location since COVID 19 began?

Literal question

If YES, how long have you been in your current location?

Any of neighbours shifted - Yes, moved within the informal settlement
(q5_2a_1)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, moved within the informal settlement

Any of neighbours shifted - Yes, moved to other informal settlement
(q5_2a_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, moved to other informal settlement

Any of neighbours shifted - Yes, moved to a formal settlement within
Nairobi (q5_2a_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, moved to a formal settlement within Nairobi

Any of neighbours shifted - Yes, Moved to rural area (q5_2a_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Yes, Moved to rural area

Any of neighbours shifted - No neighbour has moved (q5_2a_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? No neighbour has moved

Any of neighbours shifted - Don't know (q5_2a_98)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020? Don't know

If YES, how many have moved? (q5_2b)

File: lcps_hh_data

Overview

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

Valid cases: 128
 Invalid: 755

Pre question

Have your two immediate neighbours (1 to the right and t to the left) moved out of this neighbourhood since COVID-19 began in the country March 2020?

Literal question

If YES, how many have moved?

Were any of the children aged 6-18 years learning through distance learning solu (q6_1a)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

EdTech tools used - Radio (q6_1b_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 254
 Invalid: 629

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? Radio

EdTech tools used - TV (q6_1b_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 254
 Invalid: 629

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? TV

EdTech tools used - Smartphone (q6_1b_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 254
 Invalid: 629

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? Smartphone

EdTech tools used - Internet (YouTube, Bluebeans, google classroom, zoom) (q6_1b_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 254
 Invalid: 629

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? Internet (YouTube, Bluebeans, google classroom, zoom)

EdTech tools used - Text books/revision papers (q6_1b_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? Text books/Revision papers

EdTech tools used - text messages/assignments via whatsapp (q6_1b_6)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? text messages/assignments via whatsapp

EdTech tools used - Other (specify) (q6_1b_96)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 254
 Invalid: 629

Pre question

Were any of the school-going children learning through any of the following distance learning solutions during the period of school closure due to COVID-19?

Literal question

If YES to the above question, what were the edtech tools that were used by the children? others (specify)

Male children study behaviour during closure - Study Alone (q7_1_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 608
 Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study Alone

Male children study behaviour during closure - Study Under Guidance of Parents/g (q7_1_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 608
 Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study Under Guidance of Parents

Male children study behaviour during closure - Study Under Guidance of Siblings/ (q7_1_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 608
Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study Under Guidance of Siblings

Male children study behaviour during closure - Private coaching or tuition/libra (q7_1_4)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 608
Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Private coaching or tuition

Male children study behaviour during closure - online resources or mobile phones (q7_1_5)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 608
Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study using online resources or mobile phones

Male children study behaviour during closure - Study using radio (q7_1_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 608
Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study using radio

Male children study behaviour during closure - Study using TV resources (q7_1_7)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 608
Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? Study using TV resources

Male children study behaviour during closure - None of the above (q7_1_8)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 608
Invalid: 275

Literal question

How did the male children in this household study during the closure of schools due to COVID-19 pandemic? None of the above

On average, how many hrs per day did the eldest male child spend in education ac (q7_2)

File: lcps_hh_data

Overview

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

Valid cases: 608
Invalid: 275

Literal question

On average, how many hours per day did the eldest male child spend in education activities in a typical day in this household

What was the number one activity the male child was engaged in when schools were (q7_3_i)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 608
 Invalid: 275

Literal question

What was the number one activity the male child was engaged in when schools were closed during COVID 19? [NUMBER 1 ACTIVITY]

Interviewer instructions

[NUMBER 1 ACTIVITY]

What was the #2 activity the male child was engaged in when schools were closed (q7_3_ii)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 608
 Invalid: 275

Literal question

What was the number two activity the male child was engaged in when schools were closed during COVID 19? [NUMBER 2 ACTIVITY]

Interviewer instructions

[NUMBER 2 ACTIVITY]

If the HH has a male child(ren), what was his least preferred activity(No.3)? (q7_3_iii)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 608
 Invalid: 275

Literal question

If the household has a male child(ren), what was his least preferred activity?

Interviewer instructions

[LEAST ACTIVITY]

Female children study behaviour during closure - Study Alone (q7_4_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 658
 Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- Study Alone

Female children study behaviour during closure - Study Under Guidance of Parents (q7_4_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 658
Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- Study Under Guidance of Parents

Female children study behaviour during closure - under guidance of Siblings (q7_4_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 658
Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- Study Under Guidance of Siblings

Female children study behaviour during closure - Private coaching or tuition/wit (q7_4_4)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 658
Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- Private coaching or tuition

Female children study behaviour during closure - online resources or mobile phon (q7_4_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 658
 Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
 - Study using online resources or mobile phones

Female children study behaviour during closure - Study using radio (q7_4_6)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 658
 Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
 - Study using radio

Female children study behaviour during closure - Study using TV resources (q7_4_7)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 658
 Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
 - Study using TV resources

Female children study behaviour during closure - None of the above (q7_4_8)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 658
 Invalid: 225

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
 - None of the above

Male children study behaviour during closure - didn't study,or just played (q7_1_10)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- Didn't study just played

Female children study behaviour during closure - Playing (q7_4_10)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- Playing

Female children study behaviour during closure - life skills through CBOs (q7_4_11)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- life skills through CBOs

Female children study behaviour during closure - religious e.g madrassa (q7_4_12)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

What educational activities were the female child(ren) of this household engaged in during school closure due to COVID-19
- religious e.g madrassa

On average, how many hours do eldest female child spend in education activities (q7_5)

File: lcps_hh_data

Overview

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

Valid cases: 658
Invalid: 225

Literal question

On average, how many hours do eldest female child spend in education activities in a typical day?

What was the number 1 activity that the female child of the household engaged on (q7_6_i)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 658
Invalid: 225

Literal question

What was the number 1 activity that the female child of the household engaged on?

Interviewer instructions

[NUMBER 1 ACTIVITY]

What was the second (number 2) activity of the female child of the HH (q7_6_ii)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 658
Invalid: 225

Literal question

What was the second (number 2) activity of the female child of the household?

Interviewer instructions

[NUMBER 2 ACTIVITY]

What was the least activity that the oldest female child of this HH engaged (q7_6_iii)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 658
 Invalid: 225

Literal question

What was the least activity that the oldest female child of this household engaged in during school closure due to COVID-19

Interviewer instructions

[LEAST ACTIVITY]

Do you know any child denied admission to a Pri. school before COVID-19? (q8_3a_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Did you or anyone you know in this neighbourhood get denied enrollment/admission in the preferred and nearby school before COVID-19? - Primary School

Post question

If yes, why was the admission denied?

Do you know any child denied admission to a Sec. school before COVID-19? (q8_3a_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Did you or anyone you know in this neighbourhood get denied enrollment/admission in the preferred and nearby school before COVID-19? - Secondary School

Post question

If yes, why was the admission denied?

Why was admission in Pri. denied? - Capacity constraints due to social distancin (q8_3b_1_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 71
 Invalid: 812

Literal question

If yes, why was the admission denied in primary school? Capacity constraints at school due to social distancing

Why was admission in Pri. denied? -Lack of documentation such as birth certificate (q8_3b_1_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 71
 Invalid: 812

Literal question

If yes, why was the admission denied in primary school? Lack of necessary documentation such as birth certificates

Why was admission in Pri. denied? -Pregnancy (q8_3b_1_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 71
 Invalid: 812

Literal question

If yes, why was the admission denied in primary school? Pregnancy

Why was admission in Pri. denied? - Lack of enough fees (q8_3b_1_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 71
 Invalid: 812

Literal question

If yes, why was the admission denied in primary school? Lack of enough fees

Why was admission in Sec. denied? - Capacity constraints due to social distancing (q8_3b_2_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 39
 Invalid: 844

Literal question

If yes, why was the admission denied in secondary school? Capacity constraints at school due to social distancing

Why was admission in Sec. denied? -Lack of documentation such as birth certificate (q8_3b_2_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 39
 Invalid: 844

Literal question

If yes, why was the admission denied in secondary school? Lack of necessary documentation such as birth certificates

Why was admission in Sec. denied? -Pregnancy (q8_3b_2_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 39
 Invalid: 844

Literal question

If yes, why was the admission denied in secondary school? Pregnancy

Why was admission in Pri. denied? - Lack of enough fees (q8_3b_2_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 39
 Invalid: 844

Literal question

If yes, why was the admission denied in secondary school? Lack of enough fees

Why was admission in Pri. denied? - poor performance (q8_3b_2_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 39
 Invalid: 844

Literal question

If yes, why was the admission denied in secondary school? - poor performance

Any child you know denied admission when schools re-opened in Pri?
 (q8_4a_i)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Did you or anyone you know in this neighbourhood get denied re-enrollment/admission in the preferred and nearby school when schools re-opened after long closure due to COVID-19? - Primary School

Post question

If yes, why was the admission denied?

Any child you know denied admission when schools re-opened in Sec?
 (q8_4a_ii)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Did you or anyone you know in this neighbourhood get denied re-enrollment/admission in the preferred and nearby school when schools re-opened after long closure due to COVID-19? - Secondary School

Why was admission in Pri. denied upon reopening - Capacity
 constraints/social di (q8_4b_1_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 100
 Invalid: 783

Literal question

If yes, why was the primary school admission denied? Capacity constraints at school due to social distancing

Why was admission in Pri. denied upon reopening - Lack of documentation such as (q8_4b_1_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 100
Invalid: 783

Literal question

If yes, why was the primary school admission denied? Lack of necessary documentation such as birth certificates

Why was admission in Pri. denied upon reopening - Pregnancy (q8_4b_1_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 100
Invalid: 783

Literal question

If yes, why was the primary school admission denied? Pregnancy

Why was admission in Pri. denied upon reopening - inadequate fees (q8_4b_1_4)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 100
Invalid: 783

Literal question

If yes, why was the primary school admission denied? Inadequate fees

Why was admission in Pri. denied upon reopening - disability/special needs (q8_4b_1_5)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 100
Invalid: 783

Literal question

If yes, why was the primary school admission denied? Disability/special needs

Why was admission in Pri. denied upon reopening - poor performance (q8_4b_1_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 100
Invalid: 783

Literal question

If yes, why was the primary school admission denied? Poor performance

Why was admission in Sec. denied upon reopening - Capacity constraints/social di (q8_4b_2_1)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 58
Invalid: 825

Literal question

If yes, why was the secondary school admission denied? Capacity constraints at school due to social distancing

Why was admission in Sec. denied upon reopening - Lack of documentation such as (q8_4b_2_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 58
Invalid: 825

Literal question

If yes, why was the secondary school admission denied? Lack of necessary documentation such as birth certificates

Why was admission in Sec. denied upon reopening - Pregnancy (q8_4b_2_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 58
Invalid: 825

Literal question

If yes, why was the secondary school admission denied? Pregnancy

Why was admission in Pri. denied upon reopening - inadequate fees (q8_4b_2_4) File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 58
Invalid: 825

Literal question

If yes, why was the secondary school admission denied? Inadequate fees

Why was admission in Pri. denied upon reopening - poor performance (q8_4b_2_6) File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 58
Invalid: 825

Literal question

If yes, why was the secondary school admission denied? Poor performance

8.5. Are you concerned about the safety of your children to and from school? (q8_5) File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Are you concerned about the safety of your children to and from school ?

Post question

If YES, What is your main concern about your child/children's safety?

If YES, main concern about your child/children's safety?- insecurity (q8_5_1) File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? Insecurity

If YES, main concern about your child/children's safety?-
abduction/kidnapping (q8_5_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? Abduction/kidnapping

If YES, Main concern about your child/children's safety?- peer pressure
(q8_5_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? Peer pressure

If YES, Main concern about your children's safety?- road
accidents(motorbikes/mo (q8_5_4)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? road accidents(motorbikes/motor vehicle)

If YES, Main concern about your children's safety?- COVID-19 infection
(q8_5_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? COVID-19 Infection

If YES, Main concern about your children's safety?- Rape incidents
 (q8_5_6)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? Rape incidents

If YES, Main concern about your children's safety?- dirty
 environment/flood (q8_5_7)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? Dirty environment/food

If YES, Main concern about your children's safety?- too far (q8_5_8)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

If YES, What is your main concern about your child/children's safety? Too far

How far is the nearest primary school from where your HH currently
 lives? (q8_6_1)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

How far is the nearest primary school from where your household currently lives?

How far is the nearest secondary sch. from where your HH currently lives? (q8_6_2)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

How far is the nearest secondary school from where your household currently lives?

Does distance from home to school determine if you will enroll the child/ren (q8_9)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Does distance from home to school determine if you will enroll the child/ren to that school now or in the near future?

If your child(ren) is currently attending a school far from where you live, are (q8_10)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

If your child(ren) or dependant(s) is currently attending a school that is far from where you live, are you concerned about your child/ren's safety to and from school?

Post question

If yes, why?

If you are concerned about their safety, why?- insecurity (q8_11_1)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- insecurity

If you are concerned about their safety, why?- abduction/kidnapping (q8_11_2)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- abduction/kidnapping

If you are concerned about their safety, why?- peer pressure (q8_11_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- peer pressure

If you are concerned about their safety, why?- road accidents(motorbikes/motoris (q8_11_4)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- road accidents(motorbikes/motor vehicles)

If you are concerned about their safety, why?- COVID-19 infection
(q8_11_5)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- COVID-19 Infection

If you are concerned about their safety, why?- Rape incidents
(q8_11_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- Rape incidents

If you are concerned about their safety, why?- dirty environment/flood
(q8_11_7)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- Dirty environment/flood

If you are concerned about their safety, why?- too far (q8_11_8)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

If you are concerned about their safety, why?- too far

Did the sch your child/ren attended before closure due to COVID-19
admit learne (q9_1)
File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Did the school your child/ren attended before school closure due to COVID-19 admit learners with special needs?

How learners with special needs been affected by COVID-19 - Lack of
resources to (q9_2_1)
File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: Lack of resources to support learning once enrolled

How learners with special needs been affected by COVID-19 - Reduced
number of qu (q9_2_2)
File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: Reduced number of qualified special needs teachers

How learners with special needs been affected by COVID-19 - rarely
admitted due (q9_2_3)
File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: Special needs learners rarely admitted due to effects from COVID-19

How learners with special needs been affected by COVID-19 - Don't Know (q9_2_4)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: Don't Know

How learners with special needs been affected by COVID-19 - a decline in sponsor (q9_2_5)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: A decline in sponsor

How learners with special needs been affected by COVID-19 - feeding programme st (q9_2_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19

How learners with special needs been affected by COVID-19 - observing COVID prot (q9_2_7)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 199
 Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: observing covid protocols

How learners with special needs been affected by COVID-19 - number of teachers a (q9_2_8)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 199
 Invalid: 684

Literal question

In your opinion how have the learners with special needs been affected by COVID-19: number of teachers a

Did the school your child/ren attend before COVID-19 offer discount on fees (q9_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 199
 Invalid: 684

Literal question

Did the school your child/ren attend before COVID-19 offer discount on fees to learners with special needs

Interviewer instructions

FW'S NOTE:Special needs in this case mean(physical disability, autism)?

If yes, has COVID-19 affected the fees discount that was previously offered to l (q9_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 51
 Invalid: 832

Literal question

If yes, has COVID-19 affected the fees discount that was previously offered to learners with special needs after schools resumed?

Before COVID 19, were learners with special needs in the school where your (q9_5)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

Before COVID 19, were learners with special needs in the school where your child /children attend get any meal (Uji/tea or lunch) free of charge?

If yes, is lunch for learners with special needs still being provided after (q9_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 88
Invalid: 795

Literal question

If Yes, is lunch for learners with special needs still being provided after schools resumed?

Before COVID-19, did the school where your child/children attend have teachers t (q9_7a)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 199
Invalid: 684

Literal question

Before COVID-19, did the school where your child/children attend have teachers trained to handle learners with special needs?

If yes, has the number of these teachers reduced due to effects of COVID-19? (q9_7b)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 115
Invalid: 768

Literal question

If Yes, has the number of these teachers reduced due to effects of COVID-19 ?

Did any of your child/children miss two consecutive schooling weeks during term (q10_1a)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 883
Invalid: 0

Literal question

Did any of your child/children miss two consecutive schooling weeks during term 1 of 2020 before schools were closed due to COVID-19?

If missed school in term 1 2020, how many were in: Primary school (q10_1b_1)

File: lcps_hh_data

Overview

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

Valid cases: 154
Invalid: 729

Literal question

If YES to Qn. 10.1a, how many were in primary school?

If missed school in term 1 2020, how many were in: Secondary school (q10_1b_2)

File: lcps_hh_data

Overview

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

Valid cases: 154
Invalid: 729

Literal question

If YES to Qn. 10.1a, how many were in secondary school?

Has any of your child/ren missed school in the last two schooling weeks? (q10_2a)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Has any of your child/ren missed school in the last two schooling weeks?

If YES, how many among the school going children aged 6-18 years in your HH miss (q10_2b)

File: lcps_hh_data

Overview

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

Valid cases: 169
 Invalid: 714

Literal question

If YES to Qn. 10.2a, how many among the school going children aged 6-18 years in your household missed schooling in the last two schooling weeks after reopening?

The main reason children aged 6-18 yrs miss two consecutive weeks before COVID-1 (q10_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 171
 Invalid: 712

Literal question

In your opinion, what is the main reason that made the school going child/children aged 6-18 years in your household miss the two consecutive weeks of schooling Before school closure due to COVID-19?

In your opinion, has there been changes in the cost of education since COVID-19 (q11_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

In your opinion, has there been changes in the cost of education since COVID-19 started in Kenya?

What can you say about the changes in the fees charged at the school that your c (q11_2)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

What can you say about the changes in the fees charged at the school that your child/ren/dependents attend when the school(s) reopened? Would you say that the fees were?

Before school closure due to COVID-19, did you incur any transport expenses (q11_3)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you incur any transport expenses on your child/children to and from school?

If YES, how much per day did you incur for all the children in this HH aged 6-18 (q11_3_a)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 0-20000

Valid cases: 214
Invalid: 669
Minimum: 0
Maximum: 20000
Mean: 3536.4
Standard deviation: 3386.3

Literal question

If YES to Qn 11.3, how much per term did you incur for all the children in this household aged 6-18 years attending school ?

Following closure of Schs due to COVID-19, opinion- COVID-19 has affected my abi (q11_4)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Now that schools have been reopened after long closure due to COVID-19, what is your opinion on the following statement, 'COVID-19 has affected my ability to pay for transport expenses after re-opening of schools'

Before school closure due to COVID-19, did you pay for food for your child/ren w (q11_5)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for food for your child/ren while attending school?

If YES, how much did you incur per term for food for all the children in this HH (q11_5_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 0-16193

Valid cases: 558
Invalid: 325
Minimum: 0
Maximum: 16193
Mean: 2357.8
Standard deviation: 2464

Literal question

If YES to Qn. 11.5, how much did you incur per term for food for all the children in this household aged 6-18 years attending school ?

Immediately after school reopening, did you pay for food for your child/children (q11_6)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Immediately after school reopening, did you pay for food for your child/children/dependent while attending school?

If YES, how much per term? (q11_6_spy)

File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-16193

Valid cases: 519
 Invalid: 364
 Minimum: 0
 Maximum: 16193
 Mean: 2317.8
 Standard deviation: 2421.3

Literal question

If YES to Qn. 11.6, how much per term?

After reopening of Schs- opinion:COVID-19 has affected my ability to pay for foo (q11_7)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Now that schools have been reopened after long closure due to COVID-19, what is your opinion on the following statement, 'COVID-19 has affected my ability to pay for food costs after re-opening of schools'

Before school closure due to COVID-19, did you pay tuition fees? (q11_8a)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay tuition fees?

If you paid tuition fees before closure due to COVID-19, how much per term? (q11_8a_spy)

File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-44000

Valid cases: 526
 Invalid: 357
 Minimum: 0
 Maximum: 44000
 Mean: 4870.5
 Standard deviation: 6517.3

Literal question

If YES to Qn. 11.8a, how much per term?

If YES, who paid for the tuition fees? - Parents/Guardians (q11_8b_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 526
 Invalid: 357

Literal question

If YES to Qn. 11.8a, who paid for the tuition fees? Parents/Guardians

If YES, who paid for the tuition fees? - Siblings/other relatives (q11_8b_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 526
 Invalid: 357

Literal question

If YES to Qn. 11.8a, who paid for the tuition fees? Siblings/Other relatives

If YES, who paid for the tuition fees? - Sponsoring NGO/CSO (q11_8b_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 526
 Invalid: 357

Literal question

If YES to Qn. 11.8a, who paid for the tuition fees? Sponsoring NGO/CSO

If YES, who paid for the tuition fees? - The Government (q11_8b_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 526
 Invalid: 357

Literal question

If YES to Qn. 11.8a, who paid for the tuition fees? The Government

If YES, who paid for the tuition fees? - Other (Specify) (q11_8b_96)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 526
 Invalid: 357

Literal question

If YES to Qn. 11.8a, who paid for the tuition fees? Other (Specify)

What is the MAIN source? (q11_8c)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 526
 Invalid: 357

Literal question

What is the MAIN source?

After reopening-opinion;tuition fees that I used to pay has remained about the s (q11_9)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Now that schools have re-opened, what is your opinion on the following statement, "tuition fees that I used to pay in the school where my child(ren) attends has remained about the same"

Before school closure due to COVID-19, did you pay for building or development f (q11_10)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for building or development fund in the school where your child/children attended?

If YES, how much per term? (q11_10_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 0-28500

Valid cases: 237
Invalid: 646
Minimum: 0
Maximum: 28500
Mean: 1512.4
Standard deviation: 2305

Literal question

If YES to Qn 11.10, how much per term?

After schs reopening-opinion-Schools that do not charge building or devpt fees a (q11_11)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Now that schools have been reopened, what is your opinion on the following statement, "Schools that do not charge building or development fees are most preferred by parents over those charging development fee"

Before school closure due to COVID-19, did you pay for parents-teachers associat (q11_12)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for parents-teachers association fees?

If YES, how much per term? (q11_12_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-4600

Valid cases: 179
Invalid: 704
Minimum: 0
Maximum: 4600
Mean: 893.3
Standard deviation: 957

Literal question

If YES to Qn 11.12, how much per term?

Before school closure due to COVID-19, did you pay for examination fees? (q11_13)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for examination fees?

If YES, how much per term for exam fees? (q11_13_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-9000

Valid cases: 711
Invalid: 172
Minimum: 0
Maximum: 9000
Mean: 602.8
Standard deviation: 813.7

Literal question

If YES to Qn11.13, how much per term?

Opinion: after Schs reopening: Exam fees charged are okay and affordable (q11_14)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Now that schools have been reopened, what is your opinion on the following statement, Examination fees charged in the school where my child/children attends school are okay and affordable

Before school closure due to COVID-19, did you pay for remedial teaching/extra t (q11_15)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for remedial teaching/ extra tuition?

If YES, how much per term? (q11_15_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 0-10800

Valid cases: 514
Invalid: 369
Minimum: 0
Maximum: 10800
Mean: 1480.5
Standard deviation: 1492.8

Literal question

If YES to Qn. 11.15, how much per term?

Opinion after schools reopening: if required, I will pay for remedial teaching/ (q11_16)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Now that schools have re-opened, what is your opinion on the following statement "if required, I will pay for remedial teaching/ tuition expenses for my child/children"

Before school closure due to COVID-19, did you pay fees for educational supplies (q11_17a)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay fees for educational supplies (e.g. writing resources, uniform, lunch, money for transport, text books, bags)?

If 'YES, through support' who supported? (q11_17b)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 551
Invalid: 332

Literal question

If 'YES, through support' who supported?

Opinion after schs reopening:I feel that my ability to pay for supplies such as (q11_18)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Now schools are reopened, what is your opinion on the following statement,"I feel that my ability to pay for supplies such as textbooks, exercise books, bag etc. has remained about the same"?

Before school closure due to COVID-19, did you pay for school uniforms, includin (q11_19)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for school uniforms, including, shoes?

Before COVID-19 if you paid for school uniforms including shoes, how much per te (q11_19_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 5
Decimals: 0
Range: 0-54000

Valid cases: 589
Invalid: 294
Minimum: 0
Maximum: 54000
Mean: 5913.1
Standard deviation: 6626.1

Literal question

If YES to Qn. 11.19, how much per term?

If YES, who paid for the school uniforms, including shoes? (q11_20)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 65
Invalid: 818

Literal question

If YES, who paid for the school uniforms, including shoes?

Opinion after schs reopening: I feel that buying school wears such as uniform, s (q11_21)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Now that schools are reopened what is your opinion on the following statement "I feel that buying school wears such as uniform, shoes etc. have recently become a burden than it was before"

Before school closure due to COVID-19, did you pay fees for resource Center/Libr (q11_22)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay fees for resource Center/Library Fees?

If you paid Library fees before COVID-19, how much per term? (q11_22_spy)

File: lcps_hh_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-4792

Valid cases: 55
Invalid: 828
Minimum: 0
Maximum: 4792
Mean: 921.1
Standard deviation: 1064.6

Literal question

If YES to Qn. 11.22, how much per term?

Before school closure due to COVID-19, did you pay for school registration Fees? (q11_23)

File: lcps_hh_data

Overview

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

Valid cases: 883
Invalid: 0

Literal question

Before school closure due to COVID-19, did you pay for school registration Fees?

School registration fee before COVID-19 -If YES, how much per term?
(q11_23_spy)

File: lcps_hh_data

Overview

Type: Continuous	Valid cases: 584
Format: numeric	Invalid: 299
Width: 5	Minimum: 0
Decimals: 0	Maximum: 30000
Range: 0-30000	Mean: 2494.3
	Standard deviation: 3762.9

Literal question

If YES to Qn. 11.23, how much per term?

Before school closure due to COVID-19, did you pay for activity fee
(co-curricul (q11_24)

File: lcps_hh_data

Overview

Type: Discrete	Valid cases: 883
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-98	

Literal question

Before school closure due to COVID-19, did you pay for activity fee (co-curriculum activities, e.g drama, sports music festivals, etc)

Co-curricular activity fee before COVID-19 - If YES, how much per
term? (q11_24_spy)

File: lcps_hh_data

Overview

Type: Continuous	Valid cases: 207
Format: numeric	Invalid: 676
Width: 5	Minimum: 0
Decimals: 0	Maximum: 14500
Range: 0-14500	Mean: 938.9
	Standard deviation: 1575

Literal question

If YES to Qn. 11.24, how much per term?

Before the school closures due to COVID-19, did you pay for all
education-relate (q11_25)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Before the school closures due to COVID-19, did you pay for all education-relate

If you paid in lumpsum before COVID-19, how much per term?
 (q11_25_spy)

File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 680-91000

Valid cases: 315
 Invalid: 568
 Minimum: 680
 Maximum: 91000
 Mean: 13869.9
 Standard deviation: 14225.7

Literal question

If you paid in lumpsum before COVID-19, how much per term?

Opinion now that schools reopened: the schools that my child(ren) or dependants (q11_26)

File: lcps_hh_data

Overview

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

Valid cases: 883
 Invalid: 0

Literal question

Now that schools are reopened what is your opinion on the following statement, the schools that my child(ren) or dependants currently attend charges more fees compared to the fees charged Before school closure due to COVID-19"

MAIN SOURCE OF DRINKING WATER: (q12_1)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

MAIN SOURCE OF DRINKING WATER:

What type of toilet does your household use? FW'S NOTE:: Probe for MAIN type (q12_2)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

What type of toilet does your household use?

Interviewer instructions

FW'S NOTE:: Probe for MAIN type

Main material of the floor (q12_3)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

MAIN MATERIAL OF THE FLOOR

Interviewer instructions

FI: OBSERVE AND RECORD MAIN FLOOR MATERIAL. IF NOT SURE ASK RESPONDENT

Main material of the roof (q12_4)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

MAIN MATERIAL OF THE ROOF

Interviewer instructions

FI: OBSERVE AND RECORD MAIN ROOF MATERIAL. IF NOT SURE ASK RESPONDENT

Main material of the roof- Other (Specify) (q12_4_spy)

File: lcps_hh_data

Overview

Type: Discrete
 Format: character
 Width: 8

Valid cases: 21
 Invalid: 0

Literal question

SPECIFY OTHER MAIN MATERIAL OF THE ROOF

Main material of the wall (q12_5)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

MAIN MATERIAL OF THE WALL

Interviewer instructions

FI: OBSERVE AND RECORD MAIN WALL MATERIAL.IF NOT SURE ASK RESPONDENT

What is the MAIN cooking fuel used by this household? (q12_6)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

What is the MAIN cooking fuel used by this household?

What is the MAIN source of light used by this household?- (q12_7)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

What is the MAIN source of light used by this household?

Does your household own this house or you rent it? (q12_8)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 883
 Invalid: 0

Literal question

Does your household own the this house or you rent it?

A. Own a Car (q13_1a)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Car/Gari

B. Own a Motorcycle (q13_1b)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Motorcycle/Pikipiki

C. Own a Bicycle/Baiskeli (q13_1c)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Bicycle/Baiskeli

D. Own a Fridge (q13_1d)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Fridge/Friji

E. Own a TV (q13_1e)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? TV/Televisheni

F. Own a Radio (q13_1f)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Radio

G. Own a DVD/VCD/Video /VCR (q13_1g)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? DVD/VCD/Video /VCR

H. Own a Sewing Machine (q13_1h)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Sewing Machine/Cherahani

I. Own a Electric Iron box (q13_1i)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Electric Iron box/Pasi ya stima

J. Own a Fan (q13_1j)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Does your household have/posses the following items ? Fan

K. Own a Mobile phone (q13_1k)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Does your household have/posses the following items ? Mobile phone/Simu ya mkono

L. Own a Gas (q13_1l)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Does your household have/posses the following items ? Gas/Jiko la stima au gasi

M. Own a Sofa set (q13_1m)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Does your household have/posses the following items ? Sofa set

N. Own a Table (q13_1n)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Table/Meza

O. Own a Torch (q13_1o)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Torch/Tochi

P. Own a Glass light (q13_1p)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Glass light/Taa ya kioo

Q. Own a Kerosene Stove/ Ethanol (q13_1q)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Kerosene Stove/Stovu ya mafuta

R. Own a Wall clock (q13_1r)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Wall clock/Saa ya ukuta

S. Own a Mattress (q13_1s)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Mattress/Godoro

T. Own a Blanket (q13_1t)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Blanket/Blanketi

U. Own a Bed (q13_1u)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Does your household have/posses the following items ? Bed/Kitanda

A. Any member experienced an incident of FIRE (q13_2a)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-98

Valid cases: 883
 Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of FIRE/MOTO for the past one?

B. Any member experienced an incident of FLOODS (q13_2b)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of FLOODS/MAFURIKO for the past one?

C. Any member experienced an incident of ROBBERY WITH VIOLENCE (q13_2c)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of ROBBERY WITH VIOLENCE/UNYANGANYI WA KIMABAVU for the past one?

D. Any member experienced an incident of THEFT (q13_2d)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of THEFT/WIZI for the past one?

E. Any member experienced an incident of FORCED DISPLACEMENT (q13_2e)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of FORCED DISPLACEMENT/KUHAMISHWA NYUMBANI KWA LAZIMA for the past one?

F. Any member experienced an incident of DEMOLITIONS/KUBOMOLEWA NYUMBA (q13_2f)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of DEMOLITIONS/KUBOMOLEWA NYUMBA for the past one?

G. Any member experienced an incident of CRITICAL ILLNESS (q13_2g)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of CRITICAL ILLNESS/UGONJWA MAHUTUTI for the past one?

H. Any member experienced an incident of DEATH (q13_2h)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of DEATH/KIFO for the past one?

I. Any member experienced an incident of RAPE (q13_2i)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of RAPE/UBAKAJI for the past one?

J. Any member experienced an incident of STABBING (q13_2j)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of STABBING/KUDUNGWA for the past one?

K. Any member experienced an incident of JOB LOSS (q13_2k)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of JOB LOSS/KUACHISHWA/KUFUTWA KAZI for the past one?

L. CRITICAL MEDICAL CONDITION (q13_2l)

File: lcps_hh_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-98

Valid cases: 883
Invalid: 0

Literal question

Has your household or any member of your household experienced an incident of CRITICAL MEDICAL CONDITION for the past one?

A. Number of incidents of FIRE (q13_2a_no)

File: lcps_hh_data

Overview

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

Valid cases: 108
Invalid: 775

Literal question

Number of incidents of FIRE

B. Number of incidents of FLOODS (q13_2b_no)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-14

Valid cases: 120
 Invalid: 763

Literal question

Number of incidents of FLOODS

C. Number of incidents of ROBBERY WITH VIOLENCE (q13_2c_no)

File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-20

Valid cases: 121
 Invalid: 762

Literal question

Number of incidents of ROBBERY WITH VIOLENCE

D. Number of incidents of THEFT/WIZI (q13_2d_no)

File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-50

Valid cases: 296
 Invalid: 587
 Minimum: 1
 Maximum: 50
 Mean: 2
 Standard deviation: 3.4

Literal question

Number of incidents of THEFT/WIZI

E. Number of incidents of FORCED DISPLACEMENT (q13_2e_no)

File: lcps_hh_data

Overview

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

Valid cases: 79
 Invalid: 804

Literal question

Number of incidents of FORCED DISPLACEMENT

F. Number of incidents of DEMOLITIONS (q13_2f_no)

File: lcps_hh_data

Overview

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

Valid cases: 47
 Invalid: 836

Literal question

Number of incidents of DEMOLITIONS

G. Number of incidents of CRITICAL ILLNESS (q13_2g_no)

File: lcps_hh_data

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-100

Valid cases: 186
 Invalid: 697
 Minimum: 1
 Maximum: 100
 Mean: 1.9
 Standard deviation: 7.3

Literal question

Number of incidents of CRITICAL ILLNESS

H. Number of incidents of DEATH (q13_2h_no)

File: lcps_hh_data

Overview

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

Valid cases: 129
 Invalid: 754

Literal question

Number of incidents of DEATH

I. Number of incidents of RAPE (q13_2i_no)

File: lcps_hh_data

Overview

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

Valid cases: 6
 Invalid: 877

Literal question

Number of incidents of RAPE

J. Number of incidents of STABBING (q13_2j_no)

File: lcps_hh_data

Overview

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

Valid cases: 19
 Invalid: 864

Literal question

Number of incidents of STABBING

K. Number of incidents of JOB LOSS/KUACHISHWA (q13_2k_no) File: lcps_hh_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-15

Valid cases: 500
 Invalid: 383

Literal question

Number of incidents of JOB LOSS/KUACHISHWA

L. Number of incidents of CRITICAL MEDICAL CONDITION (q13_2l_no) File: lcps_hh_data

Overview

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

Valid cases: 162
 Invalid: 721

Literal question

Number of incidents of CRITICAL MEDICAL CONDITION

HouseholdID (hhid)

File: lcps_hh_member_info

Overview

Type: Discrete
 Format: character
 Width: 11

Valid cases: 3842
 Invalid: 0

Literal question

Household ID

Member line number (member_line_no)

File: lcps_hh_member_info

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-15

Valid cases: 3842
 Invalid: 0

Literal question

Member line number

Date of birth (dob)

File: lcps_hh_member_info

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 3834
 Minimum: NaN
 Maximum: NaN

Literal question

RESPONDENT'S DATE OF BIRTH [DD/MM/YYYY]

Age in complete years (age)

File: lcps_hh_member_info

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 4-91

Valid cases: 3842
 Invalid: 0
 Minimum: 4
 Maximum: 91
 Mean: 23.1
 Standard deviation: 15

Literal question

Age in complete years

Previously attended level of study in previous academic year(2020) or highest re (previous_level)

File: lcps_hh_member_info

Overview

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

Valid cases: 2176
 Invalid: 1666

Literal question

Which is the highest grade COMPLETED by [NAME] during the last School/Academic year?

Currently attended level of study(year 2021) (current_level)

File: lcps_hh_member_info

Overview

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

Valid cases: 1869
 Invalid: 1973

Literal question

What level and grade is [NAME] currently attending?

Interviewer instructions

FW'S NOTE:: IF YES , Indicate/Specify the current status /CLASS

Type of school currently attended (sch_type_current)

File: lcps_hh_member_info

Overview

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

Valid cases: 1842
 Invalid: 2000

Literal question

Which type of school is (NAME) currently attending

Type of school previously attended (before COVID-19) (sch_type_prev)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
 Invalid: 1971

Literal question

Which type of school did (NAME) attend before COVID 19 school closure (before March 2020)

County the currently attended school (yr2021) is based (county)

File: lcps_hh_member_info

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 3-47

Valid cases: 1772
 Invalid: 2070

Literal question

County the currently attended school (yr2021) is based

Currently attended school boarding status (year 2021) (day_boarding)
 File: lcps_hh_member_info

Overview

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

Valid cases: 1759
 Invalid: 2083

Literal question

Currently attended school boarding status (year 2021)

Levels available in currently attended school (yr2021) (school_level)
 File: lcps_hh_member_info

Overview

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

Valid cases: 1763
 Invalid: 2079

Literal question

Levels available in currently attended school (yr2021)

What is the relationship of [Name] to the head of the household? (r_3)
 File: lcps_hh_member_info

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-98

Valid cases: 3842
 Invalid: 0

Literal question

What is the relationship of [NAME] to the head of the household?

What is the gender/sex of [Name]? (r_4)
 File: lcps_hh_member_info

Overview

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

Valid cases: 3842
 Invalid: 0

Literal question

What is the gender of [R2]?

Is member_'s father alive? (r_6)

File: lcps_hh_member_info

Overview

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

Valid cases: 2080
Invalid: 1762

Literal question

Is [NAME]'s father alive?

Does Name's father usually live here? (r_7)

File: lcps_hh_member_info

Overview

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

Valid cases: 1735
Invalid: 2107

Literal question

Does [NAME]'s father usually live here?

Is Name's mother alive? (r_8)

File: lcps_hh_member_info

Overview

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

Valid cases: 2080
Invalid: 1762

Literal question

Does [NAME]'s mother usually live here?

Does Name's mother usually live here? (r_9)

File: lcps_hh_member_info

Overview

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

Valid cases: 1553
Invalid: 2289

Literal question

Does [NAME]'s mother usually live here?

Has [Name] ever been to school? (r_10)

File: lcps_hh_member_info

Overview

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

Valid cases: 3842
Invalid: 0

Literal question

Has [NAME] ever been to school?

Which is the highest grade COMPLETED by Name during the last School/Academic yea (r_11)

File: lcps_hh_member_info

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-96

Valid cases: 3842
Invalid: 0

Literal question

Which is the highest grade COMPLETED by [NAME] during the last School/Academic year?

Is Name's currently in school? (r_13)

File: lcps_hh_member_info

Overview

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

Valid cases: 3754
Invalid: 88

Literal question

Is [NAME] currently in school or in transition? (i.e. Primary/Secondary)

What level and grade is Name's currently attending? (r_14)

File: lcps_hh_member_info

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-96

Valid cases: 1943
Invalid: 1899

Literal question

What level and grade is [NAME]'s currently attending?

Interviewer instructions

FW'S NOTE:: IF YES , Indicate/Specify the current status /CLASS

Did Name's attend school last term(2020 academic year)? (r_16)

File: lcps_hh_member_info

Overview

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

Valid cases: 3060
 Invalid: 782

Literal question

Did [NAME] attend school last term?

Post question

If 'NO' Proceed to the next question

Interviewer instructions

FW'S NOTE:If 'YES' Go back and record the details of the additional person(s) in the household listing

Which type of school is (Name) currently attending? (q3_6)

File: lcps_hh_member_info

Overview

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

Valid cases: 1842
 Invalid: 2000

Literal question

Which type of school is (NAME) currently attending

Which type of school did (Name) attend before COVID 19 school closure (before Ma (q3_8)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
 Invalid: 1971

Literal question

Which type of school did (NAME) attend before COVID 19 school closure (before March 2020)

Who funded the school attended before COVID-19?- Government (q3_9_1)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
 Invalid: 1971

Literal question

Who funded the school that your child(ren)(NAME) attended before COVID-19? Government

Who funded the school attended before COVID-19?-Parents/Guardians (q3_9_2)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

Who funded the school that your child(ren)(NAME) attended before COVID-19? Parents/Guardians

Who funded the school attended before COVID-19?-Donors such as religious organiz (q3_9_3)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

Who funded the school that your child(ren)(NAME) attended before COVID-19? Donors such as religious organizations, NGO's

Who funded the school attended before COVID-19?-Community members (q3_9_4)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

Who funded the school that your child(ren)(NAME) attended before COVID-19? Community members

Who funds the school?- Government (q3_10_1)

File: lcps_hh_member_info

Overview

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

Valid cases: 1870
Invalid: 1972

Literal question

Who funds the school that (NAME) currently attends after school reopening? Government

Who funds the school?-Parents/Guardians (q3_10_2)

File: lcps_hh_member_info

Overview

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

Valid cases: 1870
Invalid: 1972

Literal question

Who funds the school that (NAME) currently attends after school reopening? Parents/Guardians

Who funds the school?-Donors such as religious organizations, NGO's (q3_10_3)

File: lcps_hh_member_info

Overview

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

Valid cases: 1870
Invalid: 1972

Literal question

Who funds the school that (NAME) currently attends after school reopening? Donors such as religious organizations, NGO's

Who funds the school?-Community members (q3_10_4)

File: lcps_hh_member_info

Overview

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

Valid cases: 1870
Invalid: 1972

Literal question

Who funds the school that (NAME) currently attends after school reopening? Community members

Has (Name) changed school since schools reopened after the school closure due to (q3_10a)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

Has (NAME) changed school since schools reopened after the school closure due to Covid 19?

What is the main reason why the child(ren) transferred? (q3_11)

File: lcps_hh_member_info

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 392
Invalid: 3450

Literal question

If (NAME) is not attending the same school as before COVID-19, what is the main reason why the child transferred?

If (Name) changed school due to COVID-19, where is the current Sch location? (q3_12)

File: lcps_hh_member_info

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 335
Invalid: 3507

Literal question

If (NAME) changed school to another due to COVID 19 economic shock, where is the current school located?

Did the school (Name) attend before COVID-19 have enough teachers? (q3_14)

File: lcps_hh_member_info

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 1871
Invalid: 1971

Literal question

In your opinion, did the school (NAME) attend before COVID-19 have enough teachers?

Was the school that (Name) attended before COVID-19 overcrowded? (q3_15)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

In your opinion do you think the school that (NAME) attended before COVID-19 is/was overcrowded?

Do you think the school that (Name) attends has enough teachers?
(q3_16)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

With the schools reopening in OCTOBER 2020 or JANUARY 2021, do you think the school that (NAME) attends has enough teachers to attend to all learners?

School(Name) attends is adequately spaced to allow for social distancing? (q3_17)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

Do you think the school that ([schd_name]) attends is adequately spaced to allow for social distancing

Would you recommend to other parents the school that (Name) attends? (q3_18)

File: lcps_hh_member_info

Overview

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

Valid cases: 1871
Invalid: 1971

Literal question

Would you recommend to other parents the school that ([schd_name]) attends?

How far was the school that (Name) was attending before COVID-19 started? (q8_1)

File: lcps_hh_member_info

Overview

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

Valid cases: 1874
 Invalid: 1968

Literal question

How far was the school that (NAME) was attending before COVID-19 started?

In your opinion, is the school that (Name) attended far? (q8_1a)
 File: lcps_hh_member_info

Overview

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

Valid cases: 1875
 Invalid: 1967

Literal question

In your opinion, is the school that (NAME) attended far?

If distance was far to Sch before COVID 19, what is the main reason why you enro (q8_2)
 File: lcps_hh_member_info

Overview

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

Valid cases: 1429
 Invalid: 2413

Literal question

If the school that (NAME) was attending was far from where you live/lived before COVID 19, what is the main reason why you enrolled (NAME) to that school?

How far is the school that (Name) is currently attending? (q8_7)
 File: lcps_hh_member_info

Overview

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

Valid cases: 1875
 Invalid: 1967

Literal question

How far is the school that (NAME) is currently attending?

If (Name) is currently attending a school that is far from where you live (q8_8)
 File: lcps_hh_member_info

Overview

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

Valid cases: 1875
 Invalid: 1967

Literal question

If (NAME) is currently attending a school that is far from where you live, why did you enroll him/her in that school?

If YES, which of your sch going children missed school in the last 2 sch wks aft (q10_2c)

File: lcps_hh_member_info

Overview

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

Valid cases: 238
 Invalid: 3604

Literal question

If YES, which one/ones of your school going children in your household missed school in the last two schooling weeks after reopening?

If YES, How many days did (name) miss school? (q10_2d)

File: lcps_hh_member_info

Overview

Type: Continuous
 Format: numeric
 Width: 3
 Decimals: 0
 Range: 1-140

Valid cases: 238
 Invalid: 3604
 Minimum: 1
 Maximum: 140
 Mean: 10.3
 Standard deviation: 14.8

Literal question

If YES, How many days did (selected Name 1; selected NAME 2) miss school?

School ID (school_id)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: character
 Width: 41

Valid cases: 24
 Invalid: 0

Literal question

School ID

School type (sch_type)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

School type

Date of interview (doi)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 24
 Minimum: NaN
 Maximum: NaN

Literal question

Date of interview

Slum name (slumID)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Slum name

Where was this school located? (q1_5a)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Where was this school located?

Please select the outcome of consent (q1_6)
 File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Would you like to participate in this research?

Kindly let me know the reason why you would not wish to participate in this rese (q1_7)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 0
 Invalid: 24

Literal question

Kindly let me know the reason why you would not wish to participate in this research?

Were you the Institution Head? (q1_8a)
 File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Were you the Institution Head?

Interviewer instructions

[Should be a person who is in a position to respond to questions about the Institution]

Institution Head's gender (q1_8c)
 File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

INSTITUTION HEAD'S GENDER

Institution's year of establishment-as per registration certificate
 (q1_8d)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 24
 Minimum: NaN
 Maximum: NaN

Literal question

INSTITUTION'S YEAR OF ESTABLISHMENT

Interviewer instructions

FW'S NOTE: [WRITE YEAR OF ESTABLISHMENT AS IT APPEARS ON THE REGISTRATION CERTIFICATE. CONFIRM THAT IT IS CORRECT]

What date did the school permanently closed? (q1_8e)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 24
 Minimum: NaN
 Maximum: NaN

Literal question

What date did the school permanently closed?

Ask the position the respondent held at the closed school (q1_8f)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 2
 Invalid: 22

Literal question

Ask the position the respondent held at the closed school

Interviewer instructions

[Should be a person who is in a position to respond to questions about the Institution]

Under what category was this school operating? (q1_8g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 24
 Invalid: 0

Literal question

Under what category was this school operating?

Was the structure owned by the school after school closure due to COVID-19? (q2_2)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Was the facility owned by the school even after the school closure due to COVID-19?

Was the facility put into different use after school closure due to COVID-19 (q2_3a)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Was the facility put into different use after school closure due to COVID-19

Post question

If YES, what was the use?

If YES, what was the use? (q2_3b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 18
 Invalid: 6

Literal question

If YES to Qn. 2.3a, what was the use?

Was this school registered? (q2_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Was the school registered before its closure?

Post question

If Yes, In which category was the school registered?

If Yes to Q2.4, In which category was the school registered? (q2_5)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 19
 Invalid: 5

Literal question

If Yes to Q2.4, In which category was the school registered?

Post question

If Yes to Q2.4, In which category was the school registered?

School level - Pre-Primary only (q2_6_1)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What level was the school before it was closed? Pre-Primary only

School level - Both Pre-Primary and Primary (q2_6_2)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What level was the school before it was closed? Both Pre-Primary and Primary

School level - Primary only (q2_6_3)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What level was the school before it was closed? Primary only

School level - Secondary (q2_6_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What level was the school before it was closed? Secondary

How did the school MAINLY receive regular financial assistance?
 (q3_6)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 24
 Invalid: 0

Literal question

How did the school MAINLY receive regular financial assistance such as tuition support for the students, finances to pay salaries to the teachers or to purchase books before school closures due to COVID-19?

How long was the school able to cater for most of the expenses before permanent (q3_7)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

How long was the school able to cater for most of the expenses without straining before permanent closure due to effects of COVID-19?

Number of PRE-PRIMARY Playgroup i) Boys (q3_8jm20_pg_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in PRE-PRIMARY Playgroup (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRE-PRIMARY Playgroup ii) Girls (q3_8jm20_pg_g)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in PRE-PRIMARY Playgroup (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRE-PRIMARY PP1 i) Boys (q3_8jm20_pp1_b)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in PRE-PRIMARY Pre-Primary 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRE-PRIMARY PP1 ii) Girls (q3_8jm20_pp1_g)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in PRE-PRIMARY Pre-Primary 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRE-PRIMARY PP2 i) Boys (q3_8jm20_pp2_b)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in PRE-PRIMARY Pre-Primary 2(BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRE-PRIMARY PP2 ii) Girls (q3_8jm20_pp2_g)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in PRE-PRIMARY Pre-Primary 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 1 i) Boys (q3_8jm20_g1_b)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in Primary Grade 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 1 ii) Girls (q3_8jm20_g1_g)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in Primary Grade 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 2 i) Boys (q3_8jm20_g2_b)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in Primary Grade 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 2 ii) Girls (q3_8jm20_g2_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 24
Invalid: 0

Literal question

How many girls were in Primary Grade 2 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 3 i) Boys (q3_8jm20_g3_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 24
Invalid: 0

Literal question

How many boys were in Primary Grade 3 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 3 ii) Girls (q3_8jm20_g3_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 24
Invalid: 0

Literal question

How many girls were in Primary Grade 3 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 4 i) Boys (q3_8jm20_g4_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 24
Invalid: 0

Literal question

How many boys were in Primary Grade 4 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 4 ii) Girls (q3_8jm20_g4_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in Primary Grade 4 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 5 i) Boys (q3_8jm20_g5_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in Primary Grade 5 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 5 ii) Girls (q3_8jm20_g5_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in Primary Grade 5 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 6 i) Boys (q3_8jm20_g6_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in Primary Grade 6 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 6 ii) Girls (q3_8jm20_g6_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in Primary Grade 6 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 7 i) Boys (q3_8jm20_g7_b)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in Primary Grade 7 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 7 ii) Girls (q3_8jm20_g7_g)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in Primary Grade 7 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 8 i) Boys (q3_8jm20_g8_b)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in Primary Grade 8 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of PRIMARY Grade 8ii) Girls (q3_8jm20_g8_g)
 File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in Primary Grade 8 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 1 i) Boys (q3_8jm20_f1_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 24
Invalid: 0

Literal question

How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 1 ii) Girls (q3_8jm20_f1_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 24
Invalid: 0

Literal question

How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 2 i) Boys (q3_8jm20_f2_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 8-9999

Valid cases: 24
Invalid: 0

Literal question

How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 2 ii) Girls (q3_8jm20_f2_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 8-9999

Valid cases: 24
Invalid: 0

Literal question

How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 3 i) Boys (q3_8jm20_f3_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 3 ii) Girls (q3_8jm20_f3_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 4-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 4 i) Boys (q3_8jm20_f4_b)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 7-9999

Valid cases: 24
 Invalid: 0

Literal question

How many boys were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Number of SECONDARY Form 4 ii) Girls (q3_8jm20_f4_g)

File: lcps_inst_perm_closed

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 8-9999

Valid cases: 24
 Invalid: 0

Literal question

How many girls were in SECONDARY Form 1 (BEFORE SCHOOL CLOSURE DUE TO COVID-19 (Jan-March 2020)

Did the school struggle with learners missing school before COVID-19?
(q4_1)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

Did the school struggle with learners missing school before COVID-19?

Post question

If Yes, what were the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school?

Main reasons for missing school - School is very far from home

(q4_2_1)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
 Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? School is very far from home

Main reasons for missing school - Learner(s) got expelled/mannerisms

(q4_2_2)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
 Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Learner(s) got expelled

Main reasons for missing school - The learner got pregnant (q4_2_3)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
 Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? The learner got pregnant

Main reasons for missing school - The parents/guardian inability to pay (q4_2_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? The parents/guardian are unable to pay for school fees or other educational expenses

Main reasons for missing school - The learner is engaged in income generating ac (q4_2_5)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? The learner is engaged in income generating activity

Main reasons for missing school - Illness (q4_2_6)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Illness

Main reasons for missing school- Parent's irresponsibility/alcoholism (q4_2_7)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Parent's irresponsibility/alcoholism

Main reasons for missing school - lack of food (q4_2_8)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? lack of food

Main reasons for missing school- home chores/caring for younger siblings (q4_2_9)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? home chores/caring for younger siblings

Main reasons for missing school - Other (specify) (q4_2_96)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
Invalid: 6

Literal question

If Yes Qn. 4.1, what was the MAIN reason (s) that the guardian/parents gave to explain why their child/children/dependant missed school? Other (specify)

Did the school admit learners with special needs? (q4_3)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

Did the school admit learners with special needs?

If yes, where did the learners go after the school closed due to COVID-19? (q4_4)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 8
Invalid: 16

Literal question

Where did the learners go after the school closed due to COVID - 19?

Number of teachers employed before closure due to COVID-19? -Male (q5_1_male)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

How many male teachers were employed in the school before closure due to COVID-19?

Number of teachers employed before closure due to COVID-19? - Female (q5_1_female)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 1
Decimals: 0
Range: 3-8

Valid cases: 24
Invalid: 0

Literal question

How many female teachers were employed in the school before closure due to COVID-19?

Number of teachers who had attained as highest level- Primary- KCPE i) Male (q5_2_1m)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of male teachers had attained the Primary- KCPE level of education before closure?

Number of teachers who had attained as highest level- Primary- KCPE
 ii) Female (q5_2_1f)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of female teachers had attained the Primary- KCPE level of education before closure?

Number of teachers who had attained as highest level- Secondary-
 KCSE i) Male (q5_2_2m)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of male teachers had attained the Secondary-KCSE level of education before closure?

Number of teachers who had attained as highest level- Secondary-
 KCSE ii) Female (q5_2_2f)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of female teachers had attained the Secondary-KCSE level of education before closure?

Number of teachers who had attained as highest level- Certificate in
 education i (q5_2_3m)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of male teachers had attained the Certificate in education level of education before closure?

Number of teachers who had attained as highest level- Certificate in education i (q5_2_3f)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of female teachers had attained the Certificate in education level of education before closure?

Number of teachers who had attained as highest level- Certificate NOT in educati (q5_2_4m)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of male teachers had attained the Certificate NOT in education level of education before closure?

Number of teachers who had attained as highest level- Certificate NOT in educati (q5_2_4f)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What number of female teachers had attained the Certificate NOT in education level of education before closure?

Number of teachers who had attained as highest level- Diploma in education i) Ma (q5_2_5m)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of male teachers had attained the Diploma in education level of education before closure?

Number of teachers who had attained as highest level- Diploma in education ii) F (q5_2_5f)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of female teachers had attained the Diploma in education level of education before closure?

Number of teachers who had attained as highest level- Diploma NOT in education i (q5_2_6m)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of male teachers had attained the Diploma NOT in education level of education before closure?

Number of teachers who had attained as highest level- Diploma in education ii) F (q5_2_6f)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of female teachers had attained the Diploma NOT in education level of education before closure?

Number of teachers who had attained as highest level- Degree in Education i) Mal (q5_2_7m)
File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of male teachers had attained the Degree in Education level of education before closure?

Number of teachers who had attained as highest level- Degree in education ii) Fe (q5_2_7f)
File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of female teachers had attained the Degree in Education level of education before closure?

Number of teachers who had attained as highest level- Degree NOT in education i) (q5_2_8m)
File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of male teachers had attained the Degree NOT in education level of education before closure?

Number of teachers who had attained as highest level- Degree NOT in education ii (q5_2_8f)
File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What number of female teachers had attained the Degree NOT in education level of education before closure?

How teachers were remunerated when school was still in operation during the COVI (q5_2a)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 24
Invalid: 0

Literal question

While the school was still in operation during the COVID-19 school closures, how were teachers remunerated?

How many classrooms did the school have? (q5_2)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 4-13

Valid cases: 24
Invalid: 0

Literal question

How many classrooms did the school have?

Where did most of the teachers move to after the school closed down? (q5_3)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 24
Invalid: 0

Literal question

Where did most of the teachers who were teaching in this school move to after the school closed down?

During COVID-19 were other staff remunerated? (q5_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

During COVID-19 were other staff remunerated?

Coping mechanisms - None (q5_5_0)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? None

Coping mechanisms - Putting the facility to a different use (q5_5_1)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Putting the facility to a different use

Coping mechanisms - Seeking financial support (q5_5_2)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Seeking financial support

Coping mechanisms - Engaging in school's own economic activity (q5_5_3)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Engaging in school's own economic activity

Coping mechanisms - Closed at the onset of COVID-19 (q5_5_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Closed at the onset of COVID-19

Coping mechanisms - Reducing the salary of employees (q5_5_5)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Reducing the salary of employees

Coping mechanisms - Providing distance learning education (q5_5_6)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Providing distance learning education

Coping mechanisms - Request delayed payments for expenses (q5_5_7)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs before closing down? Request delayed payments for expenses

Actions to stay in operation - None (q5_6_0)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? None

Actions to stay in operation - Putting the facility to a different use (q5_6_1)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Putting the facility to a different use

Actions to stay in operation - Seeking financial support (q5_6_2)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Seeking financial support

Actions to stay in operation - having alternative sources of income (q5_6_3)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Having alternative sources of income

Actions to stay in operation - Moving to a cheaper/affordable facility. (q5_6_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Moving to a cheaper/affordable facility

Actions to stay in operation - getting well wishers/donors (q5_6_5)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? getting well wishers/donors

Actions to stay in operation - Owning the facility (q5_6_6)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Owning the facility

Actions to stay in operation - Request delayed payments for expenses (q5_6_7)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What do you think the school management could have done to stay in operation amidst the effects of the COVID-19 pandemic? Request delayed payments for expenses

The level of loss of income experienced in this school before permanent closure (q6_1)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

How would you rate the level of loss of income experienced in this school before permanent closure due to the effects of COVID-19?

What is the major cause of the loss of income you rated above? (q6_2)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 24
Invalid: 0

Literal question

What is the major cause of the loss of income you rated above?

What proportion of parents defaulted on fees before the school permanently close (q6_3)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

What proportion of parents defaulted on fees before the school permanently closed?

Any other financial support apart from parents/guardians? (q6_4)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 4
Invalid: 20

Literal question

Was the financial support normally received from other sources apart from parents/guardians in this school such as from the government, donors, faith-based organizations, local and international NGO's etc affected by COVID-19?

Post question

If Yes, how was the financial support been affected?

If yes, how was the financial support been affected? (q6_5)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 4
Invalid: 20

Literal question

If Yes to Qn. 6.4, how was the financial support been affected?

Is the school planning to re-open in the future? (q6_5a)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 24
Invalid: 0

Literal question

Is the school planning to re-open in the future?

Post question

If Yes, When do you plan to reopen?

If Yes, When do you plan to reopen? (q6_5b)

File: lcps_inst_perm_closed

Overview

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

Valid cases: 18
Invalid: 6

Literal question

If Yes to Qn. 6.5a, When do you plan to reopen?

Specify reason for not sure (q6_5b_spy)

File: lcps_inst_perm_closed

Overview

Type: Discrete
Format: character
Width: 123

Valid cases: 4

Literal question

Specify reason for not sure when you plan to reopen

Unique submission ID (school_id)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: character
 Width: 41

Valid cases: 471
 Invalid: 0

Literal question

Unique submission ID

School type (sch_type)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

School type

School type (sch_level)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

School type

Category of school- Mainstream/special school (sch_category)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Category of school- Mainstream/special school

Date of Interview (q1.1) (doi)

File: lcps_institutional_data

Overview

Type: Discrete
Format: character
Width: 10

Valid cases: 471
Minimum: NaN
Maximum: NaN

Literal question

DATE OF INTERVIEW (DD/MM/YYYY)

Slum Name (q1_4)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 471
Invalid: 0

Literal question

SLUM NAME

Where is the school located? (q1_5a)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Where is the school located?

Would you like to participate in this research? (q1_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Would you like to participate in this research?

Post question

[IF 1=YES, THANK THE RESPONDENT AND SKIP TO 1.14]

Interviewer instructions

FW'S NOTE: Please indicate the type of consent

Please indicate the type of consent (q1_6_type)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

FW'S NOTE: Please indicate the type of consent

Interviewer instructions

FW'S NOTE: Please indicate the type of consent

Is the consent obtained from the participant or obtained from a witness? (ind_witness)

File: lcps_institutional_data

Overview

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

Valid cases: 364
 Invalid: 107

Literal question

Is the consent obtained from the participant or obtained from a witness?

Are you institution's head? (q1_10)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

ARE YOU THE INSTITUTION'S HEAD?

Ask the position of the respondent if s/he is not the Institution's head. (q1_10a)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: character
 Width: 27

Valid cases: 79
 Invalid: 0

Literal question

Ask the position of the respondent if s/he is not the Institution's head.

How long have you worked in this school? (q1_10b)

File: lcps_institutional_data

Overview

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

Valid cases: 79
 Invalid: 392

Literal question

How long have you worked in this school?

Institution's head's gender (q1_12)

File: lcps_institutional_data

Overview

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

Valid cases: 411
 Invalid: 60

Literal question

INSTITUTION HEAD'S GENDER

INSTITUTION'S YEAR OF ESTABLISHMENT (DD/MM/YYYY) (q1_16)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: character
 Width: 10

Valid cases: 470
 Minimum: NaN
 Maximum: NaN

Literal question

INSTITUTION'S YEAR OF ESTABLISHMENT (DD/MM/YYYY)

Interviewer instructions

[WRITE DATE OF ESTABLISHMENT AS IT APPEARS ON THE REGISTRATION CERTIFICATE. CONFIRM THAT IT IS CORRECT.]

What type is this school? (q2_2)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 471
 Invalid: 0

Literal question

What type is this school?

In which category is the school registered? (q2_3)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-96

Valid cases: 471
 Invalid: 0

Literal question

In which category is the school registered?

What level is this school? (q2_4)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-96

Valid cases: 471
 Invalid: 0

Literal question

What level is this school ?

Before COVID-19, what was the maximum number of learners this school could have (q2_6)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-5000

Valid cases: 471
 Invalid: 0
 Minimum: 0
 Maximum: 5000
 Mean: 343.4
 Standard deviation: 404.5

Literal question

Before schools closures due to COVID-19, what is the maximum number of learners this school could have accommodated?

After reopening and considering social distancing, how many learners can the sch (q2_7)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 7-4832

Valid cases: 471
 Invalid: 0
 Minimum: 7
 Maximum: 4832
 Mean: 245.6
 Standard deviation: 346.4

Literal question

After COVID-19 and putting into consideration the social distancing, how many learners can the school adequately accommodate?

How did school MAINLY receive regular financial assistance such as tuition suppo (q2_8)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 471
Invalid: 0

Literal question

How did this school MAINLY receive regular financial assistance such as tuition support for the students enrolled, finances to pay salaries to the teachers or to purchase books before school closures due to COVID-19?

Does the assistance offered by __ fully meet the school related expenses? (q3_0)

File: lcps_institutional_data

Overview

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

Valid cases: 428
Invalid: 43

Literal question

Does the assistance offered [Named in Q.2.8] fully meet the school related expenses?

How long has this school been in this location? (q3_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How long has this school been in this location?

Enrolment in Jan-Mar 2020-Playgroup Boys (enr_jm20_pg_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many boys are in PRE-PRIMARY Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-Playgroup Girls (enr_jm20_pg_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in PRE-PRIMARY Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-PP1 Boys (enr_jm20_pp1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys are in Pre Primary 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-PP1 Girls (enr_jm20_pp1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in Pre Primary 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-PP2 Boys (enr_jm20_pp2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys are in PRE-PRIMARY 2 Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-PP2 Girls (enr_jm20_pp2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in PRE-PRIMARY 2 Playgroup at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G1 Boys (enr_jm20_g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G1 Girls (enr_jm20_g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G2 Boys (enr_jm20_g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G2 Girls (enr_jm20_g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G3 Boys (enr_jm20_g3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G3 Girls (enr_jm20_g3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G4 Boys (enr_jm20_g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G4 Girls (enr_jm20_g4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G5 Boys (enr_jm20_g5_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 5 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G5 Girls (enr_jm20_g5_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 5 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G6 Boys (enr_jm20_g6_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 6 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G6 Girls (enr_jm20_g6_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 6 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G7 Boys (enr_jm20_g7_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 7 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G7 Girls (enr_jm20_g7_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 7 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G8 Boys (enr_jm20_g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 8 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-G8 Girls (enr_jm20_g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 8 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F1 Boys (enr_jm20_f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F1 Girls (enr_jm20_f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 1 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F2 Boys (enr_jm20_f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F2 Girls (enr_jm20_f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 2 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F3 Boys (enr_jm20_f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F3 Girls (enr_jm20_f3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 3 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F4 Boys (enr_jm20_f4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Jan-Mar 2020-F4 Girls (enr_jm20_f4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 4 at the specified period BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)

Enrolment in Oct-Dec20-G4 Boys (enr_od20_g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Enrolment in Oct-Dec20-G4 Girls (enr_od20_g4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Enrolment in Oct-Dec20-G8 Boys (enr_od20_g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)

Enrolment in Oct-Dec20-G8 Girls (enr_od20_g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)

Enrolment in Oct-Dec20-F4 Boys (enr_od20_f4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Enrolment in Oct-Dec20-F4 Girls (enr_od20_f4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Enrolment in Jan-Mar2021-Playgroup Boys (enr_jm21_pg_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-Playgroup Girls (enr_jm21_pg_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-PP1 Boys (enr_jm21_pp1_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys are in PRE-PRIMARY 1 Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-PP1 Girls (enr_jm21_pp1_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in PRE-PRIMARY 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-PP2 Boys (enr_jm21_pp2_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys are in PRE-PRIMARY 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-PP2 Girls (enr_jm21_pp2_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in PRE-PRIMARY 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G1 Boys (enr_jm21_g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G1 Girls (enr_jm21_g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G2 Boys (enr_jm21_g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G2 Girls (enr_jm21_g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G3 Boys (enr_jm21_g3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G3 Girls (enr_jm21_g3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G4 Boys (enr_jm21_g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G4 Girls (enr_jm21_g4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G5 Boys (enr_jm21_g5_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-99999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G5 Girls (enr_jm21_g5_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G6 Boys (enr_jm21_g6_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G6 Girls (enr_jm21_g6_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G7 Boys (enr_jm21_g7_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G7 Girls (enr_jm21_g7_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 5
Decimals: 0
Range: 0-99999

Valid cases: 367
Invalid: 104

Literal question

How many girls are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G8 Boys (enr_jm21_g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-G8 Girls (enr_jm21_g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F1 Boys (enr_jm21_f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many boys are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F1 Girls (enr_jm21_f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F2 Boys (enr_jm21_f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F2 Girls (enr_jm21_f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F3 Boys (enr_jm21_f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F3 Girls (enr_jm21_f3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F4 Boys (enr_jm21_f4_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jan-Mar2021-F4 Girls (enr_jm21_f4_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Enrolment in Jul-21-Playgroup Boys (enr_jul21_pg_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-Playgroup Girls (enr_jul21_pg_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-PP1 Boys (enr_jul21_pp1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many boys are in PRE-PRIMARY 1 Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-PP1 Girls (enr_jul21_pp1_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many girls are in PRE-PRIMARY 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-PP2 Boys (enr_jul21_pp2_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many boys are in PRE-PRIMARY 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-PP2 Girls (enr_jul21_pp2_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many girls are in PRE-PRIMARY 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G1 Boys (enr_jul21_g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G1 Girls (enr_jul21_g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G2 Boys (enr_jul21_g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G2 Girls (enr_jul21_g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G3 Boys (enr_jul21_g3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G3 Girls (enr_jul21_g3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G4 Boys (enr_jul21_g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G4 Girls (enr_jul21_g4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G5 Boys (enr_jul21_g5_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G5 Girls (enr_jul21_g5_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G6 Boys (enr_jul21_g6_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G6 Girls (enr_jul21_g6_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G7 Boys (enr_jul21_g7_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G7 Girls (enr_jul21_g7_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G8 Boys (enr_jul21_g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-G8 Girls (enr_jul21_g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F1 Boys (enr_jul21_f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F1 Girls (enr_jul21_f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F2 Boys (enr_jul21_f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F2 Girls (enr_jul21_f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F3 Boys (enr_jul21_f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F3 Girls (enr_jul21_f3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F4 Boys (enr_jul21_f4_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many boys are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Enrolment in Jul-21-F4 Girls (enr_jul21_f4_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many girls are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Headcount during data collection -Playgroup Boys (enr_hc_pg_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many boys in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-Playgroup Girls (enr_hc_pg_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62

Literal question

How many girls in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-PP1 Boys (enr_hc_pp1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys in PRE-PRIMARY 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-PP1 Girls (enr_hc_pp1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls in PRE-PRIMARY 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-PP2 Boys (enr_hc_pp2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many boys in PRE-PRIMARY 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-PP2 Girls (enr_hc_pp2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62

Literal question

How many girls in PRE-PRIMARY 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G1 Boys (enr_hc_g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G1 Girls (enr_hc_g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G2 Boys (enr_hc_g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G2 Girls (enr_hc_g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G3 Boys (enr_hc_g3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G3 Girls (enr_hc_g3_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G4 Boys (enr_hc_g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G4 Girls (enr_hc_g4_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many girls in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G5 Boys (enr_hc_g5_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 367
Invalid: 104

Literal question

How many boys in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G5 Girls (enr_hc_g5_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-99999

Valid cases: 367
 Invalid: 104

Literal question

How many girls in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G6 Boys (enr_hc_g6_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G6 Girls (enr_hc_g6_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G7 Boys (enr_hc_g7_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G7 Girls (enr_hc_g7_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G8 Boys (enr_hc_g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many boys in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-G8 Girls (enr_hc_g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104

Literal question

How many girls in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F1 Boys (enr_hc_f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys in Secondary Form 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F1 Girls (enr_hc_f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls in Secondary Form 1 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F2 Boys (enr_hc_f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many boys in Secondary Form 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F2 Girls (enr_hc_f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many girls in Secondary Form 2 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F3 Boys (enr_hc_f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many boys in Secondary Form 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F3 Girls (enr_hc_f3_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 55
Invalid: 416

Literal question

How many girls in Secondary Form 3 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F4 Boys (enr_hc_f4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many boys in Secondary Form 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

Headcount during data collection-F4 Girls (enr_hc_f4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 55
 Invalid: 416

Literal question

How many girls in Secondary Form 4 are present on the interview date (HEAD COUNT)? DAY OF THE INTERVIEW

If learners left, where have the majority of the children in school moved to? (q3_6a)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-98

Valid cases: 471
 Invalid: 0

Literal question

If learners left, where have the majority of the children in school moved to?

Did enrollment increase in this school after full school reopening in Jan21 (q3_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Did the enrollment increase in this school after full school reopening in January 2021 compared to the enrollment before closure due to Covid-19?

How did the school respond to the increase?-Hire more teachers (q3_8_1)

File: lcps_institutional_data

Overview

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

Valid cases: 124
Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? Hire more teachers

How did the school respond to the increase?-Build more classrooms (q3_8_2)

File: lcps_institutional_data

Overview

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

Valid cases: 124
Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? Build more classrooms

How did the school respond to the increase?-Move to a new facility (q3_8_3)

File: lcps_institutional_data

Overview

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

Valid cases: 124
Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? Move to a new facility

How did the school respond to the increase?-Stop enrolling more learners (q3_8_4)

File: lcps_institutional_data

Overview

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

Valid cases: 124
Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? Stop enrolling more learners

How did the school respond to the increase?-did nothing (q3_8_5)

File: lcps_institutional_data

Overview

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

Valid cases: 124
 Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? did nothing

How did the school respond to the increase?- increased desks (q3_8_6)

File: lcps_institutional_data

Overview

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

Valid cases: 124
 Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? increased desks

How did the school respond to the increase?- combined PP1 and Playgroup (q3_8_7)

File: lcps_institutional_data

Overview

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

Valid cases: 124
 Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? combined PP1 and Playgroup

How did the school respond to the increase?- increased learning materials (q3_8_8)

File: lcps_institutional_data

Overview

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

Valid cases: 124
 Invalid: 347

Literal question

With this increased enrollment, how did the school respond to this change? increased learning materials

3.9. Where did the majority of the new enrolments come from? (q3_9)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 124
Invalid: 347

Literal question

Where did the majority of the new enrolments come from?

Playgroup classrooms- pre-COVID-19 (q4_2_apg)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62
Minimum: 0
Maximum: 9999
Mean: 25.4
Standard deviation: 494.4

Literal question

How many classrooms did PRE-PRIMARY Playgroup have before school closure due to Covid-19

PP1 classrooms- pre-COVID-19 (q4_2_ap1)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62
Minimum: 0
Maximum: 9999
Mean: 25.5
Standard deviation: 494.4

Literal question

How many classrooms did PRE-PRIMARY 1 have before school closure due to Covid-19

PP2 classrooms- pre-COVID-19 (q4_2_ap2)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 409
Invalid: 62
Minimum: 0
Maximum: 9999
Mean: 25.5
Standard deviation: 494.4

Literal question

How many classrooms did PRE-PRIMARY 2 have before school closure due to Covid-19

Grade 1 classrooms- pre-COVID-19 (q4_2_ag1)

File: lcps_institutional_data

Overview

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

Valid cases: 367
 Invalid: 104

Literal question

How many classrooms did PRIMARY Grade 1 have before school closure due to Covid-19

Grade 2 classrooms- pre-COVID-19 (q4_2_ag2)

File: lcps_institutional_data

Overview

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

Valid cases: 367
 Invalid: 104

Literal question

How many classrooms did PRIMARY Grade 2 have before school closure due to Covid-19

Grade 3 classrooms- pre-COVID-19 (q4_2_ag3)

File: lcps_institutional_data

Overview

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

Valid cases: 367
 Invalid: 104

Literal question

How many classrooms did PRIMARY Grade 3 have before school closure due to Covid-19

Grade 4 classrooms- pre-COVID-19 (q4_2_ag4)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104
 Minimum: 0
 Maximum: 9999
 Mean: 28.2
 Standard deviation: 521.9

Literal question

How many classrooms did PRIMARY Grade 4 have before school closure due to Covid-19

Grade 5 classrooms- pre-COVID-19 (q4_2_ag5)

File: lcps_institutional_data

Overview

Type: Continuous	Valid cases: 367
Format: numeric	Invalid: 104
Width: 4	Minimum: 0
Decimals: 0	Maximum: 9999
Range: 0-9999	Mean: 28.2
	Standard deviation: 521.9

Literal question

How many classrooms did PRIMARY Grade 5 have before school closure due to Covid-19

Grade 6 classrooms- pre-COVID-19 (q4_2_ag6)

File: lcps_institutional_data

Overview

Type: Continuous	Valid cases: 367
Format: numeric	Invalid: 104
Width: 4	Minimum: 0
Decimals: 0	Maximum: 9999
Range: 0-9999	Mean: 55.4
	Standard deviation: 737.1

Literal question

How many classrooms did PRIMARY Grade 6 have before school closure due to Covid-19

Grade 7 classrooms- pre-COVID-19 (q4_2_ag7)

File: lcps_institutional_data

Overview

Type: Continuous	Valid cases: 367
Format: numeric	Invalid: 104
Width: 4	Minimum: 0
Decimals: 0	Maximum: 9999
Range: 0-9999	Mean: 82.6
	Standard deviation: 901.5

Literal question

How many classrooms did PRIMARY Grade 7 have before school closure due to Covid-19

Grade 8 classrooms- pre-COVID-19 (q4_2_ag8)

File: lcps_institutional_data

Overview

Type: Continuous	Valid cases: 367
Format: numeric	Invalid: 104
Width: 4	Minimum: 0
Decimals: 0	Maximum: 9999
Range: 0-9999	Mean: 109.8
	Standard deviation: 1039.5

Literal question

How many classrooms did PRIMARY Grade 8 have before school closure due to Covid-19

Form 1 classrooms- pre-COVID-19 (q4_2_af1)

File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms did SECONDARY FORM 1 have before school closure due to Covid-19

Form 2 classrooms- pre-COVID-19 (q4_2_af2)

File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms did SECONDARY FORM 2 have before school closure due to Covid-19

Form 3 classrooms- pre-COVID-19 (q4_2_af3)

File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms did SECONDARY FORM 4 have before school closure due to Covid-19

Form 4 classrooms- pre-COVID-19 (q4_2_af4)

File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms did SECONDARY FORM 4 have before school closure due to Covid-19

Playgroup classrooms- after school reopening (q4_2_bpg)

File: lcps_institutional_data

Overview

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

Valid cases: 409
 Invalid: 62

Literal question

How many classrooms does PRE-PRIMARY Playgroup have after school reopening

PP1 classrooms- after sch reopening (q4_2_bp1)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62
 Minimum: 0
 Maximum: 9999
 Mean: 25.5
 Standard deviation: 494.4

Literal question

How many classrooms does PRE-PRIMARY 1 have after school reopening

PP2 classrooms- after sch reopening (q4_2_bp2)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 409
 Invalid: 62
 Minimum: 0
 Maximum: 9999
 Mean: 25.5
 Standard deviation: 494.4

Literal question

How many classrooms does PRE-PRIMARY 2 have after school reopening

Grade 1 classrooms- after sch reopening (q4_2_bg1)
 File: lcps_institutional_data

Overview

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

Valid cases: 367
 Invalid: 104

Literal question

How many classrooms does PRIMARY Grade 1 have after school reopening

Grade 2 classrooms- after sch reopening (q4_2_bg2)
 File: lcps_institutional_data

Overview

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

Valid cases: 367
 Invalid: 104

Literal question

How many classrooms does PRIMARY Grade 2 have after school reopening

Grade 3 classrooms- after sch reopening (q4_2_bg3) File: lcps_institutional_data

Overview

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

Valid cases: 367
 Invalid: 104

Literal question

How many classrooms does PRIMARY Grade 3 have after school reopening

Grade 4 classrooms- after sch reopening (q4_2_bg4) File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104
 Minimum: 0
 Maximum: 9999
 Mean: 28.2
 Standard deviation: 521.9

Literal question

How many classrooms does PRIMARY Grade 4 have after school reopening

Grade 5 classrooms- after sch reopening (q4_2_bg5) File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104
 Minimum: 0
 Maximum: 9999
 Mean: 28.2
 Standard deviation: 521.9

Literal question

How many classrooms does PRIMARY Grade 5 have after school reopening

Grade 6 classrooms- after sch reopening (q4_2_bg6) File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104
 Minimum: 0
 Maximum: 9999
 Mean: 55.4
 Standard deviation: 737.1

Literal question

How many classrooms does PRIMARY Grade 6 have after school reopening

Grade 7 classrooms- after sch reopening (q4_2_bg7)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104
 Minimum: 0
 Maximum: 9999
 Mean: 55.3
 Standard deviation: 737.1

Literal question

How many classrooms does PRIMARY Grade 7 have after school reopening

Grade 8 classrooms- after sch reopening (q4_2_bg8)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 367
 Invalid: 104
 Minimum: 0
 Maximum: 9999
 Mean: 109.8
 Standard deviation: 1039.5

Literal question

How many classrooms does PRIMARY Grade 8 have after school reopening

Form 1 classrooms- after sch reopening (q4_2_bf1)

File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms does SECONDARY FORM 1 have after school reopening

Form 2 classrooms- after sch reopening (q4_2_bf2)

File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms does SECONDARY FORM 2 have after school reopening

Form 3 classrooms- after sch reopening (q4_2_bf3)
 File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms does SECONDARY FORM 4 have after school reopening

Form 4 classrooms- after sch reopening (q4_2_bf4)
 File: lcps_institutional_data

Overview

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

Valid cases: 55
 Invalid: 416

Literal question

How many classrooms does SECONDARY FORM 4 have after school reopening

Are there any grades that are sharing a classroom? (q4_2c)
 File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Are there any grades that are sharing a classroom?

Has any learner been away from school for 2 consecutive weeks ?
 (q4_3)
 File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Has any learner been away from school for 2 consecutive weeks ?

Reason for learners two weeks absence -School is very far from home (q4_5_1)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - School is very far from home

Reason for learners 2 wks absence -Learner(s) got expelled (q4_5_2)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - Learner(s) got expelled

Reason for learners 2 wks absence -The learner got pregnant (q4_5_3)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - The learner got pregnant

Reason for learners 2 wks absence -The parents/guardian are unable to pay for sc (q4_5_4)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - The parents/guardian are unable to pay for school fees or other educational expenses

Reason for learners 2 wks absence -The learner is engaged in income generating a (q4_5_5)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - The learner is engaged in income generating activity

Reason for learners 2 wks absence -Illness/accident (q4_5_6)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - Illness/accident

Reason for learners 2 wks absence -bereavement (q4_5_7)

File: lcps_institutional_data

Overview

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

Valid cases: 286
 Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - bereavement

Reason for learners 2 wks absence -family disputes/domestic issues at their home (q4_5_8)

File: lcps_institutional_data

Overview

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

Valid cases: 286
Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - family disputes/domestic issues at their home

Reason for learners 2 wks absence -dropping out/peer pressure (q4_5_9)

File: lcps_institutional_data

Overview

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

Valid cases: 286
Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - dropping out/peer pressure

Reason for learners 2 wks absence -migration to rural areas (q4_5_10)

File: lcps_institutional_data

Overview

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

Valid cases: 286
Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - migration to rural areas

Reason for learners 2 wks absence -poverty/lack of food/children living alone (q4_5_11)

File: lcps_institutional_data

Overview

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

Valid cases: 286
Invalid: 185

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - poverty/lack of food/children living alone

Reason for learners 2 wks absence -transfer to other schools (q4_5_12)

File: lcps_institutional_data

Overview

Type: Discrete	Valid cases: 286
Format: numeric	Invalid: 185
Width: 1	
Decimals: 0	
Range: 1-9	

Literal question

What are the reason(s) given by guardian/parents for learners' absence from school in the last two schooling weeks? - transfer to other schools

How many teachers are currently in this school - Male (q5_1_m)

File: lcps_institutional_data

Overview

Type: Continuous	Valid cases: 471
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 33
Range: 0-33	Mean: 3.7
	Standard deviation: 3.7

Literal question

How many male teachers are currently employed at this school?

How many teachers are currently in this school - Female (q5_1_f)

File: lcps_institutional_data

Overview

Type: Continuous	Valid cases: 471
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 43
Range: 0-43	Mean: 6.9
	Standard deviation: 5.4

Literal question

How many female teachers are currently employed at this school?

1. University level - Male (q5_2_1m)

File: lcps_institutional_data

Overview

Type: Discrete	Valid cases: 211
Format: numeric	Invalid: 260
Width: 2	
Decimals: 0	
Range: 0-12	

Literal question

What number of male teachers have attained University Level Training level of education?

1. University level - Female (q5_2_1f)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of female teachers have attained University Level Training level of education?

2. Teacher Training college Male (q5_2_2m)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 0-18

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained Teacher Training college level of education?

2. Teacher Training college Female (q5_2_2f)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-31

Valid cases: 211
Invalid: 260
Minimum: 0
Maximum: 31
Mean: 2.6
Standard deviation: 3.7

Literal question

What number of female teachers have attained Teacher Training college level of education?

3. ECD/DICECE Male (q5_2_3m)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained ECD/DICECE level of education?

3. ECD/DICECE Female (q5_2_3f)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained ECD/DICECE level of education?

4. Secondary Level Training (KCSE & no post KCSE training) Male (q5_2_4m)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained Secondary Level Training (KCSE & no post KCSE training) level of education?

4. Secondary Level Training (KCSE & no post KCSE training) Female (q5_2_4f)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of female teachers have attained Secondary Level Training (KCSE & no post KCSE training) level of education?

5. Primary Level Education (KCPE & no post KCPE training) Male (q5_2_5m)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained Primary Level Education (KCPE & no post KCPE training) level of education?

5. Primary Level Education (KCPE & no post KCPE training) Female (q5_2_5f)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of female teachers have attained Primary Level Education (KCPE & no post KCPE training) level of education?

6. University Degree in (Education) Male (q5_2_6m)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained University Degree in (Education) level of education?

University Degree in (Education) Female (q5_2_6f)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of female teachers have attained University Degree in (Education) level of education?

96. Other (Specify) Male (q5_2_96m)

File: lcps_institutional_data

Overview

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

Valid cases: 211
Invalid: 260

Literal question

What number of male teachers have attained Other (Specify) level of education?

96. Other (Specify) Female (q5_2_96f)

File: lcps_institutional_data

Overview

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

Valid cases: 211
 Invalid: 260

Literal question

What number of male teachers have attained Other (Specify) level of education?

Other level... specify (q5_2_96_spy)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: character
 Width: 83

Valid cases: 22

Literal question

Specify Other level of education teachers have attained

Primary-KCPE (q5_2b_1m)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of male teachers have attained Primary-KCPE level of education?

Primary-KCPE (q5_2b_1f)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of female teachers have attained Primary-KCPE level of education?

Secondary-KCSE (q5_2b_2m)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of male teachers have attained Secondary-KCSE level of education?

Secondary-KCSE (q5_2b_2f)

File: lcps_institutional_data

Overview

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

Valid cases: 260
Invalid: 211

Literal question

What number of female teachers have attained Secondary-KCSE level of education?

Certificate in education (q5_2b_3m)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-33

Valid cases: 260
Invalid: 211
Minimum: 0
Maximum: 33
Mean: 1.2
Standard deviation: 2.6

Literal question

What number of male teachers have attained Certificate in education level of education?

Certificate in education - sum (q5_2b_3f)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-34

Valid cases: 260
Invalid: 211
Minimum: 0
Maximum: 34
Mean: 2.9
Standard deviation: 3.6

Literal question

What number of female teachers have attained Certificate in education level of education?

Certificate not in education (q5_2b_4m)

File: lcps_institutional_data

Overview

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

Valid cases: 260
Invalid: 211

Literal question

What number of male teachers have attained Certificate not in education level of education?

Certificate not in education - sum (q5_2b_4f)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of female teachers have attained Certificate not in education level of education?

Diploma in education (q5_2b_5m)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of male teachers have attained Diploma in education level of education?

Diploma in education (q5_2b_5f)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of female teachers have attained Diploma in education level of education?

Diploma not in education (q5_2b_6m)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of male teachers have attained Diploma not in education level of education?

Diploma not in education (q5_2b_6f)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of female teachers have attained Diploma not in education level of education?

Degree in education (q5_2b_7m) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-18

Valid cases: 260
 Invalid: 211

Literal question

What number of male teachers have attained Degree in education level of education?

Degree in education (q5_2b_7f) File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-39

Valid cases: 260
 Invalid: 211
 Minimum: 0
 Maximum: 39
 Mean: 1.2
 Standard deviation: 4.1

Literal question

What number of female teachers have attained Degree in education level of education?

Degree not in education (q5_2b_8m) File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of male teachers have attained Degree not in education level of education?

Degree not in education (q5_2b_8f) File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

What number of female teachers have attained Degree not in education level of education?

How many of these teachers are registered with TSC? (q5_2a)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-69

Valid cases: 471
 Invalid: 0
 Minimum: 0
 Maximum: 69
 Mean: 5.5
 Standard deviation: 8.5

Literal question

How many of these teachers are registered with TSC?

Before school closure due to COVID-19, how many teachers were employed in this s (q5_3)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-67

Valid cases: 471
 Invalid: 0
 Minimum: 0
 Maximum: 67
 Mean: 11.1
 Standard deviation: 8

Literal question

Before school closure due to COVID-19, how many teachers were employed in this school?

After full school re-opening , how many previously recruited teachers reported b (q5_4)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 0-67

Valid cases: 471
 Invalid: 0
 Minimum: 0
 Maximum: 67
 Mean: 8.6
 Standard deviation: 7.9

Literal question

After full school re-opening , how many previously recruited teachers reported back to school?

Changes in staffing before COVID-19 (q5_5_before)
 File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

In this school, were there any changes (new recruits or exits) in teacher-staffing before COVID-19 schools' reopening?

Changes in staffing after School Reopening (q5_5_after)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

In this school, were there any changes (new recruits or exits) in teacher-staffing after schools' reopening?

5.6a. If teachers left the school before COVID-19 have they been replaced? (q5_6a)

File: lcps_institutional_data

Overview

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

Valid cases: 75
 Invalid: 396

Literal question

If teachers left the school before COVID-19 have they been replaced?

Two main reasons teachers left before COVID-19 -Did not receive pay (q5_6b_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - Did not receive pay

Two main reasons teachers left before COVID-19 -The school was planning to close (q5_6b_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - The school was planning to close

Two main reasons teachers left before COVID-19 -Salary reduction (q5_6b_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - Salary reduction

Two main reasons teachers left before COVID-19 -Got another job/promotion (q5_6b_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - Got another job / promotion

Two main reasons teachers left before COVID-19 -Got a job with TSC/government (q5_6b_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - Got a job with TSC/government

Two main reasons teachers left before COVID-19 - relocation/married (q5_6b_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - relocation/married

Two main reasons teachers left before COVID-19 - further studies (q5_6b_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two main reasons why the teachers left before school closures due to COVID-19? - further studies

If teacher(s) left, how many left the school after the school was reopened (q5_7a)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 2
Decimals: 0
Range: 0-28

Valid cases: 376
Invalid: 95
Minimum: 0
Maximum: 28
Mean: 3
Standard deviation: 2.9

Literal question

If teacher(s) left, how many left the school after the school was reopened from long closure?

Two main reasons teachers left upon reopening of schools - Did not receive pay (q5_7b_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - Did not receive pay

Two main reasons teachers left upon reopening of schools - The school was planni (q5_7b_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - The school was planning to close

Two main reasons teachers left upon reopening of schools - Salary reduction (q5_7b_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - Salary reduction

Two main reasons teachers left upon reopening of schools - Got another job (q5_7b_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - Got another job

Two main reasons teachers left upon reopening of schools - migrated to upcountry (q5_7b_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - migrated to upcountry

Two main reasons teachers left upon reopening of schools - retired/trasferred/di (q5_7b_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - retired/trasferred/disabled

Two main reasons teachers left upon reopening of schools - further studies/inter (q5_7b_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? further studies

Two main reasons teachers left upon reopening of schools - started business/self (q5_7b_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - self-employed

Two main reasons teachers left upon reopening of schools - familiy rekated e.g m (q5_7b_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What were the two MAIN reasons why the teachers left after school's reopening? - familiy rekated e.g maternity leave

During school closures how were teachers renumerated? (q5_8a)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

During COVID-19 school closures, how were teachers renumerated?

During school closures were the teachers paid regularly since closure (q5_8b)

File: lcps_institutional_data

Overview

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

Valid cases: 144
 Invalid: 327

Literal question

Were the teachers paid regularly since the government directed all schools to be closed in March 2020 due to COVID-19?

After sch reopening, are all the teachers in this school being paid regularly? (q5_8c)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Now, that the schools have reopened, are all the teachers in this school being paid regularly?

If teachers left, what are the current options/mitigation plans - Hire cheaper t (q5_9_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Hire cheaper teachers

If teachers left, what are the current options/mitigation plans - Hire few but m (q5_9_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Hire few but manageable teachers

If teachers left, what are the current options/mitigation plans - Rent cheaper p (q5_9_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Rent cheaper places to enable me pay teachers

If teachers left, what are the current options/mitigation plans - Relocate to an (q5_9_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Relocate to another place where renting schooling facilities are cheaper

If teachers left, what are the mitigation plans - Increase fee to enable me pay (q5_9_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - Increase fee to enable me pay teachers

If teachers left, what are the mitigation plans - nothing (q5_9_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - do nothing

If teachers left, what are the mitigation plans - reduced the streams/levels (q5_9_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - reduced the streams/levels

If teachers left, what are the mitigation plans - look for financial support (q5_9_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - look for financial support

If teachers left, what are the mitigation plans - strategies for fees collection (q5_9_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - strategies for fees collection

If teachers left, what are the mitigation plans - income gen activities
 (q5_9_10)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - income gen activities

If teachers left, what are the mitigation plans - reduce salaries
 (q5_9_11)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - reduce salaries

If teachers left, what are the mitigation plans - sharing classes
 (q5_9_12)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - sharing classes

If teachers left, what are the mitigation plans - encourage teachers side hustle (q5_9_13)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If teachers have left the school due to non payment (caused by effects of COVID-19), what are the options/mitigation plans that the school management is exploring? - encourage teachers side hustle

Do you think it was a good idea to close schools due to COVID-19? (q6_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Do you think it was a good idea to close schools due to COVID-19?

To what extent are you worried about school closures negatively impacting learni (q6_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

To what extent are you worried about school closures negatively impacting learning in this school now that schools have resumed?

Main reasons contributing to worry - It is challenging to recover the learning t (q6_3_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - It is challenging to recover the learning time lost

Main reasons contributing to worry - The financial implications from COVID-19 wi (q6_3_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - The financial implications from COVID-19 will affect quality of learning

Main reasons contributing to worry - Early pregnancies/marriages (q6_3_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Early pregnancies / marriages

Main reasons contributing to worry - School drop outs (q6_3_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - School drop outs

Main reasons contributing to worry - Drug use (q6_3_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Drug use

Main reasons contributing to worry - Students engage in income generating activi (q6_3_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Students engage in income generating activities

Main reasons contributing to worry - Household obligations (q6_3_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Household obligations

Main reasons contributing to worry - Indiscipline cases increased/peer influence (q6_3_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - Indiscipline cases increased/peer influence

Main reasons contributing to worry - calendar disruption/work overload (q6_3_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - calendar disruption/work overload

Main reasons contributing to worry - academic performance decrease (q6_3_10)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - academic performance decrease

Main reasons contributing to worry - increased insecurity(mugging,rape) (q6_3_11)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - increased insecurity(mugging,rape)

Main reasons contributing to worry - student population decreased (q6_3_12)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - student population decreased

Main reasons contributing to worry - increased malnutrition (q6_3_13)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What are the main reasons why you are worried about the negative effect of school closures on learning in the school now school has resumed? - increased malnutrition

Supporting in catch up through - Extra classes/remedial (q6_4_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - Extra classes/remedial

Supporting in catch up through - Assessing students' learning levels (q6_4_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - Assessing students' learning levels

Supporting in catch up through - Requiring repetition (q6_4_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - Requiring repetition

Supporting in catch up through - Providing additional materials to students (q6_4_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - Providing additional materials to students

Supporting in catch up through - Hiring extra teachers (q6_4_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - Hiring extra teachers

Supporting in catch up through - Hiring classroom assistants (q6_4_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - Hiring classroom assistants

Supporting in catch up through - guidance & counseling/lifeskills (q6_4_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What is the school doing to support children to catch-up? - guidance & counseling/lifeskills

Supporting in catch up through - more desks/space/rooms (q6_4_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What is the school doing to support children to catch-up? - more desks/space/rooms

Supporting in catch up through - shorter breaks (q6_4_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What is the school doing to support children to catch-up? - shorter breaks

Extent COVID-19 affected operations - School had to relocate to a cheaper site (q6_5_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - School had to relocate to a cheaper site

Extent COVID-19 affected operations - The number of employees such as teaching a (q6_5_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - The number of employees such as teaching and non-teaching were reduced

Extent COVID-19 affected operations - Stopped providing learning resources such (q6_5_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - Stopped providing learning resources such as textbooks

Extent COVID-19 affected operations - No change in the school operation (q6_5_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - No change in the school operation

Extent COVID-19 affected operations - donor funding reduced/no more (q6_5_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - donor funding reduced/no more

Extent COVID-19 affected operations - parents inability to pay fees (q6_5_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - parents inability to pay fees

Extent COVID-19 affected operations - reduction in student enrolment (q6_5_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - reduction in student enrolment

Extent COVID-19 affected operations - loss of learning (q6_5_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - loss of learning

Extent COVID-19 affected operations - accrued rent arrears/debt accumulation (q6_5_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - accrued rent arrears/debt accumulation

Extent COVID-19 affected operations - hiring untrained teachers (q6_5_10)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - hiring untrained teachers

Extent COVID-19 affected operations - staff salary reductions (q6_5_11)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - staff salary reductions

Extent COVID-19 affected operations - school meals halted (q6_5_12)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - school meals halted

Extent COVID-19 affected operations - operation cost increased due to COVID-19 p (q6_5_13)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - operation cost increased due to COVID-19 pandemic

Extent COVID-19 affected operations - inability to pay staff during closure (q6_5_14)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What was the extent to which COVID-19 affected the operations of this school? - inability to pay staff during closure

Was the school providing any type of distance learning to learners before COVID- (q6_6a)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Was the school providing any type of distance learning to learners before COVID-19?

Post question

If, YES what form of distance learning was mainly used before school closure due to COVID-19?

If, YES what form of distance learning was mainly used before sch closure due to (q6_6aa)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-98

Valid cases: 31
Invalid: 440

Literal question

If YES in Qn 6.6aa, what form of distance learning was mainly used before school closure due to COVID-19?

Was the school providing any distance learning to learners during sch closure? (q6_6b)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Was the school providing any type of distance learning to learners during COVID-19 school closure?

Were govt sponsored distance learning solutions (e.g. TV) helpful to learners? (q6_7)

File: lcps_institutional_data

Overview

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

Valid cases: 433
Invalid: 38

Literal question

Do you think the government sponsored distance learning solutions (e.g. TV, radio, internet etc.) were helpful to the learners in this school during the school closures due to COVID-19?

Distance learning solutions by sch -Did not provide distance learning (q6_8_0)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Did not provide distance learning

Distance learning solutions by sch -Learning through WhatsApp (q6_8_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Learning through WhatsApp

Distance learning solutions by sch -Through home radio (q6_8_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through home radio

Distance learning solutions by sch -Through home television (q6_8_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through home television

Distance learning solutions by sch -Through a community radio and television (q6_8_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through a community radio and television

Distance learning solutions by sch -Learning questions sent via texts (q6_8_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Learning questions sent via texts

Distance learning solutions by sch -Through internet e.g. google classrooms (q6_8_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Through internet e.g. google classrooms

Distance learning solutions by sch -Use of community social halls (q6_8_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Use of community social halls

Distance learning solutions by sch -Studying using sch provided handouts under g (q6_8_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Studying using school provided handouts under guidance of parents or other siblings

Distance learning solutions by sch -Private coaching or tuition with social dist (q6_8_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - Private coaching or tuition with social distance enforced

Distance learning solutions by sch -learners went to school to collect assignmen (q6_8_10)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)? - learners went to school to collect assignments

If NO, the main reason for lacking distance learning during the COVID-19 closure (q7_0)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-96

Valid cases: 294
Invalid: 177

Pre question

How was the school mainly providing distance learning during the school closure period (due to COVID-19)?

Literal question

If NO, what was the main reason for lacking distance learning during the COVID-19 school closure period?

If distance learning was provided during the school closure period, how many hrs (q7_1)

File: lcps_institutional_data

Overview

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

Valid cases: 166
Invalid: 305

Literal question

If distance learning was provided during the school closure period, how many hours per day (on average) did the teachers support learning?

If teachers were providing distance learning, were there charges? (q7_2)

File: lcps_institutional_data

Overview

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

Valid cases: 166
Invalid: 305

Literal question

If teachers were providing distance learning support during the school closure period, was the school charging any fee?

Who provided resources for distance learning - International NGO working in the (q7_3_1)

File: lcps_institutional_data

Overview

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

Valid cases: 166
 Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - International NGO working in the area

Who provided resources for distance learning - Local NGO/CBO/FBO working in the (q7_3_2)

File: lcps_institutional_data

Overview

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

Valid cases: 166
 Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Local NGO/CBO working in the area

Who provided resources for distance learning - Government through online/boradca (q7_3_3)

File: lcps_institutional_data

Overview

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

Valid cases: 166
 Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Government through online/boradcasted lessons

Who provided resources for distance learning - The Schools themselves (q7_3_4)

File: lcps_institutional_data

Overview

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

Valid cases: 166
 Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - The School themselves

Who provided resources for distance learning - Do not know the source (q7_3_5)

File: lcps_institutional_data

Overview

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

Valid cases: 166
Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Do not know the source

Who provided resources for distance learning - Teachers provided their own mater (q7_3_6)

File: lcps_institutional_data

Overview

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

Valid cases: 166
Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Teachers provided their own materials

Who provided resources for distance learning - Parents (q7_3_7)

File: lcps_institutional_data

Overview

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

Valid cases: 166
Invalid: 305

Literal question

Who provided learning resources used for distance learning during the school closure period (COVID-19 period)? - Parents

Resources for distance learning by -International NGO working in the area (q7_4_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - International NGO working in the area

Resources for distance learning by -Local NGO/CBO working in the area (q7_4_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Local NGO/CBO working in the area

Resources for distance learning by -Government through online/broadcasted lesson (q7_4_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Government through online/broadcasted lessons

Resources for distance learning by -The Schools themselves (q7_4_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - The Schools themselves

Resources for distance learning by -Do not know the source (q7_4_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Do not know the source

Resources for distance learning by -Teachers provided their own materials (q7_4_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - Teachers provided their own materials

Resources for distance learning by - there was no distance learning (q7_4_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Who provided learning resources used for distance learning before COVID-19 [if any] (2019 to March 2020)? - there was no distance learning

Do you think the classes are adequately spaced to allow for social distancing? (q7_5a)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Do you think the classes are adequately spaced to allow for social distancing?

Post question

If No, what would you recommend for an enhanced social distancing in this school?

To enhance social distancing - build/rent more classrooms/desks (q7_5b_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - School stakeholders to build more classrooms

To enhance social distancing - School reduce enrollment of more learners (q7_5b_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - School reduce enrollement of more learners

To enhance social distancing - Stop enrolling new learners (q7_5b_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - Stop enrolling new learners

To enhance social distancing - introduce shift learning (q7_5b_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - introduce shift learning

To enhance social distancing - employ more teachers (q7_5b_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - employ more teachers

To enhance social distancing - promote use of PPEs (q7_5b_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - promote use of PPEs

To enhance social distancing - more donations/funding (q7_5b_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

If No, what would you recommend for an enhanced social distancing in this school? - more donations/funding

Did the school administer assessment by KNEC TO;Grade 4 (q7_6_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Did the school administer assessment by KNEC TO Grade 4

Did the school administer assessment by KNEC TO;Grade 8 (q7_6_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Did the school administer assessment by KNEC TO Grade 8

Did the school administer assessment by KNEC TO;Form 4 (q7_6_3)
 File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Did the school administer assessment by KNEC TO Form 4

Did the school administer assessment by KNEC TO;None (q7_6_4)
 File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Did the school administer assessment by KNEC TO None of the grades

Interviewer instructions

INTERVIEWER NOTE: You have selected both "None" AND at least one "Grade" that the school administered assessment by KNEC. Please go back and correct this

Did the school administer the assessment by KNEC to other grades/classes? (q7_7)
 File: lcps_institutional_data

Overview

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

Valid cases: 308
 Invalid: 163

Literal question

Did the school administer the assessment by KNEC to other grades/classes?

KNEC assessments available for - Grade 4 (q7_8_1)
 File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Grade 4

KNEC assessments available for - Grade 8 (q7_8_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Grade 8

KNEC assessments available for - Form 4 (q7_8_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Form 4

KNEC assessments available for - Other grades (Specify) (q7_8_96)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does the school have results for the KNEC assessments administered when the schools reopened for the following grades? - Other grades (Specify)

Assessment results for Grade 4 (q7_8a_1)

File: lcps_institutional_data

Overview

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

Valid cases: 255
 Invalid: 216

Literal question

The average scores of the KNEC final national exams in grade 4

Interviewer instructions

INTERVIEWER NOTE: CAPTURE KNEC ASSESSMENT FOR 2020 FOR Grade 4 & CLASS 8, AND FOR 2021 FOR OTHER GRADES
 [Capture the average scores of the KNEC final national exams in grade 4,class 8 and Form 4]

Assessment results for Grade 8 (q7_8a_2)

File: lcps_institutional_data

Overview

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

Valid cases: 208
 Invalid: 263

Literal question

The average scores of the KNEC final national exams in class 8

Interviewer instructions

INTERVIEWER NOTE: CAPTURE KNEC ASSESSMENT FOR 2020 FOR Grade 4 & CLASS 8, AND FOR 2021 FOR OTHER GRADES
 [Capture the average scores of the KNEC final national exams in grade 4,class 8 and Form 4]

Assessment results for Form 4 (q7_8a_3)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: character
 Width: 26

Valid cases: 28
 Invalid: 0

Literal question

The average scores of the KNEC final national exams in Form 4

Interviewer instructions

INTERVIEWER NOTE: CAPTURE KNEC ASSESSMENT FOR 2020 FOR Grade 4 & CLASS 8, AND FOR 2021 FOR OTHER GRADES
 [Capture the average scores of the KNEC final national exams in grade 4,class 8 and Form 4]

Does this school charge any fees? (q8_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does this school charge any fees?

How does the fee before and after the pandemic compare? (q8_2)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

How does the fee before and after the pandemic compare?

Before school closures due to COVID-19 , what proportion of learners defaulted o (q8_3)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

Before school closures due to COVID-19 , what proportion of learners defaulted on fees?

8.4. After school reopening, what proportion of learners defaulted on fees payme (q8_4)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

After school reopening, what proportion of learners defaulted on fees payment?

Does the school charge for - Transport (q8_5_1)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

Does the school charge for Transport expenses?

Does the school charge for - Food (q8_5_2)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Food expenses?

Does the school charge for - Tuition fees (q8_5_3)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Tuition fees expenses?

Does the school charge for - Development fund (q8_5_4)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Development fund expenses?

Does the school charge for - Parents-teachers association fees (q8_5_5)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Parents-teachers association fees(PTA) expenses?

Does the school charge for - Examination fees (q8_5_6)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Examination fees expenses?

Does the school charge for - Remedial teaching/ extra tuton (q8_5_7)
 File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Remedial teaching/ extra tuton expenses?

Does the school charge for - Supplies (e.g. text & exercise books, bags) (q8_5_8)
 File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Supplies (e.g. text & exercise books, bags) expenses?

Does the school charge for - Uniform (q8_5_9)
 File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Uniform expenses?

Does the school charge for - Registration Fees (q8_5_10)
 File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Registration Fees expenses?

Does the school charge for - Activity fee (co-curriculum activities, e.g drama, (q8_5_11)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Activity fee (co-curriculum activities, e.g drama, sports music festivals, etc) expenses?

Does the school charge for - Charged in lumpsum (q8_5_12)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for - Charged in lumpsum

Does the school charge for - Other fees not mentioned (q8_5_13)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Does the school charge for Other expenses not mentioned (Specify)?

Amount charged for transport (q8_5_1_amt)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 1000-10000

Valid cases: 17
 Invalid: 454
 Minimum: 1000
 Maximum: 10000
 Mean: 2977.9
 Standard deviation: 2388

Literal question

How much are the parents/guardians expected to pay for Transport expenses?

What is the frequency of the charges for Transport (q8_5_1_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 17
 Invalid: 454

Literal question

What is the frequency of the charges for Transport expenses?

Amount charged for food (q8_5_2_amt)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-24000

Valid cases: 249
 Invalid: 222
 Minimum: 0
 Maximum: 24000
 Mean: 1231.8
 Standard deviation: 3171.6

Literal question

How much are the parents/guardians expected to pay for Food expenses?

What is the frequency of the charges for Food (q8_5_2_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 249
 Invalid: 222

Literal question

What is the frequency of the charges for Food expenses?

Amount charged for tuition (q8_5_3_amt)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 0-25000

Valid cases: 326
 Invalid: 145
 Minimum: 0
 Maximum: 25000
 Mean: 2732.1
 Standard deviation: 3142.7

Literal question

How much are the parents/guardians expected to pay for Tuition fees expenses?

What is the frequency of the charges for Tuition fees (q8_5_3_fre)
 File: lcps_institutional_data

Overview

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

Valid cases: 326
 Invalid: 145

Literal question

What is the frequency of the charges for Tuition fees expenses?

Amount charged for development fund (q8_5_4_amt)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-4500

Valid cases: 52
 Invalid: 419
 Minimum: 0
 Maximum: 4500
 Mean: 619.8
 Standard deviation: 732.8

Literal question

How much are the parents/guardians expected to pay for Development fund expenses?

What is the frequency of the charges for Development fund
 (q8_5_4_fre)
 File: lcps_institutional_data

Overview

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

Valid cases: 52
 Invalid: 419

Literal question

What is the frequency of the charges for Development fund expenses?

Amount charged for PTA (q8_5_5_amt)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 50-1200

Valid cases: 12
 Invalid: 459
 Minimum: 50
 Maximum: 1200
 Mean: 495.8
 Standard deviation: 359.6

Literal question

How much are the parents/guardians expected to pay for Parents-teachers association fees(PTA) expenses?

What is the frequency of the charges for Parents-teachers association fees (q8_5_5_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 12
 Invalid: 459

Literal question

What is the frequency of the charges for Parents-teachers association fees(PTA) expenses?

Amount charged for Examination (q8_5_6_amt)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-3200

Valid cases: 316
 Invalid: 155
 Minimum: 0
 Maximum: 3200
 Mean: 248
 Standard deviation: 285.8

Literal question

How much are the parents/guardians expected to pay for Examination fees expenses?

What is the frequency of the charges for Examination fees (q8_5_6_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 316
 Invalid: 155

Literal question

What is the frequency of the charges for Examination fees expenses?

Amount charged for remedial/extra tuition (q8_5_7_amt)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-2500

Valid cases: 127
Invalid: 344
Minimum: 0
Maximum: 2500
Mean: 303.9
Standard deviation: 437

Literal question

How much are the parents/guardians expected to pay for Remedial teaching/ extra tuition expenses?

What is the frequency of the charges for Remedial teaching/ extra tuition (q8_5_7_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 127
Invalid: 344

Literal question

What is the frequency of the charges for Remedial teaching/ extra tuition expenses?

Amount charged for Supplies e.g books (q8_5_8_amt)

File: lcps_institutional_data

Overview

Type: Continuous
Format: numeric
Width: 4
Decimals: 0
Range: 0-6000

Valid cases: 21
Invalid: 450
Minimum: 0
Maximum: 6000
Mean: 740
Standard deviation: 1329

Literal question

How much are the parents/guardians expected to pay for Supplies (e.g. text & exercise books, bags) expenses?

What is the frequency of the charges for Supplies (e.g. text & exercise books, b (q8_5_8_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 21
Invalid: 450

Literal question

What is the frequency of the charges for Supplies (e.g. text & exercise books, bags) expenses?

Amount charged for uniforms (q8_5_9_amt)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 5
 Decimals: 0
 Range: 500-15000

Valid cases: 33
 Invalid: 438
 Minimum: 500
 Maximum: 15000
 Mean: 2177.3
 Standard deviation: 2655

Literal question

How much are the parents/guardians expected to pay for Uniform expenses?

What is the frequency of the charges for Uniform (q8_5_9_fre)
 File: lcps_institutional_data

Overview

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

Valid cases: 33
 Invalid: 438

Literal question

What is the frequency of the charges for Uniform expenses?

Amount charged for registration fee (q8_5_10_amt)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-5500

Valid cases: 344
 Invalid: 127
 Minimum: 0
 Maximum: 5500
 Mean: 518.3
 Standard deviation: 475.9

Literal question

How much are the parents/guardians expected to pay for Registration Fees expenses?

What is the frequency of the charges for Registration Fees
 (q8_5_10_fre)
 File: lcps_institutional_data

Overview

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

Valid cases: 344
 Invalid: 127

Literal question

What is the frequency of the charges for Registration Fees expenses?

Amount charged for activity fee (q8_5_11_amt)
 File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-3000

Valid cases: 72
 Invalid: 399
 Minimum: 0
 Maximum: 3000
 Mean: 356.4
 Standard deviation: 433.6

Literal question

How much are the parents/guardians expected to pay for Activity fee (co-curriculum activities, e.g drama, sports music festivals, etc) expenses?

What is the frequency of the charges for Activity fee (co-curriculum activities, (q8_5_11_fre)

File: lcps_institutional_data

Overview

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

Valid cases: 72
 Invalid: 399

Literal question

What is the frequency of the charges for Activity fee (co-curriculum activities, e.g drama, sports music festivals, etc) expenses?

If fees are charged in lumpsum, what is the total fees charged per term? (q8_6)

File: lcps_institutional_data

Overview

Type: Continuous
 Format: numeric
 Width: 6
 Decimals: 0
 Range: 300-113000

Valid cases: 291
 Invalid: 180
 Minimum: 300
 Maximum: 113000
 Mean: 4632.4
 Standard deviation: 7439.2

Literal question

If fees is charged in lumpsum, what is the total fees charged to parents/guardians per term?

Are the fees charged to parents enough for the operation of the school? (q8_7a)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

Are the fees charged to parents/guardians enough for the operation of the school?

Post question

If NO, where does the school get extra resources/assistance to meet the deficit?

Source of additional support to meet deficit - Do not get (q8_7b_1)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - Do not get

Source of additional support to meet deficit - From Parents (school charges/fees (q8_7b_2)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - From Parents (school charges/fees)

Source of additional support to meet deficit - Well wishers such as donors,NGOs (q8_7b_3)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - From Well wishers such as donors, local and international NGO's and faith-based organisations (churches, mosques etc)

Source of additional support to meet deficit - Bursaries and scholarships offere (q8_7b_4)

File: lcps_institutional_data

Overview

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

Valid cases: 440
 Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - Bursaries and scholarships offered to learners

Source of additional support to meet deficit - School's own economic activities (q8_7b_5)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - School's own economic activities

Source of additional support to meet deficit - Loans from financial institutions (q8_7b_6)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - Loans from financial institutions

Source of additional support to meet deficit - Own resources/savings (q8_7b_7)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - Own resources/savings

Source of additional support to meet deficit - Government (q8_7b_8)

File: lcps_institutional_data

Overview

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

Valid cases: 440
Invalid: 31

Literal question

where does the school get extra resources/assistance to meet the deficit? - Government

Coping mechanisms - Put the facility to a different use (q9_0_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Put the facility to a different use

Coping mechanisms - Sought financial support-borrowed (q9_0_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Sought financial support - borrowed

Coping mechanisms - Engaged in school's own economic activity (q9_0_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Engaged in school's own economic activity

Coping mechanisms - Moved to a cheaper/affordable facility (q9_0_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - Moved to a cheaper/affordable facility

Coping mechanisms - None (the school lost the facility) and closed permanently (q9_0_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - None (the school lost the facility) and closed permanently

Coping mechanisms - None but didn't close the school (q9_0_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - None but didn't close the school

Coping mechanisms - reduced teacher's/staff salaries (q9_0_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - reduced teacher's/staff salaries

Coping mechanisms - donation from sponsors (q9_0_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - donation from sponsors

Coping mechanisms - government support (q9_0_9)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - government support

Coping mechanisms - cutting down on expenses (q9_0_10)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - cutting down on expenses

Coping mechanisms - requested for rent waiver (q9_0_11)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - requested for rent waiver

Coping mechanisms - started selling branded items e.g uniform (q9_0_12)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - started selling branded items e.g uniform

Coping mechanisms - implementing fees payment strategies (q9_0_13)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What coping mechanisms (alternative strategies) did the school management adopt to meet its operational costs? - implementing fees payment strategies

Has financial support received from other sources affected by COVID-19? (q9_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Has financial support normally received from other sources apart from parents/guardians in this school such as from the government, donors, faith-based organizations, local and international NGO's etc been affected by COVID-19?

How has the financial support to schools (by govts, donors, etc) been affected? (q9_2)

File: lcps_institutional_data

Overview

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

Valid cases: 191
Invalid: 280

Literal question

How has the financial support to schools been affected by COVID-19?

Post question

If the financial support has reduced/stopped, how has this affected the operations of the school?

Operations affected- Stopped offering some services due to limited finances whic (q9_3_1)

File: lcps_institutional_data

Overview

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

Valid cases: 188
 Invalid: 283

Literal question

If the financial support has reduced/stopped, how has this affected the operations of the school? - The school has stopped offering some services due to limited finances which might affect the quality of education

Operations affected- Reducing the number of teachers and hire untrained teachers (q9_3_2)

File: lcps_institutional_data

Overview

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

Valid cases: 188
 Invalid: 283

Literal question

If the financial support has reduced/stopped, how has this affected the operations of the school? - The school management is planning to reduce the number of teachers and hire untrained teachers as an alternative

Operations affected- Planning to relocate to a cheaper facility to reduce the co (q9_3_3)

File: lcps_institutional_data

Overview

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

Valid cases: 188
 Invalid: 283

Literal question

If the financial support has reduced/stopped, how has this affected the operations of the school? - The school management is planning to relocate to a cheaper facility to reduce the cost of operations

Operations affected- hasn't been affected very much (q9_3_4)

File: lcps_institutional_data

Overview

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

Valid cases: 188
 Invalid: 283

Literal question

If the financial support has reduced/stopped, how has this affected the operations of the school? - hasn't been affected very much

Operations affected- payment of salaries/reduction (q9_3_5)

File: lcps_institutional_data

Overview

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

Valid cases: 188
 Invalid: 283

Literal question

If the financial support has reduced/stopped, how has this affected the operations of the school? - payment of salaries/reduction

Operations affected- increase fee charged (q9_3_6)

File: lcps_institutional_data

Overview

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

Valid cases: 188
 Invalid: 283

Literal question

If the financial support has reduced/stopped, how has this affected the operations of the school? - increase fee charged

Staff management changes - Reduced the number of teachers (q9_4_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the number of teachers

Staff management changes - Stopped/Reduced the salary paid to teachers (q9_4_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the salary paid to teachers

Staff management changes - Stopped/Reduced the salary of non-teaching staff (q9_4_3)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the salary of non-teaching staff

Staff management changes - Hiring replacement teachers or new teachers at a chea (q9_4_4)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Hiring replacement teachers or new teachers at a cheaper rate

Staff management changes - Hiring untrained teachers as they are cheaper than tr (q9_4_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Hiring untrained teachers as they are cheaper than trained teachers

Staff management changes - None (q9_4_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - None

Staff management changes - Reduced the number of non-teaching staff (q9_4_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Reduced the number of non-teaching staff

Staff management changes - Hired new teachers/replaced those who left (q9_4_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

What changes in the teaching and non-teaching staff has the school management put in-place to ensure continued educational operation during COVID-19? - Hired new teachers/replaced those who left

Does this school have toilets that are gender separated (q10_1)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Does this school have toilets that are gender separated

Does this school admit learners with special needs? (q10_2)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Does this school admit learners with special needs?

Does this school offer discount on fees to learners with special needs (q10_3)

File: lcps_institutional_data

Overview

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

Valid cases: 144
Invalid: 327

Literal question

Does this school offer discount on fees to learners with special needs such as those with learning and physical disability?

Does this school receive bursaries for tuition fees for learners with special ne (q10_4)

File: lcps_institutional_data

Overview

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

Valid cases: 144
Invalid: 327

Literal question

Does this school receive financial support/bursaries/scholarship for tuition fees for learners with special needs in this area?

Does this school benefit from govt. capitation to support the school operations? (q10_5)

File: lcps_institutional_data

Overview

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

Valid cases: 471
Invalid: 0

Literal question

Does this school benefit from government capitation to support the school's educational operations?

Does this school benefit from government school feeding programme? (q10_6)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does this school benefit from government school feeding programme?

Does this school have its own feeding programme (besides the govt sponsored prog (q10_7)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Does this school have its own school feeding programme (besides the government sponsored programme)?

Before COVID-19, did this school have teachers trained to handle special needs (q10_8)

File: lcps_institutional_data

Overview

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

Valid cases: 471
 Invalid: 0

Literal question

Before COVID-19, did this school have teachers who are trained to handle learners with special needs?

To support special needs, does this school provide assistive learning devices (q10_9)

File: lcps_institutional_data

Overview

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

Valid cases: 144
 Invalid: 327

Literal question

To support learning for learners with special needs, does this school provide assistive learning devices such as braille, RAMP etc for such learners?

Does the school have a special unit? (q10_10)

File: lcps_institutional_data

Overview

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

Valid cases: 260
 Invalid: 211

Literal question

Does the school have a special unit?

Post question

If Yes , How many streams/ classes are in the special unit?

If Yes, How many streams/classes are in the special unit? (q10_10i)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-11

Valid cases: 5
 Invalid: 466

Literal question

If Yes , How many streams/ classes are in the special unit?

Special needs learners enrolled in Jan to March 2020 -Playgroup Boys (q10_11pg_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRE-PRIMARY Playgroup boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-Playgroup Girls (q10_11pg_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRE-PRIMARY Playgroup girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-PP1 Boys (q10_11pp1_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRE-PRIMARY 1 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-PP1 Girls (q10_11pp1_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRE-PRIMARY 1 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-PP2 Boys (q10_11pp2_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRE-PRIMARY 2 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-PP2 Girls (q10_11pp2_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRE-PRIMARY 2 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G1 Boys
(q10_11g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 1 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G1 Girls
(q10_11g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 1 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G2 Boys
(q10_11g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 2 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G2 Girls
(q10_11g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 2 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G3 Boys (q10_11g3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 3 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G3 Girls (q10_11g3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 3 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G4 Boys (q10_11g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 4 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G4 Girls (q10_11g4_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 4 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G5 Boys (q10_11g5_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 5 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G5 Girls (q10_11g5_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 5 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G6 Boys (q10_11g6_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 6 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G6 Girls
(q10_11g6_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 6 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G7 Boys
(q10_11g7_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 7 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G7 Girls
(q10_11g7_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 7 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G8 Boys
(q10_11g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 8 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-G8 Girls
 (q10_11g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

If Yes , How many PRIMARY Grade 8 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F1 Boys
 (q10_11f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

If Yes , How many SECONDARY Form 1 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F1 Girls
 (q10_11f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 1
 Invalid: 470

Literal question

If Yes , How many SECONDARY Form 1 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F2 Boys

(q10_11f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

If Yes , How many SECONDARY Form 2 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F2 Girls

(q10_11f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 1
 Invalid: 470

Literal question

If Yes , How many SECONDARY Form 2 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F3 Boys

(q10_11f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

If Yes , How many SECONDARY Form 3 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F3 Girls

(q10_11f3_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 1-9999

Valid cases: 1
 Invalid: 470

Literal question

If Yes , How many SECONDARY Form 3 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F4 Boys
(q10_11f4_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

If Yes , How many SECONDARY Form 4 boys streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special needs learners enrolled in Jan to March 2020-F4 Girls
(q10_11f4_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

If Yes , How many SECONDARY Form 4 girls streams/ classes were in the special unit BEFORE SCHOOL CLOSURE DUE TO COVID-19- (Jan-March 2020)?

Special unit enrolment in Oct-Dec20-G4 Boys (q10_12_g4_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Special unit enrolment in Oct-Dec20-G4 Girls (q10_12_g4_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 71-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in grade 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Special unit enrolment in Oct-Dec20-G8 Boys (q10_12_g8_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 63-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)

Special unit enrolment in Oct-Dec20-G8 Girls (q10_12_g8_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 70-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in grade 8 at the specified period SCHOOLS RE-OPENING (October 2020)

Special unit enrolment in Oct-Dec20-F4 Boys (q10_12_f4_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys are in Form 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Special unit enrolment in Oct-Dec20-F4 Girls (q10_12_f4_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls are in Form 4 at the specified period SCHOOLS RE-OPENING (October 2020)

Special needs learners enrolled in Jan to March 2021 -Playgroup Boys
(q10_13pg_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-Playgroup Girls
(q10_13pg_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRE-PRIMARY Playgroup at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-PP1 Boys
(q10_13pp1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRE-PRIMARY PP1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-PP1 Girls
(q10_13pp1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRE-PRIMARY PP1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-PP2 Boys
 (q10_13pp2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRE-PRIMARY PP2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-PP2 Girls
 (q10_13pp2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRE-PRIMARY PP2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G1 Boys
 (q10_13g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G1 Girls
 (q10_13g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G2 Boys
 (q10_13g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G2 Girls
 (q10_13g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G3 Boys
 (q10_13g3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G3 Girls (q10_13g3_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G4 Boys (q10_13g4_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G4 Girls (q10_13g4_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G5 Boys (q10_13g5_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G5 Girls (q10_13g5_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 5 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G6 Boys (q10_13g6_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G6 Girls (q10_13g6_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 6 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G7 Boys (q10_13g7_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G7 Girls (q10_13g7_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 7 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G8 Boys (q10_13g8_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-G8 Girls (q10_13g8_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 8 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F1 Boys (q10_13f1_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

How many boys are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F1 Girls

(q10_13f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls are in SECONDARY FORM 1 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F2 Boys

(q10_13f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F2 Girls

(q10_13f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls are in SECONDARY FORM 2 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F3 Boys

(q10_13f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F3 Girls (q10_13f3_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2-9999

Valid cases: 1
Invalid: 470

Literal question

How many girls are in SECONDARY FORM 3 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F4 Boys (q10_13f4_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

How many boys are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in Jan to March 2021-F4 Girls (q10_13f4_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 1-9999

Valid cases: 1
Invalid: 470

Literal question

How many girls are in SECONDARY FORM 4 at the specified period AFTER SCHOOL REOPENING (Jan-March 2021)

Special needs learners enrolled in July 2021 -Playgroup Boys (q10_14pg_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-Playgroup Girls (q10_14pg_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRE-PRIMARY Playgroup at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-PP1 Boys (q10_14pp1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRE-PRIMARY PP1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-PP1 Girls (q10_14pp1_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRE-PRIMARY PP1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-PP2 Boys (q10_14pp2_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRE-PRIMARY PP2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-PP2 Girls (q10_14pp2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRE-PRIMARY PP2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G1 Boys (q10_14g1_b)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G1 Girls (q10_14g1_g)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G2 Boys (q10_14g2_b)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G2 Girls (q10_14g2_g)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G3 Boys (q10_14g3_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G3 Girls (q10_14g3_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G4 Boys (q10_14g4_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G4 Girls (q10_14g4_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G5 Boys (q10_14g5_b)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G5 Girls (q10_14g5_g)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 5 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G6 Boys (q10_14g6_b)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G6 Girls (q10_14g6_g)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls are in PRIMARY Grade 6 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G7 Boys (q10_14g7_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G7 Girls (q10_14g7_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 7 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G8 Boys (q10_14g8_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-G8 Girls (q10_14g8_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls are in PRIMARY Grade 8 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F1 Boys (q10_14f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F1 Girls (q10_14f1_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls are in SECONDARY FORM 1 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F2 Boys (q10_14f2_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F2 Girls (q10_14f2_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 3-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls are in SECONDARY FORM 2 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F3 Boys (q10_14f3_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F3 Girls (q10_14f3_g)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2-9999

Valid cases: 1
Invalid: 470

Literal question

How many girls are in SECONDARY FORM 3 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F4 Boys (q10_14f4_b)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

How many boys are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special needs learners enrolled in July 2021-F4 Girls (q10_14f4_g)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

How many girls are in SECONDARY FORM 4 at the specified period CURRENT ENROLMENT (Term 1 July 2021)

Special unit's headcount during data collection -Playgroup Boys
(q10_15pg_b)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-Playgroup Girls (q10_15pg_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls in PRE-PRIMARY Playgroup are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-PP1 Boys (q10_15pp1_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys in PRE-PRIMARY PP1 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-PP1 Girls (q10_15pp1_g) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls in PRE-PRIMARY PP1 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-PP2 Boys (q10_15pp2_b) File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys in PRE-PRIMARY PP2 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-PP2 Girls

(q10_15pp2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRE-PRIMARY PP2 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G1 Boys (q10_15g1_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G1 Girls (q10_15g1_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRIMARY Grade 1 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G2 Boys (q10_15g2_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G2 Girls (q10_15g2_g)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRIMARY Grade 2 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G3 Boys (q10_15g3_b)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G3 Girls (q10_15g3_g)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRIMARY Grade 3 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G4 Boys (q10_15g4_b)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G4 Girls (q10_15g4_g)
 File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRIMARY Grade 4 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G5 Boys (q10_15g5_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G5 Girls (q10_15g5_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRIMARY Grade 5 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G6 Boys (q10_15g6_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many boys in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G6 Girls (q10_15g6_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 3
 Invalid: 468

Literal question

How many girls in PRIMARY Grade 6 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G7 Boys (q10_15g7_b)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G7 Girls (q10_15g7_g)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls in PRIMARY Grade 7 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G8 Boys (q10_15g8_b)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many boys in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-G8 Girls (q10_15g8_g)
File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 3
Invalid: 468

Literal question

How many girls in PRIMARY Grade 8 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F1 Boys (q10_15f1_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

How many boys in SECONDARY FORM 1 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F1 Girls (q10_15f1_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 3-9999

Valid cases: 1
Invalid: 470

Literal question

How many girls in SECONDARY FORM 1 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F2 Boys (q10_15f2_b)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 0-9999

Valid cases: 1
Invalid: 470

Literal question

How many boys in SECONDARY FORM 2 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F2 Girls (q10_15f2_g)

File: lcps_institutional_data

Overview

Type: Discrete
Format: numeric
Width: 4
Decimals: 0
Range: 2-9999

Valid cases: 1
Invalid: 470

Literal question

How many girls in SECONDARY FORM 2 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F3 Boys (q10_15f3_b)

File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys in SECONDARY FORM 3 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F3 Girls (q10_15f3_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 2-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls in SECONDARY FORM 3 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F4 Boys (q10_15f4_b) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many boys in SECONDARY FORM 4 are present on the interview date (HEAD COUNT)

Special unit's headcount during data collection-F4 Girls (q10_15f4_g) File: lcps_institutional_data

Overview

Type: Discrete
 Format: numeric
 Width: 4
 Decimals: 0
 Range: 0-9999

Valid cases: 1
 Invalid: 470

Literal question

How many girls in SECONDARY FORM 4 are present on the interview date (HEAD COUNT)

Documentation

Questionnaires

exploring-effects-covid-19-pandemic-low-cost-private-schools-nairobi-kenya.pdf

Title	exploring-effects-covid-19-pandemic-low-cost-private-schools-nairobi-kenya.pdf
Author(s)	African Population and Health Research Center
Date	29/05/2025
Country	Kenya
Language	ENGLISH
Contributor(s)	Dr. Moses Ngware
Publisher(s)	APHRC
Filename	exploring-effects-covid-19-pandemic-low-cost-private-schools-nairobi-kenya.pdf

Other materials

P1006-2021 Close Out Letter.pdf

Title	P1006-2021 Close Out Letter.pdf
Author(s)	African Population and Health Research Center
Date	29/05/2025
Country	Kenya
Language	ENGLISH
Contributor(s)	Dr. Moses Ngware
Publisher(s)	APHRC
Filename	P1006-2021 Close Out Letter.pdf

LCPS - Policy Brief (Online version).pdf

Title	LCPS - Policy Brief (Online version).pdf
Author(s)	African Population and Health Research Center
Date	29/05/2025
Country	Kenya
Language	ENGLISH
Contributor(s)	Dr. Moses Ngware
Publisher(s)	APHRC
Filename	LCPS - Policy Brief (Online version).pdf

Final close out report - LCPS study.pdf

Title	Final close out report - LCPS study.pdf
Author(s)	African Population and Health Research Center
Date	29/05/2025
Country	Kenya

Language ENGLISH
Contributor(s) Dr. Moses Ngware
Publisher(s) APHRC
Filename Final close out report - LCPS study.pdf

Research_Permit_NACOSTI-P-21-12245.pdf

Title Research_Permit_NACOSTI-P-21-12245.pdf
Author(s) African Population and Health Research Center
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