

KENYA, UGANDA - East African Quality in Early Learning (EAQEL) 2009-2011

African Population and Health Research Center - APHRC

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Overview

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Overview

ABSTRACT

This is an impact assessment report of an independent evaluation of the Aga Khan Foundation's (AKF) East African Quality in Early Learning (EAQEL) initiative to determine whether the initiative improves learning outcomes in the early grades (1-3) in two districts in Kenya and two districts in Uganda as was intended. The initiative is also referred to as the Reading to Learn (RtL) approach. The districts covered by the study are Kwale and Kinango in Kenya and Amolatar and Dokolo in Uganda. The four districts were selected by AKF because they were consistently performing poorly in the national examinations in both countries. The EAQEL initiative has two components: Core model and Core model plus. The Core model involved a 'new' instructional model implemented by teachers in selected schools and the Core model plus is a combination of Core model activities and parental component. The parental component includes story telling for children, community mini-libraries and asking parents to regularly read for their children among others. Baseline survey was undertaken between the months of July and August 2009 for grades 1 and 2 of 2009 and in the months of February and March for grade 1 of 2010. The endline survey was undertaken from the end of June to July 2011 in all the grades for which baseline data had been collected.

The impact evaluation was designed to answer the following research questions: Are children in lower primary grades (1, 2 and 3) able to read and do mathematics calculations more proficiently as a result of the Reading to Learn/scaffolding approach?; what are the differences in proficiency for children who have been exposed to parental involvement in the Reading to Learn Approach (core model plus) compared to those exposed to the Reading to Learn Approach with no parental involvement (core model), and compared to control schools?; and what are the key contributing factors to these improvements in numeracy and literacy in grades 1, 2 and 3? The evaluation also aimed to find out the cost-effectiveness of the core model and core model plus.

To assess the impact of EAQEL on numeracy and literacy in early grades, a randomized controlled trial (RCT) design was adapted. The adoption of this design followed extensive consultation between APHRC as impact evaluators and AKF as intervention implementers. It was agreed that the benefit of an RCT design, particularly its simplicity in interpreting the results and ability to clearly isolate the impact of the intervention through the control group counterfactual, while at the same time avoiding selection bias problems that can exist in other evaluation designs, was powerful. The superiority of RCTs over other evaluation method also include clear results, elimination of lengthy caveats, and the possibility of future meta-analysis (Hutchinson and Styles, 2010, p7). In addition to this quantitative approach of an RCT, focus group discussions were conducted with parents to provide insights to the intervention and its implementation experiences.

To minimize contamination, randomization was done at cluster level. These were pre-existing clusters of schools determined by AKF's administrative units, in both Kenya and Uganda. The experimental sample consisted of 41 "clusters" of schools. In Kenya, the clusters were groups of schools determined by AKF that contained 1 to 8 geographically proximate schools. In Uganda, the clusters were administratively determined sub-counties that contained 2 to 16 schools each. In total there were 229 schools in 41 clusters (Kenya having 31 clusters-120 schools and Uganda 10 clusters-109 schools).

Kenya's clusters are divided between two districts, Kwale and Kinango. The district of Kinango was further subdivided into clusters that did, or did not, participate in the Kenya School Improvement Program (KENSIP) intervention. KENSIP was an earlier intervention undertaken by AKF whose effect needed to be isolated from the effect of EAQEL. Uganda's clusters were also divided between two districts, Amolatar and Dokolo. The final randomization occurred within 5 strata (defined by 3

districts, plus one district divided between KENSIP and non KENSIP). Of the 41 clusters, 19 received the treatment (either Core or Core Plus, depending on the district) and 22 were in the control group. In general, all schools residing within treatment clusters received the treatment, while control schools did not. However, one school in Amolatar and one in Dokolo were randomly assigned to a control cluster, but were later selected to be “model treatment schools” by AKF (a classic instance of experimental crossover between treatment and control conditions).

A total of 120 and 109 schools participated in Kenya and Uganda, respectively. In each grade, a random sample of 20 pupils was selected taking into account the proportion of girls and boys in the class. The sample of pupils was increased to 25 for the 2010 grade 1 in order to cater for any possible attrition due to absenteeism and school transfers. The same pupils were followed at the endline survey that took place between June and July 2011. To address the attrition problem at endline, the pupils who couldn't be traced were randomly replaced taking sex into consideration. At endline survey, 13,944 pupils participated in the evaluation, with 67.4% being the follow-up group traced from the baseline. In total 445 teachers were interviewed, and 12 FGD's were conducted in both control and treatment schools in the districts where core model plus was implemented. To undertake the impact evaluation, several tools were developed including pupil assessment tools - two for literacy and one for numeracy, teacher characteristics questionnaire, classroom observation checklist, school characteristics questionnaire, household characteristics questionnaire and the focus group discussion (FGD) guide.

UNITS OF ANALYSIS

Pupils and schools

Scope

NOTES

The scope of EAQEL

- 1) Pupils in grades 1, 2, 3: Assessed in literacy and numeracy
- 2) Teachers: Interviewed teachers of the sampled grades to collect their characteristics, school and class environment, teaching and learning resources as well as observed them during an active lesson
- 3) Head teachers: Background information of the teacher and school, as well on staffing.
- 4) Parents: Household characteristics, composition, wealth and amenities

TOPICS

Topic	Vocabulary	URI
None		

KEYWORDS

Early grade, Numeracy, Literacy, Kenya, Uganda

Coverage

GEOGRAPHIC COVERAGE

The study collected data from schools in Kwale and Kinango districts in Kenya and Amolatar and Dokolo districts in Uganda

UNIVERSE

This was an intervention study and APHRC conducted an independent evaluation. Schools in the four participating districts on Kenya and Uganda were selected. In each school a sample of 25 pupils in grades 1 & 2 in 2009 was drawn and assessment tools administered. In 2010, a second baseline of the incoming grade 1 was conducted. The endline data collection was conducted in 2011

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
African Population and Health Research Center	APHRC

OTHER PRODUCER(S)

Name	Affiliation	Role
Dr. Moses Oketch	APHRC	Principal Investigator
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FUNDING

Name	Abbreviation	Role
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Study respondents		

Metadata Production

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Name	Abbreviation	Affiliation	Role
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APHRC-EAQEL-1.1

Sampling

Sampling Procedure

DESIGN

Randomized Controlled Trial (RCT) impact evaluations attempt to answer the following question: what would have been the outcome if the participants did not receive treatment (Ravallion, 2001). In most impact evaluation studies, a comparison group is used as a counterfactual to establish what the outcome would have been. In randomization, the participants are randomly assigned to treatment and comparison groups. The underlying principle is that any observed average difference in outcome can only be as a result of the program or intervention (Duflo et al. 2006). The impact evaluation reported in this report used an RCT method. The benefit of an RCT design is the simplicity in result interpretation and the clear isolation of the impact of the intervention through the control group counterfactual, while at the same time avoiding selection bias problems that exist in other evaluation designs. In addition to the quantitative approach of RCT, focus group discussions (FGDs) were conducted with parents to provide explanations for the observed results. This was restricted to core model plus in order to highlight mechanisms by which parental involvement might influence the outcomes of the intervention.

SAMPLING OF SCHOOLS

Pre-existing AKF clusters of schools in the case of Kenya and sub-counties in the case of Uganda were randomly assigned to either the control or treatment group of the EAQEL intervention. The sub-counties in Uganda are effectively equivalent to Kenyan clusters, and we will refer to both using the cluster terminology for the remainder of the study. By this design, all schools residing within treatment clusters received the treatment, and all schools within control clusters did not. Through clustering, contamination which may have resulted if both treatment and control schools were in the same cluster was minimized.

There were a total of 41 clusters in the study, with 31 in Kenya and 10 in Uganda. Kenya's clusters fall within two districts, Kwale and Kinango. The district of Kinango was further subdivided into clusters that did, or did not participate in the Kenya School Improvement Program (KENSIP) intervention. KENSIP was an earlier intervention undertaken by AKF whose effect needed to be isolated from the effect of EAQEL. Uganda's clusters also fall within two districts, Amolatar and Dokolo. The final randomization occurred within 5 strata (defined by 3 districts, plus one district divided between KENSIP and non KENSIP). Of the 41 clusters, 19 received the treatment (either Core or Core Plus, depending on the district) and 22 were in the control group. However, one school in Amolatar and one in Dokolo were randomly assigned to a control cluster, but were later selected to be "model treatment schools" by AKF (a classic instance of experimental crossover between treatment and control conditions).

SELECTION OF PUPILS

The design of the study was such that it was not necessary (and financially feasible) to assess all pupils in each grade in the sampled schools. Therefore a random sample of 20 pupils was selected in each grade. The random sampling was done by first grouping pupils by sex; and then selecting each sex based on their proportion in the class. Based on the baseline I experience, the sample was increased to 25 pupils for the 2010 grade 1 in our baseline II in order to allow for any possible attrition due to absenteeism and school transfers. The same pupils were followed at the endline survey that took place between June and July 2011. During the endline survey, pupil absenteeism presented a sample attrition problem. To address the attrition problem at endline, the pupils who were lost to follow-up were randomly replaced taking sex into consideration. This did not pose any methodological threat to the study because the intervention was administered at class level.

Deviations from Sample Design

None

Response Rate

100% at baseline and 67.4% of the pupils were successfully followed to endline, replacement of the lost was undertaken

Weighting

None

Questionnaires

Overview

To undertake the impact evaluation, several tools were developed. They included the following:

1. Pupil assessment tools: one for each measure of Literacy and one for Numeracy
2. Teacher characteristics questionnaire
3. Classroom observation checklist
4. School characteristics questionnaire
5. Household characteristics questionnaire
6. Focus group discussion study protocol

1.1.1 Pupil Assessment Tools

The EAQEL teaching approach focuses on literacy and numeracy in early grades 1, 2 and 3. In developing standardized assessment tests to assess the impact of EAQEL, several consultation meetings with key stakeholders and experts were held. The stakeholders included EAQEL implementing agency (AKF), APHRC, national assessment experts, national curriculum experts, academics, and practitioners in numeracy and literacy assessment. These experts came from Kenya and Uganda as well as internationally. Several stages were involved in developing the assessment tools. First, a pool of questions was developed drawing on curriculum from both countries. For instance, in numeracy, the team came up with a pool of 50 test items in each of the grades. The competencies and skills for grade 1 were examined and agreed upon by the team. In the case of grades 2 and 3 the competency and skills domains were repeated but the level of difficulty of test items required higher order thinking.

Second, the pool was refined with the input of assessment experts and from this pool the final test items were selected. Third, the test items were translated into both Kiswahili and Lang'o, which are the languages of instruction in the Kenya and Uganda study sites respectively. These languages are also widely spoken in the catchments area of these schools.

There was one test tool for numeracy and another two test tools for each of written and oral literacy for all the three grades with students in higher grades taking all of the lower grade questions along with the questions appropriate for their grade. The rationale for having one assessment tool covering the three grades was to permit determination of how pupils in higher grades scored on items for lower grades (for instance to determine how competent grade 2 pupils would be on grade 1 items in both numeracy and literacy).

1.1.2 School and Household characteristics questionnaire

Other instruments that were developed by APHRC and agreed on by both partners included questionnaires to gather information on the schools, teacher's characteristics and household characteristics as well as classroom resources and teacher preparedness. These were adapted from ongoing APHRC research work that collects similar information. The purpose of the observation checklist was to determine whether treatment and control schools in the study were similar in terms of the availability of such resources. At the endline, the observation checklist was instrumental in capturing the resource contribution made by EAQEL to treatment classrooms and which could be linked to the impact outcome.

Data Collection

Data Collection Dates

Start	End	Cycle
2009-07-13	2009-08-30	Baseline 1
2010-02-08	2010-03-30	Baseline 2
2011-06-30	2011-07-30	Endline

Data Collection Mode

Face-to-face [f2f]

Questionnaires

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Supervision

The logistics on the group involved putting the field team into teams, headed by a team leader. Each site also had an overall supervisor. Several measures were taken to ensure that quality data were collected during the period. First, team members in various study sites held daily meetings to discuss issues related to fieldwork. Second, team leaders went through all the questionnaires checking for errors including inconsistencies. If a team leader found inconsistent information while editing, he/she had to go back to the same household to confirm the information with the person who responded to the

questionnaire. All team members edited their work daily before submitting to their respective team leaders. Third, team leaders also accompanied different teams to observe data collection. They also had sit-ins with FIs and conducted random spot-checks to ensure quality. Finally, the core research team also visited every study site and conducted random spot checks. Following these visits, the core research team held meetings with the teams and communicated issues and challenges that they came across and brainstormed on ways to improve the quality of data collection. In general, close and intensive supervision by team leaders and researchers ensured that the survey was conducted in a professional way and that quality data was collected.

Data Processing

Data Editing

Data editing took place at a number of stages throughout the processing, including:

- a) Office editing and coding
- b) During data entry
- c) Structure checking and completeness
- d) Secondary editing
- e) Double entry

During data entry, any issues or inconsistencies arising from the questionnaires were edited in consultation with the field team and sometimes with the respondents.

Other Processing

None

Data Appraisal

Estimates of Sampling Error

None

File Description

Variable List

Teachers_Characteristics

Content	File contains data on teachers' characteristics, syllabus coverage as well as information related the class and teaching
Cases	982
Variable(s)	188
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes ending with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V1	tchID	Teacher uniq ID	contin	numeric	Teacher unique Identify
V2	schID	School Random Identifier	contin	numeric	School random identifier
V3	sex	gender of the teacher	discrete	numeric	Qn2.1: Sex of teacher/respondent
V5	dob	Date of birth	discrete	character	Qn2.2: What is the date of your birth? (DD/MM/YYYY)
V8	subject	Subject: AS observed in the observation checklist	discrete	numeric	Subject: AS observed in the observation checklist
V9	doi	Date of interview	discrete	character	Qn1.2: Date of interview
V11	eqt_q2_3otherspecify	OTHER (specify)	discrete	character	Qn2.3: What is the highest level of certification of your pre-service teacher training? OTHER (specify)
V12	q23_tedulevel	Highest ACADEMIC EDUCATION attained?	discrete	numeric	Qn2.3: What is the highest level of academic education you have attained?
V13	q24_prestrain	Highest level of preservice teacher training?	discrete	numeric	Qn2.4: What is the highest level of certification of your pre-service teacher training?
V14	q25_preserviceyrs	Years in preservice teacher training?	discrete	numeric	Qn2.5: How many years of pre-service teacher training have you received altogether?
V15	q25a_earlygrtrain	Received specific training in early grades 1-3	discrete	numeric	Qn2.5a: Have you received specific training in teaching the early grades of 1/2/3 in primary school?
V16	q26_prepared	How adequately is name prepared to teach subject curriculum	discrete	numeric	Qn2.6: Mathematics: How adequately do you feel prepared for teaching the Mathematics curriculum? Qn2.6: English: How adequately do you feel prepared for teaching the English curriculum?
V17	q27_insertrain	Number of inservice teacher training attended in last 18mths	discrete	numeric	Qn2.7: Mathematics: In the last 18 months, how many in-service teacher training short courses have you attended that were specific to Mathematics? Qn2.7: English: In the last 18 months, how many in-service teacher training short courses have you attended that were specific to English?

ID	Name	Label	Type	Format	Question
V75	q281_coursename	Name of the teaching courses 1 attended	discrete	character	Qn2.8.1: Mention the first name of the in-service teacher training short courses attended
V76	q282_coursename	Name of the teaching courses 2 attended	discrete	character	Qn2.8.2: Mention the second name of the in-service teacher training short courses attended
V77	q283_coursename	Name of the teaching courses 3 attended	discrete	character	Qn2.8.3: Mention the third name of the in-service teacher training short courses attended
V78	q284_coursename	Name of the teaching courses 4 attended	discrete	character	Qn2.8.4: Mention the fourth name of the in-service teacher training short courses attended
V18	q29_daystrain	Number of days attended in service training	discrete	numeric	Qn2.9: How many days altogether have you attended this in-service?
V19	q210_teachyrs	Number of years being a teacher	discrete	numeric	Qn2.10: How many complete years (including this year 2009) have you been a school teacher?
V20	q211_schtyrs	Number of yrs as a teacher in this school	discrete	numeric	Qn2.11: How many complete years (including this year 2009) have you been a school teacher at this school?
V21	q212_subeqtr	Number of years have you been a subject teacher	discrete	numeric	Qn2.12: Mathematics: How many complete years (including this year 2009) have you been a teacher of Mathematics? Qn2.12: English: How many complete years (including this year 2009) have you been a teacher of English?
V22	q213_subgrd	What lower grades is name teaching that subject this year	discrete	numeric	Qn2.13: Mathematics: What grade(s) do you teach mathematics? Qn2.13: English: In 2009, what grade(s) are you teaching English in the lower classes of 1-3?
V23	q214_egsubtr	Years been early grade subject teacher	discrete	numeric	Qn2.14: Mathematics: How many complete years (including this year 2009) have you been a teacher of Mathematics in grade 1/2/3? Qn2.14: English: How many complete years (including this year 2009) have you been a teacher of English in grade 1/2/3?
V24	q215_substream	Number of early grades classes taught	discrete	numeric	Qn2.15: Mathematics: How many streams of grade 1/2/3 do you teach Mathematics? Qn2.15: English: For this year 2009, how many streams of grade 1/2/3 do you teach English?
V25	q217_lessawk	Number of subject lessons per week in lower primary	discrete	numeric	Qn2.17: Mathematics: In total, how many Mathematics lessons do you teach in grade 1/2/3 in a week? Qn2.17: English: In total, how many English lessons do you teach in grade 1/2/3 in a week?
V26	q218_tchuprim	Do you also teach that subject in Upper primary	discrete	numeric	Qn2.18: Mathematics: Do you also teach Mathematics in any of the upper primary grades of P4-P7? Qn2.18: English: Do you also teach English in any of the upper primary grades of P4-P7?

ID	Name	Label	Type	Format	Question
V27	q219_grd4	Do you teach subject grade 4 in upper primary	discrete	numeric	Qn2.19: Mathematics: For this year 2009, did you teach grade 4 mathematics in upper Primary School? Qn2.19: English: For this year 2009, did you teach grade 4 English in upper Primary School?
V28	q219_grd5	Do you teach subject grade 5 in upper primary	discrete	numeric	Qn2.19: Mathematics: For this year 2009, did you teach grade 5 mathematics in upper Primary School? Qn2.19: English: For this year 2009, did you teach grade 5 English in upper Primary School?
V29	q219_grd6	Do you teach subject grade 6 in upper primary	discrete	numeric	Qn2.19: Mathematics: For this year 2009, did you teach grade 6 mathematics in upper Primary School? Qn2.19: English: For this year 2009, did you teach grade 6 English in upper Primary School?
V30	q219_grd7	Do you teach subject grade 7 in upper primary	discrete	numeric	Qn2.19: Mathematics: For this year 2009, did you teach grade 7 mathematics in upper Primary School? Qn2.19: English: For this year 2009, did you teach grade 7 English in upper Primary School?
V32	q220_lessawk	Number of lessons per week in upper primary	discrete	numeric	Qn2.20: Mathematics: In total, how many lessons of Mathematics do you teach upper primary in a week? Qn2.20: English: In total, how many lessons of English do you teach upper primary in a week?
V33	q221_htobs	How often shool head watch you teach	discrete	numeric	Qn2.21: Mathematics: How often does the school Headteacher watch you teach Mathematics? Qn2.21: English: How often does the school Headteacher watch you teach English?
V34	q222_dhtobs	How ofteh DHTeacher or other waeqtes you teach	discrete	numeric	Qn2.22: Mathematics: How often does the deputy Headteacher/HOD/Senior teacher/master teacher in the school watch you teach Mathematics? Qn2.22: English: How often does the deputy Headteacher/HOD/Senior teacher/master teacher in the school watch you teach English?
V35	q223_subadvisor	Number of times subject advisor visited in the last 18 months	discrete	numeric	Qn2.23: How many times did an English/Mathematics curriculum or subject advisor from the zonal/parish/division/sub-county/district or province visit you in your classroom, at this or any other school in the last 18 months?
V36	q224_explcurr	Explained caricullum content	discrete	numeric	
V40	q224_recoteach	Recomended new teaching materials or methods	discrete	numeric	
V41	q224a_learnwork	Looked at learners work in class	discrete	numeric	Qn2.24: Mathematics: Did the Mathematics curriculum or subject advisor "looked at learners work in class" if s/he visited? Qn2.24: English: Did the English curriculum or subject advisor "looked at learners work in class" if s/he visited?

ID	Name	Label	Type	Format	Question
V42	q224b_checkfiles	Checked my files and records	discrete	numeric	Qn2.24: Mathematics: Did the Mathematics curriculum or subject advisor "checked your files and records" if s/he visited? Qn2.24: English: Did the English curriculum or subject advisor "checked your files and records" if s/he visited?
V43	q224c_discteachin	Discussed my teaching & areas to improv	discrete	numeric	Qn2.24: Mathematics: Did the Mathematics curriculum or subject advisor "discussed your teaching and areas of improvement" if s/he visited? Qn2.24: English: Did the English curriculum or subject advisor "discussed your teaching and areas of improvement" if s/he visited?
V44	q224d_sugtrain	Suggested attending training session	discrete	numeric	Qn2.24: Mathematics: Did the Mathematics curriculum or subject advisor "Suggested attending training session" if s/he visited? Qn2.24: English: Did the English curriculum or subject advisor "Suggested attending training session" if s/he visited?
V37	q224f_gavetxbks	Gave me new materials and text books	discrete	numeric	Qn2.24: Mathematics: Did the Mathematics curriculum or subject advisor "gave you new materials and textbooks" if s/he visited? Qn2.24: English: Did the English curriculum or subject advisor "gave you new materials and textbooks" if s/he visited?
V38	q224_others	Other-specified	discrete	numeric	Qn2.24: Mathematics: Did the Mathematics curriculum or subject advisor "undertake other activity" if s/he visited? Qn2.24: English: Did the English curriculum or subject advisor "undertake other activity" if s/he visited?
V39	q224_othspecity	Others-specified	discrete	character	Qn2.24: Mathematics: Specify other activity undertaken by Mathematics curriculum or subject advisor if s/he visited? Qn2.24: English: Specify other activity undertaken by English curriculum or subject advisor if s/he visited?
V45	q226_totlesson	total lessons in all subjects in school	contin	numeric	Qn2.26: In total, how many lessons do you teach in all subjects and classes in this school in a week?
V46	q227_learndiscip	how often do you deal with learner discipline problems	discrete	numeric	Qn2.27: How often do you deal with learner discipline problems in your grade(s) 1/2/3?
V47	q228_outschactivity	Activity that takes teacher most often out of class	discrete	numeric	Qn2.28: What activity takes you out of school most often?
V48	q229_transmeans	Typical means of transport to school	discrete	numeric	Qn2.29: What is your typical means of transport from your residence to this school?
V49	q230_timetosch	How long it takes to get to school in minutes	contin	numeric	Qn2.30: Using this means (in 2.29), how long does it take you to get to school?
V50	q231_ifamilies	How many of the learner families do you know?	discrete	numeric	Qn2.31: How many of the families of the learners you teach in grades 1/2/3 do you know?

ID	Name	Label	Type	Format	Question
V51	q232a_discipline	Discipline	discrete	numeric	Qn2.32a: Do you face "Discipline" problems frequently in your class(es)?
V52	q232b_lackresource	Lack of resources/Finances/Poverty/Hunger	discrete	numeric	Qn2.32b: Do you face "lack of resources/finances/poverty/hunger" problems frequently in your class(es)?
V53	q232c_lackparinvol	lack of parental involvement	discrete	numeric	Qn2.32c: Do you face "lack of parental/family involvement" problems frequently in your class(es)?
V54	q232d_bullying	Bullying/Fighting among pupils	discrete	numeric	Qn2.32d: Do you face "bullying/fighting among pupils" problems frequently in your class(es)?
V55	q232e_security	Safety/security	discrete	numeric	Qn2.32e: Do you face "safety/security" problems frequently in your class(es)?
V56	q232f_tabsent	Teacher absenteeism	discrete	numeric	Qn2.32f: Do you face "teacher absenteeism" problems frequently in your class(es)?
V57	q232g_labsent	Learner absenteeism	discrete	numeric	Qn2.32g: Do you face "learner absenteeism" problems frequently in your class(es)?
V58	q232h_bigclsize	Big class size	discrete	numeric	Qn2.32h: Do you face "Big class" problems frequently in your class(es)?
V59	q232i_lackeqtrs	lack of teachers	discrete	numeric	Qn2.32i: Do you face "lack of teachers" problems frequently in your class(es)?
V60	q232j_lwork	Leaners not doing their work	discrete	numeric	Qn2.32j: Do you face "learners not doing their work" problems frequently in your class(es)?
V61	q232k_twork	Teachers not doing their work	discrete	numeric	Qn2.32k: Do you face "teachers not doing their work/lack of good understanding" problems frequently in your class(es)?
V62	q232l_language	language barrier	discrete	numeric	Qn2.32l: Do you face "language problems" frequently in your class(es)?
V63	q232m_tinterest	teachers lacking knowledge and or interest	discrete	numeric	Qn2.32m: Do you face "lack of knowledge/ no interest" problems frequently in your class(es)?
V64	q232n_linterest	Learners lacking interest	discrete	numeric	Qn2.32n: Do you face "no interest (on pupil's part)" problems frequently in your class(es)?
V65	q232o_newpolicies	new policies/workload/cannot cover syllabus	discrete	numeric	Qn2.32o: Do you face "new policies/work load/cannot cover the syllabus" problems frequently in your class(es)?
V66	q233_rescenter	Is there an education resource center near you?	discrete	numeric	Qn2.33: Is there an education resource center which serves your school?
V67	q234_visitcenter	in the last 18 months have you visited the center?	discrete	numeric	Qn2.34: Have you visited the education resource center in the last 18 months?
V68	q235a_borrowmat	Borrow teaching materials	discrete	numeric	Qn2.35a: Did you visit the education resource center to "borrow teaching/learning materials"?
V69	q235b_makemat	Make teaching materails	discrete	numeric	Qn2.35b: Did you visit the education resource center to "make teaching/learning materials"?
V70	q235c_attendtrain	Attend training	discrete	numeric	Qn2.35c: Did you visit the education resource center to "attend training courses"?

ID	Name	Label	Type	Format	Question
V71	q235d_exngeideas	Exchange ideas with other teachers	discrete	numeric	Qn2.35d: Did you visit the education resource center to "exchange ideas with teachers from other schools"?
V72	q235e_seekadvice	Seek advice from the staff	discrete	numeric	Qn2.35e: Did you visit the education resource center to "exchange ideas with teachers from other schools"?
V73	q235f_other	Other-specified	discrete	numeric	Qn2.35f: Did you visit the education resource center for "other reason"?
V74	q235f_other_spe	Other specified	discrete	character	Qn2.35f: Specify other reason for visiting the education resource center
V79	q31_bhole	Do your household have access to a borehole	discrete	numeric	Qn3.1: Do you have access to Borehole in the place (home) where you stay during the school week?
V80	q31_elec	Do your household have electricity	discrete	numeric	Qn3.1: Do you have access to electricity, generator, solar in the place (home) where you stay during the school week?
V81	q31_pipedwater	Do your household have piped water	discrete	numeric	Qn3.1: Do you have access to Piped water in the place (home) where you stay during the school week?
V82	q31_table	Do your household have a table to write on	discrete	numeric	Qn3.1: Do you have access to table to write on in the place (home) where you stay during the school week?
V83	q31_toilet	Do your household have a toilet inside the house	discrete	numeric	Qn3.1: Do you have toilet in the house in the place (home) where you stay during the school week?
V84	q31a_dnpaper	Do your household have daily newspapers	discrete	numeric	Qn3.1a: Do you have access to daily newspaper in the place (home) where you stay during the school week?
V85	q31b_magazine	Do your household own: q31b_magazine	discrete	numeric	Qn3.1b: Do you have access to weekly or monthly magazine in the place (home) where you stay during the school week?
V86	q31c_radio	Do your household own: q31c_radio	discrete	numeric	Qn3.1c: Do you have access to radio in the place (home) where you stay during the school week?
V87	q31d_tv	Do your household own: q31d_tv	discrete	numeric	Qn3.1d: Do you have access to Tv set in the place (home) where you stay during the school week?
V88	q31e_vcd	Do your household own: q31e_vcd	discrete	numeric	Qn3.1e: Do you have access to video cassette recorder (vcr)/dvd in the place (home) where you stay during the school week?
V89	q31f_cassette	Do your household own: q31f_cassette	discrete	numeric	Qn3.1f: Do you have access to cassette player in the place (home) where you stay during the school week?
V90	q31g_telephone	Do your household own: q31g_telephone	discrete	numeric	Qn3.1g: Do you have access to telephone/mobile phone in the place (home) where you stay during the school week?
V91	q31h_fridge	Do your household own: q31h_fridge	discrete	numeric	Qn3.1h: Do you have access to refrigerator/freezer in the place (home) where you stay during the school week?
V92	q31i_car	Do your household own: q31i_car	discrete	numeric	Qn3.1i: Do you have access to car in the place (home) where you stay during the school week?

ID	Name	Label	Type	Format	Question
V93	q31j_motorbike	Do your household own: q31j_motorbike	discrete	numeric	Qn3.1j: Do you have access to motorcycle in the place (home) where you stay during the school week?
V94	q31k_bike	Do your household own: q31k_bike	discrete	numeric	Qn3.1k: Do you have access to bicycle in the place (home) where you stay during the school week?
V95	q32a_cattle	How many q32a_cattle are owned by your household?	discrete	numeric	Qn3.2a: Approximately how many Cattle are owned by the household or place where you stay during the school week
V96	q32b_sheep	How many q32b_sheep are owned by your household?	discrete	numeric	Qn3.2b: Approximately how many Sheep are owned by the household or place where you stay during the school week
V97	q32c_goats	How many q32c_goats are owned by your household?	discrete	numeric	Qn3.2c: Approximately how many Goats are owned by the household or place where you stay during the school week
V98	q32d_horses	How many q32d_horses are owned by your household?	discrete	numeric	Qn3.2d: Approximately how many Horses are owned by the household or place where you stay during the school week
V99	q32e_donkeys	How many q32e_donkeys are owned by your household?	discrete	numeric	Qn3.2e: Approximately how many Donkeys are owned by the household or place where you stay during the school week
V100	q32f_pigs	How many q32f_pigs are owned by your household?	discrete	numeric	Qn3.2f: Approximately how many Pigs are owned by the household or place where you stay during the school week
V101	q32g_poultry	How many q32g_poultry are owned by your household?	discrete	numeric	Qn3.2g: Approximately how many Poultry are owned by the household or place where you stay during the school week
V102	q33_light	Source of lighting at home?	discrete	numeric	Qn3.3: What is the main source of lighting by which you can read in the place (home) where you stay during the school week?
V103	q41_subjcomment	does school report for each pupil include subject specific comments	discrete	numeric	Qn4.1: Does the school report for each pupil include a specific section for comment on English? 1=YES; 2=NO
V104	q42a_activity	How important of activity A	discrete	numeric	Qn4.2a: Mathematics: How important do you consider "working in pairs or groups to solve a mathematics problem" in the teaching of mathematics? Qn4.2a: English: How important do you consider "listening and speaking (including dictation, story telling, debate)" in the teaching of english?
V105	q42b_activity	How important of activity B	discrete	numeric	Qn4.2b: Mathematics: How important do you consider "working alone on problems" in the teaching of mathematics? Qn4.2b: English: How important do you consider "Reading (including story comprehension, studying & interpreting graphs from magazines, newspapers etc)" in the teaching of english?

ID	Name	Label	Type	Format	Question
V106	q42c_activity	How important of activity C	discrete	numeric	Qn4.2c: Mathematics: How important do you consider "preparing projects or posters to be shown to class" in the teaching of mathematics? Qn4.2c: English: How important do you consider "writing: sentences about pictures, composition, copying written texts etc)" in the teaching of english?
V107	q42d_activity	How important of activity D	discrete	numeric	Qn4.2d: Mathematics: How important do you consider "using practical equipment e.g. scales, rulers, tape measures etc" in the teaching of mathematics? Qn4.2d: English: How important do you consider "working alone to solve english problems" in the teaching of english?
V108	q42e_activity	How important of activity E	discrete	numeric	Qn4.2e: Mathematics: How important do you consider "home assignments" in the teaching of mathematics? Qn4.2e: English: How important do you consider "working in pairs or groups to solve english problem" in the teaching of english?
V109	q42f_activity	How important of activity F	discrete	numeric	Qn4.2f: Mathematics: How important do you consider "studying and interpreting graphs from magazines, newspapers etc" in the teaching of mathematics? Qn4.2f: English: How important do you consider "preparing projects or posters to be shown to class" in the teaching of english?
V110	q42g_activity	How important of activity G	discrete	numeric	Qn4.2g: Mathematics: How important do you consider "describing basic mathematics processes e.g. addition, subtraction etc" in the teaching of mathematics? Qn4.2g: English: How important do you consider "home assignments" in the teaching of english?
V111	q42h_activity	How important of activity H	discrete	numeric	Qn4.2h: Mathematics: How important do you consider "quizzes, tests, examinations, etc" in the teaching of mathematics? Qn4.2h: English: How important do you consider "quizzes, tests, examinations, etc" in the teaching of english?
V112	q43_impactivity	Most important activity	discrete	numeric	Qn4.3: Of the eight activities listed above (in question 4.2), select the one you consider to be the most important
V113	q44_hwork	Do you give your pupils homework	discrete	numeric	Qn4.4: Do you give your pupils in grade 1/2/3 homework assignments in Mathematics/English?
V114	q45_hwtimes	Number of times in a week hwork is given	discrete	numeric	Qn4.5: About how many times do you give out such homework assignments in a week?
V115	q46_signhwork	do parents/guardians sign pupils hwork books	discrete	numeric	Qn4.6: Do you ask parents or guardians to sign pupils books to indicate that they have completed their Mathematics/English home assignments?.
V116	q48_impactivity	Important activity	discrete	numeric	Qn4.8: Of the six goals listed above (in question 4.7), select the one you consider to be the most important.

ID	Name	Label	Type	Format	Question
V117	q49a_edayproblem	Teaching approach: Using everyday problems	discrete	numeric	Qn4.9a: How often do you "use everyday problems (verbally, written or worksheets)" approach when teaching mathematics/English?
V118	q49a_goal	How important is goal A	discrete	numeric	Qn4.7a: Mathematics: How important do you consider "problem solving (transfer of skills to every day life & applying knowledge)" goal in the teaching of mathematics? Qn4.7a: English: How important do you consider "confidence in speaking and writing english language)" goal in the teaching of English?
V119	q49b_goal	How important is goal B	discrete	numeric	Qn4.7b: Mathematics: How important do you consider "confidence in solving mathematics problems" goal in the teaching of mathematics? Qn4.7b: English: How important do you consider "reading skills including comprehension of written english" goal in the teaching of English?
V120	q49b_wholeclass	Teaching approach: Teaching whole class as a group	discrete	numeric	Qn4.9b: How often do you "teach the whole class as a group" as an approach when teaching mathematics/English?
V121	q49c_goal	How important is goal C	discrete	numeric	Qn4.7c: Mathematics: How important do you consider "thinking skills" goal in the teaching of mathematics? Qn4.7c: English: How important do you consider "satisfaction from doing english" goal in the teaching of English?
V122	q49c_smallgrp	Teaching approach: Teaching in small group	discrete	numeric	Qn4.9c: How often do you "teach in a small group" as an approach when teaching mathematics/English?
V123	q49d_goal	How important is goal D	discrete	numeric	Qn4.7d: Mathematics: How important do you consider "satisfaction from doing mathematics" goal in the teaching of mathematics? Qn4.7d: English: How important do you consider "problem solving (transfer of skills to every day life & applying knowledge)" goal in the teaching of English?
V124	q49d_individual	Teaching approach: Teaching individually	discrete	numeric	Qn4.9d: How often do you "teach individually" as an approach when teaching mathematics/English?
V125	q49e_goal	How important is goal E	discrete	numeric	Qn4.7e: Mathematics: How important do you consider "opening up career opportunities" goal in the teaching of mathematics/English?
V126	q49e_qatech	Teaching approach: Question and answer	discrete	numeric	Qn4.9e: How often do you "teach through question and answer techniques" as an approach when teaching mathematics/English?
V127	q49f_goal	How important is goal F	discrete	numeric	Qn4.7f: Mathematics: How important do you consider "development of life skills" goal in the teaching of mathematics/English?
V128	q49f_postfback	Teaching approach: Giving positive feedback	discrete	numeric	Qn4.9f: How often do you "give positive feedback" as an approach when teaching mathematics/English?

ID	Name	Label	Type	Format	Question
V129	q49g_relalifesit	Teaching approach: Relating to everyday life situations	discrete	numeric	Qn4.9g: Mathematics: How often do you use "relating to everyday life situations as much as possible" approach when teaching mathematics? Qn4.9g: English: How often do you use "basic training skills" approach when teaching mathematics/English?
V130	q49h_basictrain	Teaching approach: Basic training skills	discrete	numeric	Qn4.9h: Mathematics: How often do you use "basic training skills" as an approach when teaching mathematics? Qn4.9h: English: How often do you "explain english vocabulary" as an approach when teaching English?
V131	q49i_explainprocess	Teaching approach: Explaining mathematical process	discrete	numeric	Qn4.9i: Mathematics: How often do you "explain mathematics processes " as an approach when teaching mathematics? Qn4.9i: English: How often do you "use available local materials " as an approach when teaching English?
V132	q49j_localmaterails	Teaching approach: Using available local materials	discrete	numeric	Qn4.9j: Mathematics: How often do you "use available local materials" as an approach when teaching mathematics?
V133	q410_writentest	how often do you give pupils written test	discrete	numeric	Qn4.10: How often do you give your pupils a written test in Mathematics/English?
V134	q411_diffthsub	Do you find it difficult to teach subject?	discrete	numeric	Qn4.11: Do you find it difficult to teach English/Mathematics to pupils in your current class? 1=YES; 2=NO
V135	q412_pupdiffsub	Do some pupils in your class find it difficult to learn subject?	discrete	numeric	Qn4.12: Are there pupils in your class who find it difficult to do/learn English/Mathematics?
V136	q413_pupprop	Proportion of pupil who find it difficult to learn subject	discrete	numeric	Qn4.13: What proportion of your pupils would you say have difficulties in learning English/Mathematics?
V137	q415_helppup	What teachers does to help pupils with subject difficulty?	discrete	numeric	Qn4.14: Mathematics: What do you do to help pupils who have problems in doing/understanding Mathematics in your class? Qn4.15: English: What do you do to help pupils who have problems in doing/understanding English in your class?
V138	q415_othhelppup	Other: What teachers does to help pupils with subject difficulty?	discrete	character	Qn4.14: Mathematics: Other: What do you do to help pupils who have problems in doing/understanding Mathematics in your class? Qn4.15: English: Other: What do you do to help pupils who have problems in doing/understanding English in your class?
V139	q416_pupinteract	Do pupils interact with each other in doing english in your class	discrete	numeric	Qn4.16: Do pupils interact with each other in doing English/Mathematics in your class?
V140	q417_interact1	How do you encarege climate of interaction in class?	discrete	character	Qn4.17: How would you encourage a climate of interaction in your Mathematics/English class?
V141	q417_interact2	How do you encarege climate of interaction in class?	discrete	character	Qn4.17: How would you encourage a climate of interaction in your Mathematics/English class?

ID	Name	Label	Type	Format	Question
V142	q417_interact3	How do you encourage climate of interaction in class?	discrete	character	Qn4.17: How would you encourage a climate of interaction in your Mathematics/English class?
V143	q51_noofbks	Number of books in the classroom library	discrete	numeric	Qn5.1: How many books do you have in your classroom library or book corner or book box?
V144	q52_ptratio	Pupil text book ration as reported by teacher	discrete	numeric	Qn5.2: What is the current Pupil-Textbook-Ratio (PTR) in your Mathematics class? Qn5.2: What is the current Pupil-Textbook-Ratio (PTR) in your English class?
V145	q53_suftchmat	Sufficiency of teaching materials	discrete	numeric	Qn5.3: What would you say about the sufficiency of materials to help you effectively teach Mathematics in your class currently? Qn5.3: What would you say about the sufficiency of materials to help you effectively teach English in your class currently?
V146	q54a_sitplaces	How many sitting places do you have in your classroom	contin	numeric	Qn5.4a: How many sitting places for pupils (on chairs or on benches) do you have in your classroom or teaching area?
V147	q54b_writeplaces	How many writing places do you have in your classroom	contin	numeric	Qn5.4b: How many writing places for pupils (on desks or tables) do you have in your classroom or teaching area?
V148	q55a_wboard	Has classroom has: Usable writing board	discrete	numeric	Qn5.5a: Do you have "a usable writing board (black, white, green)" in your classroom or teaching area?
V149	q55b_chack	Has classroom has: chalk	discrete	numeric	Qn5.5b: Do you have a "chalk (or other markers)" in your classroom or teaching area?
V150	q55c_wchart	Has classroom has: A wall chart of any kind	discrete	numeric	Qn5.5c: Do you have "a wall chart of any kind" in your classroom or teaching area?
V151	q55d_cupboard	Has classroom has: A cupboard of locker	discrete	numeric	Qn5.5d: Do you have "a cupboard or locker" in your classroom or teaching area?
V152	q55e_bsheleves	Has classroom has: One or more bookshelves	discrete	numeric	Qn5.5e: Do you have "one or more bookshelves" in your classroom or teaching area?
V153	q55f_library	Has classroom has: A classroom library, bk corner	discrete	numeric	Qn5.5f: Do you have "a classroom library, book corner or book box" in your classroom or teaching area?
V154	q55g_teachtable	Has classroom has: Teacher table	discrete	numeric	Qn5.5g: Do you have "a teacher's table" in your classroom or teaching area?
V155	q55h_teachchair	Has classroom has: Teacher chair	discrete	numeric	Qn5.5h: Do you have "a teacher's chair" in your classroom or teaching area?
V156	q56a_map	Have access to a map	discrete	numeric	Qn5.6a: Do you have access to "a map" in your school?
V157	q56b_dictionary	Have access to an english dictionary	discrete	numeric	Qn5.6b: Do you have access to "an english dictionary" in your school?
V158	q56c_geometric	Have access to a geometric set	discrete	numeric	Qn5.6c: Do you have access to "geometrical instruments (e.g. compass, pro-tractor) for use on writing board" in your school?

ID	Name	Label	Type	Format	Question
V159	q56d_eqtguide	Have access to teachers guide	discrete	numeric	Qn5.6d: Do you have access to "teacher's guide (english)" in your school? Qn5.6d: Do you have access to "teacher's guide (mathematics)" in your school?
V160	q57_hrslesprep	Hours spend in a typical school week in lesson preparation	discrete	numeric	Qn5.7: How many hours, on average, do you spend in a typical school week working on lesson preparation?
V161	q58_meetpars	how often meet with parents or guardians of the pupils	discrete	numeric	Qn5.8: How often do you usually meet with the parents or guardians of the pupils in your class to discuss pupil
V162	q59_enrolg1boys	Number of boys enrolled in grade 1	discrete	numeric	Qn5.9: How many boys are enrolled in grade 1 where you teach English? Qn5.9: How many boys are enrolled in grade 1 where you teach Mathematics?
V163	q59_enrolg1girls	Number of girls enrolled in grade 1	discrete	numeric	Qn5.9: How many girls are enrolled in grade 1 where you teach English? Qn5.9: How many girls are enrolled in grade 1 where you teach Mathematics?
V164	q59_enrolg2boys	Number of boys enrolled in grade 2	discrete	numeric	Qn5.9: How many boys are enrolled in grade 2 where you teach English? Qn5.9: How many boys are enrolled in grade 2 where you teach Mathematics?
V165	q59_enrolg2girls	Number of girls enrolled in grade 2	discrete	numeric	Qn5.9: How many girls are enrolled in grade 2 where you teach English? Qn5.9: How many girls are enrolled in grade 2 where you teach Mathematics?
V166	q510_prestg1boys	Number of boys present in grade 1	discrete	numeric	Qn5.10: Of these enrolled boys in grade 1, how many are present today?
V167	q510_prestg1girls	Number of girls present in grade 1	discrete	numeric	Qn5.10: Of these enrolled girls in grade 1, how many are present today?
V168	q510_prestg2boys	Number of boys present in grade 2	discrete	numeric	Qn5.10: Of these enrolled boys in grade 2, how many are present today?
V169	q510_prestg2girls	Number of girls present in grade 2	discrete	numeric	Qn5.10: Of these enrolled girls in grade 2, how many are present today?
V170	q511_att1boys	On average how many boys attend school on a typical day in grade 1	discrete	numeric	Qn5.11: How many of the enrolled boys in grade 1 would you say attend school on a typical school day?
V171	q511_att1girls	On average how many girls attend school on a typical day in grade 1	discrete	numeric	Qn5.11: How many of the enrolled girls in grade 1 would you say attend school on a typical school day?
V172	q511_att2boys	On average how many boys attend school on a typical day in grade 2	discrete	numeric	Qn5.11: How many of the enrolled boys in grade 2 would you say attend school on a typical school day?
V173	q511_att2girls	On average how many girls attend school on a typical day in grade 2	discrete	numeric	Qn5.11: How many of the enrolled girls in grade 2 would you say attend school on a typical school day?

ID	Name	Label	Type	Format	Question
V174	q512_repeat	Are there pupils repeating grade this year?	discrete	numeric	Qn5.12: For this year 2009, are there repeating pupils in the class(es) you teach English (i.e. those who were enrolled in a grade in the previous year(s) and who are in the same class in the subsequent year)? Qn5.12: For this year 2009, are there repeating pupils in the class(es) you teach Mathematics (i.e. those who were enrolled in a grade in the previous year(s) and who are in the same class in the subsequent year)?
V175	q513_rpt1boys	How many boys are repeating 1	discrete	numeric	Qn5.13: How many boys are repeating grade 1 where you teach English in Std/P1-P3? Qn5.13: How many boys are repeating grade 1 where you teach Mathematics in Std/P1-P3?
V176	q513_rpt1girls	How many girls are repeating 1	discrete	numeric	Qn5.13: How many girls are repeating grade 1 where you teach English in Std/P1-P3? Qn5.13: How many girls are repeating grade 1 where you teach Mathematics in Std/P1-P3?
V177	q513_rpt2boys	How many boys are repeating 2	discrete	numeric	Qn5.13: How many boys are repeating grade 2 where you teach English in Std/P1-P3? Qn5.13: How many boys are repeating grade 2 where you teach Mathematics in Std/P1-P3?
V178	q513_rpt2girls	How many girls are repeating 2	discrete	numeric	Qn5.13: How many girls are repeating grade 2 where you teach English in Std/P1-P3? Qn5.13: How many girls are repeating grade 2 where you teach Mathematics in Std/P1-P3?
V184	q514_resrepeatboys	BOYS: Reason for repeating	discrete	character	Qn5.14: Mathematics: In your view, what is the main reason for repetition by boys? Qn5.14: English: In your view, what is the main reason for repetition by boys?
V185	q514_resrepeatgirls	GIRLS: Reason for repeating	discrete	character	Qn5.14: Mathematics: In your view, what is the main reason for repetition by girls? Qn5.14: English: In your view, what is the main reason for repetition by girls?
V186	q517_resdropboys	BOYS: Reason for dropping out of school	discrete	character	Qn5.17: What in your view was the main reason for boys dropping out of school?
V187	q517_resdropgirls	GIRLS: Reason for dropping out of school	discrete	character	Qn5.17: What in your view was the main reason for girls dropping out of school?
V179	q515_dropped	Are there pupils who dropped out of school grade this year?	discrete	numeric	Qn5.15: In the last 12 months, are there pupils in the class you teach English in Std/P1-P3, whom you would consider to have dropped out of school? Qn5.15: In the last 12 months, are there pupils in the class you teach Mathematics in Std/P1-P3, whom you would consider to have dropped out of school?
V180	q516_drop1boys	Know of boys who have dropped in grade 1	discrete	numeric	Qn5.16: How many boys in grade 1 dropped out of school in the last 12 months?

ID	Name	Label	Type	Format	Question
V181	q516_drop1girls	Know of girls who have dropped in grade 1	discrete	numeric	Qn5.16: How many girls in grade 1 dropped out of school in the last 12 months?
V182	q516_drop2boys	Know of boys who have dropped in grade 2	discrete	numeric	Qn5.16: How many boys in grade 2 dropped out of school in the last 12 months?
V183	q516_drop2girls	Know of girls who have dropped in grade 2	discrete	numeric	Qn5.16: How many girls in grade 2 dropped out of school in the last 12 months?
V189	intrate	Interview rating	discrete	numeric	Qn6.2: Rate the interview
V190	intresult	Result of interview	discrete	numeric	Qn6.3: Result of interview
V191	class		discrete	numeric	Class
V192	country	country	discrete	character	Country
V193	schcode	School Code	contin	numeric	School Code
V194	grade	Grade taught by teacher: corresponds with COCL	discrete	numeric	Grade taught by teacher: corresponds with COCL

Schools_Characteristics

Content	It a section on the schools' characteristics tool. This file contains data on buldings in the school
Cases	216
Variable(s)	162
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes edinnng with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V196	schcode	School code	contin	numeric	School code
V197	HTID	Head teacher uniq ID	contin	numeric	Head Tecaher unique Identifier
V200	treat	Is school a treatment one?	discrete	numeric	Is school a treatment one?
V201	kensip	Is school located in kensip clusters?	discrete	numeric	Is school located in kensip clusters?
V202	cluster	Location of school: Kenya=Cluster; Uganda=Sub-country	discrete	numeric	Qn1.8: Name of cluster
V203	district	District of study	discrete	numeric	Qn1.5: Name of district
V204	country	Country of study	discrete	numeric	Qn1.4: Country
V205	modelsch	Is the school a model school?	discrete	numeric	Is the school a model school?
V206	sex	gender of the head teacher	discrete	numeric	Gender of the head teacher
V207	psilID		contin	numeric	
V208	doi	Date of interview	discrete	character	Qn1.2: Date of interview (dd/mm/yyyy)
V209	q26_transmeans	Typical means of transport to school	discrete	numeric	Qn2.6: What is your typical means of transport from your residence to this school?
V210	q27_timetosch	How long it takes to get to school in minutes	discrete	numeric	Qn2.7: Using this means in 2.6, how long does it take you to get to school
V211	q28_taskMOSTtime	Task which the HT spends MOST of time in?	discrete	numeric	Qn2.8: As a Headteacher in this school, what would you say is the task on which you spend the MOST time?
V212	Qn2.9taskLEASTtime	Task which the HT spends LEAST of time in?	discrete	numeric	Qn2.9: As a Headteacher in this school, what would you say is the task on which you spend the LEAST time?
V213	q210_SMOSTimpproblem	What do you think is the most important problem in making SCHOOL good?	discrete	numeric	Qn2.10: What would you consider the MOST problematic issue you face in making this a good school?

ID	Name	Label	Type	Format	Question
V214	q210_othSMOSTimpproblem	Other (specified) most important problem in making SCHOOL good?	discrete	character	Qn2.10: Other specified: What would you consider the MOST problematic issue you face in making this a good school?
V215	q211_LMOSTimpproblem	Important problem facing in dealing with grade 1-3 learners	discrete	numeric	Qn2.11: What is the MOST pressing problem you face in dealing with class 1-3 learners in your school?
V216	q211_othLMOSTimpproblem	Other specified: Important problem facing in dealing with grade 1-3 learners	discrete	character	Qn2.11: Other specified: What is the MOST pressing problem you face in dealing with class 1-3 learners in your school?
V217	q212_ifamilies	How many of the learner families do you know?	discrete	numeric	Qn2.12: How many of the families of the learners in your school in class 1-3 do you know?
V218	q213_tabsenteeism	Is teacher absenteeism a problem?	discrete	numeric	Qn2.13: Is teacher absenteeism a significant problem at your school in class 1-3?
V219	q214_restechabsent	main reason why teachers are absent?	discrete	numeric	Qn2.14: What do you think is the MAIN reason why teachers of grades 1-3 are absent?
V220	q215a_femaletchrsabs	Number of female grades 1 to 3 teachers absent today	discrete	numeric	Qn2.15a: About how many Female teachers of grades 1-3 are absent today?
V221	q215b_maletchrsabs	Number of male grades 1 to 3 teachers absent today	discrete	numeric	Qn2.15b: About how many male teachers of grades 1-3 are absent today?
V222	q216_TMOSTimpproblem	Most important problem faced dealing with teachers	discrete	numeric	Qn2.16: What is the MOST pressing problem you face in dealing with teachers in your school in classes 1-3?
V223	q216_othTMOSTimpproblem	Other important problem faced dealing with teachers	discrete	character	Qn2.16: Other specified: What is the MOST pressing problem you face in dealing with teachers in your school in classes 1-3?
V224	q217_complcaric	Teachers in school complete grades 1 to 3 curriculum	discrete	numeric	Qn2.17: Do you think GRADE 1-3 teachers in this school complete the required yearly curriculum?
V225	q218_htlessonobs	Do you as the headteacher do lesson observation for grades 1 to 3?	discrete	numeric	Qn2.18: Do you as a Headteacher do lesson observation of your grade/P 1-3?
V226	q219_mthsadvisorvisit	How many times a Maths academic/subject advisor visit school-last 18mths	discrete	numeric	Qn2.19: How many times did a Mathematics curriculum or subject advisor from the zonal/division/district or province visit mathematics and English teachers in class 1-3 in your school in the last 18 months?

ID	Name	Label	Type	Format	Question
V227	q219_engadvisorvisit	How many times a English academic/subject advisor visit school-last 18mths	discrete	numeric	Qn2.19: How many times did a English curriculum or subject advisor from the zonal/division/district or province visit mathematics and English teachers in class 1-3 in your school in the last 18 months?
V228	q220_learndiscip	how often do you deal with learner discipline problem	discrete	numeric	Qn2.20: How often do you deal with learner discipline problems in grade 1-3 in your school?
V229	q221_lhurtl	how often learners hurt other learners	discrete	numeric	Qn2.21: How often do learners in grade 1-3 in your school hurt or threaten other learners?
V230	q222_thurtl	how often teachers hurt learners	discrete	numeric	Qn2.22: How often do teachers of grade/class/standard 1-3 your school hurt or threaten learners?
V231	q223_ohurtl	how often outsiders hurt learners	discrete	numeric	Qn2.23: How often do outsiders hurt or threaten learners in your school?
V232	q224_outschactivity	Activity that takes HT teacher most often out of school	discrete	numeric	Qn2.24: What activity takes you out of school most often?
V233	q225_teachimprov	Most responsible for improving teaching in your school	discrete	numeric	Qn2.25: Who do you think is the MOST responsible for improving teaching in your school?
V234	q225_oteachimprov	Other most responsible for improving teaching in your school	discrete	character	Qn2.25: Other specified: Who do you think is the MOST responsible for improving teaching in your school?
V235	q226_feedbenefit	Percentage learners benefiting from feeding program	discrete	numeric	Qn2.26: What percentage of learners in grade 1-3 in this school benefit from school feeding?
V236	q31_hl	the highest level of instruction in the school	discrete	numeric	Qn3.1: What highest level of instruction does (NAME OF SCHOOL) offer?
V237	q38a_fagovt	Gets financial assistance from central government	discrete	numeric	Qn3.8a: Does (NAME OF SCHOOL) receive regular financial assistance such as salaries of the teachers or purchases of books from the central government?
V238	q38b_facitcoun	Gets financial assistance from city council	discrete	numeric	Qn3.8b: Does (NAME OF SCHOOL) receive regular financial assistance such as salaries of the teachers or purchases of books from the City Council?
V239	q38c_faother	Gets financial assistance from other sources	discrete	numeric	Qn3.8c: Does (NAME OF SCHOOL) receive regular financial assistance such as salaries of the teachers or purchases of books from the Others?

ID	Name	Label	Type	Format	Question
V240	q39_sclcurr	Which education curriculum does the school follow?	discrete	numeric	Qn3.9: Does (NAME OF THE SCHOOL) follow the Ministry of Education, integrated or any other internationally approved curriculum (such as the British or American syllabus)?
V241	q41a_txtbk	Does school keep records on textbooks?	discrete	numeric	Qn4.1a: Does the school keep any records on Text books (bought/received)?
V242	q41a_enrl	Does school keep records on enrollment?	discrete	numeric	Qn4.1b: Does the school keep any records on School enrollments?
V243	q41a_exmr	Does school keep records on examination results?	discrete	numeric	Qn4.1bc: Does the school keep any records on Examination Results?
V244	q41a_eqin	Does school keep records on equipment inventory?	discrete	numeric	Qn4.1d: Does the school keep any records on Inventory of equipment (desks, chairs etc)?
V245	q42_txtpr	Are there textbooks provided by the school for pupils?	discrete	numeric	Qn4.2: Are there textbooks provided by the school for the pupils to use in grades 1-3?
V246	q42a_txthome	Are pupils allowed to carry text books home?	discrete	numeric	Qn4.2a: Are pupils in grades 1-3 allowed to carry the school textbooks home?
V247	q42b_txthomewhy	Why pupils not allowed to carry txt bks home?	discrete	numeric	Qn4.2b: Why are pupils not allowed to carry the school textbooks home?
V248	q42c_txthomewhen	Circumstances when pupils are allowed to carry text books at home	discrete	numeric	Qn4.2c: Under what circumstances are pupils of grades 1-3 allowed to take the textbooks out of school?
V249	q42d_txtassign	Are there regular assignments that require pupils to use txtbks	discrete	numeric	Qn4.2d: Are there regular assignments given to the pupils in grade 1-3 that require them to use school textbooks?
V250	q42e_notxtassign	Why no text books assignments	discrete	numeric	Qn4.2e: Why are there no such assignments requiring use of school textbooks for pupils in grade 1-3?
V251	q42f_langswabks	Are the lango/swahili books adequate	discrete	numeric	Qb4.2f: Are the books for Kiswahili adequate?
V252	q42f_mathbks	Are the math books adequate	discrete	numeric	Qb4.2f: Are the books for Mathematics adequate?
V253	q42f_engbks	Are the english books adequate	discrete	numeric	Qb4.2f: Are the books for English adequate?
V254	q43a_grade1txtbks	Are there grade 1 text books	discrete	numeric	Qn4.3a: Are there grade 1 text books?
V255	q43b_grade1eng	How many grade 1 english text books	discrete	numeric	Qn4.3b: How many grade 1 english text books?
V256	q43b_grade1langswa	How many grade 1 swahili/lango text books	discrete	numeric	Qn4.3b: How many grade 1 Swahili text books?
V257	q43b_grade1math	How many grade 1 math text books	discrete	numeric	Qn4.3b: How many grade 1 Mathematics text books?

ID	Name	Label	Type	Format	Question
V258	q43b_grade1science	How many grade 1 science text books	discrete	numeric	Qn4.3b: How many grade 1 Science text books?
V259	q43a_grade2txtbks	Are there grade 2 text books	discrete	numeric	Qn4.3a: Are there grade 2 text books?
V260	q43b_grade2eng	How many grade 2 english text books	discrete	numeric	Qn4.3b: How many grade 2 english text books?
V261	q43b_grade2langswa	How many grade 2 swahili/lango text books	discrete	numeric	Qn4.3b: How many grade 2 Swahili text books?
V262	q43b_grade2math	How many grade 2 math text books	discrete	numeric	Qn4.3b: How many grade 2 Mathematicstext books?
V263	q43b_grade2science	How many grade 2 science text books	discrete	numeric	Qn4.3b: How many grade 2 Sciencet books?
V264	q43a_grade3txtbks	Are there grade 3 text books	discrete	numeric	Qn4.3a: Are there grade 3 text books?
V265	q43b_grade3eng	How many grade 3 english text books	discrete	numeric	Qn4.3b: How many grade 3 English text books?
V266	q43b_grade3langswa	How many grade 3 swahili/lango text books	discrete	numeric	Qn4.3b: How many grade 3 Swahili text books?
V267	q43b_grade3math	How many grade 3 math text books	discrete	numeric	Qn4.3b: How many grade 3 Mathematics text books?
V268	q43b_grade3science	How many grade 3 science text books	discrete	numeric	Qn4.3b: How many grade 3 Science text books?
V269	q44_sclrec	How much of the information given on textbooks is based on school records?	discrete	numeric	Qn4.4: How much of the information in 4.3 is based on school records?
V270	q45_ednlst	How much of th text books are approved by Ministry of education list?	discrete	numeric	Qn4.5: How much of the books you have mentioned above are on the most recently approved Ministry of Education list?
V271	q46_sclib	Is there a school library for pupil's use in the school?	discrete	numeric	Qn4.6: Is there a library for the pupils to use in this school?
V272	q48_learnhrs	Hours in a school day used for learning activities by grades 1 to 3	discrete	numeric	Qn4.8: How many hours in a school day do grades 1-3 use for learning activities?
V273	q48a_shiftsystem	Do grades 1 to 3 have a shift system	discrete	numeric	Qn4.8a: Do grades 1-3 have a shift system?
V274	q411_ttexc	Is toilet used exclusively by the pupils?	discrete	numeric	Qn4.11: Is the toilet facility used exclusively by the pupils in grades 1-3?
V275	q412_tdist	How far in meters is the toilet from the tuition blocks?	discrete	numeric	Qn4.12: How far (in metres) is this toilet facility from the tuition block(s)/school for grades 1-3?
V276	q415_ttdrs	Number of toilets in the school	discrete	numeric	Qn4.15: How many toilet doors in total are available for grade 1-3 pupils' use?
V277	q416_ttsp	Are ther separate toilets for boys and girls?	discrete	numeric	Qn4.16: Are there separate toilet doors for BOYS and GIRLS?
V278	q417_ttboys	Number of toilets for boys	discrete	numeric	Qn4.17: Number of doors for boys?

ID	Name	Label	Type	Format	Question
V279	q417_ttgrl	Number of toilets for girls	discrete	numeric	Qn4.17: Number of doors for girls?
V280	q418_wt	Main source of drinking water used by the school	discrete	numeric	Qn4.18: What is the main source of drinking water used in this school by the pupils in grade 1-3?
V281	q418a_wtenough	Is the drinking water enough	discrete	numeric	Qn4.18a: Is the drinking water sufficient for the pupils' daily use?
V282	q419_elec	Does the school have electricity?	discrete	numeric	Qn4.19: Does this school have electricity?
V283	q420_inspvst	In the last 12 months, how many times has the inspector of schools visited the sc	discrete	numeric	Qn4.20: During the last 12 months, how many times has a quality assurance and standards officer (QUASO) visited this school?
V284	q421_mnthvst	Which month did inspector visit the school?	discrete	numeric	Qn4.21: In what month did an inspector of schools last visit this school?
V285	q421_yrvst	Which year did the inspector visit the school?	contin	numeric	Qn4.21: In what year did an inspector of schools last visit this school?
V286	q422_sfeed	Does school have a feeding program?	discrete	numeric	Qn4.22: Does (NAME OF SCHOOL) have a school feeding programme?
V287	q423_runprog	Who runs the lunch program?	discrete	numeric	Qn4.23: Who runs this feeding programme?
V288	q424_expmeal	Name of the most expensive meal on the feeding program menu	discrete	character	Qn4.24: What is the name of the most expensive meal on the menu of the feeding programme?
V289	q425_amount	How much do parents pay per pupil per month?	discrete	numeric	Qn4.25: How much money does a parent/guardian pay per pupil per month?
V290	q426_parcontr	Parental/guardian contribution to the feeding program	discrete	numeric	Qn2.26: What percentage of learners in grade 1-3 in this school benefit from school feeding?
V291	q427_capup	Does the feeding program cover all pupils?	discrete	numeric	Qn4.27: Does this feeding programme cover every pupil?
V292	q51_strgr1	Number of streams in grade 1	discrete	numeric	Qn5.1: How many streams are there for grade 1?
V293	q52_enrolboysgr1	Number of boys enrolled in grade 1	contin	numeric	Qn5.2: How many boys are in grade 1?
V294	q52_enrolgirlsgr1	Number of girls enrolled in grade 1	contin	numeric	Qn5.2: How many girls are in grade 1?
V295	q52_presentboysgr1	Number of boys present in grade 1 on interview day	contin	numeric	Qn5.2a: How many boys are present on the interview date?
V296	q52_presentgirlsgr1	Number of girls present in grade 1 on interview day	contin	numeric	Qn5.2a: How many girls are present on the interview date?
V297	q51_strgr2	Number of streams in grade 2	discrete	numeric	Qn5.1: How many streams are there for grade 2?
V298	q52_enrolboysgr2	Number of boys enrolled in grade 2	contin	numeric	Qn5.2: How many boys are in grade 2?

ID	Name	Label	Type	Format	Question
V299	q52_enrolgirlsgr2	Number of girls enrolled in grade 2	contin	numeric	Qn5.2: How many girls are in grade 2?
V300	q52_presentboysgr2	Number of boys present in grade 2 on interview day	contin	numeric	Qn5.2a: How many boys are present on the interview date?
V301	q52_presentgirlsgr2	Number of girls present in grade 2 on interview day	contin	numeric	Qn5.2a: How many girls are present on the interview date?
V302	enrol_gr1	Total number of pupils enrolled in gr1	contin	numeric	Computed: Total enrolment in grade 1
V303	present_gr1	Total number of pupils present in gr1	contin	numeric	Computed: Total number of pupils present in gr1
V304	enrol_gr2	Total number of pupils enrolled in gr2	contin	numeric	Computed: Total number of pupils enrolled in gr2
V305	present_gr2	Total number of pupils present in gr2	contin	numeric	Computed: Total number of pupils present in gr2
V306	q52_grpcriteria	Criteria for group pupils into streams	discrete	numeric	Qn5.2b: What is the criteria for grouping pupils into different streams?
V307	q52_othgrpcriteria	Criteria for group pupils into streams-Other specified	discrete	character	Qn5.2b: Other specified: What is the criteria for grouping pupils into different streams?
V308	q54_enrolrec	How much of the information is based on school records?	discrete	numeric	Qn5.4: How much of the information in 5.1-5.2a is based on school records?
V309	q55_ntenrol	Are there pupils who would like to enroll but are turned away?	discrete	numeric	Qn5.5: Are there pupils who would like to enroll but are turned away/not enrolled? 1=YES, 2=NO
V310	q56_numbntenrol	Number of children not enrolled	discrete	numeric	Qn5.6: Approximately how many children wanted to enroll but were not admitted in 2009?
V311	q57_ntenrollevel	Level with highest turn-aways	discrete	numeric	Qn5.7: Which level had the highest 'turn-aways' (that is, pupils who could not be enrolled)?
V312	q57_ntenrolgrade	Which grade had the highest turn aways(enrollment)?	discrete	numeric	Qn5.7: Which grade had the highest 'turn-aways' (that is, pupils who could not be enrolled)?
V313	q58_exmcntr	Does school have a KCPE examination center?	discrete	numeric	Qn5.8: Is the school a UNEB examination center?
V314	q59_examcname	Name of the examination center for standard 8 pupils	discrete	character	Qn5.9: What is the name of the center/school where standard 8 pupils from your school do their exams?
V315	q59_examcid	ID of the examination center for standard 8 pupils	discrete	numeric	ID of the examination center for standard 8 pupils
V316	q61_std1tuit	Amount of TUITION FEE paid in std1	discrete	numeric	Qn6.1: Amount of TUITION FEE paid in std1
V317	q61_std1cst	Amount of CONSTRUCTION FUND paid in std1	discrete	numeric	Qn6.1: Amount of CONSTRUCTION FUND paid in std1

ID	Name	Label	Type	Format	Question
V318	q61_std1extcls	Amount of EXTRA CLASSES paid in std1	discrete	numeric	Qn6.1: Amount of EXTRA CLASSES paid in std1
V319	q61_std1exmfee	Amount of EXAM FEES paid in std1	discrete	numeric	Qn6.1: Amount of EXAMINATION FEES paid in std1
V320	q61_std1schmeal	Amount of SCHOOL MEALS paid in std1	discrete	numeric	Qn6.1: Amount of SCHOOL MEALS paid in std1
V321	q61_std1oth	Amount of OTHER ITEMS paid in std1	discrete	numeric	Qn6.1: Amount of OTHER ITEMS paid in std1
V322	q61_std2tuit	Amount of TUITION FEE paid in std2	discrete	numeric	Qn6.1: Amount of TUITION FEE paid in std2
V323	q61_std2cst	Amount of CONSTRUCTION FUND paid in std2	discrete	numeric	Qn6.1: Amount of CONSTRUCTION FUND paid in std2
V324	q61_std2extcls	Amount of EXTRA CLASSES paid in std2	discrete	numeric	Qn6.1: Amount of EXTRA CLASSES paid in std2
V325	q61_std2exmfee	Amount of EXAM FEES paid in std2	discrete	numeric	Qn6.1: Amount of EXAM FEES paid in std2
V326	q61_std2schmeal	Amount of SCHOOL MEALS paid in std2	discrete	numeric	Qn6.1: Amount of SCHOOL MEALS paid in std2
V327	q61_std2oth	Amount of OTHER ITEMS paid in std2	discrete	numeric	Qn6.1: Amount of OTHER ITEMS paid in std2
V328	q61_std3tuit	Amount of TUITION FEE paid in std3	discrete	numeric	Qn6.1: Amount of TUITION FEE paid in std3
V329	q61_std3cst	Amount of CONSTRUCTION FUND paid in std3	discrete	numeric	Qn6.1: Amount of CONSTRUCTION FUND paid in std3
V330	q61_std3extcls	Amount of EXTRA CLASSES paid in std3	discrete	numeric	Qn6.1: Amount of EXTRA CLASSES paid in std 3
V331	q61_std3exmfee	Amount of EXAM FEES paid in std3	discrete	numeric	Qn6.1: Amount of EXAM FEES paid in std 3
V332	q61_std3schmeal	Amount of SCHOOL MEALS paid in std3	discrete	numeric	Qn6.1: Amount of SCHOOL MEALS paid in std 3
V333	q61_std3oth	Amount of OTHER ITEMS paid in std3	discrete	numeric	Qn6.1: Amount of OTHER ITEMS paid in std3
V334	q66_pta	Does the school have a parents and teachers association?	discrete	numeric	Qn6.6: Does the school have a Parents and Teachers Association?
V335	q66a_smc	School management committee	discrete	numeric	Qn6.6a: Does the school have a School Management Committee (SMC)?
V336	q66b_smcmeetings	Number of time SMC has met in the last 12 months	discrete	numeric	Qn6.6b: In the last 12 months, how many times has the SMC met?
V337	q66c_gr1academicprog	Number of times SMC discussed academic progress of grades 1 to 3	discrete	numeric	Qn6.6c: In the last 12 months, how many times did the SMC meet to discuss academic progress of Grades 1-3?
V338	q67_cpta	Do parents contribute to PTA?	discrete	numeric	Qn6.7: Do parents have to contribute any money to the Parents Teachers Association?

ID	Name	Label	Type	Format	Question
V339	q68_ftpa	Do parents contribute per child or per family/parent?	discrete	numeric	Qn6.8: Do parents contribute per child or per family/parent?
V340	q69_avgamt	How much on average do parents contribute to PTA refer to ftpta?	discrete	numeric	Qn6.9: How much money is a parent required to pay for PTA in 2009?
V341	q610_schunif	Are pupils required to wear school uniform?	discrete	numeric	Qn6.10: Are pupils in P 1-3 required to wear school uniform to be allowed in class?
V342	q611_punif	What happens when pupils do not wear full uniform?	discrete	numeric	Qn6.11: What happens to P 1-3 pupils when they don't wear full school uniform?
V343	q613_chk	Pupils required to contribute to the supply of CHALK for use by teachers?	discrete	numeric	Qn6.13: Are pupils required to pay or contribute for "CHALKS" to be used by teachers?
V344	q613_exbks	Pupils required to contribute to the supply of EXERCISE BOOKS for use by teacher	discrete	numeric	Qn6.13: Are pupils required to pay or contribute for "EXERCISE BOOKS" to be used by teachers?
V345	q613_txtbks	Pupils required to contribute to the supply of TEXT BOOKS for use by teachers?	discrete	numeric	Qn6.13: Are pupils required to pay or contribute for "TEXTBOOKS" to be used by teachers?
V346	q613_pns	Pupils required to contribute to the supply of PENS for use by teachers?	discrete	numeric	Qn6.13: Are pupils required to pay or contribute for "PENS" to be used by teachers?
V347	q613_pncil	Pupils required to contribute to the supply of PENCIL for use by teachers?	discrete	numeric	Qn6.13: Are pupils required to pay or contribute for "PENCILS" to be used by teachers?
V348	q613_ers	Pupils required to contribute to the supply of ERASERS for use by teachers?	discrete	numeric	Qn6.13: Are pupils required to pay or contribute for "ERASERS" to be used by teachers?
V349	q614_parlocmat	Do parents devop local materials for use by pupils in grades 1 to 3	discrete	numeric	Qn6.14: Are there local materials and stories developed by parents and/or guardians which they have given/donated to the school for use by pupils in P 1-3?
V350	q811_tchs	Main source of teacher salaries?	discrete	numeric	Qn8.11: What is the main source of teachers' salaries?
V351	q812_tchslate	Does it happen that teacher salaries are late?	discrete	numeric	Qn8.12: Does it often happen that teachers' salaries are late?
V352	q813_tchsjoin	In the last 12 mnths how many teachers have JOINED this school?	discrete	numeric	Qn8.13: In the last 12 months, how many teachers have joined the school?
V353	q814_tchsleft	In the last 12 mnths how many teachers have LEFT this school?	discrete	numeric	Qn8.14: In the last 12 months, how many teachers have left the school?
V354	q915_pth	Is there a public path though the sch used by public?	discrete	numeric	Qn9.15: Is there a public path or road that passes through the school used by the public when school is on?
V355	q916_buildmat	Did school receive building materials that benefitted grades 1 to 3	discrete	numeric	Qn9.16: Has the school received "building materials" that have directly benefited P 1-3?

ID	Name	Label	Type	Format	Question
V356	q916_finasup	Did school receive financial support that benefitted grades 1 to 3	discrete	numeric	Qn9.16: Has the school received "financial support" that have directly benefited P 1-3?
V357	q916_computer	Did school receive computers that benefitted grades 1 to 3	discrete	numeric	Qn9.16: Has the school received "computers" that have directly benefited P 1-3?
V358	q916_learntchmat	Did school receive learn & teach mat that benefitted grades 1 to 3	discrete	numeric	Qn9.16: Has the school received "Learning and teaching materials" that have directly benefited P 1-3?
V359	q916_other	Did school receive other materials that benefitted grades 1 to 3	discrete	character	Qn9.16: Has the school received "Other materials" that have directly benefited P 1-3?Specify.

Schools_Staffing

Content	It is a section in the school characteristics tool and collected data on the school staffing
Cases	2059
Variable(s)	19
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes ending with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V363	schcode	School unique code	contin	numeric	School unique code
V364	eqf_no		contin	numeric	
V365	psilD		contin	numeric	
V366	q81_lno	Line number	contin	numeric	Qn8.1: Line number of teacher
V368	q81b_yob	Staff year of birth	discrete	numeric	Qn8.1b: When was (.) born? YEAR OF BIRTH.
V369	q82_sex	Gender of staff member	discrete	numeric	Qn8.2: Gender
V370	q83_pos	position held by the staff	discrete	numeric	Qn8.3: Position
V371	q84_hlev	Highest level of education	discrete	numeric	Qn8.4: Highest school level (.) attended?
V372	q87_hghtr	Highest level of teacher training recieved	discrete	numeric	Qn8.7: What is the highest level of teacher training (.)
V373	q88_yrswkd	Years worked before joining the school	discrete	numeric	Qn8.8: How many years has (.) worked
V374	q88a_joinyr	Year joined current school	discrete	numeric	Qn8.8a: Which year did (.) join this school?
V375	q88a_joinmth	Month of the year joined current school	discrete	numeric	Qn8.8a: Which month did (.) join this school?
V376	q89_yrswkdh	Years worked in the current position in this school	discrete	numeric	Qn8.9: How many years has (.) worked as [POSITION] in this school?
V377	q810_lsns	Number of lessons per week taught by the teacher?	discrete	numeric	Qn8.10: How many lessons per week does(.) teach ?
V378	q810a_teaches	Does nae teach in preprimary, lower primary, upper primary or both?	discrete	numeric	Qn8.10a: Does (.) teach pre-Pri., lower or upper primary?
V379	tchstaff		discrete	numeric	
V380	tttchrs	Total teachers per school	contin	numeric	Computed: Total teachers per school
V381	femaletchrs	Total Number of female teachers	contin	numeric	Computed: Total Number of female teachers
V382	maletchrs	Total Number of male teachers	discrete	numeric	Computed: Total Number of male teachers

School_Building

Content	The respondent is the school head. The data contains information the school, resources and facilities as well as staffing and head teacher characteristics
Cases	2138
Variable(s)	15
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes ending with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V383	schcode	School Code	contin	numeric	School Code
V384	eqb_no		contin	numeric	
V385	psilD		contin	numeric	
V386	q91_blkNO	Block Number	discrete	numeric	Qn9.1: Block No.
V387	q92_rmNO	Room number	discrete	numeric	Qn9.2: Room No.
V388	q93_wall	Main wall material	discrete	numeric	Qn9.3: Wall material
V389	q94_roof	Main roof material	discrete	numeric	Qn9.4: Roof Material
V390	q95_floor	Main floor material	discrete	numeric	Qn9.5: Floor material
V391	q96_usage	Main usage of room	discrete	numeric	Qn9.6: Usage
V392	q99_sroom	Number of classes that share this room	discrete	numeric	Qn9.5: Number of classes that share room
V393	q910_nopupil	Number if pupils that occupy room	discrete	numeric	Qn9.10: Number of pupils that occupy room
V394	q911_notreg	Source if information	discrete	numeric	Qn9.11: If 9.10 is not from register, explain
V395	lightlevel	Level of natural light	discrete	numeric	Qn9.12: What is the level of natural light?
V396	roomcondition	General condition of the room	discrete	numeric	Qn9.13: What is the general condition of the room?
V397	roomventilation	Ventilation is enough in the room	discrete	numeric	Qn9.14: Would you say there is enough ventilation in the room?

Observation_CheckList

Content	Contains observation data, collected during an active lesson.
Cases	1239
Variable(s)	38
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes ending with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V398	tchID	teacher identifier	contin	numeric	teacher identifier
V400	schcode	School code	contin	numeric	Qn1.10: School code from examining/registering body
V401	dob	Teacher date of birth	discrete	character	Teacher date of birth
V402	eqp_round		discrete	character	
V403	year	Year of interview	discrete	numeric	Year of interview
V405	treat	Is school a treatment one?	discrete	numeric	Is school a treatment one?
V406	kensip	Is school located in kensip clusters?	discrete	numeric	Is school located in kensip clusters?
V407	cluster	Location of school: Kenya=Cluster; Uganda=Sub-country	discrete	numeric	Qn1.7: Name of cluster
V408	district	District of study	discrete	numeric	Qn1.5: Name of district
V409	country	Country of study	discrete	numeric	Qn1.4: Country
V410	modelsch	Is the school a model school?	discrete	numeric	Is the school a model school?
V411	sex	Gender of the pupil	discrete	numeric	Gender of the pupil
V412	doi	Date of interview	discrete	character	Qn1.2: DATE OF OBSERVATION (DD/MM/YYYY)
V414	class	Class being taught	discrete	numeric	Qn1.11: Name of grade and stream observed (Eg. 1, 2,3, 1W, 2S, etc)
V415	subject	Subject in question	discrete	numeric	Qn2.7: Subject taught by teacher in 2.5
V416	girlspresent	Head count GIRLS PRESENT	contin	numeric	Qn2.1: Head count girls present
V417	girlsabsent	Number of GIRLS ABSENT	contin	numeric	Qn2.2: Number of girls absent
V418	boyspresent	Head count BOYS PRESENT	contin	numeric	Qn2.3: Head count boys present
V419	boysabsent	Number of BOYS ABSENT	contin	numeric	Qn2.4: Number of boys absent
V420	workscheme	Scheme of work available	discrete	numeric	Is Scheme of work available for English ,Maths,Combined English/Maths ?(if yes ask to see a copy)
V421	workrecord	Record of work available	discrete	numeric	Is Record of work available for English,Maths,Combined English/Maths?(if yes ask to see a copy)

ID	Name	Label	Type	Format	Question
V422	lessonplan	Lesson plan available	discrete	numeric	Is Lesson plan available for English, Maths, Combined English/Maths? (if yes ask to see a copy either for that day or previous day)
V423	lessonnotes	Lesson notes available	discrete	numeric	Is Lessons notes for English, Maths, Combined English/Maths? (if yes ask to see a copy either for that day or previous day)
V424	visualteachAID	Availability of: Visual teaching Aids	discrete	numeric	Are Visual teaching aids for English ,Maths and Combined English/Maths available?
V425	exerbook	Availability of: Exercise books	discrete	numeric	Are Exercise books for English, Maths and Combined English/Maths available?
V426	recomtxtbks	Availability of: Recomendated text books	discrete	numeric	Are Recommended textbook(s) for English, Maths and Combined English/Maths, available?
V427	picbooks	Availability of: Picture books	discrete	numeric	Are Picture books for English, Maths and Combined English/Maths available?
V428	storybks	Availability of: Story books	discrete	numeric	Are Story books for English, Maths and Combined English/Maths available?
V429	studmaterials	Availability of: Student made materials	discrete	numeric	Are Student-made resources/materials on the wall for English, Maths and Combined English/Maths available?
V430	othersmat	Availability of: Other materials	discrete	numeric	Are Other reading materials for English, Maths and Combined English/Maths available?
V431	wallcharts	Availability of: Wall charts	discrete	numeric	Are Wall chats available?
V432	chalkboard	Availability of: Chalkboard, duster & chalk	discrete	numeric	Is Chalkboard, duster & Chalk available?
V433	year2		discrete	numeric	
V434	dup		discrete	numeric	
V435	count		discrete	numeric	
V436	classsize_enrol	Number of pupils enrolled in grade	contin	numeric	Number of pupils enrolled in grade
V437	classsize_present	Number of pupils present- interview date	contin	numeric	Number of pupils present- interview date
V438	obs_class	Observed class	discrete	numeric	Observed class

Numeracy_Assessment

Content	Numeracy assessment score for each pupil
Cases	14444
Variable(s)	66
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design

Variables

ID	Name	Label	Type	Format	Question
V543	test_doi	Date of interview	discrete	character	Qn1.2: Date of interview (DD/MM/YYYY)
V544	fw	Field interviewer	discrete	character	Qn1.3: Field interviewer's (fi) code
V545	Qno_1	Numeracy question number 1	discrete	numeric	Qn1: How many oranges do you see?
V546	Qno_2	Numeracy question number 2	discrete	numeric	Qn2: 1. Match the pictures with the number.
V547	Qno_3	Numeracy question number 3	discrete	numeric	Qn3:1. Write the number of cups _____
V548	Qno_4	Numeracy question number 4	discrete	numeric	Qn4: 1. How many tens and ones make the number 33? 33 = ____ tens + ____ ones
V549	Qno_5	Numeracy question number 5	discrete	numeric	Qn5: Arrange the boxes from the one with the least objects to the one with the most objects.
V550	Qno_6	Numeracy question number 6	discrete	numeric	Qn6: Arrange the balls from biggest to smallest.
V551	Qno_7	Numeracy question number 7	discrete	numeric	Qn7: Add the numbers 8+6 = _____
V552	Qno_8	Numeracy question number 8	discrete	numeric	Qn8: Add the numbers 2 + 6 + 3 = _____
V553	Qno_9	Numeracy question number 9	discrete	numeric	Qn9: Apio has 4 mangoes and John has 5 mangoes. How many mangoes do they have altogether?
V554	Qno_10	Numeracy question number 10	discrete	numeric	Qn10: 68-34 = _____
V555	Qno_11	Numeracy question number 11	discrete	numeric	Qn11: 9 cars - 4 cars = _____
V556	Qno_12	Numeracy question number 12	discrete	numeric	Qn12: What are these coins?
V557	Qno_13	Numeracy question number 13	discrete	numeric	Qn13: Which carries more water? _____
V558	Qno_14	Numeracy question number 14	discrete	numeric	Qn14: Which is lighter? _____
V559	Qno_15	Numeracy question number 15	discrete	numeric	Qn15: Look at the shapes. Which one is a circle? _____
V560	Qno_16	Numeracy question number 16	contin	numeric	Qn16: Match the object against the correct number.
V561	Qno_17	Numeracy question number 17	contin	numeric	Qn17: Write the following numbers in words. 26 = _____ 15 = _____ _____ 74 = _____ _____ 47 = _____ _____

ID	Name	Label	Type	Format	Question
V562	Qno_18	Numeracy question number 18	contin	numeric	Qn18: = 457 = ____ hundreds ____ tens and ____ ones
V563	Qno_19	Numeracy question number 19	contin	numeric	Qn19: 132 + 230+ 617 = ____
V564	Qno_20	Numeracy question number 20	contin	numeric	Qn20: There are 45 children in Mrs Juma's classroom and 50 children in Mr. Otieno's classroom. How many children are there altogether?
V565	Qno_21	Numeracy question number 21	contin	numeric	Qn21: In a school of 289 pupils, 215 pupils attended school on Monday. How many were absent?
V566	Qno_22	Numeracy question number 22	contin	numeric	Qn22: 90, 80, 70, ____, ____, 40.
V567	Qno_23	Numeracy question number 23	contin	numeric	Qn23: Multiply
V568	Qno_24	Numeracy question number 24	contin	numeric	Qn24: Atieno has 9 mangoes. She shares them equally among 3 children, how many mangoes does each child get?
V569	Qno_25	Numeracy question number 25	contin	numeric	Qn25: Which of the following can be used to measure the teacher's desk?
V570	Qno_26	Numeracy question number 26	contin	numeric	Qn26: Which one is heavier? _____
V571	Qno_27	Numeracy question number 27	contin	numeric	Qn27: Which one holds more milk, pot A or pot B? _____
V572	Qno_28	Numeracy question number 28	contin	numeric	Qn28: If today is Thursday, then tomorrow will be? _____
V573	Qno_29	Numeracy question number 29	contin	numeric	Qn29: Complete the pattern below by shading in the boxes.
V574	Qno_30	Numeracy question number 30	contin	numeric	Qn30: What shape are these figures? _____
V575	Qno_31	Numeracy question number 31	contin	numeric	Qn31: Write 92 in words. _____
V576	Qno_32	Numeracy question number 32	contin	numeric	Qn32: Place the following numbers in the place values
V577	Qno_33a	Numeracy question number 33a	contin	numeric	Qn33a: Who scored the highest in Mathematics? _____
V578	Qno_33b	Numeracy question number 33b	contin	numeric	Qn33b: Who scored the lowest in English? _____
V579	Qno_33c	Numeracy question number 33c	contin	numeric	Qn33c: What position was Mary placed in Science? _____
V580	Qno_34	Numeracy question number 34	contin	numeric	Qn34: Shade the fraction 4/8
V581	Qno_35	Numeracy question number 35	contin	numeric	Qn35: Complete the following using "greater than", "less than" or "equal to" . For example: 1/2 greater than 1/8 4/8 _____ 2/4
V582	Qno_36	Numeracy question number 36	contin	numeric	Qn36: Mary is nine years old. Her mother is 33 years old. What is the total age of Mary and her mother?
V583	Qno_37	Numeracy question number 37	contin	numeric	Qn37: 3986 - 2527=
V584	Qno_38	Numeracy question number 38	contin	numeric	Qn38: Fill in the blank: 2 + 2 + 2 = __x 2 = 6

ID	Name	Label	Type	Format	Question
V585	Qno_39	Numeracy question number 39	contin	numeric	Qn39: Mother divided 36 mangoes equally among 6 children. How many did each child get?
V586	Qno_40	Numeracy question number 40	contin	numeric	Qn40: 275 Meters +150 Meters
V587	Qno_41	Numeracy question number 41	contin	numeric	Qn41: Auma bought 4kg of meat and Okello bought 2 kg of meat more than Auma. How many kilogrammes of meat did they buy altogether?
V588	Qno_42	Numeracy question number 42	contin	numeric	Qn42: You have 54 Kenya shillings and you want to divide the money equally among 9 children. How much money does each child have?
V589	Qno_43	Numeracy question number 43	contin	numeric	Qn43: How many weeks are there in 63 days?
V590	Qno_44	Numeracy question number 44	contin	numeric	Qn44: Complete the pattern below to make the right side equal to the left.
V591	Qno_45	Numeracy question number 45	contin	numeric	Qn45: How many triangles are there in the figure below? _____
V592	DEdate	Date of Data entry	discrete	character	Date of Data entry
V594	pupID	Pupil ID	contin	numeric	Pupil ID
V596	grade_actual	Actual grade as at the time of interview	discrete	numeric	Qn 1.11: Class/grade e.g. 1A, 2A, 3A
V597	schcode	School code	contin	numeric	School code
V598	year	Year of interview	discrete	numeric	Year of interview
V600	treat	Is school a treatment one?	discrete	numeric	Is school a treatment one?
V601	kensip	Is school located in kensip clusters?	discrete	numeric	Is school located in kensip clusters?
V602	doi	First date of interview at the school	discrete	character	First date of interview at the school
V603	cluster	Location of school: Kenya=Cluster; Uganda=Sub-country	discrete	numeric	Qn1.8: Name of cluster
V604	district	District of study	discrete	numeric	Qn 1.5: Name of district
V605	country	Country of study	discrete	numeric	Qn 1.4: Country
V606	modelsch	Is the school a model school?	discrete	numeric	Is the school a model school?
V607	sex	Gender of the pupil	discrete	numeric	Gender of the pupil
V608	pupclass	Pupil class	discrete	numeric	Pupil class
V609	tag		discrete	numeric	
V610	score	Pupil Cumulative score	contin	numeric	Pupil Cumulative score
V611	scfg	Score for grade	discrete	numeric	Score for grade

Household Schedule

Content	Household membership information and items on schooling for each member. Mirrors a typical census data
Cases	41062
Variable(s)	22
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes ending with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V613	hhID	Household Identifier	contin	numeric	
V614	lineNo	Individual line no in the household	contin	numeric	Qn2.1: Line Number
V616	equ_pupilno		contin	numeric	
V617	resREL	Respondent relationship to HHH	discrete	numeric	Qn2.3: What is the relationship of (NAME) to the head of the household?
V618	sex	Sex of HH member	discrete	numeric	Qn2.4: Is (NAME) male or female?
V619	ethnic	Ethnicity of household member	discrete	numeric	Qn2.5: What is (NAME)'s tribe?
V620	equ_q2_6	Date of birth	discrete	character	Qn2.6: What is the date of birth or (NAME)?
V621	age	Individual age	contin	numeric	Qn2.7: Computed: Age
V622	q28_res	Individual is a usual resident	discrete	numeric	Qn2.8: Does (NAME) usually live here?
V623	agebelow16yrs	Aged 15 years or less	discrete	numeric	Computed: Aged 15 years or less
V624	q29_mothalive	Is mother alive	discrete	numeric	Qn2.9: Is (NAME)'s biological mother alive?
V625	q210_motlineno	Mother line number	discrete	numeric	Qn2.10: If alive, does she live in this household? (RECORD her line number from 2.1. if no, record 99)
V626	q211_femguard	Female guardian line number-if mother not alive or not in HH	discrete	numeric	Qn2.11: IF mother not alive or does not live in the hh,What is the name of his/her guardian? (Record his/her line number)
V627	q212_fathalive	Is father alive	discrete	numeric	Qn2.12: Is (NAME)'s biological father alive?
V628	q213_fatlineno	Father line number	discrete	numeric	Qn2.13: If alive, Does he live in this household? (IF YES: What is his name? RECORD HIS LINE NUMBER. IF NO, RECORD 99)
V629	q214_ageabove5yrs	Is individual aged 5 years and above	discrete	numeric	Qn2.14: Is individual aged 5 years and above?
V630	q215_eversch	Has name Ever attended school	discrete	numeric	Qn2.15: Has (NAME) ever attended school?

ID	Name	Label	Type	Format	Question
V631	q216_edulevel	Individual education level	discrete	numeric	Qn2.16: What is the highest level of school (NAME) has attended?
V632	equ_q2_16grade	Individual education grade	contin	numeric	Qn2.16: What is the highest grade (NAME) completed at that level?
V633	q217_insch	Is name currently in school	discrete	numeric	Qn2.17: Is (NAME) currently attending school?
V634	q218_yrinsch	Did name attend school anytime this year	discrete	numeric	Qn2.18: For this schooling year (2009), did (NAME) attend school at any time?
V635	q219_curlevel	Current school level being attended	discrete	numeric	Qn2.19: For this schooling year 2009, what level of education did (NAME) attend/ is attending?

Household_Amenities

Content	Household amenities data such as type of househing and WASH facilities among other information
Cases	6269
Variable(s)	107
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design. Variable codes edinnng with 5, 95, 995 e.t.c refer to missing information in the data

Variables

ID	Name	Label	Type	Format	Question
V684	hhID	Househod ID	contin	numeric	Househod ID
V685	q3_1a	Duration of stay - Type	discrete	numeric	Qn3.1a: Months: For how long has your household stayed here in Kinango/Kwale/Dokolo/Oyam?
V686	q3_1b	Duration of stay	contin	numeric	Qn3.1b: Years: For how long has your household stayed here in Kinango/Kwale/Dokolo/Oyam?
V687	q3_2	Source of drinking/cooking water	discrete	numeric	Qn3.2: What is the main source of drinking water for members of your household?
V688	q3_3	Toilet facility for kids	discrete	numeric	Qn3.3: What kind of toilet facility do your household members aged 2- 4 years usually use?
V689	q3_4	Toilet facility for the adults	discrete	numeric	Qn3.4: What kind of toilet facility do your household members aged 5 years and above usually use?
V690	q3_5	Do you pay for use of toilet	discrete	numeric	Qn3.5: Do you pay to use the toilet facility? [1=YES; 2=NO]
V691	q3_6	Toilet Payment Pattern	discrete	numeric	qn3.6: What is the pattern of payment?
V692	q3_7	Main material of the floor	discrete	numeric	Qn3.7: Main material of the floor
V693	q3_8	Main material of the roof	discrete	numeric	Qn3.8: Main material of the roof
V694	q3_9	main material of the wall	discrete	numeric	Qn3.9: Main material of the wall
V695	q3_10	where most cooking takes place	discrete	numeric	Qn3.10: Where does your/this household do most of its cooking?
V696	q3_11	Type of cooking fuel	discrete	numeric	Qn3.11: What is the main source of cooking fuel used by the household?
V697	q3_12	lighting source	discrete	numeric	Qn3.12: What is the main source of lighting for your/this household?
V698	q3_13	Garbage disposal	discrete	numeric	Qn3.13: What is the main method of garbage disposal used by your household?
V699	q3_14	Tenure of dwelling unit	discrete	numeric	Qn3.14: Is your household renting or does it own this dwelling unit/the rooms in which it is living in this structure?
V700	q4_7	Does Household own any livestock	discrete	numeric	Qn4.7: Does your household own any Livestock or Poultry that is kept here, upcountry or somewhere else?
V701	q4_8a	Do you own cows?	discrete	numeric	Qn4.8a: Does your household own Cattle?
V702	q4_8b	Do you own goats?	discrete	numeric	Qn4.8b: Does your household own goats?

ID	Name	Label	Type	Format	Question
V703	q4_8c	Do you own pigs?	discrete	numeric	Qn4.8c: Does your household own pigs?
V704	q4_8d	Do you own poultry?	discrete	numeric	Qn4.8d: Does your household own Chickens/Ducks?
V705	q4_8e	Do you own donkey?	discrete	numeric	Qn4.8e: Does your household own donkeys?
V706	q4_8f	Do you own other?	discrete	numeric	Qn4.8f: Does your household own Other Livestock or Poultry?
V707	q4_9a	How many cows do you own?	discrete	numeric	Qn4.9a: How many cows do you own?
V708	q4_9b	How many goats do you own?	discrete	numeric	Qn4.9b: How many goats do you own?
V709	q4_9c	How many pigs do you own?	discrete	numeric	Qn4.9c: How many pigs do you own?
V710	q4_9d	How many poultry do you own?	discrete	numeric	Qn4.9d: How many poultry do you own?
V711	q4_9e	How many donkey do you own?	discrete	numeric	Qn4.9e: How many donkeys do you own?
V712	q4_9f	How many other do you own?	discrete	numeric	Qn4.9f: How many other Livestock or poultry do you own?
V713	q4_10a	Where are the cows kept?	discrete	numeric	Qn4.10a: Where are the cows domesticated?
V714	q4_10b	Where are the goats kept?	discrete	numeric	Qn4.10b: Where are the goats domesticated?
V715	q4_10c	Where are the pigs kept?	discrete	numeric	Qn4.10c: Where are the pigs domesticated?
V716	q4_10d	Where are the poultry kept?	discrete	numeric	Qn4.10d: Where are the poultry domesticated?
V717	q4_10e	Where are the donkey kept?	discrete	numeric	Qn4.10e: Where are the donkeys domesticated?
V718	q4_10f	Where are the other kept?	discrete	numeric	Qn4.10f: Where are the other livestock or poultry domesticated?
V719	q4_11a	How do you compare current number of cows with number in last year?	discrete	numeric	Qn4.11a: How does today's number of cows compare with ONE year ago?
V720	q4_11b	How do you compare current number of goats with number in last year?	discrete	numeric	Qn4.11b: How does today's number of goats compare with ONE year ago?
V721	q4_11c	How do you compare current number of pigs with number in last year?	discrete	numeric	Qn4.11c: How does today's number of pigs compare with ONE year ago?
V722	q4_11d	How do you compare current number of poultry with number in last year?	discrete	numeric	Qn4.11d: How does today's number of poultry compare with ONE year ago?
V723	q4_11e	How do you compare current number of donkey with number in last year?	discrete	numeric	Qn4.11e: How does today's number of donkeys compare with ONE year ago?
V724	q4_11f	How do you compare current number of other with number in last year?	discrete	numeric	Qn4.11f: How does today's number of other livestock or poultry compare with ONE year ago?
V725	q4_12	What household uses to clean teeth	discrete	numeric	Qn4.12: Which is the main commodity that your household uses to clean its teeth?
V726	q5_1	Total Income in the last one month	discrete	numeric	Qn5.1: I know that it is usually difficult to state exactly how much income a household makes over time. I would like you to tell me your best estimate of the TOTAL income that this household had in the last 30 days?

ID	Name	Label	Type	Format	Question
V727	q5_2a	Income from salary in the last one month	discrete	numeric	Qn5.2a: How much did this household receive or retrieve from salaried/wage employment in the last 30 days?
V728	q5_2b	Income from business in the last one month	discrete	numeric	Qn5.2b: How much did this household receive or retrieve from business in the last 30 days?
V729	q5_2c	Income from savings in the last one month	discrete	numeric	Qn5.2c: How much did this household receive or retrieve from savings in the last 30 days?
V730	q5_2d	Income from agriculture in the last one month	discrete	numeric	Qn5.2d: How much did this household receive or retrieve from agriculture in the last 30 days?
V731	q5_2e	Income from borrowing in the last one month	discrete	numeric	Qn5.2e: How much did this household receive or retrieve from borrowing in the last 30 days?
V732	q5_2f	Income from gifts in the last one month	discrete	numeric	Qn5.2f: How much did this household receive or retrieve from financial gift/support from any source in the last 30 days?
V733	q5_2g	Other incomes in the last one month	discrete	numeric	Qn5.2g: How much did this household receive or retrieve from any other source of income in the last 30 days?
V734	q5_2goth	Other incomes in the last one month specified	discrete	character	Qn5.2g: Other Specified: How much did this household receive or retrieve from any other source of income in the last 30 days?
V735	q5_3a	Expenditure on food in the last seven days	discrete	numeric	Qn5.3a: How much in total did your household spend on food (last 7 days)
V736	q5_3b	Expenditure on energy in the last seven days	discrete	numeric	Qn5.3b: How much in total did your household spend on energy (paraffin, charcoal) (last 7 days)
V737	q5_3c	Expenditure on water in the last seven days	discrete	numeric	Qn5.3c: How much in total did your household spend on water (last 7 days)?
V738	q5_3d	Expenditure on transport in the last seven days	discrete	numeric	Qn5.3d: How much in total did your household spend on transport (last 7 days)?
V739	q5_3e	Expenditure on gifts in the last seven days	discrete	numeric	Qn5.3e: How much in total did your household spend on financial gift/support to others (last 7 days)
V740	q5_3f	Expenditure on electricity in the last seven days	discrete	numeric	Qn5.3f: How much in total did your household spend on electricity (last month)?
V741	q5_3g	Expenditure on health in the last seven days	discrete	numeric	Qn5.3f: How much in total did your household spend on health care (last 30 days)?
V742	q5_3h	Expenditure on religion in the last seven days	discrete	numeric	Qn5.3h: How much in total did your household spend on religious obligations (last 30 days)?
V743	q5_3i	Expenditure on rent in the last seven days	discrete	numeric	Qn5.3i: How much in total did your household spend on rent (last month)?
V744	q5_3j	Expenditure on school in the last seven days	discrete	numeric	Qn5.3j: How much in total did your household spend on school related expenses (last 30 days)?
V745	q5_3k	Other expenditure in the last seven days	discrete	numeric	Qn5.3k: How much in total did your household spend on other expenditure (Last 7 days)?
V746	q5_3koth	Other expenditures in the last seven days sepecified	discrete	character	Qn5.3k: Other Specified: How much in total did your household spend on other expenditure (Last 7 days)?
V747	q6_1	Has HH grown crops in the last 12 months	discrete	numeric	Qn6.1: Did your household grow crops during the last 12 months?
V748	q6_2	Where were the crops grown	discrete	numeric	Qn6.2: Where did you grow the crops?
V749	q6_3	How was the harvest used	discrete	numeric	Qn6.3: Were the crops sold or used for household consumption?

ID	Name	Label	Type	Format	Question
V750	q6_4	Your normal food is it bought or grown	discrete	numeric	Qn6.4: Do you grow or buy most of the staple food that you eat in your household?
V751	q6_5a	How many times do you buy maize meal	discrete	numeric	Qn6.5a: How often do you purchase Maize Meal?
V752	q6_5b	How many times do you buy Githeri	discrete	numeric	Qn6.5b: How often do you purchase Boiled beans & maize?
V753	q6_5c	How many times do you buy kales	discrete	numeric	Qn6.5c: How often do you purchase Kales?
V754	q6_6	Did HH have special event in the last two days	discrete	numeric	Qn6.6: Did any special event occur in your household in the last two days (for example, family event, guests invited)?
V755	q6_7	Number of meals in the last two days	discrete	numeric	Qn6.7: How many meals were served to the household members during the last two days?
V756	q6_8	Had meals two days before the special event	discrete	numeric	Qn6.8: How many meals were served to the household members during the 2 days preceding the special?
V757	q6_9	HH had special event in the last 7 days	discrete	numeric	Qn6.9: Were there any special events in the last seven days (for example family event, guests invited)?
V758	q6_10a	Number of days in the last one week HH took chapati	discrete	numeric	Qn6.10a: During the last seven days, for how many days were Chapati served in a main meal eaten by the household?
V759	q6_10b	Number of days in the last one week HH took meat	discrete	numeric	Qn6.10b: During the last seven days, for how many days were Meat, Fish, Chicken served in a main meal eaten by the household?
V760	q6_10c	Number of days in the last one week HH took bread	discrete	numeric	Qn6.10c: During the last seven days, for how many days was Bread served in a main meal eaten by the household?
V761	q6_11	Best statement on food situation in the last 30 days	discrete	numeric	Qn6.11: Which of these statements best describes the food eaten by your household during the last 30 days?
V762	q6_12	After food got finished, no money to buy more food in the last 30 days	discrete	numeric	Qn6.12: he food that you bought finished and you didn't have money to get more." Was that often true, sometimes true, or never true for your household in the last 30 days?
V763	q6_13	Children go stay without food whole day in the last 30 days	discrete	numeric	Qn6.13: "During the past 30 days, children in your household failed to eat for a whole day/slept hungry because there wasn't enough money for food." Was that often, sometimes, or never true for you/your household?
V764	q6_14	Adults go stay without food whole day in the last 30 days	discrete	numeric	Qn6.14: "During the past 30 days, you or other adult(s) in your household failed to eat for a whole day because there wasn't enough food." Was that often, sometimes, or never true for you/your household?
V765	q6_15	If had extra Kshs2000, can change HH food	discrete	numeric	Qn6.15: If your household received additional Ksh. 2000 each month, would you change anything about what your household eats?
V766	q6_16	Food changes that you can make	discrete	numeric	Q6.16: What is the main change that you would make to your household's food consumption?
V767	q7_1a	In the last 1 year You or any member of HH experience a shock: fire	discrete	numeric	Qn7.1a: Has your household or any member experienced fire problem in the last one year?

ID	Name	Label	Type	Format	Question
V768	q7_1b	In the last 1 year You or any member of HH experience a shock: flood	discrete	numeric	Qn7.1b: Has your household or any member experienced floods problem in the last one year?
V769	q7_1c	In the last 1 year You or any member of HH experience a shock: mugging	discrete	numeric	Qn7.1c: Has your household or any member experienced mugging problem in the last one year?
V770	q7_1d	In the last 1 year You or any member of HH experience a shock: theft	discrete	numeric	Qn7.1d: Has your household or any member experienced theft problem in the last one year?
V771	q7_1e	In the last 1 year You or any member of HH experience a shock: eviction	discrete	numeric	Qn7.1d: Has your household or any member experienced eviction problem in the last one year?
V772	q7_1f	In the last 1 year You or any member of HH experience a shock: demolition	discrete	numeric	Qn7.1f: Has your household or any member experienced demolition problem in the last one year?
V773	q7_1g	In the last 1 year You or any member of HH experience a shock: illness	discrete	numeric	Qn7.1g: Has your household or any member experienced severe illness problem in the last one year?
V774	q7_1h	In the last 1 year You or any member of HH experience a shock: death	discrete	numeric	Qn7.1d: Has your household or any member experienced death problem in the last one year?
V775	q7_1i	In the last 1 year You or any member of HH experience a shock: rape	discrete	numeric	Qn7.1i: Has your household or any member experienced rape problem in the last one year?
V776	q7_1j	In the last 1 year You or any member of HH experience a shock: stabbing	discrete	numeric	Qn7.1j: Has your household or any member experienced stabbing problem in the last one year?
V777	q7_1k	In the last 1 year You or any member of HH experience a shock: layoff	discrete	numeric	Qn7.1k: Has your household or any member experienced lay-off problem in the last one year?
V778	q7_2a	Number of times had shock: fire	discrete	numeric	Qn7.2a: How many fire events have occurred in this household in the last one year?
V779	q7_2b	Number of times had shock: flood	discrete	numeric	Qn7.2b: How many flood events have occurred in this household in the last one year?
V780	q7_2c	Number of times had shock: mugging	discrete	numeric	Qn7.2c: How many mugging events have occurred in this household in the last one year?
V781	q7_2d	Number of times had shock: theft	discrete	numeric	Qn7.2d: How many theft events have occurred in this household in the last one year?
V782	q7_2e	Number of times had shock: eviction	discrete	numeric	Qn7.2e: How many eviction events have occurred in this household in the last one year?
V783	q7_2f	Number of times had shock: demolition	discrete	numeric	Qn7.2f: How many demolition events have occurred in this household in the last one year?
V784	q7_2g	Number of times had shock: illness	discrete	numeric	Qn7.2g: How many severe illness events have occurred in this household in the last one year?
V785	q7_2h	Number of times had shock: death	discrete	numeric	Qn7.2h: How many death events have occurred in this household in the last one year?
V786	q7_2i	Number of times had shock: rape	discrete	numeric	Qn7.2i: How many rape events have occurred in this household in the last one year?

ID	Name	Label	Type	Format	Question
V787	q7_2j	Number of times had schock: stabbing	discrete	numeric	Qn7.2j: How many stabbing events have occurred in this household in the last one year?
V788	q7_2k	Number of times had schock: layoff	discrete	numeric	Qn7.2k: How many lay-off events have occurred in this household in the last one year?
V789	q7_3	Household rating interms of their wealth in a scale of 10	discrete	numeric	Qn7.3: Now, I would like you to tell me how your household compares to other households in this community with respect to the general wellbeing. If all households in the community were placed on a ladder from ONE to TEN [SHOW THE RESPONDENT THE LADDER], where the richest is on number TEN and the poorest on number ONE, where would you place your household?
V790	q8_1	Interview rating by Field Interviewer	discrete	numeric	Qn8.1: Rate the interview

Household_possessions

Content	Household ownership items for calculation of wealth
Cases	119301
Variable(s)	9
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	None

Variables

ID	Name	Label	Type	Format	Question
V791	uniqID	Unique identifier	contin	numeric	Unique identifier
V792	hhID	Household Identifier	contin	numeric	Household Identifier
V793	q4_1	Does this household own (.) that is kept here?	discrete	numeric	Qn4.1: Does this household own (.) that is kept here?
V794	q4_2	Does this household own (.) that is kept in another place?	discrete	numeric	Qn4.2: Does this household own (.) that is kept in another place?
V795	q4_3	In the past ONE year, did this household buy (.) that is/was kept here?	discrete	numeric	Qn4.3: In the past ONE year, did this household buy (.) that is/was kept here?
V796	q4_4	In the past ONE year, did this household buy (.) that is/was kept in another place?	discrete	numeric	Qn4.4: In the past ONE year, did this household buy (.) that is/was kept in another place?
V797	q4_5	In the past ONE year, did this household sell (.) that is/was kept here?	discrete	numeric	Qn4.5: In the past ONE year, did this household sell (.) that is/was kept here?
V798	q4_6	In the past ONE year, did you sell (.) that is/was kept in another place?	discrete	numeric	Qn4.6: In the past ONE year, did you sell (.) that is/was kept in another place?
V799	itemNO	Asset Type -(Number)	discrete	numeric	Item number

Literacy_Assessment_Oral

Content	Literacy assessment administered orally and one on one
Cases	14297
Variable(s)	110
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	By design

Variables

ID	Name	Label	Type	Format	Question
V801	eqo_round		discrete	character	
V805	fw	Field interviewer	discrete	character	Qn1.3: Field interviewer's (fi) code
V808	Qno_211	Literacy one on one question number 211	discrete	numeric	Qn2.11: Greetings: Item(1)
V809	Qno_212	Literacy one on one question number 212	discrete	numeric	Qn2.12: Greetings: Item(2)
V810	Qno_213	Literacy one on one question number 213	discrete	numeric	Qn2.13: Greetings: Item(3)
V811	Qno_214	Literacy one on one question number 214	discrete	numeric	Qn2.14: JGreetings: Item(4)
V812	Qno_215	Literacy one on one question number 215	discrete	numeric	Qn2.15: Greetings: Item(5)
V813	Qno_216	Literacy one on one question number 216	discrete	numeric	Qn2.16: Greetings: Item(6)
V814	Qno_31a	Literacy one on one question number 31a	discrete	numeric	Qn3.1a: IDENTIFYING OBJECTS: Item(a)
V815	Qno_31b	Literacy one on one question number 31b	discrete	numeric	Qn3.1b: IDENTIFYING OBJECTS: Item(b)
V816	Qno_31c	Literacy one on one question number 31c	discrete	numeric	Qn3.1c: IDENTIFYING OBJECTS: Item(c)
V817	Qno_31d	Literacy one on one question number 31d	discrete	numeric	Qn3.1d: IDENTIFYING OBJECTS: Item(d)
V818	Qno_32a	Literacy one on one question number 32a	discrete	numeric	Qn3.2a: IDENTIFYING A SET OF INSTRUCTIONS: Item(a)
V819	Qno_32b	Literacy one on one question number 32b	discrete	numeric	Qn3.2b: IDENTIFYING A SET OF INSTRUCTIONS: Item(b)
V820	Qno_33a	Literacy one on one question number 33a	discrete	numeric	Qn3.3a: SOUND DISCRIMINATION: Item(a)
V821	Qno_33b	Literacy one on one question number 33b	discrete	numeric	Qn3.3b: SOUND DISCRIMINATION: Item(b)
V822	Qno_33c	Literacy one on one question number 33c	discrete	numeric	Qn3.3c: SOUND DISCRIMINATION: Item(c)
V823	Qno_33d	Literacy one on one question number 33d	discrete	numeric	Qn3.3d: SOUND DISCRIMINATION: Item(d)

ID	Name	Label	Type	Format	Question
V824	Qno_33e	Literacy one on one question number 33e	discrete	numeric	Qn3.3e: SOUND DISCRIMINATION: Item(e)
V825	Qno_34a	Literacy one on one question number 34a	discrete	numeric	Qn3.4a: LISTENING COMPREHENSION: Item(a)
V826	Qno_34b	Literacy one on one question number 34b	discrete	numeric	Qn3.4b: LISTENING COMPREHENSION: Item(b)
V827	Qno_34c	Literacy one on one question number 34c	discrete	numeric	Qn3.4c: LISTENING COMPREHENSION: Item(c)
V828	Qno_41a	Literacy one on one question number 41a	discrete	numeric	Qn4.1a: Describing objects: Item(a)
V829	Qno_41b	Literacy one on one question number 41b	discrete	numeric	Qn4.1b: Describing objects: Item(b)
V830	Qno_42	Literacy one on one question number 42	discrete	numeric	Qn4.2: Telling directions
V831	Qno_43a	Literacy one on one question number 43a	discrete	numeric	Qn4.3a: Story composition: Picture identification
V832	Qno_43b	Literacy one on one question number 43b	discrete	numeric	Qn4.3b: Story composition: Creating story from picture
V833	Qno_5111	Literacy one on one question number 5111	discrete	numeric	Qn5.1.1.1: Reading: a
V834	Qno_5112	Literacy one on one question number 5112	discrete	numeric	Qn5.1.1.2: Reading: e
V835	Qno_5113	Literacy one on one question number 5113	discrete	numeric	Qn5.1.1.3: Reading: i
V836	Qno_5114	Literacy one on one question number 5114	discrete	numeric	Qn5.1.1.4: Reading: o
V837	Qno_5115	Literacy one on one question number 5115	discrete	numeric	Qn5.1.1.5: Reading: u
V838	Qno_5121	Literacy one on one question number 5121	discrete	numeric	Qn5.1.2.1: Reading: s
V839	Qno_5122	Literacy one on one question number 5122	discrete	numeric	Qn5.1.2.2: Reading: b
V840	Qno_5123	Literacy one on one question number 5123	discrete	numeric	Qn5.1.2.3: Reading: r
V841	Qno_5124	Literacy one on one question number 5124	discrete	numeric	Qn5.1.2.4: Reading: t
V842	Qno_5125	Literacy one on one question number 5125	discrete	numeric	Qn5.1.2.5: Reading: p
V843	Qno_5126	Literacy one on one question number 5126	discrete	numeric	Qn5.1.2.6: Reading: n
V844	Qno_5127	Literacy one on one question number 5127	discrete	numeric	Qn5.1.2.7: Reading: m
V845	Qno_5128	Literacy one on one question number 5128	discrete	numeric	Qn5.1.2.8: Reading: g
V846	Qno_5129	Literacy one on one question number 5129	discrete	numeric	Qn5.1.2.9: Reading: k
V847	Qno_52a	Literacy one on one question number 52a	discrete	numeric	Qn5.2a: Reading: Item (a)

ID	Name	Label	Type	Format	Question
V848	Qno_52b	Literacy one on one question number 52b	discrete	numeric	Qn5.2b: Reading: Item (b)
V849	Qno_52c	Literacy one on one question number 52c	discrete	numeric	Qn5.2c: Reading: Item (c)
V850	Qno_61a	Literacy one on one question number 61a	discrete	numeric	Qn6.1a: Pre-reading skills: Item (a)
V851	Qno_61b	Literacy one on one question number 61b	discrete	numeric	Qn6.1b: Pre-reading skills: Item (b)
V852	Qno_61c	Literacy one on one question number 61c	discrete	numeric	Qn6.1c: Pre-reading skills: Item (c)
V853	Qno_62a	Literacy one on one question number 62a	discrete	numeric	Qn6.2a: Reading simple sentences: Item(a)
V854	Qno_62b	Literacy one on one question number 62b	discrete	numeric	Qn6.2b: Reading simple sentences: Item(b)
V855	Qno_62c	Literacy one on one question number 62c	discrete	numeric	Qn6.2c: Reading simple sentences: Item(c)
V856	Qno_62d	Literacy one on one question number 62d	discrete	numeric	Qn6.2d: Reading simple sentences: Item(d)
V857	Qno_63a	Literacy one on one question number 63a	discrete	numeric	Qn6.3a: Picture reading: Item(a)
V858	Qno_63b	Literacy one on one question number 63b	discrete	numeric	Qn6.3b: Picture reading: Item(b)
V859	Qno_63c	Literacy one on one question number 63c	discrete	numeric	Qn6.3c: Picture reading: Item(c)
V860	Qno_71a	Literacy one on one question number 71a	discrete	numeric	Qn7.1a: Responding to a set of instructions: Item (a)
V861	Qno_71b	Literacy one on one question number 71b	discrete	numeric	Qn7.1b: Responding to a set of instructions: Item (b)
V862	Qno_71c	Literacy one on one question number 71c	discrete	numeric	Qn7.1c: Responding to a set of instructions: Item (c)
V863	Qno_71d	Literacy one on one question number 71d	discrete	numeric	Qn7.1d: Responding to a set of instructions: Item (d)
V864	Qno_81a	Literacy one on one question number 81a	discrete	numeric	Qn8.1a: DESCRIBING OBJECTS/PEOPLE/EVENTS: Colour distinction between the bottles
V865	Qno_81b	Literacy one on one question number 81b	discrete	numeric	Qn8.1b: DESCRIBING OBJECTS/PEOPLE/EVENTS: Description of lids
V866	Qno_81c	Literacy one on one question number 81c	discrete	numeric	Qn8.1c: DESCRIBING OBJECTS/PEOPLE/EVENTS: Description of weight
V867	Qno_81d	Literacy one on one question number 81d	discrete	numeric	Qn8.1d: DESCRIBING OBJECTS/PEOPLE/EVENTS: Description of contents
V868	Qno_82a	Literacy one on one question number 82a	discrete	numeric	Qn8.2a: DESCRIBING A PROCESS: Wake up
V869	Qno_82b	Literacy one on one question number 82b	discrete	numeric	Qn8.2b: DESCRIBING A PROCESS: Brush teeth
V870	Qno_82c	Literacy one on one question number 82c	discrete	numeric	Qn8.2c: DESCRIBING A PROCESS: Bath

ID	Name	Label	Type	Format	Question
V871	Qno_82d	Literacy one on one question number 82d	discrete	numeric	Qn8.2d: DESCRIBING A PROCESS: Clothing
V872	Qno_82e	Literacy one on one question number 82e	discrete	numeric	Qn8.2e: DESCRIBING A PROCESS: Take breakfast,
V873	Qno_83a	Literacy one on one question number 83a	discrete	numeric	Qn8.3a: STORY COMPOSITION: Ability to interpret each picture
V874	Qno_83b	Literacy one on one question number 83b	discrete	numeric	Qn8.3b: STORY COMPOSITION: Ability to tell the story sequentially
V875	Qno_83c	Literacy one on one question number 83c	discrete	numeric	Qn8.3c: STORY COMPOSITION: Ability to use at least two connecting words e.g. ambaye, halafu, lakini etc
V876	Qno_83d	Literacy one on one question number 83d	discrete	numeric	Qn8.3d: STORY COMPOSITION: Ability to pronounce words correctly
V877	Qno_84a	Literacy one on one question number 84a	discrete	numeric	Qn8.4a: SINGLE WORD READING: Itema (a)
V878	Qno_84b	Literacy one on one question number 84b	discrete	numeric	Qn8.4b: SINGLE WORD READING: Item(b)
V879	Qno_84c	Literacy one on one question number 84c	discrete	numeric	Qn8.4c: SINGLE WORD READING: Item(c)
V880	Qno_84d	Literacy one on one question number 84d	discrete	numeric	Qn8.4d: SINGLE WORD READING: Item(d)
V881	Qno_84e	Literacy one on one question number 84e	discrete	numeric	Qn8.4e: SINGLE WORD READING: Item(e)
V882	Qno_85a	Literacy one on one question number 85a	discrete	numeric	Qn8.5a: READING SIMPLE SENTENCES: Item(a)
V883	Qno_85b	Literacy one on one question number 85b	discrete	numeric	Qn8.5b: READING SIMPLE SENTENCES: Item(b)
V884	Qno_85c	Literacy one on one question number 85c	discrete	numeric	Qn8.5c: READING SIMPLE SENTENCES: Item(c)
V885	Qno_85d	Literacy one on one question number 85d	discrete	numeric	Qn8.5d: READING SIMPLE SENTENCES: Item(d)
V886	Qno_85e	Literacy one on one question number 85e	discrete	numeric	Qn8.5e: READING SIMPLE SENTENCES: Item(e)
V887	Qno_86a	Literacy one on one question number 86a	contin	numeric	Qn8.6a: READING COMPREHENSION: Item(a)
V888	Qno_86b	Literacy one on one question number 86b	contin	numeric	Qn8.6b: READING COMPREHENSION: Item(b)
V889	Qno_86c	Literacy one on one question number 86c	contin	numeric	Qn8.6c: READING COMPREHENSION: Item(c)
V890	Qno_86d	Literacy one on one question number 86d	contin	numeric	Qn8.6d: READING COMPREHENSION: Item(d)
V891	Qno_91	Literacy one on one question number 91	contin	numeric	Qn9.1: Oral story composition
V892	Qno_101a	Literacy one on one question number 101a	contin	numeric	Qn10.1a: Reading skills: Pronunciation
V893	Qno_101b	Literacy one on one question number 101b	contin	numeric	Qn10.1b: Reading skills: Punctuation
V894	Qno_101c	Literacy one on one question number 101c	contin	numeric	Qn10.1c: Reading skills: Item(c)

ID	Name	Label	Type	Format	Question
V895	Qno_101d	Literacy one on one question number 101d	contin	numeric	Qn10.1d: Reading skills: Item(d)
V896	Qno_101e	Literacy one on one question number 101e	contin	numeric	Qn10.1e: Reading skills: Item(e)
V897	Qno_101f	Literacy one on one question number 101f	contin	numeric	Qn10.1f: Reading skills: Item(f)
V898	Qno_111a	Literacy one on one question number 111a	contin	numeric	Qn11.1a: Expressive skills: Item (a)
V899	Qno_111b	Literacy one on one question number 111b	contin	numeric	Qn11.1b: Expressive skills: Item (b)
V900	Qno_111c	Literacy one on one question number 111c	contin	numeric	Qn11.1c: Expressive skills: Item (c)
V901	Qno_111d	Literacy one on one question number 111d	contin	numeric	
V906	pupID	Pupil ID	contin	numeric	Pupil ID
V907	pupNO		contin	numeric	
V909	grade_actual	Actual grade as at the time of interview	discrete	numeric	Q1.12: Class/grade e.g. 1A, 2A, 3A
V911	schcode	School code	contin	numeric	School code
V912	year	Year of interview	discrete	numeric	Year of interview
V915	treat	Is school a treatment one?	discrete	numeric	Is school a treatment one?
V916	kensip	Is school located in kensip clusters?	discrete	numeric	Is school located in kensip clusters?
V917	doi	Date of interview	discrete	character	Qn1.2: Date of interview (DD/MM/YYYY)
V918	cluster	Location of school: Kenya=Cluster; Uganda=Sub-country	discrete	numeric	Qn1.8: Cluster
V919	district	District of study	discrete	numeric	Qn1.5: Name of district
V920	country	Country of study	discrete	numeric	Qn1.4: Country
V921	modelsch	Is the school a model school?	discrete	numeric	Is the school a model school?
V922	sex	Gender of the pupil	discrete	numeric	Qn1.13: Gender of the pupil
V923	pupclass	Pupil class	discrete	numeric	Pupil class

Literacy_Assessment_Group

Content	Contains literacy assessment test, administered as a group
Cases	14410
Variable(s)	90
Structure	Type: Keys: ()
Version	1.1
Producer	APHRC
Missing Data	Missing data - is by design

Variables

ID	Name	Label	Type	Format	Question
V928	eqi_round		discrete	character	
V935	Qno_211	Literacy group question number 211	discrete	numeric	Qn2.1.1: LETTER WRITING: Item(1)
V936	Qno_212	Literacy group question number 212	discrete	numeric	Qn2.1.2: LETTER WRITING: Item(2)
V937	Qno_213	Literacy group question number 213	discrete	numeric	Qn2.1.3: LETTER WRITING: Item(3)
V938	Qno_214	Literacy group question number 214	discrete	numeric	Qn2.1.4: LETTER WRITING: Item(4)
V939	Qno_215	Literacy group question number 215	discrete	numeric	Qn2.1.5: LETTER WRITING: Item(5)
V940	Qno_216	Literacy group question number 216	discrete	numeric	Qn2.1.6: LETTER WRITING: Item(6)
V941	Qno_217	Literacy group question number 217	discrete	numeric	Qn2.1.7: LETTER WRITING: Item(7)
V942	Qno_218	Literacy group question number 218	discrete	numeric	Qn2.1.8: LETTER WRITING: Item(8)
V943	Qno_219	Literacy group question number 219	discrete	numeric	Qn2.1.9: LETTER WRITING: Item(9)
V944	Qno_2110	Literacy group question number 2110	discrete	numeric	Qn2.1.10: LETTER WRITING: Item(10)
V945	Qno_22a	Literacy group question number 22a	discrete	numeric	Qn2.2a: SOUNDS WRITING: Item(a)
V946	Qno_22b	Literacy group question number 22b	discrete	numeric	Qn2.2b: SOUNDS WRITING: Item(b)
V947	Qno_22c	Literacy group question number 22c	discrete	numeric	Qn2.2c: SOUNDS WRITING: Item(c)
V948	Qno_22d	Literacy group question number 22d	discrete	numeric	Qn2.2d: SOUNDS WRITING: Item(d)
V949	Qno_22e	Literacy group question number 22e	discrete	numeric	Qn2.2e: SOUNDS WRITING: Item(e)
V950	Qno_22f	Literacy group question number 22f	discrete	numeric	Qn2.2f: SOUNDS WRITING: Item(f)
V951	Qno_23a	Literacy group question number 23a	discrete	numeric	Qn2.3a: WORD WRITING: Item(a)
V952	Qno_23b	Literacy group question number 23b	discrete	numeric	Qn2.3b: WORD WRITING: Item(b)
V953	Qno_23c	Literacy group question number 23c	discrete	numeric	Qn2.3c: WORD WRITING: Item(c)
V954	Qno_23d	Literacy group question number 23d	discrete	numeric	Qn2.3d: WORD WRITING: Item(d)
V955	Qno_23e	Literacy group question number 23e	discrete	numeric	Qn2.3e: WORD WRITING: Item(e)
V956	Qno_23f	Literacy group question number 23f	discrete	numeric	Qn2.3f: WORD WRITING: Item(f)
V957	Qno_23g	Literacy group question number 23g	discrete	numeric	Qn2.3g: WORD WRITING: Item(g)
V958	Qno_23h	Literacy group question number 23h	discrete	numeric	Qn2.3h: WORD WRITING: Item(h)
V959	Qno_23i	Literacy group question number 23i	discrete	numeric	Qn2.3i: WORD WRITING: Item(i)

ID	Name	Label	Type	Format	Question
V960	Qno_23j	Literacy group question number 23j	discrete	numeric	Qn2.3j: WORD WRITING: Item(j)
V961	Qno_24a	Literacy group question number 24a	discrete	numeric	Qn2.4a: SHORT SETNTENCE WRITING: Item(a)
V962	Qno_24b	Literacy group question number 24b	discrete	numeric	Qn2.4b: SHORT SETNTENCE WRITING: Item(b)
V963	Qno_24c	Literacy group question number 24c	discrete	numeric	Qn2.4c: SHORT SETNTENCE WRITING: Item(c)
V964	Qno_24d	Literacy group question number 24d	discrete	numeric	Qn2.4d: SHORT SETNTENCE WRITING: Item(d)
V965	Qno_31a	Literacy group question number 31a	discrete	numeric	Qn3.1a: Short composition using pictorials
V966	Qno_31b	Literacy group question number 31b	discrete	numeric	Qn3.1b: Short composition using pictorials
V967	Qno_41a	Literacy group question number 41a	discrete	numeric	Qn4.1a: FILLING MISISING LETTERS AIDED BY PICTURES: Item(a)
V968	Qno_41b	Literacy group question number 41b	discrete	numeric	Qn4.1b: FILLING MISISING LETTERS AIDED BY PICTURES: Item(b)
V969	Qno_41c	Literacy group question number 41c	discrete	numeric	Qn4.1c: FILLING MISISING LETTERS AIDED BY PICTURES: Item(c)
V970	Qno_41d	Literacy group question number 41d	discrete	numeric	Qn4.1d: FILLING MISISING LETTERS AIDED BY PICTURES: Item(d)
V971	Qno_41e	Literacy group question number 41e	discrete	numeric	Qn4.1e: FILLING MISISING LETTERS AIDED BY PICTURES: Item(e)
V972	Qno_41f	Literacy group question number 41f	discrete	numeric	Qn4.1f: FILLING MISISING LETTERS AIDED BY PICTURES: Item(f)
V973	Qno_51a	Literacy group question number 51a	contin	numeric	Qn5.1a: PICTURE NAMING: Item(a)
V974	Qno_51b	Literacy group question number 51b	contin	numeric	Qn5.1b: PICTURE NAMING: Item(b)
V975	Qno_51c	Literacy group question number 51c	contin	numeric	Qn5.1c: PICTURE NAMING: Item(c)
V976	Qno_51d	Literacy group question number 51d	contin	numeric	Qn5.1d: PICTURE NAMING: Item(d)
V977	Qno_52a	Literacy group question number 52a	contin	numeric	Qn5.2a: LISTENING COMPREHENSION: Item(a)
V978	Qno_52c	Literacy group question number 52c	contin	numeric	Qn5.2c: LISTENING COMPREHENSION: Item(c)
V979	Qno_52d	Literacy group question number 52d	contin	numeric	Qn5.2d: LISTENING COMPREHENSION: Item(d)
V980	Qno_53a	Literacy group question number 53a	contin	numeric	Qn5.3a: HAND WRITING: Item(a)
V981	Qno_53b	Literacy group question number 53b	contin	numeric	Qn5.3b: HAND WRITING: Item(b)
V982	Qno_53c	Literacy group question number 53c	contin	numeric	Qn5.3c: HAND WRITING: Item(c)
V983	Qno_53d	Literacy group question number 53d	contin	numeric	Qn5.3d: HAND WRITING: Item(d)
V984	Qno_53e	Literacy group question number 53e	contin	numeric	Qn5.3e: HAND WRITING: Item(e)
V985	Qno_54a	Literacy group question number 54a	contin	numeric	Qn5.4a: DICTATION: Item(a)
V986	Qno_54b	Literacy group question number 54b	contin	numeric	Qn5.4b: DICTATION: Item(b)
V987	Qno_55	Literacy group question number 55	contin	numeric	Qn5.5: WRITING COMPOSITION
V988	Qno_61a	Literacy group question number 61a	contin	numeric	Qn6.1a: LETTER WRITING - VOCABULARY: Item(a)

ID	Name	Label	Type	Format	Question
V989	Qno_61b	Literacy group question number 61b	contin	numeric	Qn6.1b: LETTER WRITING - VOCABULARY: Item(b)
V990	Qno_61c	Literacy group question number 61c	contin	numeric	Qn6.1c: LETTER WRITING - VOCABULARY: Item(c)
V991	Qno_61d	Literacy group question number 61d	contin	numeric	Qn6.1d: LETTER WRITING - VOCABULARY: Item(d)
V992	Qno_61e	Literacy group question number 61e	contin	numeric	Qn6.1e: LETTER WRITING - VOCABULARY: Item(e)
V993	Qno_61f	Literacy group question number 61f	contin	numeric	Qn6.1f: LETTER WRITING - VOCABULARY: Item(f)
V994	Qno_61g	Literacy group question number 61g	contin	numeric	Qn6.1g: LETTER WRITING - VOCABULARY: Item(g)
V995	Qno_61h	Literacy group question number 61h	contin	numeric	Qn6.1h: LETTER WRITING - VOCABULARY: Item(h)
V996	Qno_61i	Literacy group question number 61i	contin	numeric	Qn6.1i: LETTER WRITING - VOCABULARY: Item(i)
V997	Qno_61j	Literacy group question number 61j	contin	numeric	Qn6.1j: LETTER WRITING - VOCABULARY: Item(j)
V998	Qno_62a	Literacy group question number 62a	contin	numeric	Qn6.2a: LISTENING COMPRHENSION: Item(a)
V999	Qno_62b	Literacy group question number 62b	contin	numeric	Qn6.2b: LISTENING COMPRHENSION: Item(b)
V1000	Qno_62c	Literacy group question number 62c	contin	numeric	Qn6.2c: LISTENING COMPRHENSION: Item(c)
V1001	Qno_62d	Literacy group question number 62d	contin	numeric	Qn6.2d: LISTENING COMPRHENSION: Item(d)
V1002	Qno_63a	Literacy group question number 63a	contin	numeric	Qn6.3a: WORD WRITTING: Item(a)
V1003	Qno_63b	Literacy group question number 63b	contin	numeric	Qn6.3b: WORD WRITTING: Item(b)
V1004	Qno_63c	Literacy group question number 63c	contin	numeric	Qn6.3c: WORD WRITTING: Item(c)
V1005	Qno_63d	Literacy group question number 63d	contin	numeric	Qn6.3d: WORD WRITTING: Item(d)
V1006	Qno_63e	Literacy group question number 63e	contin	numeric	Qn6.3e: WORD WRITTING: Item(e)
V1007	Qno_63f	Literacy group question number 63f	contin	numeric	Qn6.3f: WORD WRITTING: Item(f)
V1008	Qno_64	Literacy group question number 64	contin	numeric	Qn6.4: WRITING COMPOSITION
V1011	pupID	pupil ID	contin	numeric	pupil ID
V1012	pupNO		contin	numeric	
V1014	grade_actual	Actual grade as at the time of interview	discrete	numeric	Qn1.12: CLASS/GRADE e.g. 1A, 2A, 3A
V1015	eqp_createdon		discrete	character	
V1016	schcode	School code	contin	numeric	School code
V1017	year		discrete	numeric	
V1020	treat	Is school a treatment one?	discrete	numeric	Is school a treatment one?
V1021	kensip	Is school located in kensip clusters?	discrete	numeric	Is school located in kensip clusters?
V1022	doi	Date of interview	discrete	character	Qn1.2: Date of interview (DD/MM/YYYY)

ID	Name	Label	Type	Format	Question
V1023	cluster	Location of school: Kenya=Cluster; Uganda=Sub-country	discrete	numeric	Qn1.8: Name of cluster
V1024	district	District of study	discrete	numeric	Qn1.5: Name of district
V1025	country	Country of study	discrete	numeric	Qn1.4: Name of Country
V1026	modelsch	Is the school a model school?	discrete	numeric	Is the school a model school?
V1027	sex	Gender of the pupil	discrete	numeric	Qn1.13: Gender of the pupil
V1028	pupclass		discrete	numeric	

Related Materials

Reports

EAQEL_Baseline_Report_June 2010

Title EAQEL_Baseline_Report_June 2010
Filename EAQEL_Baseline_Report_June 2010.pdf

EAQEL_Baseline_Report_June 2010

Title EAQEL_Baseline_Report_June 2010
Filename EAQEL_Baseline_Report_Final_June 2010.pdf

Technical documents

EAQEL_Endline_Report Feb 2012

Title EAQEL_Endline_Report Feb 2012
Filename EAQEL_Endline_Report Feb 2012.pdf
