

Kenya - Impact Evaluation of Tayari School Readiness Program in Kenya 2016-2017

APHRC

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Overview

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Overview

ABSTRACT

This was an external evaluation of the Tayari pre-primary school programme. Tayari is an early childhood development and education (ECDE) intervention in Kenya funded by the Children's Investment Fund Foundation (CIFF). The intervention is implemented by the RTI International, in partnership with the Kenya Ministry of Education (MoE), and evaluated by the African Population and Health Research Centre (APHRC). The programme, which ran from November 2014 to July 2018, aimed to develop a cost-effective, scalable model of ECDE that would ensure that children who are prepared to join primary grade 1 are cognitively, physically, socially and emotionally ready to start, and succeed in primary school. The programme focused on improving learners' knowledge and skills in literacy, numeracy, health and hygiene as well as psychosocial skills; it targeted pre-primary school children in ECDE centres in four counties in Kenya: Laikipia, Nairobi, Siaya and Uasin Gishu. Both public and Alternative Provision of Basic Education and Training (APBET) ECDE centres were targeted in Nairobi while only public centres were targeted in the other three counties. As the programme's external evaluator, APHRC's role in Tayari was mainly to assess the impact of the programme on preparing children for primary school; and to assess the cost-effectiveness of the programme.

The evaluation, which adopted a randomized control trial (RCT) design, involved three separate treatment arms and one control arm for each type (public and APBET) of ECDE centre or school. The first treatment arm (T1) received two components of the intervention - teacher training and classroom instructional support; the second treatment arm (T2) received the two components in the first treatment plus an instructional materials component (consisting of learner workbooks, teachers' guides, and other instructional materials); the third treatment arm (T3) received all the three components in the second treatment arm, plus a health component. The control arm received no treatment but would receive the components proven to work after completion of the piloting phase in 2018.

In order to examine the effects of duration of exposure to the Tayari intervention, and because of limitation of funds, half the number of schools required to detect the required effect size were added in the study in 2016 (referred to as "Phase 1" schools), and the other half was added in 2017 (referred to as "Phase 2" schools) - meaning that the 2017 endline study covered in this report had a full sample needed to detect the stipulated mean effect size based on study estimates. This also means that Phase 1 schools were exposed to the intervention for two years while Phase 2 schools were exposed for one year, before the end term evaluation was conducted.

In the paragraphs below, we provide a summary of the answers to the key evaluation questions. Detailed answers to these questions are provided in the final chapter of this report.

Research question 1: What is the impact of (i) classroom instruction model (T1&2), and (ii) classroom instruction combined with health component (T3) on learner achievement?

The two packages involving teacher training and classroom instruction components (also referred to as "classroom instructional model") plus an instructional materials component - T2 and T3 - improved overall school mean scores by 0.34 and 0.31 standard deviations respectively in public ECDE centres, and by 0.52 and 0.42 standard deviations respectively in

APBET centres. On the other hand, the T1 package, which involved the classroom instructional model only (that is, without the instructional materials component), improved school mean scores by 0.30 and 0.08 standard deviations in public and APBET centres respectively.

Research question 2: Does the effect of the interventions vary by public versus APBET, length of exposure to the intervention and learner sex?

a) Overall, the magnitude of the impact of the intervention was bigger in APBET schools that were in T2 and T3 than in public schools. The impact was least felt in T1 APBET.

b) The impact of the intervention on school mean scores was practically significant even after stratifying by phase. However, the impact of the intervention was of greater significance among Phase 2 schools than among Phase 1 schools, which seemed to contradict the notion that longevity of exposure to the intervention would have an additional advantage. However, it is reasonable to argue that the lower impact on Phase 1 schools may be due to teething problems at the start of the programme and exposure to change - teachers were encouraged to operate outside their comfort zones.

c) The intervention did not seem to impact differently by learner sex in APBET schools. However, in public schools, there seem to be some better results for girls than for boys, especially in T1 and T3.

Research question 3: Are health interventions together with classroom instruction models more effective in improving learning outcomes than classroom instruction model alone?

The impact of the packages involving classroom instructional model and provision of instructional materials plus the health component (T3) on school mean scores did not differ much from that of the package involving classroom instructional model and provision of instruction materials only (T2). Hence, the health component did not seem to offer additional advantage in terms of improved school readiness overall score.

Research question 4: Are interventions cost-effective? What are the costs of the interventions and their incremental effects on assessment scores?

Research question 5: Which aspects of Tayari worked well, and what didn't?

By and large, this question pertains to process evaluation and thus it is handled in a separate report. Nevertheless, based on the quantitative analyses carried out in this report, it would seem that the teacher training and classroom instructional support package (T1) worked better if accompanied by provision of instructional materials (T2).

To get children ready to transition to primary school, the Tayari programme seeks to strengthen the existing ECDE model in Kenya through the following four key intervention components:

i. Training for DICECE officers (supporting public centres) and instructional coaches (supporting APBET centres) in the use of tablet-based technology to supervise and mentor ECDE teachers in improved pedagogy approach;

ii. Teacher training component to increase active learning and instructional time. This component also focused on development of child-centred instructional materials (eg. charts, flashcards, counters and other materials developed by teachers using low cost locally available resources), and utilization of books and teachers' guides;

iii. Books and teachers' guide (also referred to as "instructional materials") component involves providing each learner with low-cost instructional materials (workbooks) on a 1:1 ratio. The teachers' guides developed through the Tayari programme are aligned to the national curriculum and are linked to the learning materials, which contain activities that are matched to the lessons. The teachers' guides further facilitate the teaching of the official ECDE curriculum developed by the Kenya Institute of Curriculum Development (KICD);

iv. Health support component that integrates health and hygiene to support the holistic development of the child. Health support is provided to ECDE centres by Community Health Assistants/Volunteers (CHA/Vs) to improve key health and hygiene aspects such as hand washing, latrine use, and point of use water treatment. This component also includes strengthening the documentation and use of child health data for decision making. It was anticipated that this component would reduce the frequency of illnesses among learners, and thus, improve school attendance by reducing absenteeism caused by health related issues. Evaluation of this component involves determining improved school readiness score for health-support exposed ECDE centres compared to the control group and T2 group.

Tayari implementation

The Tayari intervention components were implemented in selected public and APBET ECDE centres within each of the four targeted counties through the three treatment packages described below:

- a) Treatment 1 (T1) intervention arm - or T1 treatment package - schools receive two components (i) DICECE training and (ii) teacher training and support. Teachers are supported to use existing ECDE instructional materials and develop their own materials. The T1 package is also referred to as the “classroom instructional” package in this report.
- b) Treatment 2 (T2) intervention arm schools receive the classroom instructional components as in (a) above, plus the instructional materials component (which includes teachers' guides, learner workbooks, and other materials).
- c) Treatment 3 (T3) intervention arm schools receive the components in (a) and (b) packages above, in addition to health support component.

UNITS OF ANALYSIS

School readiness assessment scores including: including literacy, numeracy and executive functioning

Scope

NOTES

The data covered in this report were collected using three main instruments namely

- (a) a learner direct assessment test3 - covering key domains of ECDE learning including literacy, numeracy and executive functioning,
- (b) an ECDE teacher questionnaire, and
- (c) a head teacher or teacher-in-charge of ECDE center questionnaire.

The information sought from the teachers included details of their personal and professional characteristics, classroom resources and learner enrolment. Information on personal and professional characteristics as well as information about their schools was also sought from the teacher-in-charge of the ECDE centers.

KEYWORDS

APBET, TSRI, RCT, ECDE, DICECE

Coverage

GEOGRAPHIC COVERAGE

One urban area (in one county) and rural areas within three counties

UNIVERSE

The study targeted pre-primary school children in ECDE centers in four counties in Kenya: Laikipia, Nairobi, Siaya and Uasin Gishu. Both public and Alternative Provision of Basic Education and Training (APBET) ECDE centers were targeted in Nairobi while only public centers were targeted in the other three counties. Low-fee private schools in Nairobi consider themselves as APBET, though the government does not categorise them as such.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Moses Ngware	African Population and Health Research Center (APHRC)

OTHER PRODUCER(S)

Name	Affiliation	Role
Benta A. Abuya	African Population and Health Research Center	Responsible for policy review and the qualitative aspects of the evaluation
Djesika D. Amenda	African Population and Health Research Center	Responsible for cost-effectiveness analysis and supporting health and nutrition aspects
Njura Hungi	African Population and Health Research Center	Responsible for assessment and quantitative aspects of the evaluation
Elizabeth W. Kimani	African Population and Health Research Center	Responsible for nutrition and health aspects

FUNDING

Name	Abbreviation	Role
Children's Investment Fund Foundation	CIFF	

OTHER ACKNOWLEDGEMENTS

Name	Affiliation	Role
Education and Youth Empowerment Unit	African Population and Health Research Center	Coordination and execution during the evaluation

Metadata Production

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Sampling

Sampling Procedure

Power calculations were used to determine the number of ECDE centers required to detect a mean effect size of 0.20 standard deviations at the program level. Assuming a school attrition rate of 5% for the evaluation study, this worked out to 300 public schools and 300 APBET schools. The study used half (300) the required total sample of 600 ECDE centers during Phase 1 in 2016, and the other half was added in 2017 during Phase 2. By 2017, the Phase 1 schools and learners had been exposed to the Tayari model for two years while Phase 2 schools and learners had been exposed to the model for only one year. Each phase involved two waves of data collection (i.e. Waves 1 and 2 during Phase 1 conducted in 2016 and Waves 3 and 4 during Phase 2 conducted in 2017). This stepped-wedge like design was adopted to reduce costs of the study and to examine the effects of duration of exposure to the Tayari intervention. Wave 3 was a midline for Phase 1; while Phase 3 was a baseline all Phase 2 schools, and for the learners in Phase 1 (schools had already participated in a baseline in 2016/Wave 1).

Each wave of the evaluation targeted children in the four counties who were attending their final year of pre-primary school (PP2). In each wave, a total of 16 PP2 learners from each sampled ECDE center were randomly selected for assessment.

Deviations from Sample Design

If a PP2 class had less than 16 learners, all the learners in that class were included in the study. In ECDE centers with more than one PP2 class, one class was randomly selected to participate in the study. The PP2 teachers of the selected classes and head teachers of the selected ECDE centers were automatically included in the evaluation study.

Weighting

NA

Questionnaires

Overview

The data covered in this report were collected using three main instruments namely

- (a) a learner direct assessment test - covering key domains of ECDE learning including literacy, numeracy and executive functioning,
- (b) an ECDE teacher questionnaire, and
- (c) a head teacher or teacher-in-charge of ECDE center questionnaire.

Data Collection

Data Collection Dates

Start	End	Cycle
2016-01-11	2016-02-03	1
2016-09-26	2016-10-24	2
2017-01-16	2017-02-13	3
2017-09-18	2017-10-18	4

Data Collection Mode

Face-to-face [f2f]

Questionnaires

The data covered in this report were collected using three main instruments namely

- (a) a learner direct assessment test - covering key domains of ECDE learning including literacy, numeracy and executive functioning,
- (b) an ECDE teacher questionnaire, and
- (c) a head teacher or teacher-in-charge of ECDE center questionnaire.

Data Processing

No content available

Data Appraisal

No content available

File Description

Variable List

Tayari_Assessment_AllRounds

Content	Data for assessment based on the Tayari Early Childhood Education Direct Assessment Protocol for Literacy, Numeracy and Executive Functioning as well as the Hygiene and Sanitation component
Cases	23775
Variable(s)	137
Structure	Type: Keys: ()
Version	1
Producer	African Population and Health Research Center (APHRC)
Missing Data	Missing data present are those missing by design as a result of tools modifications across the waves. Missing Data: No data or a missing data code (5, 95, 995, etc.) provided where data should have been collected. All missing values should be coded as 5, 95, 995, etc., depending on the value of the largest valid code. Response Not Within the Pre-Defined Range/Domain: A data code (6, 96, 996, etcetera) provided where response was outside the range/domain predefined during study design. A variable that contains this code is often succeeded by a variable that contains the specific response. Check the succeeding variable to ensure no missing values where a response was expected. 'Don't Know' Responses: A data code (8, 98, 998, etcetera) provided to indicate that the respondent did not know the answer to the question. Skipped Questions/Not Applicable: A data code (9, 99, 999, etcetera) provided to indicate that the respondent was not eligible to answer the question.

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1	schid	SchoolID	contin	numeric	School ID
V2	treat	Study group	discrete	numeric	
V3	wave	Round of data collection	discrete	numeric	
V4	county	County - by school type	discrete	numeric	County ID
V5	doi	Date of interview	discrete	character	Date of Interview: [Month, Day, Year]
V6	complete	Record complete and included for analysis	discrete	numeric	
V7	pupid	Pupil identifier	discrete	numeric	Learner ID
V8	gender	Gender of student	discrete	numeric	Learner Sex:
V9	consent	Child agrees to be assessed	discrete	numeric	Hello, my name is _____. I work with _____. We are here to learn about how children, like you, learn things and if they know how to play some games. Some activities will be easy for you and others may be harder. Don't worry if you cannot do some things. We just want you to try. You can stop and take a break if you need to. Just let me know. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too. Do you have any questions? Are you ready to start?
V10	apbet	Was the school an APBET?	discrete	numeric	
V11	phase	phase	discrete	numeric	
V12	a1_0	Backward digit span: attempts both trials correct	discrete	numeric	Did the pupil get any of the trials correct?
V13	a1_1	Backward digit span: 4..1	discrete	numeric	4...1
V14	a1_2	Backward digit span: 6..2	discrete	numeric	6...2

V15	a1_3	Backward digit span: 3..5..6	discrete	numeric	3...5...6...
V16	a1_4	Backward digit span: 2..8..8	discrete	numeric	2...8...8
V17	a1_5	Backward digit span: 4..8..2..7	discrete	numeric	4...8...2...7
V18	a1_6	Backward digit span: 1..6..4..5	discrete	numeric	1...6...4...5
V19	a1_7	Backward digit span: Early stop rule applied	discrete	numeric	Check if stop rule was used
V20	b1_1a	How do you think crying boy/girl is feeling?	discrete	numeric	Now let's look at this picture. Imagine this girl is a friend. How do you think s/he is feeling right now? Sasa hebu tutazame picha hii. Fikiria kuwa huyu msichana ni rafiki yako. Unafikiria kwa sasa anahisi namna gani?
V21	b1_1b	Write in child's response	discrete	character	Write in child's response:
V22	b1_2a	What would you do to make him/her feel better?	discrete	numeric	What would you do to help her/him feel better? Ungefanya aje kumfanya asikie vizuri?
V23	b1_2b	Write in child's response	discrete	character	Write in child's response:
V24	b1_3a	Is there anything else you would do?	discrete	numeric	Prompt ONCE by saying, Is there anything else you would do? Kuna jambo lingine ungefanya?
V25	b1_3b	Write in child's response	discrete	character	Write in child's response (if applicable):
V26	b2_1a	What makes you feel sad?	discrete	numeric	Now I'm going to ask you another question. Please tell me what makes you feel sad or want to cry? Sasa nitakuuliza swali lingine. Tafadhali nieleze kinachoweza kukufanya usikitike au ujihisi kulia.
V27	b2_1b	Write in child's response	discrete	character	Write in response:
V28	b2_2a	Things that make you feel happy	discrete	numeric	Now tell me what kinds of things make you feel happy? Sasa niambie vitu vinavyoweza kukufurahisha.
V29	b2_2b	Write in child's response	discrete	character	Write in response:
V30	c1_1	Which of these pictures rhyme with look	discrete	numeric	Point to each picture as you say its name Shoe, road, book, mouth Which one of these pictures' names rhymes with "Look"? Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "look"?
V31	c1_2	Which one of these rhymes with three?	discrete	numeric	Point to each picture as you say its name House, Bee, Nine, Stone. Which one here rhymes with "Three"? Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "three"?
V32	c1_3	Which one of these rhymes with joy?	discrete	numeric	Point to each picture as you say its name Leaf, Toe, Boy, Sun. Which one of these pictures' names rhymes with "Joy"? Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "joy"?
V33	c1_4	Which one of these rhymes with wish?	discrete	numeric	Point to each picture as you say its name Fish, Star, Run, Boat Which one of these pictures' names rhymes with "Wish"? Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "wish"?
V34	c1_5	Which one of these rhymes with baba?	discrete	numeric	Point to each picture as you say its name Saba, Hema, Pua, Sabuni. Which one of these pictures' names rhymes with "Baba"? Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "baba"?

V37	c1_6	Which one of these rhymes with kaka?	discrete	numeric	Point to each picture as you say its name Gari, Mtoto, Kalamu, Kuku Which one of these pictures rhymes with huku? Ni picha gani kati ya hizi ambayo jina lake linafanana na neno "huku"?
V35	c1_7	Which one of these rhymes with kaka?	discrete	numeric	Point to each picture as you say its name Gari, Mtoto, Kalamu, Kuku Which one of these pictures' names rhymes with "huku"? Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "huku"?
V36	c1_8	Which one of these rhymes with huku?	discrete	numeric	Point to each picture as you say its name Gari, Mtoto, Kalamu, Kuku Which one of these pictures rhymes with huku? Ni picha gani kati ya hizi ambayo jina lake linafanana na neno "huku"?
V38	c2_time	Time left after attempt	contin	numeric	
V39	c2_att	Number of letters attempted - stop rule applied	discrete	numeric	
V40	c2_1	Pupil correctly names letter m	discrete	numeric	What letter is this - m?
V41	c2_2	Pupil correctly names letter a	discrete	numeric	What letter is this - a?
V42	c2_3	Pupil correctly names letter u	discrete	numeric	What letter is this - u?
V43	c2_4	Pupil correctly names letter k	discrete	numeric	What letter is this - k?
V44	c2_5	Pupil correctly names letter t	discrete	numeric	What letter is this - t?
V45	c2_6	Pupil correctly names letter l	discrete	numeric	What letter is this - l?
V46	c2_7	Pupil correctly names letter n	discrete	numeric	What letter is this - n?
V47	c2_8	Pupil correctly names letter o	discrete	numeric	What letter is this - o?
V48	c2_9	Pupil correctly names letter w	discrete	numeric	What letter is this -w?
V49	c2_10	Pupil correctly names letter e	discrete	numeric	What letter is this - e?
V50	c2_11	Pupil correctly names letter i	discrete	numeric	What letter is this - i?
V51	c2_12	Pupil correctly names letter h	discrete	numeric	What letter is this - h?
V52	c2_13	Pupil correctly names letter s	discrete	numeric	What letter is this - s?
V53	c2_14	Pupil correctly names letter b	discrete	numeric	What letter is this - b?
V54	c2_15	Pupil correctly names letter y	discrete	numeric	What letter is this - y?
V55	c2_16	Pupil correctly names letter z	discrete	numeric	What letter is this - z?
V56	c2_17	Pupil correctly names letter g	discrete	numeric	What letter is this - g?
V57	c2_18	Pupil correctly names letter d	discrete	numeric	What letter is this - d?

V58	c2_19	Pupil correctly names letter j	discrete	numeric	What letter is this - j?
V59	c2_20	Pupil correctly names letter r	discrete	numeric	What letter is this - r?
V60	c3_time	Time left after attempt	contin	numeric	
V61	c3_att	Number of letters attempted - stop rule applied	discrete	numeric	
V62	c3_1	Pupil correctly names sound ii	discrete	numeric	What sound does this syllable make - ii?
V63	c3_2	Pupil correctly names sound ha	discrete	numeric	What sound does this syllable make - ha?
V64	c3_3	Pupil correctly names sound so	discrete	numeric	What sound does this syllable make - so?
V65	c3_4	Pupil correctly names sound be	discrete	numeric	What sound does this syllable make - be?
V66	c3_5	Pupil correctly names sound ya	discrete	numeric	What sound does this syllable make - ya?
V67	c3_6	Pupil correctly names sound zi	discrete	numeric	What sound does this syllable make - zi?
V68	c3_7	Pupil correctly names sound gu	discrete	numeric	What sound does this syllable make - gu?
V69	c3_8	Pupil correctly names sound da	discrete	numeric	What sound does this syllable make - da?
V70	c3_9	Pupil correctly names sound jo	discrete	numeric	What sound does this syllable make - jo?
V71	c3_10	Pupil correctly names sound re	discrete	numeric	What sound does this syllable make - re?
V72	c3a_1	Pupil correctly names sound 'i'	discrete	numeric	What sound does this syllable make - i?
V73	c3a_2	Pupil correctly names sound 'h'	discrete	numeric	What sound does this syllable make - h?
V74	c3a_3	Pupil correctly names sound 's'	discrete	numeric	What sound does this syllable make - s?
V75	c3a_4	Pupil correctly names sound 'b'	discrete	numeric	What sound does this syllable make - b?
V76	c3a_5	Pupil correctly names sound 'y'	discrete	numeric	What sound does this syllable make - 'y'?
V77	c3a_6	Pupil correctly names sound 'z'	discrete	numeric	What sound does this syllable make - 'z'?
V78	c3a_7	Pupil correctly names sound 'g'	discrete	numeric	What sound does this syllable make - 'g'?
V79	c3a_8	Pupil correctly names sound 'd'	discrete	numeric	What sound does this syllable make - 'd'?
V80	c3a_9	Pupil correctly names sound 'j'	discrete	numeric	What sound does this syllable make - 'j'?
V81	c3a_10	Pupil correctly names sound 'r'	discrete	numeric	What sound does this syllable make - 'r'?
V82	c4_1	the word hat begins with what sound?	discrete	numeric	The word "hat" begins with what sound? "hat" Sauti ya kwanza ya neno "hat" ni gani? "hat"

V83	c4_2	the word man begins with what sound?	discrete	numeric	The word "man" begins with what sound? "man" Sauti ya kwanza ya neno "man" ni gani? "man"
V84	c4_3	the word rain begins with what sound?	discrete	numeric	The word "rain" begins with what sound? "rain" Sauti ya kwanza ya neno "rain" ni gani? "rain"
V85	c4_4	the word sat begins with what sound?	discrete	numeric	The word "sat" begins with what sound? "sat" Sauti ya kwanza ya neno "sat" ni gani? "sat"
V86	c4_5	the word bag begins with what sound?	discrete	numeric	The word "bag" begins with what sound? "bag" Sauti ya kwanza ya neno "bag" ni gani? "bag"
V87	c4_6	the word tai begins with what sound?	discrete	numeric	The word "Tai" begins with what sound? "Tai" Sauti ya kwanza ya neno "tai" ni gani? "tai"
V88	c4_7	the word nuru begins with what sound?	discrete	numeric	The word "Nuru" begins with what sound? "Nuru" Sauti ya kwanza ya neno "nuru" ni gani? "nuru"
V89	c4_8	the word uso begins with what sound?	discrete	numeric	The word "Uso" begins with what sound? "Uso" Sauti ya kwanza ya neno "uso" ni gani? "uso"
V90	c4_9	the word leso begins with what sound?	discrete	numeric	The word "Leso" begins with what sound? "Leso" Sauti ya kwanza ya neno "leso" ni gani? "leso"
V91	c4_10	the word pua begins with what sound?	discrete	numeric	The word "Pua" begins with what sound? "Pua" Sauti ya kwanza ya neno "pua" ni gani? "pua"
V92	c5_1	Who stole the cat's hat?	discrete	numeric	Who stole the cat's hat? Ni nani aliyeba kofia ya paka?
V93	c5_2	What was the color of the hat?	discrete	numeric	What was the color of the hat? Kofia ya paka ilikuwa ya rangi gani?
V94	c5_3	Why was the cat chasing the mouse?	discrete	numeric	Why was the cat chasing the mouse? Kwa nini paka alikuwa akimfukuza panya?
V95	c5_4	Where did the cat trap the mouse?	discrete	numeric	Where did the cat trap the mouse? Paka alimnasa panya akiwa wapi?
V96	c5_5	Why did the cat decide not to eat the mouse	discrete	numeric	Why did the cat decide not to eat the mouse? Kwa nini paka aliamua kuwa hata mla panya?
V97	d1_1	Can you point to all items that look like a circle?	discrete	numeric	Can you point to all items that look like a circle? Unaweza kunionyesha vitu vyote ambavyo vinakaa kama mviringo?
V98	d1_2	Can you point to all items that look like a triangle?	discrete	numeric	Can you point to all items that look like a triangle? Unaweza kunionyesha vitu vyote ambavyo vinakaa kama pembe tatu?
V99	d1_3	Can you point to all items that look like a square?	discrete	numeric	Can you point to all items that look like a square? Unaweza kunionyesha vitu vyote ambavyo vinakaa kama mraba?
V100	d2_time	Time left after attempt	contin	numeric	
V101	d2_att	Number of letters attempted - stop rule applied	discrete	numeric	
V102	d2_1	Pupil able to correctly name the number 13	discrete	numeric	
V103	d2_2	Pupil able to correctly name the number 11	discrete	numeric	
V104	d2_3	Pupil able to correctly name the number 14	discrete	numeric	
V105	d2_4	Pupil able to correctly name the number 12	discrete	numeric	
V106	d2_5	Pupil able to correctly name the number 18	discrete	numeric	

V107	d2_6	Pupil able to correctly name the number 17	discrete	numeric	
V108	d2_7	Pupil able to correctly name the number 15	discrete	numeric	
V109	d2_8	Pupil able to correctly name the number 19	discrete	numeric	
V110	d2_9	Pupil able to correctly name the number 20	discrete	numeric	
V111	d2_10	Pupil able to correctly name the number 16	discrete	numeric	
V112	d3_1	Pupil gives 6 bottle tops out of 20	discrete	numeric	Arrange 20 bottle tops randomly in front of the child. Say: Now, please give me six bottle tops. Tafadhali niipe vifuniko sita.
V113	d3_2	Pupil gives fourteen bottle tops out of 20	discrete	numeric	Rearrange the 20 bottle tops randomly again in front of the child. Say: Now, please give me fourteen bottle tops. Tafadhali niipe vifuniko kumi na nne.
V114	d4_1	Pupil identifies the bigger number: 3 or 5	discrete	numeric	Slightly emphasize the word bigger. Now I'll ask you a few questions about numbers. Which number is bigger, 3 or 5? Sasa nitakuuliza maswali machache kuhusu nambari. Ni nambari gani -kubwa kuliko nyingine? 3 au 5?
V115	d4_2	Pupil identifies the bigger number: 8 or 6	discrete	numeric	Slightly emphasize the word bigger. Which number is bigger, 8 or 6? Ni nambari gani kubwa kuliko nyingine? 8 au 6?
V116	d4_3	Pupil identifies the smaller number: 4 or 7	discrete	numeric	Slightly emphasize the word smaller. Which number is smaller, 4 or 7? Ni nambari gani ndogo kuliko nyingine? 4 au 7?
V117	d5_1a	Given 3 bottles and 4 more, how many are they	discrete	numeric	If Jane has three bottle tops ... Kama Jane ana vifuniko vitatu... And she is given four more bottle tops ... Na aongezwe vifuniko vinne... How many bottle tops will Jane have altogether? Jane atakuwa na vifuniko vingapi kwa jumla?
V118	d5_1b	Strategy used to solve 5.1a	discrete	numeric	Strategy (indicate how child solved the problem based on your observation)
V119	d5_2a	Given 8 bottles and 5 taken away, how many are they	discrete	numeric	If the child used the bottle tops for the previous question, replace ten bottle tops to the side of the child on the table. Let's play another one now. Again, you can use the bottle tops to help you if you want to, but you don't have to. Listen very carefully to the question. Tucheze mchezo mwingine sasa. Tena unaweza tumia vifuniko ambavyo vitakusaidia kujibu. Lakini si lazima utumie. Sikiliza swali kwa makini. If Jane has eight bottle tops ... kama Jane ana vifuniko vinane... And I take five bottle tops ... Na nichukue vifuniko vitano How many bottle tops will Jane be left with? Jane atawachwa na vifuniko vingapi ?
V120	d5_2b	Strategy used to solve 5.2a	discrete	numeric	Strategy (indicate how child solved the problem based on your observation)
V121	d6_1	Mental addition - child able to add without use of objects	discrete	numeric	If you have one colour pencil... Ikiwa una colour pencil moja... And I give you one more colour pencils, how many will you have altogether? Halafu nikupatie colour pencil moja zaidi, utakuwa na colour pencils ngapi zote pamoja?
V122	d6_2	Mental addition - two colour pencil plus one colour pencil	discrete	numeric	If you have two colour pencils... Ikiwa una colour pencils mbili... And I give you one more colour pencil, how many will you have altogether? Halafu nikupatie colour pencil moja zaidi, utakuwa na colour pencils ngapi kwa jumla?

V123	d6_3	Mental addition - two colour pencil plus two colour pencil	discrete	numeric	If you have two colour pencils... Ikiwa una colour pencils mbili... And I give you two more colour pencils, how many will you have altogether? Halafu nikupatie colour pencils mbili zaidi, utakuwa na colour pencils ngapi kwa jumla?
V124	d6_4	Mental addition - two colour pencil plus three colour pencil	discrete	numeric	If you have two colour pencils... Ikiwa una colour pencils mbili... And I give you three more colour pencils, how many will you have altogether? Halafu nikupatie colour pencils tatu zaidi, utakuwa na colour pencils ngapi kwa jumla?
V125	d6_5	Mental addition - three oranges plus four oranges	discrete	numeric	If you have three oranges... Ikiwa una machungwa matatu... And I give you four more oranges, how many will you have altogether? Halafu nikupatie machungwa manne zaidi, utakuwa na machungwa mangapi kwa jumla?
V126	d6_6	Mental addition - two oranges take away one orange	discrete	numeric	If you have two oranges... Ikiwa una machungwa mawili... And I take away one orange, how many will you have left? Halafu nichukuwe chungwa moja utakuwa na machungwa mangapi?
V127	d7_1	Orders a picture of dogs from big to small	discrete	numeric	Refer to page 14 of the stimuli pack Show the child the pictures and say: Here are three dogs, I'm going to point to them from the biggest to the smallest (assessor points in this order). Hapa kuna mbwa watatu. Nitaonyesha mbwa hao nikianza na mbwa aliyemkubwa hadi aliye mdogo (assessor points in this order). Now can you do that? Je, unaweza kufanya hivyo?
V128	d7_2	Orders a picture of chicken from big to small	discrete	numeric	Show the child the pictures and say: Here are some chickens. Hapa kuna kuku. Can you point to them from the biggest to the smallest? Je, unaweza kuonyesha kuku hawa ukianza na kuku aliye mkubwa hadi aliye mdogo?
V129	d7_3	Orders a picture of cars from small to large	discrete	numeric	Show the child the pictures and say: Here are some cars. Hapa kuna gari. Can you point to them from the smallest to the biggest? Je, unaweza kunionyesha gari ukianza na gari iliyo ndogo hadi ile kubwa?
V130	d8_1	Before which activities does the pupil wash hands	discrete	numeric	Please tell me, before which activities do you wash your hands? Tafadhali nieleze, wewe huosha mikono yako kabla ya kufanya nini? [Learner answers: Before eating, before preparing food, take medicine]
V131	d8_2	After which activities does the pupil wash hands	discrete	numeric	Please tell me, after which activities do you wash your hands? Tafadhali nieleze, wewe huosha mikono yako baada ya kufanya nini? [After visiting toilet, blow their nose; cough or sneeze into their hands; play outdoors; or play with pets or animals]
V132	d8_3	What will happen if you do not wash hands	discrete	numeric	What could happen to you if you do not wash your hands often? Ni nini kinaweza tendeka usipoosha mikono yako mara kwa mara? [Learner answers: Fall ill, and may mention specific illnesses such as stomach ache, diarrhoea, dysentery, typhoid]
V133	d8_4	Child arranges picture of hand washing in the right order	discrete	numeric	Please arrange these pictures according to the steps for proper handwashing. Tafadhali panga picha hizi kulingana na hatua unazopaswa kufuata unapoosha mikono.
V134	d8_5	What would happen if child takes dirty water - picture aided	discrete	numeric	What could happen to the child in the picture as a result of drinking contaminated water? Ni nini kinachoweza kutendeka kwa mtoto aliye katika hii picha kwa sababu ya kunywa maji machafu? [Learner answers: They could fall ill, and may mention specific illnesses such as stomach ache, diarrhea, dysentery, typhoid]

V135	d8_6	How do you make water safe for drinking	discrete	numeric	How do you make water safe for drinking? Ni njia ipi unayoweza kufanya maji yawe safi ya kunywa? [Learner answers: Boil, use water guard, disinfectant filter or any other appropriate method]
V136	d8_4b	Child identifies the last step in handwashing	discrete	numeric	
V137	d9_1	Student correctly shows the healthy food	discrete	numeric	Put your finger on the food which you consider healthy? Nionyeshe chakula ambacho wewe unafikiria nicha afya? [Student should pick 1 correct food]

Tayari_ECDEProfile_AllRounds

Content	Data from the Head teacher questionnaire: At each sampled ECE centre, a comprehensive questionnaire was collected from the head teacher regarding the centre management, enrolment, attendance, class sizes, and retention among other issues. The information from the head teachers formed a complementary data for the centre-level data.
Cases	1738
Variable(s)	134
Structure	Type: Keys: ()
Version	
Producer	African Population and Health Research Center (APHRC)
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V138	schid	SchoolID	contin	numeric	School ID
V139	treat	Study group	discrete	numeric	N/A
V140	wave	Round of data collection	discrete	numeric	N/A
V141	county	County - by school type	discrete	numeric	County ID
V142	doi	Date of interview	discrete	character	1.1 Date of Interview:
V143	q33	Position in the school	discrete	numeric	3.3 What is your position in the school?
V144	q34	Complete years actively been a teacher	discrete	numeric	3.4 In total, how many complete years have you actively been a teacher?
V145	q35	Years worked in current ECDE center	contin	numeric	3.5 How many years have you worked in this ECDE center?
V146	q36a	Highest level of academic qualification	discrete	numeric	3.6 What is the highest level and grade of academic education you have attained ? - Level
V147	q36b	Grade competed for highest academic qualification	discrete	numeric	3.6 What is the highest level and grade of academic education you have attained ? - CLASS/YEARS COMPLETED
V148	q37	Highest professional teacher training	discrete	numeric	3.7 What is the highest level of professional teacher training you have completed?
V149	q38	ECD curriculum training undertaken	discrete	numeric	What curriculum of ECD training did you go through?
V150	q39	Hours in a week ecd head provides instructional support	discrete	numeric	3.9 How many hours, per week, do you provide instructional support to your teachers?
V151	q310	received specialized training in any area of school management in the last 12 m	discrete	numeric	3.10 Have you received specialized training in any area of school management in the last 12 months?
V152	q311	Length of specialized training in any area of school management training in day	discrete	numeric	3.11 If yes, what was the length of the training?
V153	q312_1	Supported teachers on how to teach Numeracy	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre? 1=Yes; 2=No - Numeracy

V154	q312_2	Supported teachers on how to teach Literacy	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre - Literacy (English and Swahili and mother tongue)?
V155	q312_3	Supported teachers on how to teach Life skills	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre - Life-skills?
V156	q312_4	Supported teachers on how to teach social studies	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre - Social studies?
V225	q312_5	Supported teachers on how to teach science	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre - Science?
V226	q312_7	Supported teachers on how to teach music & movement	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre - music and movement activities?
V227	q312_8	Supported teachers on how to teach creative	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre - Creative activities?
V228	q312_9	Supported teachers on how to teach religious education	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre? - Religious education?
V229	q312_96	Supported teachers on how to teach other	discrete	numeric	Have you supported teachers on how to teach the following subjects in ECDE centre? - Others (Specify)?
V157	q41	Highest class taught in this ECDE center	discrete	numeric	4.1 What is the lowest class taught in this ECDE center?
V158	q42	ECDE attached to a primary school	discrete	numeric	4.2 Is this ECDE center attached to any primary school or is it a stand alone?
V159	q44	Year ECDE was established	discrete	numeric	4.4 Which year was this ECDE center established?
V160	q45a	ECDE usual school day start time	contin	numeric	4.5a What time does the usual school day start? [24 hours]
V161	q45b	ECDE usual school day end time	contin	numeric	4.5b What time does the usual school day end? [24 hours]
V162	q46	Main curriculum followed by the ECD	discrete	numeric	4.6 Which is the MAIN curriculum followed in this ECDE center?
V163	q46_os	Other main curriculum followed by the ECD-specified	discrete	character	4.6 Which is the MAIN curriculum followed in this ECDE center? - Other (specify)
V164	q47pi	Number of for Baby class/Junior/Day care absent for atleast one day - last schoo	discrete	numeric	How many teachers were absent at least one day in the last school week in each of the following ECDE classes? - Baby class/Junior/Daycare
V165	q47pii	Number of for Middle class/Nursery/pp1 absent for atleast one day - last school	discrete	numeric	How many teachers were absent at least one day in the last school week in each of the following ECDE classes? - Middle class/Nursery/Pre-primary I
V166	q47piii	Number of for Preunit/PP2 absent for atleast one day - last school week	discrete	numeric	How many teachers were absent at least one day in the last school week in each of the following ECDE classes? - Pre-unit/Pre-primary II
V167	q48	Main reasons why teachers are absent	discrete	numeric	4.8 What do you think is the MAIN reason why teachers are absent?
V168	q51	ECDE provides textbook to the learners for use	discrete	numeric	5.1 Are there textbooks provided by the ECDE center for the learners to use?

V169	q52	Learners allowed to take textbooks home	discrete	numeric	5.2 Are learners allowed to carry the school textbooks home?
V170	q53ia	Number of Numeracy textbook for Baby class/Junior/Day care	discrete	numeric	5.3 How many numeracy books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare
V171	q53ia_app	Approved proportion of Numeracy textbooks for Baby class/Junior/Day care	discrete	numeric	5.3 Approved proportion of Numeracy textbooks for Baby class/Junior/Day care
V172	q53ib	Number of Literacy textbook for Baby class/Junior/Day care	discrete	numeric	5.3 How many literacy books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare
V173	q53ib_app	Approved proportion of Literacy textbooks for Baby class/Junior/Day care	discrete	numeric	Approved proportion of Literacy textbooks for Baby class/Junior/Day care
V174	q53ic	Number of Lifeskills textbook for Baby class/Junior/Day care	discrete	numeric	5.3 How many life skills books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare
V175	q53ic_app	Approved proportion of Lifeskills textbooks for Baby class/Junior/Day care	discrete	numeric	Approved proportion of Lifeskills textbooks for Baby class/Junior/Day care
V176	q53id	Number of social studies textbook for Baby class/Junior/Day care	discrete	numeric	5.3 How many social studies books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare
V177	q53id_app	Approved proportion of social studies textbooks for Baby class/Junior/Day care	discrete	numeric	Approved proportion of social studies textbooks for Baby class/Junior/Day care
V178	q53iia	Number of Numeracy textbook for Middle class/Nursery/pp1	discrete	numeric	5.3 How many numeracy books are available for each level? And what proportion of the books are approved? - Middle class/Nursery/Pre-primary 1
V179	q53iia_app	Approved proportion of Numeracy textbooks for Middle class/Nursery/pp1	discrete	numeric	Approved proportion of Numeracy textbooks for Middle class/Nursery/pp1
V180	q53iib	Number of Literacy textbook for Middle class/Nursery/pp1	discrete	numeric	5.3 How many literacy books are available for each level? And what proportion of the books are approved? - Middle school/Nursery/Pre-primary 1
V181	q53iib_app	Approved proportion of Literacy textbooks for Middle class/Nursery/pp1	discrete	numeric	Approved proportion of Literacy textbooks for Middle class/Nursery/pp1
V182	q53iic	Number of Lifeskills textbook for Middle class/Nursery/pp1	discrete	numeric	5.3 How many life skills books are available for Middle class/Nursery/Pre-primary I?
V183	q53iic_app	Approved proportion of Lifeskills textbooks for Middle class/Nursery/pp1	discrete	numeric	Approved proportion of Lifeskills textbooks for Middle class/Nursery/pp1
V184	q53iid	Number of social studies textbook for Middle class/Nursery/pp1	discrete	numeric	5.3 How many social studies books are available for Middle class/Nursery/Pre-primary I?
V185	q53iid_app	Approved proportion of social studies textbooks for Middle class/Nursery/pp1	discrete	numeric	Approved proportion of social studies textbooks for Middle class/Nursery/pp1
V186	q53iia	Number of Numeracy textbook for Preunit/PP2	discrete	numeric	5.3 How many Numeracy books are available for each level - Middle class/Nursery/Pre-primary I
V187	q53iia_app	Approved proportion of Numeracy textbooks for Preunit/PP2	discrete	numeric	Approved proportion of Numeracy textbooks for Preunit/PP2

V188	q53iiib	Number of Literacy textbook for Preunit/PP2	discrete	numeric	5.3 How many numeracy books are available for each level - Pre-unit/Pre-primary II?
V189	q53iiib_app	Approved proportion of Literacy textbooks for Preunit/PP2	discrete	numeric	Approved proportion of Literacy textbooks for Preunit/PP2
V190	q53iiic	Number of Lifeskills textbook for Preunit/PP2	discrete	numeric	5.3 How many lifeskills books are available for Pre-unit/Pre-primary II?
V191	q53iiic_app	Approved proportion of Lifeskills textbooks for Preunit/PP2	discrete	numeric	Approved proportion of Lifeskills textbooks for Preunit/PP2
V192	q53iiid	Number of social studies textbook for Preunit/PP2	discrete	numeric	5.3 How many Social studies books are available for - Pre-unit/Pre-primary II ?
V193	q53iiid_app	Approved proportion of social studies textbooks for Preunit/PP2	discrete	numeric	Approved proportion of social studies textbooks for Preunit/PP2
V194	q54	Toilet facility used by learners	discrete	numeric	5.4 What type of toilet facility is mainly used by learners in this ECDE center?
V195	q55	Toilet facilities exclusively used by the ECDE learners	discrete	numeric	5.5 Are the toilet facilities used exclusively by the ECDE learners?
V196	q56	Toilet facilities separate for girls and boys	discrete	numeric	5.6 Are there separate toilet doors for BOYS and GIRLS?
V197	q57	Separate blocks for girls and boys toilets	discrete	numeric	5.7 Are girls' toilet doors in a different block/building from those for the boys?
V198	q58a	Toilet facilities for boys	contin	numeric	5.8a How many toilet doors are there for boys?
V199	q58b	Toilet facilities for girls	contin	numeric	5.8b How many toilet doors are there for girls
V200	q59	Main source of drinking water for learners in this school	discrete	numeric	5.9 What is the MAIN source of water for general use in this ECDE center?
V201	q510	Drinking water enough for the learners	discrete	numeric	5.10 Is the drinking water sufficient for the learners' daily use?
V202	q511	School has electricity	discrete	numeric	5.11 Does this school have electricity?
V231	q512	Is the drinking water treated	discrete	numeric	5.12 Is the drinking water for ECDE learners' treated at the point of use?
V232	q512a_1	Main treatment method: boiling	discrete	numeric	5.12a If yes, what water treatment methods are used? - Boiling
V233	q512a_2	Main treatment method: chlorination	discrete	numeric	5.12a If yes, what water treatment methods are used? - chlorination
V234	q512a_5	Main treatment method: filtering	discrete	numeric	5.12a If yes, what water treatment methods are used? - filtering
V235	q512a_6	Main treatment method: other	discrete	numeric	5.12a If yes, what water treatment methods are used? - Other (Specify)
V236	q512a_os	q5p12a_OS	discrete	character	5.12a If yes, what water treatment methods are used? - Other (specify)
V237	q512b	Main reason for not treating drinking water	discrete	numeric	5.12 b. If no, what is the MAIN reason the water is not treated?
V238	q512b_os	Other reasons: need coding	discrete	character	5.12 b. If no, what is the MAIN reason the water is not treated? - Other (specify)
V239	q513	ECDE has handwashing points	discrete	numeric	5.13 Are there any hand washing points in the school for use by the ECDE learners?
V240	q513a	Number of functional water points	contin	numeric	5.13a. If yes, how many are functional?

V241	q513b_1	Location of handwashing points: Entrance of toilets	discrete	numeric	5.13b. Where are the hand washing points located? - at the entrance of the toilets/latrines
V242	q513b_2	Location of handwashing points: Entrance of classrooms	discrete	numeric	5.13b. Where are the hand washing points located? - at the entrance of the classrooms
V243	q513b_3	Location of handwashing points: Near eating area	discrete	numeric	5.13b. Where are the hand washing points located? - near the toilet area
V244	q513b_6	Location of handwashing points: Other	discrete	numeric	5.13b. Where are the hand washing points located? - elsewhere (specify)
V245	q514	ECDE had demonstration on how to wash hands	discrete	numeric	5.14 Was there demonstration on hand washing targeting ECD learners in the last school term?
V246	q514a	Who conducted the demonstration	discrete	numeric	5.14a If yes, who conducted the demonstration?
V247	q514b	Number of times handwashing demonstration was done	discrete	numeric	5.14b How many times was this hand washing demonstration conducted in the last school term?
V248	q61	School has intergrated helath register	discrete	numeric	6.1 Does this school have an integrated health register?
V249	q61ai	Number of children filled as FIC	discrete	numeric	6.1a. If yes, is the health register filled appropriately? FIC(Fully Immunized Child)
V250	q61aii	Number of children filled as NF	discrete	numeric	6.1a. If yes, is the health register filled appropriately? NF (Not fully immunized)
V251	q61aiii	Number of children filled in date of Vit A suppl.	discrete	numeric	6.1a. If yes, is the health register filled appropriately? - Date of Vitamin A Supplementation
V252	q61aiv	Number of children filled in date of demworming	discrete	numeric	6.1a. If yes, is the health register filled appropriately? - Date of Deworming
V253	q62	Number of learners fully immunized	contin	numeric	6.2 How many learners are fully immunized?
V254	q63	ECDE had Vit. A supplimentantion in the last 6 months	discrete	numeric	6.3 In the last 6 months, has there been Vitamin A supplementation in the school?
V255	q63a	Number of learners received Vit A suppl	contin	numeric	6.3a If yes, how many learners have received Vitamin A in the last six months in this ECDE center?
V256	q64	ECDE had demorming in the last 3 months	discrete	numeric	6.4 In the last 3 months, has there been deworming in the school?
V257	q64a	Number of learners dewormed in the last 3 months	contin	numeric	6.4a If yes, how many learners have been dewormed in the last 3 months in the ECDE center?
V258	q65	This term there were referals made to the health facility	discrete	numeric	6.5 Were there any referrals from the ECDE center to the health facility during this term?
V259	q65a	Number of referrals made to health facility this term	contin	numeric	6.5a If yes, how many referrals were made to health facilities from the ECDE center during the term?
V260	q65b	Number of parents reporting complete refferal	discrete	numeric	6.5b How many parents reported that the referral was completed?
V261	q66	ECDE receives health-related technical support from RTI	discrete	numeric	6.6 Does this ECDE Center receive any health-related technical support from RTI?
V262	q66a	How oftern did ECDE receive health-related technical support from RTI	contin	numeric	6.6 a. If yes, how often was this received in the last school term?

V263	q67	ECDE receives health-related technical support from CHV	discrete	numeric	6.7 Does this ECDE Center receive any technical support from Community Health Assistants?
V264	q67a	How often did ECDE receive health-related technical support from CHV	contin	numeric	6.7a. If yes, how often was this received in the last school term?
V265	q68_1	Impact of support on health issues: Learners have adopted hygiene practices	discrete	numeric	6.8 What impact have you realized from the support that you get on health issues? - Learners have adopted hygiene practices
V266	q68_2	Impact of support on health issues: Less absenteeism among learners	discrete	numeric	6.8 What impact have you realized from the support that you get on health issues? - Less absenteeism among learners
V267	q68_3	Impact of support on health issues: Increased number of fully immunized learners	discrete	numeric	6.8 What impact have you realized from the support that you get on health issues? - Increased number of fully immunized learners
V268	q68_4	Impact of support on health issues: No observed impact	discrete	numeric	6.8 What impact have you realized from the support that you get on health issues? - No observed impact
V269	q68_6	Impact of support on health issues: Other	discrete	numeric	6.8 What impact have you realized from the support that you get on health issues? - Other (specify)_____
V270	q68_os	q6p8_OS	discrete	character	6.8 What impact have you realized from the support that you get on health issues? - Other (specify)_____
V203	q71a	Number of streams: baby class	contin	numeric	7.1 How many streams are in each ECDE grade/class? (STREAMS) - Baby class/Junior/Daycare
V204	q71b	Number of streams: middle class/PP1	contin	numeric	7.1 How many streams are in each ECDE grade/class? (STREAMS) - Middle class/Nursery/Pre-primary I
V205	q71c	Number of streams: preunit/PP2	discrete	numeric	7.1 How many streams are in each ECDE grade/class? (STREAMS) - Pre-unit class/Pre-primary I
V206	q72ai	Number of boys enrolled in baby class	contin	numeric	7.2 How many boys are in each ECDE grade/class? (ENROLMENT) - Baby class/Junior/Daycare
V207	q72aai	Number of girls enrolled in baby class	contin	numeric	7.2 How many girls are in each ECDE grade/class? (ENROLMENT) - Baby class/Junior/Daycare
V208	q72bi	Number of boys enrolled in middle class/PP1	contin	numeric	7.2 How many boys are in each ECDE grade/class? (ENROLMENT) - Middle class/Nursery/Pre-orimary 1
V209	q72bii	Number of girls enrolled in middle class/PP1	contin	numeric	7.2 How many girls are in each ECDE grade/class? (ENROLMENT) - Middle class/Nursery/Pre-orimary 1
V210	q72ci	Number of boys enrolled in preunit/PP2	contin	numeric	7.3 How many ECDE boys are present on the interview date in Baby class/Junior/Daycare?
V211	q72cii	Number of girls enrolled in preunit/PP2	contin	numeric	7.3 How many ECDE girls are present on the interview date in Baby class/Junior/Daycare?
V212	q73ai	Head count boys in baby class	contin	numeric	7.3 How many ECDE boys are present on the interview date in Baby class/Junior/Daycare?
V213	q73aai	Head count girls in baby class	contin	numeric	7.3 How many ECDE girls are present on the interview date in Baby class/Junior/Daycare?

V214	q73bi	Head count boys in middle class/PP1	contin	numeric	7.3 How many ECDE boys are present on the interview date in Middle class/Nursery/Pre-primary 1?
V215	q73bii	Head count girls in middle class/PP1	contin	numeric	7.3 How many ECDE girls are present on the interview date in Middle class/Nursery/Pre-primary 1?
V216	q73ci	Head count boys in preunit/PP2	contin	numeric	7.3 How many ECDE boys are present on the interview date in Pre-unit class/Pre-primary 2?
V217	q73cii	Head count girls in preunit/PP2	contin	numeric	7.3 How many ECDE girls are present on the interview date in Pre-unit class/Pre-primary 2?
V218	tchabsent	Number of teachers absent	discrete	numeric	N/A
V219	enrol_bbc	Total enrolment baby class	contin	numeric	N/A
V220	enrol_pp1	Total enrolment PP1	contin	numeric	N/A
V221	enrol_pp2	Total enrolment PP2	contin	numeric	N/A
V222	hdcount_bbc	Total headcount baby class	contin	numeric	N/A
V223	hdcount_pp1	Total headcount PP1	contin	numeric	N/A
V224	hdcount_pp2	Total headcount PP2	contin	numeric	N/A
V230	xq59	Main source of water for general use in the ECDE	discrete	numeric	N/A
V271	apbet	Was the school an APBET?	discrete	numeric	N/A

Tayari_LitObs_AllRounds

Content	Data from the classroom lesson observation schedule: This data contains records of observations during lesson time. It captured the teaching behaviour, including the uptake of the classroom instruction model. It also captured various aspects of the lesson, which included the use of lesson plans and students books.
Cases	1669
Variable(s)	54
Structure	Type: Keys: ()
Version	
Producer	African Population and Health Research Center (APHRC)
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V272	schid	SchoolID	contin	numeric	1.5 School ID
V273	treat	Study group	discrete	numeric	
V274	wave	Round of data collection	discrete	numeric	
V275	county	County - by school type	discrete	numeric	1.3 County ID
V276	doi	Date of interview	discrete	character	1.1 Date of Interview:
V277	Q1	Girls present in the classroom at the time of your observation	discrete	numeric	1 How many girls are present in this classroom at the time of your observation?
V278	Q2	Boys present in the classroom at the time of your observation	discrete	numeric	2 How many boys are present in this classroom at the time of your observation?
V279	Q3a	Are there learners sitting on the floor?	discrete	numeric	3a Are there learners sitting on the floor?
V280	Q3b	Number of learners seated on the floor	discrete	numeric	3b If yes, how many?
V281	Q4	Are the chairs/desks sufficient for all the learners?	discrete	numeric	4 Are there sufficient desks for all the learners?
V282	Q5	How many learners are the desks designed for?	discrete	numeric	5 How many learners are the desks designed for?
V283	Q6a	Desk or bench arrangement used in this classroom	discrete	numeric	
V284	Q6b	What desk or bench arrangement is used in this classroom. Other (specify)	discrete	character	
V285	Q7	There is enough space in the class for the teacher to circulate freely	discrete	numeric	
V286	Q8	Number of learners with text book for Literacy	contin	numeric	8 Number of learners with text book for Literacy
V287	Q9	Number of activity books available for Literacy	contin	numeric	9 Number of activity books available for Literacy
V288	Q10	Number of learners with exercise book	contin	numeric	10 Number of learners with exercise book
V289	Q11	Number of learners with pen/pencil/crayons?	contin	numeric	11 Number of learners with pen/pencil/crayons
V290	Q12	The number of books/booklets other than textbooks/ learners books available for	discrete	numeric	12 The number of books/booklets other than textbooks/ learners' books available for learners to read?

V291	Q13	The number of magazines available for learners to read	contin	numeric	13	The number of magazines available for learners to read?
V292	Q14_1	Does the classroom have: A usable blackboard/white board	discrete	numeric		Does the classroom have the following materials? A usable blackboard/white board
V293	Q14_2	Does the classroom have: Chalk/other markers	discrete	numeric		Does the classroom have the following materials? Chalk/other markers
V294	Q14_3	Does the classroom have: A wall chart of any kind	discrete	numeric		Does the classroom have the following materials? A wall chart of any kind
V295	Q14_4	Does the classroom have: A cupboard or locker	discrete	numeric		Does the classroom have the following materials? A cupboard or locker
V296	Q14_5	Does the classroom have: One or more bookshelves	discrete	numeric		Does the classroom have the following materials? One or more bookshelves
V297	Q14_6	Does the classroom have: A classroom library, book corner or book box	discrete	numeric		Does the classroom have the following materials? A classroom library, book corner or book box
V298	Q14_7	Does the classroom have: A teacher's table	discrete	numeric		Does the classroom have the following materials? A teacher's table
V299	Q14_8	Does the classroom have: A teachers chair	discrete	numeric		Does the classroom have the following materials? A teachers chair
V300	Q14_9	Does the classroom have: Age appropriate chairs/benches	discrete	numeric		Does the classroom have the following materials? Age appropriate chairs/benches
V301	Q14_10	Does the classroom have: Age appropriate desks/tables	discrete	numeric		Does the classroom have the following materials? Age appropriate desks/tables
V302	Q14_11	Does the classroom have: Tippy taps/leaky tins	discrete	numeric		Does the classroom have the following materials? Tippy taps/leaky tins
V303	Q14_12	Supplementary materials (e.g. magazines)	discrete	numeric		Does the classroom have the following materials? Supplementary materials (e.g. magazines)
V304	Q16	Are there posters/wall charts on the walls about literacy?	discrete	numeric	16	Are there posters/wall charts on the walls about literacy?
V305	Q17	Are there posters/wall charts about health/safety/nutrition?	discrete	numeric	17	Are there posters/wall charts specifically about health/safety/nutrition?
V306	Q18	Are there teacher made displays/resources visible?	discrete	numeric	18	Are there teacher-made displays/resources visible?
V307	Q19	Are the learners work displayed on the walls?	discrete	numeric	19	Is the learners' work displayed on the walls?
V308	Q20	Was the teacher consistent on behavior expectations?	discrete	numeric	20	Was the teacher consistent on behavior expectations?
V309	Q21	Did the teacher's behaviour rules have clarity?	discrete	numeric	21	Did the teacher's behaviour rules have clarity?
V310	Q23	Were the lesson activities organized in advance?	discrete	numeric	23	Were the lesson activities organized in advance?
V311	Q24	Did the learning activities relate to learner's lives	discrete	numeric	24	Did the learning activities relate to learner's lives? E.g. using birthdays to teach about dates, names of country, name of village
V312	Q25	Did the teacher asks learners to explain their response/thinking?	discrete	numeric	25	Did the teacher asks learners to explain their response/thinking?
V313	Q26	Teacher maps own actions with literacy?	discrete	numeric	26	Teacher maps own actions with literacy? E.g. teacher jumping when illustrating what jumping is

V314	Q27	Was there presence of social interaction	discrete	numeric	27 Was there presence of appropriate social interaction e.g. greetings, appropriate jokes?
V315	Q28	Was there presence of positive learning environment	discrete	numeric	28 Was there presence of positive learning environment e.g. smiling, laughter, warm and caring language - I am sorry, that's fine, pole, don't worry, it will go away?
V316	Q29	Does the teacher exhibit negative reinforcement?	discrete	numeric	29 Does the teacher exhibit inappropriate negative reinforcement? e.g. harsh voice, anger, aggression, threaten, humiliate?
V317	Q30	Were the learners physically punished?	discrete	numeric	30 Were the learners physically punished?
V318	Q31	Is the classroom clean and neat?	discrete	numeric	31 Is the classroom clean and neat?
V319	Q32	Is there sufficient light in the room?	discrete	numeric	32 Is there sufficient light in the room?
V320	Q33	Did the teacher have a book for this class?	discrete	numeric	33 Did the teacher have a book for this class?
V321	Q34	What page is he/she on in the book today?	contin	numeric	34 What page is he/she on in the book today?
V322	Q35	How many pages does the book have?	contin	numeric	35 How many pages does the book have?
V323	obs_lang	Language observed	discrete	numeric	
V324	phase	phase	discrete	numeric	
V325	apbet	Is this school an APBET?	discrete	numeric	

Tayari_LitObsSnaps_AllRounds

Content	Data from the classroom lesson observation schedule: This data contains records of observations during lesson time. It captured the teaching behaviour, including the uptake of the classroom instruction model. It also captured various aspects of the lesson, which included the use of lesson plans and students books.
Cases	15084
Variable(s)	23
Structure	Type: Keys: ()
Version	
Producer	African Population and Health Research Center (APHRC)
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V326	schid	SchoolID	contin	numeric	1.5 School ID
V327	wave	Round of data collection	discrete	numeric	N/A
V328	time	Observation time- snap	contin	numeric	Observation #
V329	tch_foc	Teacher focus	discrete	numeric	Teacher focus: (only one X)
V330	instr_cont	Instructional content	discrete	numeric	Instructional Content: (only one X)
V331	tch_act	Teacher action	discrete	numeric	Teacher Actions observed
V332	tch_lang	Teacher action language	discrete	numeric	Learner actions (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)
V333	stud_act	Student action	discrete	numeric	Learner actions observed
V334	stud_lang	Student action language	discrete	numeric	Learner actions (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)
V335	mat1	Was Blackboard used	discrete	numeric	Materials used - blackboard
V336	mat2	Was Textbook used	discrete	numeric	Materials used - Textbook
V337	mat3	Was Big Book used	discrete	numeric	Materials used - big book
V338	mat4	Was Other book used	discrete	numeric	Materials used - other book
V339	mat5	Was Papers (worksheets/photocopies) used	discrete	numeric	Materials used - Papers (worksheets or photocopies)
V340	mat6	Was Flashcards used	discrete	numeric	Materials used - flashcards
V341	mat7	Was Posters/Wall charts used	discrete	numeric	Materials used - posters/wall charts
V342	mat8	Was Slates used	discrete	numeric	Materials used - slates
V343	mat9	Was Learners workbook used	discrete	numeric	Materials used - learners workbook
V344	mat10	Was Learner's exercise books used	discrete	numeric	Materials used - learner's exercise books
V345	mat11	Was Other used	discrete	numeric	Materials used - realia (e.g. potatoes, bottles and other real objects)
V347	mat12	Was Other used	discrete	numeric	Materials used - other

V346	mat_lang	Language of the materials used	discrete	numeric	Materials used (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)
V348	phase	phase	discrete	numeric	N/A

Tayari_NumObs_AllRounds

Content	Data from the classroom lesson observation schedule: This data contains records of observations during lesson time. It captured the teaching behaviour, including the uptake of the classroom instruction model. It also captured various aspects of the lesson, which included the use of lesson plans and students books.
Cases	1651
Variable(s)	52
Structure	Type: Keys: ()
Version	
Producer	African Population and Health Research Center (APHRC)
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V349	schid	SchoolID	contin	numeric	1.5 School ID:
V350	treat	Study group	discrete	numeric	N/A
V351	wave	Round of data collection	discrete	numeric	N/A
V352	county	County - by school type	discrete	numeric	1.3 County ID:
V353	doi	Date of interview	discrete	character	1.1 Date of Interview:
V354	Q1	Girls present in the classroom at the time of your observation	contin	numeric	1 How many girls are present in this classroom at the time of your observation?
V355	Q2	Boys present in the classroom at the time of your observation	contin	numeric	2 How many boys are present in this classroom at the time of your observation?
V356	Q3a	Are there learners sitting on the floor?	discrete	numeric	3a Are there learners sitting on the floor due to inadequate sitting space?
V357	Q3b	Number of learners seated on the floor	contin	numeric	If yes, how many?
V358	Q4	Are the chairs/desks sufficient for all the learners?	discrete	numeric	4 Are there sufficient desks for all the learners?
V359	Q5	How many learners are the desks designed for?	contin	numeric	5 How many learners are the desks designed for?
V360	Q6a	Desk or bench arrangement used in this classroom	discrete	numeric	6a Indicate what sitting arrangement is normally used in this classroom.
V361	Q7	There is enough space in the class for the teacher to circulate freely	discrete	numeric	7 Is there enough space in the class for the teacher to circulate freely?
V362	Q8	Number of learners with text book for numeracy	contin	numeric	8 Number of learners with text book for current subject (Numeracy)
V363	Q9	Number of activity books available for numeracy	contin	numeric	9 Number of activity books available for current subject (Numeracy)
V364	Q10	Number of learners with exercise book	contin	numeric	10 Number of learners with exercise book
V365	Q11	Number of learners with pen/pencil/crayons?	contin	numeric	11 Number of learners with pen/pencil/crayons?
V366	Q12_1	Does the classroom have: A usable blackboard/white board	discrete	numeric	12 Does the classroom have the following materials? - A usable blackboard/white board
V367	Q12_2	Does the classroom have: Chalk/other markers	discrete	numeric	12 Does the classroom have the following materials? - Chalk/other markers

V368	Q12_3	Does the classroom have: A wall chart of any kind	discrete	numeric	12 Does the classroom have the following materials? - A wall chart of any kind
V369	Q12_4	Does the classroom have: A cupboard or locker	discrete	numeric	12 Does the classroom have the following materials? - A cupboard or locker
V370	Q12_5	Does the classroom have: One or more bookshelves	discrete	numeric	12 Does the classroom have the following materials? - One or more bookshelves
V371	Q12_6	Does the classroom have: A classroom library, book corner or book box	discrete	numeric	12 Does the classroom have the following materials? - A classroom library, book corner or book box
V372	Q12_7	Does the classroom have: A teacher's table	discrete	numeric	12 Does the classroom have the following materials? - A teacher's table
V373	Q12_8	Does the classroom have: A teachers chair	discrete	numeric	12 Does the classroom have the following materials? - A teachers chair
V374	Q12_9	Does the classroom have: Age appropriate chairs/benches	discrete	numeric	12 Does the classroom have the following materials? - Age appropriate chairs/benches
V375	Q12_10	Does the classroom have: Age appropriate desks/tables	discrete	numeric	12 Does the classroom have the following materials? - Age appropriate desks/tables
V376	Q12_11	Does the classroom have: Tippy taps/leaky tins	discrete	numeric	12 Does the classroom have the following materials? - Tippy taps/leaky tins
V377	Q12_12	Supplementary reading material (e.g. magazines)	discrete	numeric	12 Does the classroom have the following materials? - Supplementary reading material (e.g. magazines)
V378	Q13	Is the blackboard in good condition?	discrete	numeric	13 If there is a blackboard] Is the blackboard in good condition?
V379	Q14	Are there posters/wall charts on the walls about numeracy?	discrete	numeric	14 Are there posters on the walls about numeracy?
V380	Q15	Are there posters/wall charts about health/safety/nutrition?	discrete	numeric	15 Are there posters specifically about health/safety/nutrition?
V381	Q16	Are there teacher made displays/resources visible?	discrete	numeric	16 Are there teacher made displays/resources visible?
V382	Q17	Are the learners work displayed on the walls?	discrete	numeric	17 Are the learners work displayed on the walls?
V383	Q18	Was the teacher consistent on behavior expectations?	discrete	numeric	18 Was the teacher consistent on behavior expectations?
V384	Q19	Did the teacher's behaviour rules have clarity?	discrete	numeric	19 Did the teacher's behaviour rules have clarity?
V385	Q20	Was the teacher clear on how s/he expects learner(s) to behave?	discrete	numeric	Was the teacher clear on how s/he expects learner(s) to behave? (E.g. asking pupils to raise their hands when asking a question, to be attentive during the lesson etc.)
V386	Q21	Were the lesson activities organized in advance?	discrete	numeric	21 Were the lesson activities organized in advance?
V387	Q22	Did the learning activities relate to learner's lives	discrete	numeric	22 Did the learning activities relate to learner's lives?
V388	Q23	Did the teacher asks learners to explain their response/thinking?	discrete	numeric	23 Did the teacher asks learners to explain their response/thinking?
V389	Q24	Teacher maps own actions with numeracy?	discrete	numeric	24 Teacher maps own actions with numeracy?
V390	Q25	Was there presence of social interaction	discrete	numeric	25 Was there presence of social interaction e.g. greetings, appropriate jokes?

V391	Q26	Was there presence of positive learning environment	discrete	numeric	26 Was there presence of positive learning environment e.g. smiling, laughter, warm and caring language - I am sorry, that's fine, pole, don't worry, it will go away?
V392	Q27	Does the teacher exhibit negative reinforcement?	discrete	numeric	27 Does the teacher exhibit inappropriate negative reinforcement? E.g. harsh voice, anger, aggression, threaten, humiliate?
V393	Q28	Were the learners physically punished?	discrete	numeric	28 Were the learners physically punished?
V394	Q29	Is the classroom clean and neat?	discrete	numeric	29 Is the classroom clean and neat?
V395	Q30	Is there sufficient light in the room?	discrete	numeric	30 Is there sufficient light in the room?
V396	Q31	Did the teacher have a textbook for this lesson?	discrete	numeric	31 Did the teacher have a book for this class?
V397	Q32	What page is he/she on in the book today?	contin	numeric	32 What page is he/she on in the book today?
V398	Q33	How many pages does the book have?	contin	numeric	33 How many pages does the book have?
V399	phase	phase	discrete	numeric	N/A
V400	apbet	Was the school an APBET?	discrete	numeric	N/A

Tayari_NumObsSnaps_AllRounds

Content	Data from the classroom lesson observation schedule: This data contains records of observations during lesson time. It captured the teaching behaviour, including the uptake of the classroom instruction model. It also captured various aspects of the lesson, which included the use of lesson plans and students books.
Cases	14268
Variable(s)	20
Structure	Type: Keys: ()
Version	1
Producer	African Population and Health Research Center (APHRC)
Missing Data	

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V919	schid	SchoolID	contin	numeric	School ID
V920	wave	Round of data collection	discrete	numeric	N/A
V921	time	Observation time- snap	contin	numeric	Observation #
V922	tch_foc	Teacher focus	discrete	numeric	A) Teacher focus: (only one X)
V923	instr_cont	Instructional content	discrete	numeric	B) Instructional Content: (only one X)
V924	tch_act	Teacher action	discrete	numeric	c) Teacher's action
V925	tch_lang	Teacher action language	discrete	numeric	C) Teacher Action (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)
V926	stud_act	Student action	discrete	numeric	D) Learner's observed action
V927	stud_lang	Student action language	discrete	numeric	D) Learner actions (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)
V928	mat1	Was Blackboard used	discrete	numeric	E) Materials used - Blackboard
V929	mat2	Was Textbook used	discrete	numeric	E) Materials used - Textbook
V930	mat3	Was Workbook/Worksheet/Copies used	discrete	numeric	E) Materials used - Workbook/Worksheet/Copies
V931	mat4	Was Number and/or object cards used	discrete	numeric	E) Materials used - Number and/or object cards e.g. flash cards, number shapes
V932	mat5	Was Posters/Wall charts used	discrete	numeric	E) Materials used - Posters/Wall charts
V933	mat6	Was Manipulatives used	discrete	numeric	E) Materials used - Manipulatives e.g. counters, sticks, stones
V934	mat7	Was Slates used	discrete	numeric	E) Materials used - Slates
V935	mat8	Was Learner exercise books used	discrete	numeric	E) Materials used - Learner exercise books
V936	mat9	Was Other used	discrete	numeric	E) Materials used - Other
V937	mat_lang	Language of the materials used	discrete	numeric	E) Materials used (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)
V938	phase	phase	discrete	numeric	N/A

Tayari_Teachers_AllRounds

Content	The information sought from the teachers included details of their personal and professional characteristics, classroom resources and learner enrolment. Information on personal and professional characteristics as well as information about their schools was also sought from the teacher-in-charge of the ECDE centers.
Cases	1752
Variable(s)	247
Structure	Type: Keys: ()
Version	1
Producer	African Population and Health Research Center (APHRC)
Missing Data	Missing data present are those missing by design as a result of tools modifications across the waves. Missing Data: No data or a missing data code (5, 95, 995, etc.) provided where data should have been collected. All missing values should be coded as 5, 95, 995, etc., depending on the value of the largest valid code. Response Not Within the Pre-Defined Range/Domain: A data code (6, 96, 996, etcetera) provided where response was outside the range/domain predefined during study design. A variable that contains this code is often succeeded by a variable that contains the specific response. Check the succeeding variable to ensure no missing values where a response was expected. 'Don't Know' Responses: A data code (8, 98, 998, etcetera) provided to indicate that the respondent did not know the answer to the question. Skipped Questions/Not Applicable: A data code (9, 99, 999, etcetera) provided to indicate that the respondent was not eligible to answer the question.

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V672	schid	schid	contin	numeric	1.5 School ID:
V673	wave	Round of data collection	discrete	numeric	N/A
V674	treat	Study group	discrete	numeric	N/A
V675	county	County - by school type	discrete	numeric	1.3 County ID:
V676	doi	Date of interview	discrete	character	1.1 Date of Interview:
V677	schoolid	SchoolID	contin	numeric	School ID
V678	sex	Teacher sex	discrete	numeric	1.8 Teacher Sex:
V679	dob	Teacher date of birth	discrete	character	3.1 What is your date of birth? [Day, Month, Year]
V680	phase	phase	discrete	numeric	N/A
V681	consent	Teacher consented to participate in the study	discrete	numeric	Would you like to participate in this research?
V682	q32	Position in this school	discrete	numeric	3.2 What is your position in this school?
V683	q33_1	Current;y teaching: Baby class/Day care/0-3 years	discrete	numeric	3.3a What ECDE classes are you currently teaching in this center? - Baby class/Day care/0-3 years
V684	q33_2	Current;y teaching: Middle class/PP1/Nursery/4 years	discrete	numeric	3.3b What ECDE classes are you currently teaching in this center? - Middle class/PP1/Nursery/4 years
V685	q33_3	Current;y teaching: Pre-nit/PP2/Top class/5 years	discrete	numeric	3.3c What ECDE classes are you currently teaching in this center? - Pre-unit/PP2/Top class/5 Years
V686	q33_4	Current;y teaching: Primary level	discrete	numeric	3.3d What ECDE classes are you currently teaching in this center? - Primary level
V687	q34	Who is your employer?	discrete	numeric	3.4 Who is your employer?
V688	q35a	Highest level of academic education	discrete	numeric	3.5 What is the HIGHEST level and class of academic education you have attained? - Level

V689	q35b	Grade completed for the highest level of academic education	contin	numeric	3.5 What is the HIGHEST level and class of academic education you have attained? - CLASS/YEARS COMPLETED
V690	q36	Highest level of professional teacher training completed	discrete	numeric	3.6 What is the HIGHEST level of professional teacher training you have completed?
V691	q37_1	ECD training curriculum undertaken: University	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - University
V692	q37_2	ECD training curriculum undertaken: KICD (NACECE/DICECE)	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - KICD(NACECE/DICECE)
V693	q37_3	ECD training curriculum undertaken: MOTESSORI	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - MONTESSORI
V694	q37_4	ECD training curriculum undertaken: KHA	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - Kindergarten Headmistress Association
V695	q37_5	Not ECDE trained	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - Not ECDE trained
V696	q37_6	ECD training curriculum undertaken: Primary school teacher training	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - Primary Sch Teacher training
V697	q37_96	ECD training curriculum undertaken: Others specify	discrete	numeric	33.7 What MAIN curriculum of ECDE training did you go through? - Others (Specify)
V698	q38	How adequately is name prepared to teach ECD	discrete	numeric	3.8 How adequately do you feel prepared to teach in ECDE?
V699	q39	Complete years as a teacher	discrete	numeric	3.9 In total, how many complete years have you actively been a teacher?
V700	q310	Complete years taught as an ECD teacher	discrete	numeric	3.10 In total, how many complete years have you actively taught as an ECD teacher?
V701	q311	Complete years taught in the current school	discrete	numeric	3.11 In total, how many complete years have you actively taught in this school?
V702	q312	Number of days attended inservice teacher training	discrete	numeric	3.12 How many sessions of in-service training or professional development on ANY TOPIC have you attended in 2017?
V703	q313	Inservice teacher training: Sessions/Days spent on math/numeracy	discrete	numeric	3.13 How many sessions of in-service training or professional development on teaching Math have you attended in 2017?
V704	q314	Inservice teacher training: Days spent on language/literacy	discrete	numeric	3.14 How many sessions of in-service training or professional development on teaching Language have you attended in 2017? If none put a "zero"
V705	q316	Inservice teacher training: Days spent on life skills	discrete	numeric	3.16 How many sessions of in-service training or professional development on teaching Life-skills have you attended in 2017? If none put a "zero"
V706	q317	Inservice teacher training: Days spent on social activities	discrete	numeric	3.17 How many sessions of in-service training or professional development on teaching Social activities have you attended in 2017?
V707	q318_1	Inservice teacher training by: MoEST	discrete	numeric	3.18 Who trained you? - MoE
V708	q318_2	Inservice teacher training by: RTI/Tayari	discrete	numeric	3.18 Who trained you? - RTI/Tayari
V709	q318_5	Inservice teacher training by: County govt	discrete	numeric	3.18 Who trained you? - County government
V710	q318_6	Inservice teacher training by: Others	discrete	numeric	3.18 Who trained you? - Others (specify)

V711	q320	Amount of time in minutes used to prepare lessons per day	contin	numeric	3.20 How many minutes per day do you spend preparing lessons including activities, materials and assessments?
V712	q321a	Do you have the following: Learners progress record	discrete	numeric	3.21a Are the following records available in your class? - Learner progress record
V713	q322a	How frequent do you update: Learners progress record	discrete	numeric	3.22a How often do you update them? - Learner progress record
V714	q321b	Do you have the following: Schemes of work	discrete	numeric	3.21b Are the following records available in your class? - Schemes of work
V715	q322b	How frequent do you update: Schemes of work	discrete	numeric	3.22b How often do you update them? - Schemes of work
V716	q321c	Do you have the following: Record of work	discrete	numeric	3.21c Are the following records available in your class? - record of work
V717	q322c	How frequent do you update: Record of work	discrete	numeric	3.22c How often do you update them? - record of work
V718	q321d	Do you have the following: Health record	discrete	numeric	3.21d Are the following records available in your class? - health record
V719	q322d	How frequent do you update: Health record	discrete	numeric	3.22d How often do you update them? - Health record
V720	q321e	Do you have the following: Lesson plan	discrete	numeric	3.21e Are the following records available in your class? - lesson plan
V721	q322e	How frequent do you update: Lesson plan	discrete	numeric	3.22e How often do you update them? - lesson plan
V722	q323	Number of Tayari training attended so far	discrete	numeric	3.23 How many TAYARI teacher training sessions have you attended so far?
V723	q324	How do you rate the quality of Tayari training	discrete	numeric	3.24 Overall, how do you rate the quality of TAYARI training?
V724	q325	How would you rate the relevance of Tayari training	discrete	numeric	3.25 How would you rate the relevance of TAYARI training?
V725	q326	How would you rate the effectiveness of Tayari trainer during training	discrete	numeric	3.26 How would you rate the effectiveness of your Tayari Trainer during training?
V726	q327	How would you rate the effectiveness of Tayari trainer overall	discrete	numeric	3.27 How would you rate the effectiveness of your Tayari Trainer overall?
V727	q328	Perception of teacher on amount of time spend on lesson planning after Tayari	discrete	numeric	3.28 If you reflect before the start of TAYARI and thereafter, would you say you spend the same amount of time, less time or more time per week on Lesson planning?
V728	q329	How would you rate the usefulness of Tayari lesson plans	discrete	numeric	3.29 How would you rate the usefulness of TAYARI Lesson Plans?
V729	q333_1	Improved learner performance in math and language	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Improved learner performance in math and language
V730	q333_2	Improved learner performance in other subjects	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Improved learner performance in other subjects
V731	q333_3	Reduced levels of learner absenteeism	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Reduced levels of learner absenteeism
V732	q333_4	Improved teacher attendance	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Improved teacher attendance

V733	q333_5	Improved parental involvement	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Improved parental involvement
V734	q333_6	increased hand washing	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - increased hand washing
V735	q333_7	DICECE/coaches tutors visits have become more frequent	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - DICECE/coaches tutors visits have become more frequent
V736	q333_8	More time teaching	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - More time teaching
V737	q333_9	Learners now more interested in learning	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Learners now more interested in learning
V738	q333_10	Improved school readiness	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Improved school readiness
V739	q333_11	Other - Specified	discrete	numeric	3.33 In your opinion, what are the effects of the TAYARI program? - Other (Specify)_____
V740	q333_os	Other effects of tayari program - specified	discrete	character	3.33 In your opinion, what are the effects of the TAYARI program? - Other (Specify)_____
V741	q33a	ECDEis a multi-grade or separate	discrete	numeric	33a. Is your ECDE a multi-grade or separate
V742	q41a	Number of boys enrolled in current class	contin	numeric	4.1 How many boys are enrolled in the class you teach?
V743	q41b	Number of girls enrolled in current class	contin	numeric	4.1 How many girls are enrolled in the class you teach?
V744	q42a	Number of boys present today	contin	numeric	4.2 How many boys are present today in the class you teach?
V745	q42b	Number of girls present today	contin	numeric	4.2 How many girls are present today in the class you teach?
V746	q43a	Times headteacherobserved you teach a whole lesson	contin	numeric	4.3a In the last school term how many times did each of the following individuals observe you teach a whole lesson? - Head teacher/ECDE Head
V747	q43b	Times DICECE officer observed you teach a whole lesson	discrete	numeric	4.3b In the last school term how many times did each of the following individuals observe you teach a whole lesson? - DICECE Officer/Coach/Tayari Trainer
V748	q43c	Times peers observed you teach a whole lesson	contin	numeric	4.3c In the last school term how many times did each of the following individuals observe you teach a whole lesson? - Peers/Colleagues
V749	q43d	Times RTI staff observed you teach a whole lesson	contin	numeric	4.3d In the last school term how many times did each of the following individuals observe you teach a whole lesson? - RTI Staff
V750	q43e	Times county officials observed you teach a whole lesson	discrete	numeric	4.3e In the last school term how many times did each of the following individuals observe you teach a whole lesson? - County Govt officials (e.g. ECDE Officer)
V751	q43g	Times others observed you teach a whole lesson	discrete	numeric	4.3g In the last school term how many times did each of the following individuals observe you teach a whole lesson? - Others (specify)
V807	q43f	Times MoE officials observed you teach a whole lesson	discrete	numeric	4.3f In the last school term how many times did each of the following individuals observe you teach a whole lesson? - MoE
V752	q44	Average number of hours teacher in the ECD teach in a week	contin	numeric	4.4 On average, how many hours in a WEEK do you teach in this ECDE Center?

V753	q45	Hours in a week spend on math/numeracy in the class observed	contin	numeric	4.5 On average, how many minutes in a school WEEK do you spend in Math activities in the class you teach?
V754	q46	Hours in a week spend on language/literacy in the class observed	contin	numeric	4.6 On average, how many minutes in a school WEEK do you spend in language activities in the class you teach?
V755	q47	Hours in a week spend on social activities in the class observed	contin	numeric	4.7 On average, how many minutes in a school WEEK do you spend in social activities in the class you teach?
V756	q48	Hours in a week spend on in the life skills class observed	contin	numeric	4.8 On average, how many minutes in a school WEEK do you spend in life-skills activities in the class you teach?
V808	q48a	Minutes in a week spend on science activities in the class observed	contin	numeric	4.8a On average, how many minutes in a school WEEK do you spend in science activities in the class you teach?
V809	q48b	Minutes in a week spend on music activities in the class observed	contin	numeric	4.8b On average, how many minutes in a school WEEK do you spend in music activities in the class you teach?
V810	q48c	Minutes in a week spend on creative activities in the class observed	contin	numeric	4.8c On average, how many minutes in a school WEEK do you spend in creative activities in the class you teach?
V811	q48d	Minutes in a week spend on outdoor/physical activities in the class observed	contin	numeric	4.8d On average, how many minutes in a school WEEK do you spend in outdoor/physical activities in the class you teach?
V812	q48e	Minutes in a week spend on religious activities in the class observed	contin	numeric	4.8e On average, how many minutes in a school WEEK do you spend in religious activities in the class you teach?
V757	q49a	Do you teacher your learners: How to wash hands	discrete	numeric	4.9a How often do you reinforce/demonstrate to your learners in your class the following? - How to wash hands
V758	q49b	Do you teacher your learners: When to wash hands	discrete	numeric	4.9b How often do you reinforce/demonstrate to your learners in your class the following? - When to wash hands
V759	q49c	Do you teacher your learners: Healthy foods	discrete	numeric	4.9c How often do you reinforce/demonstrate to your learners in your class the following? - Types of healthy foods that they should eat
V760	q49d	Do you teacher your learners: Safe drinking water	discrete	numeric	4.9d How often do you reinforce/demonstrate to your learners in your class the following? - About safe drinking water
V761	q49e	Do you teacher your learners: How to play	discrete	numeric	4.9e How often do you reinforce/demonstrate to your learners in your class the following? - How to play
V762	q49f	Do you teacher your learners: How to handle food before eating	discrete	numeric	4.9f How often do you reinforce/demonstrate to your learners in your class the following? - How to handle food before eating
V763	q49g	Do you teacher your learners: How to use handkerchief	discrete	numeric	4.9g How often do you reinforce/demonstrate to your learners in your class the following? - How to use an handkerchief
V764	q49h	Do you teacher your learners: Personal hygiene/how to brush teeth	discrete	numeric	4.9h How often do you reinforce/demonstrate to your learners in your class the following? - Personal hygiene/how to brush teeth
V765	q49i	Do you teacher your learners: Personal groomigg	discrete	numeric	4.9i How often do you reinforce/demonstrate to your learners in your class the following? - Personal grooming (e.g. combing hair, being smart)
V813	q49	How do you rate the mastery of habits in Q4.9a-i	discrete	numeric	4.9a Overall, how do you rate the mastery of the above habits by learners (a-i)?

V814	q49iia	How often do you reinforce how to use toilets	discrete	numeric	4.9 Ila How often do you reinforce / demonstrate your learners in your class on toileting particularly on how to use toilets?
V815	q49iib	How often do you reinforce regulation	discrete	numeric	4.9Ilb How often do you reinforce / demonstrate your learners in your class on toileting - particularly on regulation?
V816	q49iic	How often do you reinforce managing special needs and delayed toileting	discrete	numeric	4.9 Ilc How often do you reinforce / demonstrate your learners in your class on toileting particularly on managing special needs and delayed toileting?
V766	q410	Main language used to teach learners	discrete	numeric	4.10 What is the main language that you use to teach learners in your class?
V767	q411a	Number of math/numeracy textbooks	contin	numeric	4.11a PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Math activities
V768	q411b	Number of language/literacy textbooks	contin	numeric	4.11b PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Language activities
V769	q411d	Number of life skills textbooks	contin	numeric	4.11c PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Life-skills activities
V770	q411e	Number of social activities textbooks	contin	numeric	4.11e PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Social activities
V817	q411f	Number of science activities textbooks	contin	numeric	4.11f PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Science activities
V818	q411g	Number of music activities textbooks	contin	numeric	4.11g PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Music activities
V819	q411h	Number of creative activities textbooks	contin	numeric	4.11g PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Creative activities
V771	q412a	Teacher has a Math/Numeracy textbook	discrete	numeric	4.12.1a Do you have the main textbook used for Math activities
V772	q412at	Title of Math/Numeracy textbook used by teacher	discrete	character	4.12.2a Write the title of the main Math textbook used
V773	q413a	How frequently teachers uses Math/Numeracy textbook	discrete	numeric	4.13a How often do you use the textbook mentioned in Q4.12.2a (math) during the math lessons?
V774	q414a	How useful is the Math/Numeracy textbook	discrete	numeric	4.14a How helpful do you find this maths textbook?
V775	q415a	Do you have teachers guide for Math/Numeracy textbook	discrete	numeric	4.15a Do you have the teacher's guide for the math/numeracy textbook mentioned?
V776	q416a	How useful is the Math/Numeracy teachers guide	discrete	numeric	4.16a How helpful do you find the mathematics/numeracy guide/handbook?
V777	q417a	Math/Numeracy scheme of work	discrete	numeric	4.17a Please show me the scheme of work for this activity area [math/numeracy]
V778	q418a	Math/Numeracy lesson plan	discrete	numeric	4.18a Please show me the lesson plan for this activity area [Math/numeracy]
V779	q412b	Teacher has a Language/Literacy textbook	discrete	numeric	4.12.1b Do you have the main textbook used for Language activities
V780	q412bt	Title of Language/Literacy textbook used by teacher	discrete	character	4.12.2b Write the title of the main textbook used for language:

V781	q413b	How frequently teachers uses Language/Literacy textbook	discrete	numeric	4.13b How often do you use the textbook mentioned for language during the lessons?
V782	q414b	How useful is the Language/Literacy textbook	discrete	numeric	4.14b How helpful do you find this language textbook?
V783	q415b	Do you have teachers guide for Language/Literacy textbook	discrete	numeric	4.15b Do you have the teacher's guide for the language textbook mentioned above?
V784	q416b	How useful is the Language/Literacy teachers guide	discrete	numeric	4.16b How helpful do you find this language guide/handbook?
V785	q417b	Language/Literacy scheme of work	discrete	numeric	4.17b Please show me the scheme of work for language activities
V786	q418b	Language/Literacy lesson plan	discrete	numeric	4.18b Please show me the lesson plan for language activities
V787	q412c	Teacher has a Lifekills textbook	discrete	numeric	4.12.1c Do you have the main textbook used for Life skills activities
V788	q412ct	Tittle of Lifekills textbook used by teacher	discrete	character	4.12.2c Write the title of the main textbook used for life skills
V791	q413c	How frequently teachers uses Lifekills textbook	discrete	numeric	4.13c How often do you use the life skills textbook during the lessons?
V792	q414c	How useful is the Lifekills textbook	discrete	numeric	4.14c How helpful do you find the life skills textbook?
V793	q415c	Do you have teachers guide for Lifekills textbook	discrete	numeric	4.15c Do you have the teacher's guide for the life skills textbook above?
V794	q416c	How useful is the Lifekills teachers guide	discrete	numeric	4.16c How helpful do you find this life skills guide/handbook?
V795	q417c	Lifekills scheme of work	discrete	numeric	4.17c Please show me the scheme of work for life skills
V796	q418c	Lifekills lesson plan	discrete	numeric	4.18c Please show me the lesson plan for life skills
V789	q412d	Teacher has a Social activities textbook	discrete	numeric	4.12.1d Do you have the main textbook used for Social activities
V790	q412dt	Tittle of Social activities textbook used by teacher	discrete	character	4.12.2d Write the title of the main textbook used for social activities
V797	q413d	How frequently teachers uses Social activities textbook	discrete	numeric	4.13d How often do you use the social studies/activities textbook mentioned?
V798	q414d	How useful is the Social activities textbook	discrete	numeric	4.14d How helpful do you find this social studies textbook?
V799	q415d	Do you have teachers guide for Social activities textbook	discrete	numeric	4.15d Do you have the teacher's guide for the social studies textbook
V800	q416d	How useful is the Social activities teachers guide	discrete	numeric	4.16d How helpful do you find this social studies guide/handbook?
V801	q417d	Social activities scheme of work	discrete	numeric	4.17d Please show me the scheme of work for Social activities/studies
V802	q418d	Social activities lesson plan	discrete	numeric	4.18d Please show me the lesson plan for social activity
V820	q412e	Teacher has a science textbook	discrete	numeric	4.12.1e Do you have the main textbook used for Science activities
V821	q412et	Tittle of science textbook used by teacher	discrete	character	4.12.2e Write the title of the main textbook used for science activity
V822	q413e	How frequently teachers uses science textbook	discrete	numeric	4.13e How often do you use the science textbook mentioned in Q4.12.2e during the lessons?

V823	q414e	How useful is the science textbook	discrete	numeric	4.14e How helpful do you find the mentioned science textbook?
V824	q415e	Do you have teachers guide for science textbook	discrete	numeric	4.15e Do you have the science teacher's guide for the textbook above mentioned?
V825	q416e	How useful is the science teachers guide	discrete	numeric	4.16e How helpful do you find science guide/handbook?
V826	q417e	science scheme of work	discrete	numeric	4.17e Please show me the scheme of work for science activity
V827	q418e	science lesson plan	discrete	numeric	4.18e Please show me the lesson plan for science activity
V828	q412f	Teacher has a music textbook	discrete	numeric	4.12.1f Do you have the main textbook used for Music activities
V829	q412ft	Title of music textbook used by teacher	discrete	character	4.12.2f Write the title of the main music textbook used
V830	q413f	How frequently teachers uses math textbook	discrete	numeric	4.13f How often do you use the music textbook mentioned in Q4.12.2f during the lessons?
V831	q414f	How useful is the math textbook	discrete	numeric	4.14f How helpful do you find the mentioned music textbook?
V832	q415f	Do you have teachers guide for math textbook	discrete	numeric	4.15f Do you have the teacher's guide for the music textbook above?
V833	q416f	How useful is the math teachers guide	discrete	numeric	4.16f How helpful do you find this music guide/handbook?
V834	q417f	math scheme of work	discrete	numeric	4.17f Please show me the music activities scheme of work
V835	q418f	math lesson plan	discrete	numeric	4.18f Please show me the music lesson plan
V836	q412g	Teacher has a creative textbook	discrete	numeric	4.12.1g Do you have the main textbook used for Creative activities
V837	q412gt	Title of creative textbook used by teacher	discrete	character	4.12.2g Write the title of the main Creative activities textbook used
V838	q413g	How frequently teachers uses creative textbook	discrete	numeric	4.13g How often do you use the creative textbook mentioned in Q4.12.2g during the lessons?
V839	q414g	How useful is the creative textbook	discrete	numeric	4.14g How helpful do you find this Creative activities textbook?
V840	q415g	Do you have teachers guide for creative textbook	discrete	numeric	4.15g Do you have the teacher's guide for the creative activities textbook above?
V841	q416g	How useful is the creative teachers guide	discrete	numeric	4.16g How helpful do you find this Creatives guide/handbook?
V842	q417g	creative scheme of work	discrete	numeric	4.17g Please show me the scheme of work for this activity area
V843	q418g	creative lesson plan	discrete	numeric	4.18g Please show me the creative activities lesson plan
V844	q412h	Teacher has a religion textbook	discrete	numeric	4.12.1h Do you have the main textbook used for Religious activities
V845	q412ht	Title of religion textbook used by teacher	discrete	character	4.12.2h Write the title of the main religious textbook used
V846	q413h	How frequently teachers uses religion textbook	discrete	numeric	4.13h How often do you use the religious textbook mentioned in Q4.12.2h during the lessons?
V847	q414h	How useful is the religion textbook	discrete	numeric	4.14h How helpful do you find this religious textbook?
V848	q415h	Do you have teachers guide for religion textbook	discrete	numeric	4.15h Do you have the teacher's guide for the religious textbook above?

V849	q416h	How useful is the religion teachers guide	discrete	numeric	4.16h How helpful do you find this religious guide/handbook?
V850	q417h	religion scheme of work	discrete	numeric	4.17h Please show me the religious scheme of work
V851	q418h	religion lesson plan	discrete	numeric	4.18h Please show me the religious lesson plan
V803	q419a	Main reason why learners are absent from school	discrete	numeric	4.19 What do you think is the MAIN reason why your learners are usually absent from school?
V804	q420	Teacher was absent from school in the last school week	discrete	numeric	4.20 In the last school week, were you away, for whatever reason, for at least one day?
V805	q421	Number of lessons lost when teacher was absent	contin	numeric	4.21 How many lessons did you miss to teach while away in the last school week?
V806	q422	Number of parents teacher met to discuss education matters	contin	numeric	4.22 How many parents/guardians of the learners you teach have you met to discuss education matters in the last school term?
V852	q51	Do you assess you learners in numeracy and literacy	discrete	numeric	5.1 Do you assess your learners in math and language activities?
V853	q52a	Do you assess learners using: written assessment	discrete	numeric	5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - a) Written assessment
V854	q52ad	No. of days in a week you assess learners using: written assessment	discrete	numeric	5.2 How many days in a school week do you use the mentioned methods? - a) Written assessment
V855	q52b	Do you assess learners using: oral assessemnt	discrete	numeric	5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - b) Oral assessment
V856	q52bd	No. of days in a week you assess learners using: oral assessemnt	discrete	numeric	5.2 How many days in a school week do you use the mentioned methods? - b) Oral assessment
V857	q52c	Do you assess learners using: observation	discrete	numeric	5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - c) Observation
V858	q52cd	No. of days in a week you assess learners using: observation	discrete	numeric	5.2 How many days in a school week do you use the mentioned methods? - c) Observation
V859	q52d	Do you assess learners using: portofolio	discrete	numeric	5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - d) Portfolio
V860	q52dd	No. of days in a week you assess learners using: portofolio	discrete	numeric	5.2 How many days in a school week do you use the mentioned methods? - d) Portfolio
V861	q52e	Do you assess learners using: checking homework	discrete	numeric	5.2e What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - Checking of homework
V862	q52ed	No. of days in a week you access learners using: checking homework	discrete	numeric	5.2 How many days in a school week do you use the mentioned methods? - e) Checking of homework
V863	q52f	Do you access learners using: checking exercise books	discrete	numeric	5.2f What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - Checking exercise books
V864	q52fd	No. of days in a week you access learners using: checking exercise books	discrete	numeric	5.2f How many days in a school week do you use the mentioned methods? - Checking exercise books
V865	q52g	Do you assess learners using: others	discrete	numeric	5.2g What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - Others (specify) _____

V866	q52gd	No. of days in a week you access learners using: others	discrete	numeric	5.2gd How many days in a school week do you use the other methods?
V867	q53	How often does the teacher give homework	discrete	numeric	5.3 How often do you give homework for your learners per week?
V868	q61a	Have the following: A usable chalk board	discrete	numeric	6.1a Do you have the following facilities in the class that you teach? - A usable chalk board/white board
V869	q61b	Have the following: Chalk/other markers)	discrete	numeric	6.1b Do you have the following facilities in the class that you teach? - Chalk/other markers
V870	q61c	Have the following: A wall chart of any kind	discrete	numeric	6.1c Do you have the following facilities in the class that you teach? - A wall chart of any kind
V871	q61d	Have the following: A cupboard or locker	discrete	numeric	6.1d Do you have the following facilities in the class that you teach? - A cupboard or locker
V872	q61e	Have the following: One or more bookshelves/table	discrete	numeric	6.1e Do you have the following facilities in the class that you teach? - One or more bookshelves/table
V873	q61f	Have the following: A classroom library, book corner or book box	discrete	numeric	6.1f Do you have the following facilities in the class that you teach? - A classroom library, book corner or book box
V874	q61g	Have the following: A teacher's table	discrete	numeric	6.1g Do you have the following facilities in the class that you teach? - A teacher's table
V875	q61h	Have the following: A teachers chair	discrete	numeric	6.1h Do you have the following facilities in the class that you teach? - A teachers chair
V876	q61i	Have the following: Age appropriate furniture (chairs /benches)	discrete	numeric	6.1i Do you have the following facilities in the class that you teach? - Age appropriate chairs/benches
V877	q61j	Have the following: Age appropriate furniture (desks /tables)	discrete	numeric	6.1j Do you have the following facilities in the class that you teach? - Age appropriate desks/tables
V878	q61k	Have the following: Running water/Tippy taps/leaky tins	discrete	numeric	6.1k Do you have the following facilities in the class that you teach? - Running water
V879	q62a	Have the following: Number wall charts	discrete	numeric	6.2a Do you have the following learning and play materials for use by learners in your classroom? - Number wall charts
V880	q62b	Have the following: Letter/Alphabet/Sound wall charts	discrete	numeric	6.2b Do you have the following learning and play materials for use by learners in your classroom? - Letter/Alphabet/Sound wall charts
V881	q62c	Have the following: Colouring materials	discrete	numeric	6.2c Do you have the following learning and play materials for use by learners in your classroom? - Colouring materials (e.g. pencil colours, colour books, crayons)
V882	q62d	Have the following: Painting materials	discrete	numeric	6.2d Do you have the following learning and play materials for use by learners in your classroom? - Painting materials (e.g. Paint, Pellets, Paint powder)
V883	q62e	Have the following: Indoor play materials	discrete	numeric	6.2e Do you have the following learning and play materials for use by learners in your classroom? - Indoor play materials (e.g. Toys, blocks, etc.)
V884	q62f	Have the following: Outdoor play materials	discrete	numeric	6.2f Do you have the following learning and play materials for use by learners in your classroom? - Outdoor play materials (swings, see-saws, tyres, balls, etc.)
V885	q62g	Have the following: Real objects (Realia) like fruits	discrete	numeric	6.2g Do you have the following learning and play materials for use by learners in your classroom? - Real objects (Realia) like fruits

V886	q62h	Have the following: Flash cards	discrete	numeric	6.2h Do you have the following learning and play materials for use by learners in your classroom? - Flash cards
V887	q62i	Have the following: Cut outs	discrete	numeric	6.2i Do you have the following learning and play materials for use by learners in your classroom? - Cut outs
V888	q62j	Have the following: Manipulatives	discrete	numeric	6.2j Do you have the following learning and play materials for use by learners in your classroom? - Manipulatives (e.g. sticks, stones, soda tops, etc.)
V889	q62k	Have the following: Moulding materials	discrete	numeric	6.2k Do you have the following learning and play materials for use by learners in your classroom? - Moulding materials
V890	q62l	Have the following: Fixed play equipment	discrete	numeric	6.2l Do you have the following learning and play materials for use by learners in your classroom? - Fixed play equipment (e.g. swings, see-saws, climbing bars, etc.)
V891	q62m	Have the following: Portable/Unfixed play equipment	discrete	numeric	6.2m Do you have the following learning and play materials for use by learners in your classroom? - Portable play equipment (e.g. skipping ropes, tyres, balls, hoops, etc.)
V892	q62n	Have the following: Big books	discrete	numeric	6.2n Do you have the following learning and play materials for use by learners in your classroom? - Big books
V893	q62o	Have the following: Tippy taps/leaky tins	discrete	numeric	6.2o Do you have the following learning and play materials for use by learners in your classroom? - Tippy taps/leaky tins
V894	q63	How often are learning materials (Q6.2) are updated	discrete	numeric	6.3 On average how often do you change the learning materials mentioned in 6.2?
V895	q64a	Sitting spaces for learners	discrete	character	6.4a How many of the following do you have in your classroom or teaching area? - Seating places for learners (spaces, chairs or benches)
V896	q64b	Writing spaces for learners	discrete	character	6.4b How many of the following do you have in your classroom or teaching area? - Writing places for learners (Desks or tables)
V897	q65a	Have the following: Brooms and cleaning equipments	discrete	numeric	6.5a Do you have the following facilities in the class that you teach? - Brooms and cleaning equipment in good working condition
V898	q65b	Have the following: Waste paper basket	discrete	numeric	6.5b Do you have the following facilities in the class that you teach? - Waste paper basket
V899	q65c	Have the following: Paper recycling box	discrete	numeric	6.5c Do you have the following facilities in the class that you teach? - Paper recycling box
V900	q65d	Have the following: Board eraser	discrete	numeric	6.5d Do you have the following facilities in the class that you teach? - Board eraser
V901	q65e	Have the following: Chart on environment care	discrete	numeric	6.5e Do you have the following facilities in the class that you teach? - Charts on environment care
V902	q71	Main means of transport to school	discrete	numeric	7.1 What is your main means of transport from your residence to this school?
V903	q72	Time in means taken to get to school using means in Q7.1	contin	numeric	7.2 Using this means (in 7.1), how long does it take you to get to school? [In minutes]
V904	q73a	Do have access to Radio in the place you live	discrete	numeric	7.3a Which of the following things do you have access to in the place (home) where you stay during the school week? - Radio

V905	q73b	Do have access to TV in the place you live	discrete	numeric	7.3b Which of the following things do you have access to in the place (home) where you stay during the school week? - TV set
V906	q73c	Do have access to a video player in the place you live	discrete	numeric	7.3c Which of the following things do you have access to in the place (home) where you stay during the school week? - Video player (VCR)/DVD, etc.)
V907	q73d	Do have access to audio player in the place you live	discrete	numeric	7.3d Which of the following things do you have access to in the place (home) where you stay during the school week? - Audio player (mp3, cassette etc.)
V908	q73e	Do have access to Telephone in the place you live	discrete	numeric	7.3e Which of the following things do you have access to in the place (home) where you stay during the school week? - Telephone/mobile phone
V909	q73f	Do have access to Refrigerator in the place you live	discrete	numeric	7.3f Which of the following things do you have access to in the place (home) where you stay during the school week? - Refrigerator/freezer
V910	q73g	Do have access to car in the place you live	discrete	numeric	7.3g Which of the following things do you have access to in the place (home) where you stay during the school week? - Car
V911	q73h	Do have access to Motorcycle in the place you live	discrete	numeric	7.3h Which of the following things do you have access to in the place (home) where you stay during the school week? - Motorcycle
V912	q73i	Do have access to Bicycle in the place you live	discrete	numeric	7.3i Which of the following things do you have access to in the place (home) where you stay during the school week? - Bicycle
V913	q73j	Do have access to piped water in the place you live	discrete	numeric	7.3j Which of the following things do you have access to in the place (home) where you stay during the school week? - Piped water
V914	q73k	Do have access to Electricity in the place you live	discrete	numeric	7.3k Which of the following things do you have access to in the place (home) where you stay during the school week? - Electricity, generator, solar
V915	q73l	Do have access to Computer in the place you live	discrete	numeric	7.3l Which of the following things do you have access to in the place (home) where you stay during the school week? - Toilet in the house
V916	q73m	Do have access to Internet in the place you live	discrete	numeric	7.3m Which of the following things do you have access to in the place (home) where you stay during the school week? - Computers/laptop/tablet
V917	q73n	Do have access to Toilet in the place you live	discrete	numeric	7.3n Which of the following things do you have access to in the place (home) where you stay during the school week? - Access to internet
V918	q74	Source of lighting at home?	discrete	numeric	7.4 What is the main source of lighting by which you can read in the place (home) where you stay during the school week?

SchoolID (schid)

File: Tayari_Assessment_AllRounds

Overview

Type: Continuous	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2395.7
	Standard deviation: 868.9

Description

School identification number

Literal question

School ID

Study group (treat)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 3	
Decimals: 0	
Range: 0-4	

Round of data collection (wave)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

County - by school type (county)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 1-5	

Literal question

County ID

Date of interview (doi)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 11

Valid cases: 23775
 Minimum: NaN
 Maximum: NaN

Literal question

Date of Interview: [Month, Day, Year]

Record complete and included for analysis (complete)

File: Tayari_Assessment_AllRounds

Overview

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

Valid cases: 23775
 Invalid: 0

Pupil identifier (pupid)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-50

Valid cases: 23775
 Invalid: 0

Literal question

Learner ID

Gender of student (gender)

File: Tayari_Assessment_AllRounds

Overview

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

Valid cases: 23775
 Invalid: 0

Literal question

Learner Sex:

Child agrees to be assessed (consent)

File: Tayari_Assessment_AllRounds

Overview

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

Valid cases: 15702
 Invalid: 8073

Literal question

Hello, my name is _____. I work with _____. We are here to learn about how children, like you, learn things and if they know how to play some games. Some activities will be easy for you and others may be harder. Don't worry if you cannot do some things. We just want you to try. You can stop and take a break if you need to. Just let me know. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too. Do you have any questions? Are you ready to start?

Was the school an APBET? (apbet)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 0-1	

phase (phase)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19636
Format: numeric	Invalid: 4139
Width: 10	
Decimals: 0	
Range: 1-2	

Backward digit span: attempts both trials correct (a1_0)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-1	

Pre question

Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

Literal question

Did the pupil get any of the trials correct?

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeleo na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: 4..1 (a1_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

4...1

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendelee na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: 6..2 (a1_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

6...2

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeele na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: 3..5..6 (a1_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

3...5...6...

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeele na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: 2..8..8 (a1_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

2...8...8

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeele na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: 4..8..2..7 (a1_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

4...8...2...7

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeele na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: 1..6..4..5 (a1_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

1...6...4...5

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeele na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

Backward digit span: Early stop rule applied (a1_7)

File: Tayari_Assessment_AllRounds

Overview

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

Valid cases: 23775
Invalid: 0

Literal question

Check if stop rule was used

Interviewer instructions

Section A: Executive Functioning

1. Backward digit span

STOP RULES:

- i) End this assessment if the child errors on both trials (but if child gets one of the trials correct, continue assessment).
- ii) End this assessment if the child errors on both exercises of the same digit set (but if child gets one of a set correct, continue assessment).

TEACHING & PRACTICE TRIAL FI: Pause for a second or two between numbers e.g. 4, (pause), 1

Proceed to the next item if learner does not respond within five seconds

Say: Now we are going to play a number game. I'm going to give you a list of numbers and you are going to say them backwards. If I say 1, 2, you say 2, 1.

Sasa tunaenda kucheza mchezo mwingine wa nambari. Nitakupa orodha ya nambari kisha utazitaja nambari hizo ukirudi nyuma. Say: Now you try it. The numbers are 1, 2. Sasa utajaribu. Nambari ni 1, 2

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1. Nambari ni: 1, 2. Nikizisema nikirudi nyuma, zitakuwa 2, 1.

Let's try another one: 4, 8, 3.

Hebu jaribu na nambari zingine: 4, 8, 3.

If the child responds correctly, say: That's right! Vizuri, umepata

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4. Nambari ni: 4, 8, 3. Nikizisema nikirudi nyuma zitakuwa, 3, 8, 4.

That was fun! Let's do more: Whatever I say, you should say it backwards. Hiyo ilikuwa ya kuchangamsha! Hebu tuendeele na mchezo tukitumia nambari tofauti. Chochote nitakachosema, useme ukirudi nyuma.

How do you think crying boy/girl is feeling? (b1_1a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-9	

Pre question

Names emotion correctly (child is sad, angry, other negative emotion)

Literal question

Now let's look at this picture. Imagine this girl is a friend. How do you think s/he is feeling right now?

Sasa hebu tutazame picha hii. Fikiria kuwa huyu msichana ni rafiki yako. Unafikiria kwa sasa anahisi namna gani?

Write in child's response (b1_1b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23390
Format: character	Invalid: 0
Width: 68	

Literal question

Write in child's response:

What would you do to make him/her feel better? (b1_2a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Has one idea to make child feel better (e.g., give a

Literal question

What would you do to help her/him feel better?

Ungefanya aje kumfanya asikie vizuri?

Write in child's response (b1_2b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: character
Width: 98

Valid cases: 23521
Invalid: 0

Literal question

Write in child's response:

Is there anything else you would do? (b1_3a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Has second idea to make child feel better (e.g., give a hug, find someone to help, offer toy; help child get up)

Literal question

Prompt ONCE by saying, Is there anything else you would do?

Kuna jambo lingine ungefanya?

Write in child's response (b1_3b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: character
Width: 92

Valid cases: 23200
Invalid: 0

Literal question

Write in child's response (if applicable):

What makes you feel sad? (b2_1a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Names at least one reason for feeling sad (e.g., loses toy; gets hurt; fight with other child)

Literal question

Now I'm going to ask you another question. Please tell me what makes you feel sad or want to cry?

Sasa nitakuuliza swali lingine. Tafadhali nieleze kinachoweza kukufanya usikitike au ujihisi kulia.

Write in child's response (b2_1b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: character
Width: 105

Valid cases: 23509

Literal question

Write in response:

Things that make you feel happy (b2_2a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Names at least one reason for feeling happy (e.g., allowed to go out and play; going on a trip; favourite food for supper)

Literal question

Now tell me what kinds of things make you feel happy? Sasa niambie vitu vinavyoweza kukufurahisha.

Write in child's response (b2_2b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: character
Width: 104

Valid cases: 23416

Literal question

Write in response:

Which of these pictures rhyme with look (c1_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Turn to page 3 of the stimuli pack

Literal question

Point to each picture as you say its name Shoe, road, book, mouth Which one of these pictures' names rhymes with "Look"?

Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "look"?

Interviewer instructions

Section C: Language

1. Rhyme

Now, let's play a listening game. I want you to tell me words that rhyme with each other, for example the word "cat" rhymes with the word "mat".

Sasa, hebu tucheze mchezo wa kusikiliza. Ningetaka uniambie maneno yanayofanana, kwa mfano, neno "cat" lina fanana (matamshi sawa) na neno "mat".

Listen to these words. Sikiza maneno haya Lion, food, leg. Which one of these rhymes with the word "mood"?

Kati ya maneno niliyotaja, ni neno gani lina fanana (matamshi sawa) na neno, "mood"?

If the child gives a correct response, say

That's right, "food" rhymes with the word "mood".

Vizuri. Neno "food" lina fanana (matamshi sawa) na neno "mood"

If the child gives an incorrect response, say "Food" rhymes with "mood".
Neno "Food" lina fanana (matamshi sawa) na neno "mood".

Which one of these rhymes with three? (c1_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Turn to page 4 of the stimuli pack

Literal question

Point to each picture as you say its name House, Bee, Nine, Stone. Which one here rhymes with "Three"?
Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "three"?

Which one of these rhymes with joy? (c1_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Pre question

Turn to page 5 of the stimuli pack

Literal question

Point to each picture as you say its name Leaf, Toe, Boy, Sun. Which one of these pictures' names rhymes with "Joy"?
 Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "joy"?

Which one of these rhymes with wish? (c1_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Pre question

Turn to page 6 of the stimuli pack

Literal question

Point to each picture as you say its name Fish, Star, Run, Boat Which one of these pictures' names rhymes with "Wish"?
 Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "wish"?

Which one of these rhymes with baba? (c1_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Pre question

Turn to page 7 of the stimuli pack

Literal question

Point to each picture as you say its name Saba, Hema, Pua, Sabuni. Which one of these pictures' names rhymes with "Baba"?
 Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "baba"?

Which one of these rhymes with kaka? (c1_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 15702
 Invalid: 8073

Pre question

Turn to page 8 of the stimuli pack

Literal question

Point to each picture as you say its name Gari, Mtoto, Kalamu, Kuku

Which one of these pictures rhymes with huku? Ni picha gani kati ya hizi ambayo jina lake linafanana na neno "huku"?

Which one of these rhymes with kaka? (c1_7)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Pre question

Turn to page 9 of the stimuli pack

Literal question

Point to each picture as you say its name Gari, Mtoto, Kalamu, Kuku Which one of these pictures' names rhymes with "huku"?

Ni picha gani kati ya hizi ambayo jina lake lina fanana (matamshi sawa) na neno "huku"?

Post question

Kuku

Which one of these rhymes with huku? (c1_8)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 8073
Invalid: 15702

Pre question

Turn to page 9 of the stimuli pack

Literal question

Point to each picture as you say its name Gari, Mtoto, Kalamu, Kuku Which one of these pictures rhymes with huku?

Ni picha gani kati ya hizi ambayo jina lake linafanana na neno "huku"?

Time left after attempt (c2_time)

File: Tayari_Assessment_AllRounds

Overview

Type: Continuous
Format: numeric
Width: 8
Decimals: 0
Range: 2694-2997

Valid cases: 3931
Invalid: 19844
Minimum: 2694
Maximum: 2997
Mean: 2949.2
Standard deviation: 32.5

Number of letters attempted - stop rule applied (c2_att)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 5-20

Valid cases: 3931
 Invalid: 19844

Pre question

2. Letter Name Knowledge

Interviewer instructions

2. Letter Name Knowledge

Stimuli & Materials: Refer to page 10 in the stimuli pack. You will also need a blank sheet of paper. If the child gets stuck for more than 5 seconds, point to the next letter and say: Let's try this one. Hebu tujaribu hii.

STOP RULES: Five letters consecutively incorrect We will play an alphabet letter game now. Sasa tutacheza mchezo wa herufi.

Place the Letters Sheet in front of the child. Using another sheet of paper, cover the right column. Here are some letters. I will point to the letters and I want you to tell me the name of the letters.

Hapa kuna baadhi ya herufi. Nitakuonyesha herufi kisha utatamka jina ya herufi hiyo

Start with pointing at the first letter in the left column. When the child finishes the last letter in the left column, cover the left column and point to the first letter in the right column.

To start the exercise, say: What letter is this? Hii ni herufi gani?

Continue pointing at each letter down the column.

Pupil correctly names letter m (c2_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - m?

Pupil correctly names letter a (c2_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - a?

Pupil correctly names letter u (c2_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - u?

Pupil correctly names letter k (c2_4) File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - k?

Pupil correctly names letter t (c2_5) File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - t?

Pupil correctly names letter l (c2_6) File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - l?

Pupil correctly names letter n (c2_7) File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - n?

Pupil correctly names letter o (c2_8)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

What letter is this - o?

Pupil correctly names letter w (c2_9)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

What letter is this -w?

Pupil correctly names letter e (c2_10)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

What letter is this - e?

Pupil correctly names letter i (c2_11)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

What letter is this - i?

Pupil correctly names letter h (c2_12)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - h?

Pupil correctly names letter s (c2_13)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - s?

Pupil correctly names letter b (c2_14)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - b?

Pupil correctly names letter y (c2_15)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - y?

Pupil correctly names letter z (c2_16)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - z?

Pupil correctly names letter g (c2_17)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - g?

Pupil correctly names letter d (c2_18)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - d?

Pupil correctly names letter j (c2_19)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - j?

Pupil correctly names letter r (c2_20)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What letter is this - r?

Time left after attempt (c3_time)

File: Tayari_Assessment_AllRounds

Overview

Type: Continuous	Valid cases: 3931
Format: numeric	Invalid: 19844
Width: 8	Minimum: 1899
Decimals: 0	Maximum: 2997
Range: 1899-2997	Mean: 2968.3
	Standard deviation: 25.1

Number of letters attempted - stop rule applied (c3_att)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 3931
Format: numeric	Invalid: 19844
Width: 8	
Decimals: 0	
Range: 5-10	

Interviewer instructions

3. Sound Knowledge

Stimuli: Refer to page 11 in the stimuli pack

If the child gets stuck for more than 5 seconds, point to the next syllable and say: Let's try this one. Hebu tujaribu hii.

STOP RULES: Five letters consecutively incorrect Now we will play a sound game. Sasa tutacheza mchezo wa sauti

Place the syllable Sheet in front of the child. Here are some syllables. I will point to the syllables and I want you to tell me the sounds. Hapa kuna silabi.

Nitagusa kila silabi kisha utaniambia sauti ya yake.

Start with pointing at the first syllable in the row. To start the exercise, say: What sound does this syllable make? Je, silabi hii inatoa sauti gani?

Continue pointing at each syllable along the row.

Pupil correctly names sound ii (c3_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

What sound does this syllable make - ii?

Pupil correctly names sound ha (c3_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - ha?

Pupil correctly names sound so (c3_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - so?

Pupil correctly names sound be (c3_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - be?

Pupil correctly names sound ya (c3_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - ya?

Pupil correctly names sound zi (c3_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - zi?

Pupil correctly names sound gu (c3_7)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - gu?

Pupil correctly names sound da (c3_8)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - da?

Pupil correctly names sound jo (c3_9)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - jo?

Pupil correctly names sound re (c3_10)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

What sound does this syllable make - re?

Pupil correctly names sound 'i' (c3a_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 7705
Invalid: 16070

Literal question

What sound does this syllable make - i?

Pupil correctly names sound 'h' (c3a_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 7705
Invalid: 16070

Literal question

What sound does this syllable make - h?

Pupil correctly names sound 's' (c3a_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 7705
Invalid: 16070

Literal question

What sound does this syllable make - s?

Pupil correctly names sound 'b' (c3a_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 7705
Invalid: 16070

Literal question

What sound does this syllable make - b?

Pupil correctly names sound 'y' (c3a_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 7705
 Invalid: 16070

Literal question

What sound does this syllable make - 'y'?

Pupil correctly names sound 'z' (c3a_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 7705
 Invalid: 16070

Literal question

What sound does this syllable make - 'z'?

Pupil correctly names sound 'g' (c3a_7)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 7705
 Invalid: 16070

Literal question

What sound does this syllable make - 'g'?

Pupil correctly names sound 'd' (c3a_8)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 7705
 Invalid: 16070

Literal question

What sound does this syllable make - 'd'?

Pupil correctly names sound 'j' (c3a_9)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 7705
 Invalid: 16070

Literal question

What sound does this syllable make - 'j'?

Pupil correctly names sound 'r' (c3a_10)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 7705
 Invalid: 16070

Literal question

What sound does this syllable make - 'r'?

the word hat begins with what sound? (c4_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

The word "hat" begins with what sound? "hat" Sauti ya kwanza ya neno "hat" ni gani? "hat"

Interviewer instructions

4. Initial Sound Identification

Now we will play a listening game. I want you to tell me the beginning sound of each word. For example, in the word "pot", the first sound is "/p/". I will say each word two times. Listen to the word then tell me the very first sound in that word.

Sasa, tutacheza mchezo wa kusikiliza. Ningetaka uniambie sauti ya kwanza katika kila neno. Kwa mfano katika neno "pot", sauti ya kwanza ni "/p/". Nitalitaja kila neno mara mbili. Sikiliza kwa makini kisha uniambie sauti ya kwanza katika neno hilo. Let's practice. The word mouse begins with what sound? "Mouse? Hebu tufanye pamoja. Je, sauti ya kwanza katika neno Mouse ni gani? "Mouse"? If the child responds correctly, say:

Very good, the first sound in "mouse" is /m/

Vyema sana, sauti ya kwanza ya neno "Mouse" ni /m/.

If the child does not respond correctly, say: Listen again: "mouse". The first sound in "mouse" is /m/. Sikiliza tena: "mouse". Sauti ya kwanza katika neno "mouse" ni /m/.

Now let's try another one: The word "day" begins with what sound? "Day" Sasa, hebu tutajaribu tukitumia neno lingine. Sauti ya kwanza ya neno "day" ni gani? "day"

If the child responds correctly, say: Very good, the first sound in "day" is /d/ Vizuri sana, sauti ya kwanza ya neno "day" ni /d/ If the child does not respond correctly, say: Listen again: "day". The first sound in "day" is /d/. Sikiliza tena: "day". Sauti ya kwanza katika neno "day" ni /d/.

the word man begins with what sound? (c4_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

The word "man" begins with what sound? "man" Sauti ya kwanza ya neno "man" ni gani? "man"

the word rain begins with what sound? (c4_3)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

The word "rain" begins with what sound? "rain" Sauti ya kwanza ya neno "rain" ni gani? "rain"

the word sat begins with what sound? (c4_4)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

The word "sat" begins with what sound? "sat" Sauti ya kwanza ya neno "sat" ni gani? "sat"

the word bag begins with what sound? (c4_5)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

The word "bag" begins with what sound? "bag" Sauti ya kwanza ya neno "bag" ni gani? "bag"

the word tai begins with what sound? (c4_6)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

The word "Tai" begins with what sound? "Tai" Sauti ya kwanza ya neno "tai" ni gani? "tai"

the word nuru begins with what sound? (c4_7)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

The word "Nuru" begins with what sound? "Nuru" Sauti ya kwanza ya neno "nuru" ni gani? "nuru"

the word uso begins with what sound? (c4_8)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

The word "Uso" begins with what sound? "Uso"
Sauti ya kwanza ya neno "uso" ni gani? "uso"

the word leso begins with what sound? (c4_9)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

The word "Leso" begins with what sound? "Leso"

Sauti ya kwanza ya neno "leso" ni gani? "leso"

the word pua begins with what sound? (c4_10)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

The word "Pua" begins with what sound? "Pua"

Sauti ya kwanza ya neno "pua" ni gani? "pua"

Who stole the cat's hat? (c5_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Who stole the cat's hat?
Ni nani aliyeba kofia ya paka?

Interviewer instructions

5. Listening Comprehension Story

Other Notes: Each question may be repeated ONCE if needed. Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?

Sasa nitakusimulia hadithi tamu. Baada ya kukusimulia, nitakuuliza maswali. Usikilize kwa maakini. Sawa?

The Mouse and the Cat

Once upon a time there was a fat cat. He always wore a red cap. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse cried to the cat, "Please don't eat me cat. If you spare my life I will return your hat." So, after getting back his hat the cat said, "Never touch my hat again" and he went back to sleep in a happy mood.

Paka na panya

Hapo zamani za kale kulikuwa na paka mnono. Alikuwa anavalia kofia nyekundu kila wakati. Wakati mmoja alipokuwa amelala, panya mdogo alinyemelea na kuiba ile kofia. Paka alipoamka alipata kofia yake haipo, akakasirika sana kisha akaanza kumfukuza yule panya. Baada ya muda mfupi, panya alinaswa chini ya meza na akakosa njia yoyote ya kutoroka. Kisha panya akamlilia paka, "Tafadhali usinile paka. Kwani usiponila nitairudisha kofia yako." Baada ya kurudishiwa kofia yake paka akasema, "Usijaribu tena kuguza kofia yangu." Kisha paka akarudi kulala akiwa amefurahi sana.

Now I am going to ask you some questions about the story.
Sasa nitakuuliza maswali kuhusu hadithi tuliyouyosoma. Ask each question slowly and clearly.

Ask each question slowly and clearly.

What was the color of the hat? (c5_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

What was the color of the hat?
Kofia ya paka ilikuwa ya rangi gani?

Why was the cat chasing the mouse? (c5_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Why was the cat chasing the mouse?
Kwa nini paka alikuwa akimfukuza panya?

Where did the cat trap the mouse? (c5_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Where did the cat trap the mouse?
Paka alimnasa panya akiwa wapi?

Why did the cat decide not to eat the mouse (c5_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 19841
Invalid: 3934

Literal question

Why did the cat decide not to eat the mouse?
Kwa nini paka aliamua kuwa hata mla panya?

Can you point to all items that look like a circle? (d1_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Can you point to all items that look like a circle?
Unaweza kunionyesha vitu vyote ambavyo vinakaa kama mviringo?

Interviewer instructions

Section D: Numeracy

1. Shape Naming

Stimuli: Refer to page 12 in the stimuli pack. Show the child the shapes and say: Let's look at these shapes. Hebu tuangaliye hizi umbo.

Instructions : Correct answer should be indicated for each item

Can you point to all items that look like a triangle? (d1_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

Can you point to all items that look like a triangle?
Unaweza kunionyesha vitu vyote ambavyo vinakaa kama pembe tatu?

Can you point to all items that look like a square? (d1_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

Can you point to all items that look like a square?
Unaweza kunionyesha vitu vyote ambavyo vinakaa kama mraba?

Time left after attempt (d2_time)

File: Tayari_Assessment_AllRounds

Overview

Type: Continuous	Valid cases: 3924
Format: numeric	Invalid: 19851
Width: 8	Minimum: 2748
Decimals: 0	Maximum: 2998
Range: 2748-2998	Mean: 2969.9
	Standard deviation: 17.8

Number of letters attempted - stop rule applied (d2_att)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 3924
Format: numeric	Invalid: 19851
Width: 8	
Decimals: 0	
Range: 5-10	

Interviewer instructions

2. Number Identification

Stimuli & Materials: Refer to page 13 in the stimuli pack. You will also need a blank sheet of paper

If the child gets stuck for more than 5 seconds, point to the next number and say: Let's try this one. Hebu tujaribu hii.

STOP RULES: Five numbers consecutively incorrect

Place the Numbers Sheet in front of the child and Say:

Here are some numbers. I will point to a number and I want you to tell me the number. It's OK if you don't know all of them. Hapa kuna baadhi ya nambari. Nitaonyesha nambari nawe utataja nambari hiyo. Ni sawa hata ukishindwa kuzitambua nambari zote.

Point to the first number and ask the child: What number is this? Hii ni nambari gani?

Continue pointing at each number down the column.

Pupil able to correctly name the number 13 (d2_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 13?

Pupil able to correctly name the number 11 (d2_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 11?

Pupil able to correctly name the number 14 (d2_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 14?

Pupil able to correctly name the number 12 (d2_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 12?

Pupil able to correctly name the number 18 (d2_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 18?

Pupil able to correctly name the number 17 (d2_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 17?

Pupil able to correctly name the number 15 (d2_7)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Interviewer instructions

What number is this 15?

Pupil able to correctly name the number 19 (d2_8)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Interviewer instructions

What number is this 19?

Pupil able to correctly name the number 20 (d2_9)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Interviewer instructions

What number is this 20?

Pupil able to correctly name the number 16 (d2_10)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Interviewer instructions

What number is this 16?

Pupil gives 6 bottle tops out of 20 (d3_1)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

Arrange 20 bottle tops randomly in front of the child. Say: Now, please give me six bottle tops.

Tafadhali nipe vifuniko sita.

Interviewer instructions

3. Producing a set

Materials: 20 bottle tops. Arrange 20 bottle tops randomly in front of the child.

Pupil gives fourteen bottle tops out of 20 (d3_2)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

Rearrange the 20 bottle tops randomly again in front of the child. Say: Now, please give me fourteen bottle tops.

Tafadhali nipe vifuniko kumi na nne.

Pupil identifies the bigger number: 3 or 5 (d4_1)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

Slightly emphasize the word bigger.

Now I'll ask you a few questions about numbers. Which number is bigger, 3 or 5?

Sasa nitakuuliza maswali machache kuhusu nambari. Ni nambari gani -kubwa kuliko nyingine? 3 au 5?

Interviewer instructions

4. Quantity discrimination

I am going to ask you a question about numbers. Listen very carefully to the question. Nitakuuliza swali kuhusu nambari. Sikiliza swali kwa makini.

Pupil identifies the bigger number: 8 or 6 (d4_2)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

Slightly emphasize the word bigger. Which number is bigger, 8 or 6?
 Ni nambari gani kubwa kuliko nyingine? 8 au 6?

Pupil identifies the smaller number: 4 or 7 (d4_3)
 File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 23775
 Invalid: 0

Literal question

Slightly emphasize the word smaller.

Which number is smaller, 4 or 7?

Ni nambari gani ndogo kuliko nyingine? 4 au 7?

Given 3 bottles and 4 more, how many are they (d5_1a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 33
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

If Jane has three bottle tops ... Kama Jane ana vifuniko vitatu... And she is given four more bottle tops ... Na aongezwe vifuniko vinne... How many bottle tops will Jane have altogether? Jane atakuwa na vifuniko vingapi kwa jumla?

Interviewer instructions

5. Addition & Subtraction

Materials: 10 bottle tops Say to the child as you show them the bottle tops: I have some bottle tops you can use the bottle tops to help you if you want to, but you don't have to. (Hapa kuna vifuniko. unaweza tumia vifuniko ambavyo vitakusaidia kujibu. Lakini si lazima utumie)

Other Notes: If child counts ("one, two, three, four, five") ask again, How many will you have altogether? Utakuwa na ngapi kwa pamoja? If child shows quantity on fingers, ask Can you say it? Unaweza itaja?

Strategy used to solve 5.1a (d5_1b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 0-9

Valid cases: 23762
Invalid: 13

Literal question

Strategy (indicate how child solved the problem based on your observation)

Given 8 bottles and 5 taken away, how many are they (d5_2a)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 33
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

If the child used the bottle tops for the previous question, replace ten bottle tops to the side of the child on the table. Let's play another one now.

Again, you can use the bottle tops to help you if you want to, but you don't have to. Listen very carefully to the question.

Tucheze mchezo mwingine sasa. Tena unaweza tumia vifuniko ambavyo vitakusaidia kujibu. Lakini si lazima utumie.

Sikiliza swali kwa makini. If Jane has eight bottle tops ... kama Jane ana vifuniko vinane... And I take five bottle tops ... Na nichukue vifuniko vitano How many bottle tops will Jane be left with? Jane atawachwa na vifuniko vingapi ?

Strategy used to solve 5.2a (d5_2b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23762
Format: numeric	Invalid: 13
Width: 20	
Decimals: 0	
Range: 0-9	

Literal question

Strategy (indicate how child solved the problem based on your observation)

Mental addition - child able to add without use of objects (d6_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 33	
Decimals: 0	
Range: 0-9	

Literal question

If you have one colour pencil... Ikiwa una colour pencil moja... And I give you one more colour pencils, how many will you have altogether? Halafu nikupatie colour pencil moja zaidi, utakuwa na colour pencils ngapi zote pamoja?

Interviewer instructions

6. Mental Addition and subtraction

Now we are going to play another number game. I will ask you a question and you will answer me without counting your fingers or bottle tops. Sasa tutacheza mwingine wa nambari. Nitakuuliza swali na utanijibu bila kuhesabu kwa vidole ama vifuniko. The learner should not use any materials for counting

Mental addition - two colour pencil plus one colour pencil (d6_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 13	
Decimals: 0	
Range: 0-9	

Literal question

If you have two colour pencils... Ikiwa una colour pencils mbili... And I give you one more colour pencil, how many will you have altogether? Halafu nikupatie colour pencil moja zaidi, utakuwa na colour pencils ngapi kwa jumla?

Mental addition - two colour pencil plus two colour pencil (d6_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 13	
Decimals: 0	
Range: 0-9	

Literal question

If you have two colour pencils... Ikiwa una colour pencils mbili... And I give you two more colour pencils, how many will you have altogether? Halafu nikupatie colour pencils mbili zaidi, utakuwa na colour pencils ngapi kwa jumla?

Mental addition - two colour pencil plus three colour pencil (d6_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 13	
Decimals: 0	
Range: 0-9	

Literal question

If you have two colour pencils... Ikiwa una colour pencils mbili... And I give you three more colour pencils, how many will you have altogether? Halafu nikupatie colour pencils tatu zaidi, utakuwa na colour pencils ngapi kwa jumla?

Mental addition - three oranges plus four oranges (d6_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 13	
Decimals: 0	
Range: 0-9	

Literal question

If you have three oranges...
Ikiwa una machungwa matatu... And I give you four more oranges, how many will you have altogether? Halafu nikupatie machungwa manne zaidi, utakuwa na machungwa mangapi kwa jumla?

Mental addition - two oranges take away one orange (d6_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 13	
Decimals: 0	
Range: 0-9	

Literal question

If you have two oranges... Ikiwa una machungwa mawili... And I take away one orange, how many will you have left? Halafu nichukuwe chungwa moja utakuwa na machungwa mangapi?

Orders a picture of dogs from big to small (d7_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

Refer to page 14 of the stimuli pack Show the child the pictures and say: Here are three dogs, I'm going to point to them from the biggest to the smallest (assessor points in this order). Hapa kuna mbwa watatu.

Nitaonyesha mbwa hao nikianza na mbwa aliyemkubwa hadi aliye mdogo (assessor points in this order).

Now can you do that? Je, unaweza kufanya hivyo?

Interviewer instructions

7. Measurement Vocabulary

Stimuli: Refer to page 14-16 of the stimuli pack, show the child the pictures and say: I'm going to show you some pictures and ask you some questions. Nitakuonyesha picha kisha nikuulize maswali.

Orders a picture of chicken from big to small (d7_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Show the child the pictures and say: Here are some chickens. Hapa kuna kuku. Can you point to them from the biggest to the smallest? Je, unaweza kuonyesha kuku hawa ukianza na kuku aliye mkubwa hadi aliye mdogo?

Interviewer instructions

Refer to page 15 of the stimuli pack

Orders a picture of cars from small to large (d7_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Show the child the pictures and say: Here are some cars. Hapa kuna gari. Can you point to them from the smallest to the biggest? Je, unaweza kunionyesha gari ukianza na gari iliyo ndogo hadi ile kubwa?

Interviewer instructions

Refer to page 16 of the stimuli pack

Before which activities does the pupil wash hands (d8_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-9

Valid cases: 23775
Invalid: 0

Literal question

Please tell me, before which activities do you wash your hands?

Tafadhali nieleze, wewe huosha mikono yako kabla ya kufanya nini? [Learner answers: Before eating, before preparing food, take medicine]

Interviewer instructions

8. Hygiene and Sanitation
 Now I have some questions about hygiene.
 Sasa nitakuuliza maswali kuhusu usafi.

After which activities does the pupil wash hands (d8_2)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 23775
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

Please tell me, after which activities do you wash your hands? Tafadhali nieleze, wewe huosha mikono yako baada ya kufanya nini? [After visiting toilet, blow their nose; cough or sneeze into their hands; play outdoors; or play with pets or animals]

What will happen if you do not wash hands (d8_3)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

What could happen to you if you do not wash your hands often? Ni nini kinaweza tendeka usipoosha mikono yako mara kwa mara? [Learner answers: Fall ill, and may mention specific illnesses such as stomach ache, diarrhoea, dysentery, typhoid]

Child arranges picture of hand washing in the right order (d8_4)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete	Valid cases: 19841
Format: numeric	Invalid: 3934
Width: 15	
Decimals: 0	
Range: 0-9	

Literal question

Please arrange these pictures according to the steps for proper handwashing. Tafadhali panga picha hizi kulingana na hatua unazopaswa kufuata unapoosha mikono.

Interviewer instructions

Refer to stimuli pack page 17 Show the learner the pictures and say: Now I am going to ask you some questions about these pictures. Sasa nitakuuliza maswali kuhusu picha hizi.

What would happen if child takes dirty water - picture aided (d8_5)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 19841
 Invalid: 3934

Literal question

What could happen to the child in the picture as a result of drinking contaminated water?
 Ni nini kinachoweza kutendeka kwa mtoto aliye katika hii picha kwa sababu ya kunywa maji machafu?

[Learner answers: They could fall ill, and may mention specific illnesses such as stomach ache, diarrhea, dysentery, typhoid]

Interviewer instructions

Refer to stimuli pack page 18 Show the learner the picture and say: Now I am going to ask you some questions about this picture. Sasa nitakuuliza maswali kuhusu picha hii.

How do you make water safe for drinking (d8_6)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 19841
 Invalid: 3934

Literal question

How do you make water safe for drinking?

Ni njia ipi unayoweza kufanya maji yawe safi ya kunywa?

[Learner answers: Boil, use water guard, disinfectant filter or any other appropriate method]

Child identifies the last step in handwashing (d8_4b)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 15702
 Invalid: 8073

Student correctly shows the healthy food (d9_1)

File: Tayari_Assessment_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-9

Valid cases: 3934
 Invalid: 19841

Literal question

Put your finger on the food which you consider healthy? Nionyeshe chakula ambacho wewe unafikiria nicha afya? [Student should pick 1 correct food]

Interviewer instructions

9. Healthy food

Refer to stimuli pack page 17.. Show the learner the picture and say: Now I am going to ask you some questions about these pictures. Sasa nitakuuliza maswali kuhusu picha hizi.

SchoolID (schid)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2354.9
	Standard deviation: 861.8

Literal question

School ID

Study group (treat)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 0-3	

Literal question

N/A

Round of data collection (wave)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

Literal question

N/A

County - by school type (county)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 1-5	

Literal question

County ID

Interviewer instructions

County ID

Date of interview (doi)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: character	Minimum: NaN
Width: 11	Maximum: NaN

Literal question

1.1 Date of Interview:

Interviewer instructions

1.1 Date of Interview:

Position in the school (q33)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 19	
Decimals: 0	
Range: 1-3	

Literal question

3.3 What is your position in the school?

Interviewer instructions

I would like to ask you some questions related to (NAME OF SCHOOL). But before I do that, could you tell me a little bit about yourself and the position you hold in this school?

Complete years actively been a teacher (q34)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 11	
Decimals: 0	
Range: 0-96	

Literal question

3.4 In total, how many complete years have you actively been a teacher?

Interviewer instructions

FI: CODE 0 IF TEACHER HAS ACTIVELY TAUGHT FOR LESS THAN A YEAR

Years worked in current ECDE center (q35)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 0	Maximum: 38
Range: 0-38	Mean: 8.2
	Standard deviation: 6.4

Literal question

3.5 How many years have you worked in this ECDE center?

Interviewer instructions

FI: CODE 0 IF TEACHER HAS ACTIVELY TAUGHT FOR LESS THAN A YEAR

Highest level of academic qualification (q36a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 1-99

Valid cases: 1738
 Invalid: 0

Literal question

3.6 What is the highest level and grade of academic education you have attained ? - Level

Interviewer instructions

[FI : TICK ONLY ONE BOX]

Grade competed for highest academic qualification (q36b)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-96

Valid cases: 1738
 Invalid: 0

Literal question

3.6 What is the highest level and grade of academic education you have attained ? - CLASS/YEARS COMPLETED

Interviewer instructions

[FI : TICK ONLY ONE BOX]

Highest professional teacher training (q37)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-96

Valid cases: 1738
 Invalid: 0

Literal question

3.7 What is the highest level of professional teacher training you have completed?

ECD curriculum training undertaken (q38)

File: Tayari_ECDEProfile_AllRounds

Overview

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

Valid cases: 1738
 Invalid: 0

Literal question

What curriculum of ECD training did you go through?

Interviewer instructions

(FI: MULTIPLE RESPONSES ALLOWED)

Hours in a week ecd head provides instructional support (q39)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 19
Decimals: 0
Range: 0-99

Valid cases: 1738
Invalid: 0

Literal question

3.9 How many hours, per week, do you provide instructional support to your teachers?

Interviewer instructions

[FI: INDICATE 99 IF HEAD TEACHER IS THE ONLY TEACHER]

received specialized training in any area of school management in the last 12 m (q310)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1738
Invalid: 0

Literal question

3.10 Have you received specialized training in any area of school management in the last 12 months?

Length of specialized training in any area of school management training in day (q311)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 11
Decimals: 0
Range: 1-999

Valid cases: 1738
Invalid: 0

Literal question

3.11 If yes, what was the length of the training?

Supported teachers on how to teach Numeracy (q312_1)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1738
 Invalid: 0

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre? 1=Yes; 2=No - Numeracy

Interviewer instructions

[FI: INDICATE 99 IF HEAD TEACHER IS THE ONLY TEACHER]

Supported teachers on how to teach Literacy (q312_2)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1738
 Invalid: 0

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre - Literacy (English and Swahili and mother tongue)?

Interviewer instructions

[FI: INDICATE 99 IF HEAD TEACHER IS THE ONLY TEACHER]

Supported teachers on how to teach Life skills (q312_3)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1738
 Invalid: 0

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre - Life-skills?

Interviewer instructions

[FI: INDICATE 99 IF HEAD TEACHER IS THE ONLY TEACHER]

Supported teachers on how to teach social studies (q312_4)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1738
 Invalid: 0

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre - Social studies?

Interviewer instructions

[FI: INDICATE 99 IF HEAD TEACHER IS THE ONLY TEACHER]

Supported teachers on how to teach science (q312_5)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre - Science?

Supported teachers on how to teach music & movement (q312_7)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre - music and movement activities?

Supported teachers on how to teach creative (q312_8)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre - Creative activities?

Supported teachers on how to teach religious education (q312_9)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre? - Religious education?

Supported teachers on how to teach other (q312_96)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

Have you supported teachers on how to teach the following subjects in ECDE centre? - Others (Specify)?

Highest class taught in this ECDE center (q41)

File: Tayari_ECDEProfile_AllRounds

Overview

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

Valid cases: 1738
 Invalid: 0

Literal question

4.1 What is the lowest class taught in this ECDE center?

ECDE attached to a primary school (q42)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1738
 Invalid: 0

Literal question

4.2 Is this ECDE center attached to any primary school or is it a stand alone?

Year ECDE was established (q44)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1962-9998

Valid cases: 1738
 Invalid: 0

Literal question

4.4 Which year was this ECDE center established?

Interviewer instructions

[FI: PROBE TO GET INFORMATION. IF DON'T KNOW=9998]

ECDE usual school day start time (q45a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 3-1700

Valid cases: 1738
 Invalid: 0
 Minimum: 3
 Maximum: 1700
 Mean: 1176.9
 Standard deviation: 330.9

Literal question

4.5a What time does the usual school day start? [24 hours]

ECDE usual school day end time (q45b)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 3-1800

Valid cases: 1738
 Invalid: 0
 Minimum: 3
 Maximum: 1800
 Mean: 1389.7
 Standard deviation: 206

Literal question

4.5b What time does the usual school day end? [24 hours]

Main curriculum followed by the ECD (q46)

File: Tayari_ECDEProfile_AllRounds

Overview

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

Valid cases: 1738
 Invalid: 0

Literal question

4.6 Which is the MAIN curriculum followed in this ECDE center?

Interviewer instructions

[FI: PLEASE TICK ONLY ONE BOX]

Other main curriculum followed by the ECD- specified (q46_os)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 28

Valid cases: 1738
 Invalid: 0

Literal question

4.6 Which is the MAIN curriculum followed in this ECDE center? - Other (specify)

Interviewer instructions

[FI: PLEASE TICK ONLY ONE BOX]

Number of for Baby class/Junior/Day care absent for atleast one day - last schoo (q47pi)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-6

Valid cases: 1738
 Invalid: 0

Literal question

How many teachers were absent at least one day in the last school week in each of the following ECDE classes? - Baby class/Junior/Daycare

Interviewer instructions

[FI: ASK HEAD TEACHER TO CHECK RECORDS: IF NO TEACHER WAS ABSENT, ENTER "0"]

Number of for Middle class/Nursery/pp1 absent for atleast one day - last school (q47pii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-7

Valid cases: 1738
 Invalid: 0

Literal question

How many teachers were absent at least one day in the last school week in each of the following ECDE classes? - Middle class/Nursery/Pre-primary I

Interviewer instructions

[FI: ASK HEAD TEACHER TO CHECK RECORDS: IF NO TEACHER WAS ABSENT, ENTER "0"]

Number of for Preunit/PP2 absent for atleast one day - last school week (q47piii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-6

Valid cases: 1738
 Invalid: 0

Literal question

How many teachers were absent at least one day in the last school week in each of the following ECDE classes? - Pre-unit/Pre-primary II

Interviewer instructions

FI: ASK HEAD TEACHER TO CHECK RECORDS: IF NO TEACHER WAS ABSENT, ENTER "0"

Main reasons why teachers are absent (q48)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 31
 Decimals: 0
 Range: 1-8

Valid cases: 1738
 Invalid: 0

Literal question

4.8 What do you think is the MAIN reason why teachers are absent?

Interviewer instructions

FI: TICK ONE BOX ONLY

ECDE provides textbook to the learners for use (q51)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 21	
Decimals: 0	
Range: 1-3	

Literal question

5.1 Are there textbooks provided by the ECDE center for the learners to use?

Post question

[IF 3=NO, SKIP TO 5.5]

Learners allowed to take textbooks home (q52)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.2 Are learners allowed to carry the school textbooks home?

Number of Numeracy textbook for Baby class/Junior/Day care (q53ia)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 11	
Decimals: 0	
Range: 0-999	

Literal question

5.3 How many numeracy books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare

Approved proportion of Numeracy textbooks for Baby class/Junior/Day care (q53ia_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

5.3 Approved proportion of Numeracy textbooks for Baby class/Junior/Day care

Number of Literacy textbook for Baby class/Junior/Day care (q53ib)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many literacy books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare

Approved proportion of Literacy textbooks for Baby class/Junior/Day care (q53ib_app)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Literacy textbooks for Baby class/Junior/Day care

Number of Lifeskills textbook for Baby class/Junior/Day care (q53ic)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many life skills books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare

Approved proportion of Lifeskills textbooks for Baby class/Junior/Day care (q53ic_app)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Lifeskills textbooks for Baby class/Junior/Day care

Number of social studies textbook for Baby class/Junior/Day care (q53id)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many social studies books are available for each level? And what proportion of the books are approved? - Baby class/Junior/Daycare

Approved proportion of social studies textbooks for Baby class/Junior/Day care (q53id_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of social studies textbooks for Baby class/Junior/Day care

Number of Numeracy textbook for Middle class/Nursery/pp1 (q53iia)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many numeracy books are available for each level? And what proportion of the books are approved? - Middle class/Nursery/Pre-primary 1

Approved proportion of Numeracy textbooks for Middle class/Nursery/pp1 (q53iia_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Numeracy textbooks for Middle class/Nursery/pp1

Number of Literacy textbook for Middle class/Nursery/pp1 (q53iib)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many literacy books are available for each level? And what proportion of the books are approved? - Middle school/Nursery/Pre-primary 1

Approved proportion of Literacy textbooks for Middle class/Nursery/pp1 (q53iib_app)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Literacy textbooks for Middle class/Nursery/pp1

Number of Lifeskills textbook for Middle class/Nursery/pp1 (q53iic)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many life skills books are available for Middle class/Nursery/Pre-primary I?

Approved proportion of Lifeskills textbooks for Middle class/Nursery/pp1 (q53iic_app)
 File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Lifeskills textbooks for Middle class/Nursery/pp1

Number of social studies textbook for Middle class/Nursery/pp1
 (q53iid)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many social studies books are available for Middle class/Nursery/Pre-primary I?

Approved proportion of social studies textbooks for Middle
 class/Nursery/pp1 (q53iid_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of social studies textbooks for Middle class/Nursery/pp1

Number of Numeracy textbook for Preunit/PP2 (q53iiia)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many Numeracy books are available for each level - Middle class/Nursery/Pre-primary I

Approved proportion of Numeracy textbooks for Preunit/PP2
 (q53iiia_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Numeracy textbooks for Preunit/PP2

Number of Literacy textbook for Preunit/PP2 (q53iiiib)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many numeracy books are available for each level - Pre-unit/Pre-primary II?

Approved proportion of Literacy textbooks for Preunit/PP2
 (q53iiib_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Literacy textbooks for Preunit/PP2

Number of Lifeskills textbook for Preunit/PP2 (q53iiic)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many lifeskills books are available for Pre-unit/Pre-primary II?

Approved proportion of Lifeskills textbooks for Preunit/PP2
 (q53iiic_app)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of Lifeskills textbooks for Preunit/PP2

Number of social studies textbook for Preunit/PP2 (q53iiid) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-999

Valid cases: 1738
 Invalid: 0

Literal question

5.3 How many Social studies books are available for - Pre-unit/Pre-primary II ?

Approved proportion of social studies textbooks for Preunit/PP2 (q53iiid_app) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1738
 Invalid: 0

Literal question

Approved proportion of social studies textbooks for Preunit/PP2

Toilet facility used by learners (q54) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 22
 Decimals: 0
 Range: 1-7

Valid cases: 1738
 Invalid: 0

Literal question

5.4 What type of toilet facility is mainly used by learners in this ECDE center?

Post question

[FI: IF 5=TRENCH OR 6=NO TOILET FACILITY SELECTED, SKIP TO 5.9]

Interviewer instructions

[FI: PHYSICALLY OBSERVE FOR QUESTIONS 5.4-5.8B]

Toilet facilities exclusively used by the ECDE learners (q55) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.5 Are the toilet facilities used exclusively by the ECDE learners?

Toilet facilities separate for girls and boys (q56)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.6 Are there separate toilet doors for BOYS and GIRLS?

Post question

[FI: IF 2=NO, SKIP TO 5.9]

Separate blocks for girls and boys toilets (q57)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.7 Are girls' toilet doors in a different block/building from those for the boys?

Toilet facilities for boys (q58a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 0	Maximum: 34
Range: 0-34	Mean: 2.2
	Standard deviation: 2.5

Literal question

5.8a How many toilet doors are there for boys?

Toilet facilities for girls (q58b)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-38

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 38
 Mean: 2.4
 Standard deviation: 2.6

Literal question

5.8b How many toilet doors are there for girls

Main source of drinking water for learners in this school (q59)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 42
 Decimals: 0
 Range: 1-7

Valid cases: 1738
 Invalid: 0

Literal question

5.9 What is the MAIN source of water for general use in this ECDE center?

Post question

[FI: IF NO DRINKING WATER SKIP TO Q5.11]

Interviewer instructions

[FI: TICK ONLY ONE]

Drinking water enough for the learners (q510)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1738
 Invalid: 0

Literal question

5.10 Is the drinking water sufficient for the learners' daily use?

School has electricity (q511)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-3

Valid cases: 1738
 Invalid: 0

Literal question

5.11 Does this school have electricity?

Interviewer instructions

FI: PLEASE VERIFY AVAILABILITY OF ELECTRICITY IN THE ECDE CENTRE

Is the drinking water treated (q512)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.12 Is the drinking water for ECDE learners' treated at the point of use?

Interviewer instructions

FI: IF NO WATER TREATMENT SKIP TO Q5.12b

Main treatment method: boiling (q512a_1)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.12a If yes, what water treatment methods are used? - Boiling

Interviewer instructions

FI: TICK ALL THAT APPLY

Main treatment method: chlorination (q512a_2)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.12a If yes, what water treatment methods are used? - chlorination

Main treatment method: filtering (q512a_5)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.12a If yes, what water treatment methods are used? - filtering

Main treatment method: other (q512a_6)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.12a If yes, what water treatment methods are used? - Other (Specify)

q5p12a_OS (q512a_os)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1738
Format: character	Invalid: 0
Width: 68	

Literal question

5.12a If yes, what water treatment methods are used? - Other (specify)

Main reason for not treating drinking water (q512b)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 37	
Decimals: 0	
Range: 1-9	

Literal question

5.12 b. If no, what is the MAIN reason the water is not treated?

Interviewer instructions

FI: TICK ONLY ONE BOX

Other reasons: need coding (q512b_os)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1125
Format: character	Invalid: 0
Width: 82	

Literal question

5.12 b. If no, what is the MAIN reason the water is not treated? - Other (specify)

ECDE has handwashing points (q513)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

5.13 Are there any hand washing points in the school for use by the ECDE learners?

Number of functional water points (q513a) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-24

Valid cases: 1068
 Invalid: 670
 Minimum: 0
 Maximum: 24
 Mean: 2.3
 Standard deviation: 2.5

Literal question

5.13a. If yes, how many are functional?

Interviewer instructions

FI: PLEASE ENTER A NUMBER. IF NO IN PREVIOUS QUESTION, ENTER 0

Location of handwashing points: Entrance of toilets (q513b_1) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

5.13b. Where are the hand washing points located? - at the entrance of the toilets/latrines

Interviewer instructions

PLEASE TICK ALL THAT APPLY

Location of handwashing points: Entrance of classrooms (q513b_2) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

5.13b. Where are the hand washing points located? - at the entrance of the classrooms

Interviewer instructions

PLEASE TICK ALL THAT APPLY

Location of handwashing points: Near eating area (q513b_3)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.13b. Where are the hand washing points located? - near the toilet area

Interviewer instructions

PLEASE TICK ALL THAT APPLY

Location of handwashing points: Other (q513b_6)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.13b. Where are the hand washing points located? - elsewhere (specify)

ECDE had demonstration on how to wash hands (q514)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

5.14 Was there demonstration on hand washing targeting ECD learners in the last school term?

Who conducted the demonstration (q514a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 15	
Decimals: 0	
Range: 1-9	

Literal question

5.14a If yes, who conducted the demonstration?

Number of times handwashing demonstration was done (q514b)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 1-999	

Literal question

5.14b How many times was this hand washing demonstration conducted in the last school term?

School has intergrated helath register (q61)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 12	
Decimals: 0	
Range: 1-3	

Literal question

6.1 Does this school have an integrated health register?

Interviewer instructions

FI: IF "YES", ASK TO SEE THE REGISTER

Number of children filled as FIC (q61ai)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 39	
Decimals: 0	
Range: 1-9	

Literal question

6.1a. If yes, is the health register filled appropriately? FIC(Fully Immunized Child)

Interviewer instructions

FI: ASK TO SEE THE REGISTER AND CHECK THE NUMBER OF CHILDREN THE FOLLOWING CATEGORIES HAVE BEEN FILLED

Number of children filled as NF (q61aii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 39	
Decimals: 0	
Range: 1-9	

Literal question

6.1a. If yes, is the health register filled appropriately? NF (Not fully immunized)

Interviewer instructions

FI: ASK TO SEE THE REGISTER AND CHECK THE NUMBER OF CHILDREN THE FOLLOWING CATEGORIES HAVE BEEN FILLED

Number of children filled in date of Vit A suppl. (q61aiii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 39	
Decimals: 0	
Range: 1-9	

Literal question

6.1a. If yes, is the health register filled appropriately? - Date of Vitamin A Supplementation

Interviewer instructions

FI: ASK TO SEE THE REGISTER AND CHECK THE NUMBER OF CHILDREN THE FOLLOWING CATEGORIES HAVE BEEN FILLED

Number of children filled in date of demworming (q61aiv)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 39	
Decimals: 0	
Range: 1-9	

Literal question

6.1a. If yes, is the health register filled appropriately? - Date of Deworming

Interviewer instructions

FI: ASK TO SEE THE REGISTER AND CHECK THE NUMBER OF CHILDREN THE FOLLOWING CATEGORIES HAVE BEEN FILLED

Number of learners fully immunized (q62)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	Minimum: 0
Decimals: 0	Maximum: 998
Range: 0-998	Mean: 54.2
	Standard deviation: 64.1

Literal question

6.2 How many learners are fully immunized?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

ECDE had Vit. A supplementantion in the last 6 months (q63)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

6.3 In the last 6 months, has there been Vitamin A supplementation in the school?

Number of learners received Vit A suppl (q63a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 911
Format: numeric	Invalid: 827
Width: 8	Minimum: 0
Decimals: 0	Maximum: 394
Range: 0-394	Mean: 62.3
	Standard deviation: 47.9

Literal question

6.3a If yes, how many learners have received Vitamin A in the last six months in this ECDE center?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

ECDE had deworming in the last 3 months (q64)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

6.4 In the last 3 months, has there been deworming in the school?

Number of learners dewormed in the last 3 months (q64a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 702
Format: numeric	Invalid: 1036
Width: 8	Minimum: 0
Decimals: 0	Maximum: 246
Range: 0-246	Mean: 64.4
	Standard deviation: 45.3

Literal question

6.4a If yes, how many learners have been dewormed in the last 3 months in the ECDE center?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

This term there were referrals made to the health facility (q65)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

6.5 Were there any referrals from the ECDE center to the health facility during this term?

Number of referrals made to health facility this term (q65a) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-35

Valid cases: 233
 Invalid: 1505
 Minimum: 0
 Maximum: 35
 Mean: 3.2
 Standard deviation: 4.4

Literal question

6.5a If yes, how many referrals were made to health facilities from the ECDE center during the term?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

Number of parents reporting complete referral (q65b) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-14

Valid cases: 233
 Invalid: 1505

Literal question

6.5b How many parents reported that the referral was completed?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

ECDE receives health-related technical support from RTI (q66) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

6.6 Does this ECDE Center receive any health-related technical support from RTI?

How often did ECDE receive health-related technical support from RTI (q66a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 263
Format: numeric	Invalid: 1475
Width: 8	Minimum: 0
Decimals: 0	Maximum: 23
Range: 0-23	Mean: 2.4
	Standard deviation: 2.3

Literal question

6.6 a. If yes, how often was this received in the last school term?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

ECDE receives health-related technical support from CHV (q67)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

6.7 Does this ECDE Center receive any technical support from Community Health Assistants?

How often did ECDE receive health-related technical support from CHV (q67a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 789
Format: numeric	Invalid: 949
Width: 8	Minimum: 0
Decimals: 0	Maximum: 110
Range: 0-110	Mean: 2
	Standard deviation: 4.1

Literal question

6.7a. If yes, how often was this received in the last school term?

Interviewer instructions

INSERT A NUMBER. IF NONE INSERT 0

Impact of support on health issues: Learners have adopted hygiene practices (q68_1)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

6.8 What impact have you realized from the support that you get on health issues? - Learners have adopted hygiene practices

Interviewer instructions

Tick all that apply

Impact of support on health issues: Less absenteeism among learners (q68_2)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

6.8 What impact have you realized from the support that you get on health issues? - Less absenteeism among learners

Impact of support on health issues: Increased number of fully immunized learners (q68_3)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

6.8 What impact have you realized from the support that you get on health issues? - Increased number of fully immunized learners

Impact of support on health issues: No observed impact (q68_4)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1452
 Invalid: 286

Literal question

6.8 What impact have you realized from the support that you get on health issues? - No observed impact

Impact of support on health issues: Other (q68_6)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

6.8 What impact have you realized from the support that you get on health issues? - Other (specify)_____

q6p8_OS (q68_os)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 91
Format: character	
Width: 171	

Literal question

6.8 What impact have you realized from the support that you get on health issues? - Other (specify)_____

Number of streams: baby class (q71a)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 0	Maximum: 98
Range: 0-98	Mean: 1
	Standard deviation: 2.4

Literal question

7.1 How many streams are in each ECDE grade/class? (STREAMS) - Baby class/Junior/Daycare

Number of streams: middle class/PP1 (q71b)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 0	Maximum: 98
Range: 0-98	Mean: 1.1
	Standard deviation: 2.4

Literal question

7.1 How many streams are in each ECDE grade/class? (STREAMS) - Middle class/Nursery/Pre-primary I

Number of streams: preunit/PP2 (q71c)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-4

Valid cases: 1738
 Invalid: 0

Literal question

7.1 How many streams are in each ECDE grade/class? (STREAMS) - Pre-unit class/Pre-primary I

Number of boys enrolled in baby class (q72ai) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 99
 Mean: 10.4
 Standard deviation: 9.7

Literal question

7.2 How many boys are in each ECDE grade/class? (ENROLMENT) - Baby class/Junior/Daycare

Number of girls enrolled in baby class (q72aii) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 99
 Mean: 10.1
 Standard deviation: 9.3

Literal question

7.2 How many girls are in each ECDE grade/class? (ENROLMENT) - Baby class/Junior/Daycare

Number of boys enrolled in middle class/PP1 (q72bi) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 99
 Mean: 12.6
 Standard deviation: 10

Literal question

7.2 How many boys are in each ECDE grade/class? (ENROLMENT) - Middle class/Nursery/Pre-ormary 1

Number of girls enrolled in middle class/PP1 (q72bii) File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 99
 Mean: 11.7
 Standard deviation: 9.5

Literal question

7.2 How many girls are in each ECDE grade/class? (ENROLMENT) - Middle class/Nursery/Pre-primary 1

Number of boys enrolled in preunit/PP2 (q72ci)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 99
 Mean: 14.3
 Standard deviation: 11

Literal question

7.3 How many ECDE boys are present on the interview date in Baby class/Junior/Daycare?

Interviewer instructions

FI: DO HEAD COUNT

Number of girls enrolled in preunit/PP2 (q72cii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-99

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 99
 Mean: 13.4
 Standard deviation: 10.4

Literal question

7.3 How many ECDE girls are present on the interview date in Baby class/Junior/Daycare?

Interviewer instructions

FI: DO HEAD COUNT

Head count boys in baby class (q73ai)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-167

Valid cases: 1737
 Invalid: 1
 Minimum: 0
 Maximum: 167
 Mean: 9
 Standard deviation: 9.2

Literal question

7.3 How many ECDE boys are present on the interview date in Baby class/Junior/Daycare?

Interviewer instructions

Do a head count

Head count girls in baby class (q73aii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1737
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 67
Range: 0-67	Mean: 8.6
	Standard deviation: 8

Literal question

7.3 How many ECDE girls are present on the interview date in Baby class/Junior/Daycare?

Interviewer instructions

Do a head count

Head count boys in middle class/PP1 (q73bi)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1737
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 77
Range: 0-77	Mean: 11.1
	Standard deviation: 9.1

Literal question

7.3 How many ECDE boys are present on the interview date in Middle class/Nursery/Pre-primary 1?

Interviewer instructions

Do a head count

Head count girls in middle class/PP1 (q73bii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1737
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 78
Range: 0-78	Mean: 10.3
	Standard deviation: 8.5

Literal question

7.3 How many ECDE girls are present on the interview date in Middle class/Nursery/Pre-primary 1?

Interviewer instructions

Do ahead count

Head count boys in preunit/PP2 (q73ci)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-81

Valid cases: 1737
 Invalid: 1
 Minimum: 0
 Maximum: 81
 Mean: 12.8
 Standard deviation: 10.3

Literal question

7.3 How many ECDE boys are present on the interview date in Pre-unit class/Pre-primary 2?

Interviewer instructions

Do a head count

Head count girls in preunit/PP2 (q73cii)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-76

Valid cases: 1737
 Invalid: 1
 Minimum: 0
 Maximum: 76
 Mean: 12
 Standard deviation: 9.7

Literal question

7.3 How many ECDE girls are present on the interview date in Pre-unit class/Pre-primary 2?

Interviewer instructions

Do a head count

Number of teachers absent (tchabsent)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-16

Valid cases: 1738
 Invalid: 0

Literal question

N/A

Total enrolment baby class (enrol_bbc)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-198

Valid cases: 1738
 Invalid: 0
 Minimum: 0
 Maximum: 198
 Mean: 20.5
 Standard deviation: 18.4

Literal question

N/A

Total enrolment PP1 (enrol_pp1)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 198
Range: 0-198	Mean: 24.3
	Standard deviation: 19

Literal question

N/A

Total enrolment PP2 (enrol_pp2)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1738
Format: numeric	Invalid: 0
Width: 9	Minimum: 0
Decimals: 0	Maximum: 198
Range: 0-198	Mean: 27.8
	Standard deviation: 20.7

Literal question

N/A

Total headcount baby class (hdcount_bbc)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1737
Format: numeric	Invalid: 1
Width: 9	Minimum: 0
Decimals: 0	Maximum: 178
Range: 0-178	Mean: 17.7
	Standard deviation: 16.3

Literal question

N/A

Total headcount PP1 (hdcount_pp1)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1737
Format: numeric	Invalid: 1
Width: 9	Minimum: 0
Decimals: 0	Maximum: 155
Range: 0-155	Mean: 21.3
	Standard deviation: 17

Literal question

N/A

Total headcount PP2 (hdcount_pp2)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Continuous	Valid cases: 1737
Format: numeric	Invalid: 1
Width: 9	Minimum: 0
Decimals: 0	Maximum: 141
Range: 0-141	Mean: 24.8
	Standard deviation: 19.3

Literal question

N/A

Main source of water for general use in the ECDE (xq59)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1452
Format: numeric	Invalid: 286
Width: 42	
Decimals: 0	
Range: 1-7	

Literal question

N/A

Was the school an APBET? (apbet)

File: Tayari_ECDEProfile_AllRounds

Overview

Type: Discrete	Valid cases: 1156
Format: numeric	Invalid: 582
Width: 9	
Decimals: 0	
Range: 0-1	

Literal question

N/A

SchoolID (schid)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2358.9
	Standard deviation: 880.1

Literal question

1.5 School ID

Study group (treat)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 0-3	

Round of data collection (wave)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

County - by school type (county)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 1-5	

Literal question

1.3 County ID

Date of interview (doi)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: character	Minimum: NaN
Width: 11	Maximum: NaN

Literal question

1.1 Date of Interview:

Girls present in the classroom at the time of your observation (Q1)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-96

Valid cases: 1669
 Invalid: 0

Literal question

1 How many girls are present in this classroom at the time of your observation?

Interviewer instructions

General Classroom Observation:

[At the end of the observation period complete the following questions based on your general impression of the lesson]

FI: HAVE ALL THE GIRLS STAND AND COUNT THEM

Boys present in the classroom at the time of your observation (Q2)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-96

Valid cases: 1669
 Invalid: 0

Literal question

2 How many boys are present in this classroom at the time of your observation?

Interviewer instructions

FI: HAVE ALL THE BOYS STAND AND COUNT THEM

Are there learners sitting on the floor? (Q3a)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

3a Are there learners sitting on the floor?

Number of learners seated on the floor (Q3b)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 2-999

Valid cases: 1669
 Invalid: 0

Literal question

3b If yes, how many?

Interviewer instructions

FI: COUNT THE NUMBER OF LEARNERS SITTING ON THE FLOOR

Are the chairs/desks sufficient for all the learners? (Q4)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

4 Are there sufficient desks for all the learners?

How many learners are the desks designed for? (Q5)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 11
 Decimals: 0
 Range: 0-96

Valid cases: 1669
 Invalid: 0

Literal question

5 How many learners are the desks designed for?

Interviewer instructions

FI: ENTER A NUMBER; ENTER "0" IF NO DESKS

Desk or bench arrangement used in this classroom (Q6a)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-96

Valid cases: 1669
 Invalid: 0

Interviewer instructions

6a Indicate what sitting arrangement is used in this classroom.

What desk or bench arrangement is used in this classroom. Other (specify) (Q6b)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 97

Valid cases: 1669
 Invalid: 0

Interviewer instructions

6a Indicate what sitting arrangement is used in this classroom. Other (specify) _____

There is enough space in the class for the teacher to circulate freely
 (Q7)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Interviewer instructions

7 Is there enough space in the class for the teacher to circulate freely?

Number of learners with text book for Literacy (Q8)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-64

Valid cases: 1668
 Invalid: 1
 Minimum: 0
 Maximum: 64
 Mean: 0.9
 Standard deviation: 4.8

Literal question

8 Number of learners with text book for Literacy

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Number of activity books available for Literacy (Q9)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-71

Valid cases: 1669
 Invalid: 0
 Minimum: 0
 Maximum: 71
 Mean: 6.6
 Standard deviation: 11.8

Literal question

9 Number of activity books available for Literacy

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Number of learners with exercise book (Q10)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous	Valid cases: 1667
Format: numeric	Invalid: 2
Width: 8	Minimum: 0
Decimals: 0	Maximum: 69
Range: 0-69	Mean: 13.6
	Standard deviation: 14.5

Literal question

10 Number of learners with exercise book

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Number of learners with pen/ pencil/crayons? (Q11)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous	Valid cases: 1667
Format: numeric	Invalid: 2
Width: 8	Minimum: 0
Decimals: 0	Maximum: 72
Range: 0-72	Mean: 18.1
	Standard deviation: 14

Literal question

11 Number of learners with pen/ pencil/crayons

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

The number of books/booklets other than textbooks/ learners books available for (Q12)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 11	
Decimals: 0	
Range: 0-999	

Literal question

12 The number of books/booklets other than textbooks/ learners' books available for learners to read?

Interviewer instructions

[OBSERVE THE CLASSROOM AND RECORD]:

The number of magazines available for learners to read (Q13)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-50

Valid cases: 1668
 Invalid: 1
 Minimum: 0
 Maximum: 50
 Mean: 0.3
 Standard deviation: 2.3

Literal question

13 The number of magazines available for learners to read?

Interviewer instructions

[OBSERVE THE CLASSROOM AND RECORD]:

Does the classroom have: A usable blackboard/white board (Q14_1)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

Does the classroom have the following materials? A usable blackboard/white board

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: Chalk/other markers (Q14_2)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

Does the classroom have the following materials? Chalk/other markers

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: A wall chart of any kind (Q14_3)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

Does the classroom have the following materials? A wall chart of any kind

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: A cupboard or locker (Q14_4)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Does the classroom have the following materials? A cupboard or locker

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: One or more bookshelves (Q14_5)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Does the classroom have the following materials? One or more bookshelves

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: A classroom library, book corner or book box (Q14_6)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Does the classroom have the following materials? A classroom library, book corner or book box

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: A teacher's table (Q14_7)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Does the classroom have the following materials? A teacher's table

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: A teachers chair (Q14_8)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

Does the classroom have the following materials? A teachers chair

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: Age appropriate chairs/benches (Q14_9)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

Does the classroom have the following materials? Age appropriate chairs/benches

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: Age appropriate desks/tables (Q14_10)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

Does the classroom have the following materials? Age appropriate desks/tables

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Does the classroom have: Tippy taps/leaky tins (Q14_11)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

Does the classroom have the following materials? Tippy taps/leaky tins

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Supplementary materials (e.g. magazines) (Q14_12)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 876
 Invalid: 793

Literal question

Does the classroom have the following materials? Supplementary materials (e.g magazines)

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS] [ASSESSOR TO PHYSICALLY OBSERVE ITEMS]

Are there posters/wall charts on the walls about literacy? (Q16)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

16 Are there posters/wall charts on the walls about literacy?

Are there posters/wall charts about health/safety/nutrition? (Q17)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

17 Are there posters/wall charts specifically about health/safety/nutrition?

Are there teacher made displays/resources visible? (Q18)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

18 Are there teacher-made displays/resources visible?

Are the learners work displayed on the walls? (Q19)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

19 Is the learners' work displayed on the walls?

Was the teacher consistent on behavior expectations? (Q20)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

20 Was the teacher consistent on behavior expectations?

Did the teacher's behaviour rules have clarity? (Q21)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1669
 Invalid: 0

Literal question

21 Did the teacher's behaviour rules have clarity?

Were the lesson activities organized in advance? (Q23)
 File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1663
 Invalid: 6

Literal question

23 Were the lesson activities organized in advance?

Did the learning activities relate to learner's lives (Q24)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

24 Did the learning activities relate to learner's lives? E.g. using birthdays to teach about dates, names of country, name of village

Did the teacher asks learners to explain their response/thinking? (Q25)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

25 Did the teacher asks learners to explain their response/thinking?

Teacher maps own actions with literacy? (Q26)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

26 Teacher maps own actions with literacy? E.g. teacher jumping when illustrating what jumping is

Was there presence of social interaction (Q27)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

27 Was there presence of appropriate social interaction e.g. greetings, appropriate jokes?

Was there presence of positive learning environment (Q28)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

28 Was there presence of positive learning environment e.g. smiling, laughter, warm and caring language - I am sorry, that's fine, pole, don't worry, it will go away?

Does the teacher exhibit negative reinforcement? (Q29)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

29 Does the teacher exhibit inappropriate negative reinforcement? e.g. harsh voice, anger, aggression, threaten, humiliate?

Were the learners physically punished? (Q30)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

30 Were the learners physically punished?

Is the classroom clean and neat? (Q31)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1669
Invalid: 0

Literal question

31 Is the classroom clean and neat?

Is there sufficient light in the room? (Q32)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

32 Is there sufficient light in the room?

Did the teacher have a book for this class? (Q33)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete	Valid cases: 1669
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33 Did the teacher have a book for this class?

Post question

IF NO END THE ASSESSMENT

What page is he/she on in the book today? (Q34)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous	Valid cases: 877
Format: numeric	Invalid: 792
Width: 10	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	Mean: 280.2
	Standard deviation: 398.7

Pre question

IF YES, ASK THE TEACHER TO SHOW YOU THE LITERACY TEXT BOOK HE OR SHE IS USING

Literal question

34 What page is he/she on in the book today?

How many pages does the book have? (Q35)

File: Tayari_LitObs_AllRounds

Overview

Type: Continuous	Valid cases: 877
Format: numeric	Invalid: 792
Width: 8	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	Mean: 324.3
	Standard deviation: 372.6

Literal question

35 How many pages does the book have?

Language observed (obs_lang)

File: Tayari_LitObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-99

Valid cases: 1669
 Invalid: 0

phase (phase)

File: Tayari_LitObs_AllRounds

Overview

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

Valid cases: 1669
 Invalid: 0

Is this school an APBET? (apbet)

File: Tayari_LitObs_AllRounds

Overview

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

Valid cases: 1669
 Invalid: 0

SchoolID (schid)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Continuous	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2362.3
	Standard deviation: 885.4

Literal question

1.5 School ID

Round of data collection (wave)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

Literal question

N/A

Observation time- snap (time)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Continuous	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 9	Minimum: 3
Decimals: 0	Maximum: 33
Range: 3-33	Mean: 15.9
	Standard deviation: 8.9

Literal question

Observation #

Teacher focus (tch_foc)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 31	
Decimals: 0	
Range: 1-99	

Literal question

Teacher focus: (only one X)

Instructional content (instr_cont)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 28	
Decimals: 0	
Range: 1-99	

Literal question

Instructional Content: (only one X)

Teacher action (tch_act)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 23	
Decimals: 0	
Range: 1-99	

Literal question

Teacher Actions observed

Teacher action language (tch_lang)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 13	
Decimals: 0	
Range: 1-4	

Literal question

Learner actions (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)

Student action (stud_act)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 37	
Decimals: 0	
Range: 1-99	

Literal question

Learner actions observed

Student action language (stud_lang)

File: Tayari_LitObsSnaps_AllRounds

Overview

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

Valid cases: 15084
 Invalid: 0

Literal question

Learner actions (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)

Was Blackboard used (mat1)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - blackboard

Was Textbook used (mat2)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - Textbook

Was Big Book used (mat3)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - big book

Was Other book used (mat4)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - other book

Was Papers (worksheets/photocopies) used (mat5)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - Papers (worksheets or photocopies)

Was Flashcards used (mat6)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - flashcards

Was Posters/Wall charts used (mat7)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - posters/wall charts

Was Slates used (mat8)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 15084
 Invalid: 0

Literal question

Materials used - slates

Was Learners workbook used (mat9)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Materials used - learners workbook

Was Learner's exercise books used (mat10)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Materials used - learner's exercise books

Was Other used (mat11)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 15084
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Materials used - realia (e.g. potatoes, bottles and other real objects)

Was Other used (mat12)

File: Tayari_LitObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 12712
Format: numeric	Invalid: 2372
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

Materials used - other

Language of the materials used (mat_lang)

File: Tayari_LitObsSnaps_AllRounds

Overview

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

Valid cases: 15084
Invalid: 0

Literal question

Materials used (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)

phase (phase)

File: Tayari_LitObsSnaps_AllRounds

Overview

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

Valid cases: 10049
Invalid: 5035

Literal question

N/A

SchoolID (schid)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2342.1
	Standard deviation: 869.7

Literal question

1.5 School ID:

Study group (treat)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 0-3	

Literal question

N/A

Round of data collection (wave)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

Literal question

N/A

County - by school type (county)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 1-5	

Literal question

1.3 County ID:

Date of interview (doi)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: character	Minimum: NaN
Width: 11	Maximum: NaN

Literal question

1.1 Date of Interview:

Girls present in the classroom at the time of your observation (Q1)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1647
Format: numeric	Invalid: 4
Width: 8	Minimum: 0
Decimals: 0	Maximum: 47
Range: 0-47	Mean: 10.9
	Standard deviation: 6.7

Literal question

1 How many girls are present in this classroom at the time of your observation?

Interviewer instructions

F) General Classroom Observation:

[At the end of the observation period complete the following questions based on your general impression of the lesson]

[HAVE ALL THE GIRLS STAND AND COUNT THEM]

Boys present in the classroom at the time of your observation (Q2)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1647
Format: numeric	Invalid: 4
Width: 8	Minimum: 0
Decimals: 0	Maximum: 53
Range: 0-53	Mean: 11.5
	Standard deviation: 7.2

Literal question

2 How many boys are present in this classroom at the time of your observation?

Are there learners sitting on the floor? (Q3a)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

3a Are there learners sitting on the floor due to inadequate sitting space?

Number of learners seated on the floor (Q3b)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 44
Format: numeric	Invalid: 1607
Width: 8	Minimum: 2
Decimals: 0	Maximum: 48
Range: 2-48	Mean: 12.5
	Standard deviation: 10.2

Literal question

If yes, how many?

Interviewer instructions

[HAVE ALL THE BOYS STAND AND COUNT THEM]

Are the chairs/desks sufficient for all the learners? (Q4)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

4 Are there sufficient desks for all the learners?

How many learners are the desks designed for? (Q5)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1643
Format: numeric	Invalid: 8
Width: 8	Minimum: 0
Decimals: 0	Maximum: 29
Range: 0-29	Mean: 4.6
	Standard deviation: 4.3

Literal question

5 How many learners are the desks designed for?

Desk or bench arrangement used in this classroom (Q6a)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 17	
Decimals: 0	
Range: 1-96	

Literal question

6a Indicate what sitting arrangement is normally used in this classroom.

There is enough space in the class for the teacher to circulate freely (Q7)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

7 Is there enough space in the class for the teacher to circulate freely?

Number of learners with text book for numeracy (Q8)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1649
Format: numeric	Invalid: 2
Width: 8	Minimum: 0
Decimals: 0	Maximum: 64
Range: 0-64	Mean: 0.7
	Standard deviation: 4.2

Literal question

8 Number of learners with text book for current subject (Numeracy)

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Number of activity books available for numeracy (Q9)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1650
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 64
Range: 0-64	Mean: 5.6
	Standard deviation: 11.1

Literal question

9 Number of activity books available for current subject (Numeracy)

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Number of learners with exercise book (Q10)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1650
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 72
Range: 0-72	Mean: 14.3
	Standard deviation: 14.7

Literal question

10 Number of learners with exercise book

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Number of learners with pen/ pencil/crayons? (Q11)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1650
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 72
Range: 0-72	Mean: 17.6
	Standard deviation: 14.2

Literal question

11 Number of learners with pen/ pencil/crayons?

Interviewer instructions

[ASK LEARNERS TO RAISE EACH TYPE OF MATERIAL IN THE AIR ONE BY ONE]:

Does the classroom have: A usable blackboard/white board (Q12_1)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

12 Does the classroom have the following materials? - A usable blackboard/white board

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: Chalk/other markers (Q12_2)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

12 Does the classroom have the following materials? - Chalk/other markers

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: A wall chart of any kind (Q12_3)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

12 Does the classroom have the following materials? - A wall chart of any kind

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: A cupboard or locker (Q12_4)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

12 Does the classroom have the following materials? - A cupboard or locker

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: One or more bookshelves (Q12_5)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

12 Does the classroom have the following materials? - One or more bookshelves

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: A classroom library, book corner or book box (Q12_6)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

12 Does the classroom have the following materials? - A classroom library, book corner or book box

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: A teacher's table (Q12_7)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1651
Invalid: 0

Literal question

12 Does the classroom have the following materials? - A teacher's table

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: A teachers chair (Q12_8)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1651
Invalid: 0

Literal question

12 Does the classroom have the following materials? - A teachers chair

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: Age appropriate chairs/benches (Q12_9)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1651
Invalid: 0

Literal question

12 Does the classroom have the following materials? - Age appropriate chairs/benches

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: Age appropriate desks/tables (Q12_10)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

12 Does the classroom have the following materials? - Age appropriate desks/tables

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Does the classroom have: Tippy taps/leaky tins (Q12_11)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

12 Does the classroom have the following materials? - Tippy taps/leaky tins

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Supplementary reading material (e.g. magazines) (Q12_12)

File: Tayari_NumObs_AllRounds

Overview

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

Valid cases: 1383
 Invalid: 268

Literal question

12 Does the classroom have the following materials? - Supplementary reading material (e.g. magazines)

Interviewer instructions

[SELECT ALL THE MATERIALS THAT THE TEACHER HAS]

Is the blackboard in good condition? (Q13)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-999

Valid cases: 1651
 Invalid: 0

Literal question

13 If there is a blackboard] Is the blackboard in good condition?

Are there posters/wall charts on the walls about numeracy? (Q14)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

14 Are there posters on the walls about numeracy?

Are there posters/wall charts about health/safety/nutrition? (Q15)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

15 Are there posters specifically about health/safety/nutrition?

Are there teacher made displays/resources visible? (Q16)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

16 Are there teacher made displays/resources visible?

Are the learners work displayed on the walls? (Q17)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

17 Are the learners work displayed on the walls?

Was the teacher consistent on behavior expectations? (Q18)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

18 Was the teacher consistent on behavior expectations?

Did the teacher's behaviour rules have clarity? (Q19)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1646
 Invalid: 5

Literal question

19 Did the teacher's behaviour rules have clarity?

Was the teacher clear on how s/he expects learner(s) to behave?
 (Q20)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

Was the teacher clear on how s/he expects learner(s) to behave? (E.g. asking pupils to raise their hands when asking a question, to be attentive during the lesson etc.)

Were the lesson activities organized in advance? (Q21)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

21 Were the lesson activities organized in advance?

Did the learning activities relate to learner's lives (Q22)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

22 Did the learning activities relate to learner's lives?

Did the teacher asks learners to explain their response/thinking? (Q23)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

23 Did the teacher asks learners to explain their response/thinking?

Teacher maps own actions with numeracy? (Q24)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

24 Teacher maps own actions with numeracy?

Was there presence of social interaction (Q25)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

25 Was there presence of social interaction e.g. greetings, appropriate jokes?

Was there presence of positive learning environment (Q26)
 File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1651
 Invalid: 0

Literal question

26 Was there presence of positive learning environment e.g. smiling, laughter, warm and caring language - I am sorry, that's fine, pole, don't worry, it will go away?

Does the teacher exhibit negative reinforcement? (Q27)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1651
Invalid: 0

Literal question

27 Does the teacher exhibit inappropriate negative reinforcement? E.g. harsh voice, anger, aggression, threaten, humiliate?

Were the learners physically punished? (Q28)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1651
Invalid: 0

Literal question

28 Were the learners physically punished?

Is the classroom clean and neat? (Q29)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1651
Invalid: 0

Literal question

29 Is the classroom clean and neat?

Is there sufficient light in the room? (Q30)

File: Tayari_NumObs_AllRounds

Overview

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

Valid cases: 1383
Invalid: 268

Literal question

30 Is there sufficient light in the room?

Did the teacher have a textbook for this lesson? (Q31)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1383
Format: numeric	Invalid: 268
Width: 9	
Decimals: 0	
Range: 0-9	

Literal question

31 Did the teacher have a book for this class?

Post question

IF NO END THE ASSESSMENT

What page is he/she on in the book today? (Q32)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 10	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	Mean: 661.4
	Standard deviation: 449.7

Pre question

IF YES, ASK THE TEACHER TO SHOW YOU THE NUMERACY TEXT BOOK HE OR SHE IS USING

Literal question

32 What page is he/she on in the book today?

How many pages does the book have? (Q33)

File: Tayari_NumObs_AllRounds

Overview

Type: Continuous	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 10	Minimum: 2
Decimals: 0	Maximum: 999
Range: 2-999	Mean: 682.9
	Standard deviation: 421.5

Literal question

33 How many pages does the book have?

phase (phase)

File: Tayari_NumObs_AllRounds

Overview

Type: Discrete	Valid cases: 1651
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 1-2	

Literal question

N/A

Was the school an APBET? (apbet)

File: Tayari_NumObs_AllRounds

Overview

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

Valid cases: 1651
Invalid: 0

Literal question

N/A

SchoolID (schid)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Continuous	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2372.6
	Standard deviation: 893

Description

School ID

Literal question

School ID

Round of data collection (wave)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

Literal question

N/A

Observation time- snap (time)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Continuous	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 9	Minimum: 3
Decimals: 0	Maximum: 33
Range: 3-33	Mean: 15.3
	Standard deviation: 8.7

Literal question

Observation #

Teacher focus (tch_foc)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 31	
Decimals: 0	
Range: 1-99	

Literal question

A) Teacher focus: (only one X)

Instructional content (instr_cont)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 49	
Decimals: 0	
Range: 1-99	

Literal question

B) Instructional Content: (only one X)

Teacher action (tch_act)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 23	
Decimals: 0	
Range: 1-99	

Literal question

c) Teacher's action

Teacher action language (tch_lang)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 13	
Decimals: 0	
Range: 1-4	

Literal question

C) Teacher Action (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)

Student action (stud_act)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 61	
Decimals: 0	
Range: 1-99	

Literal question

D) Learner's observed action

Student action language (stud_lang)

File: Tayari_NumObsSnaps_AllRounds

Overview

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

Valid cases: 14268
 Invalid: 0

Literal question

D) Learner actions (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)

Was Blackboard used (mat1) File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 14268
 Invalid: 0

Literal question

E) Materials used - Blackboard

Was Textbook used (mat2) File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 14268
 Invalid: 0

Literal question

E) Materials used - Textbook

Was Workbook/Worksheet/Copies used (mat3) File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 14268
 Invalid: 0

Literal question

E) Materials used - Workbook/Worksheet/Copies

Was Number and/or object cards used (mat4) File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 14268
 Invalid: 0

Literal question

E) Materials used - Number and/or object cards e.g. flash cards, number shapes

Was Posters/Wall charts used (mat5)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

E) Materials used - Posters/Wall charts

Was Manipulatives used (mat6)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

E) Materials used - Manipulatives e.g. counters, sticks, stones

Was Slates used (mat7)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

E) Materials used - Slates

Was Learner exercise books used (mat8)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

E) Materials used - Learner exercise books

Was Other used (mat9)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 10123
Format: numeric	Invalid: 4145
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

E) Materials used - Other

Language of the materials used (mat_lang)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 14268
Format: numeric	Invalid: 0
Width: 13	
Decimals: 0	
Range: 1-4	

Literal question

E) Materials used (Language): English (E); Swahili (S); Other-mother tongue, sheng (O)

phase (phase)

File: Tayari_NumObsSnaps_AllRounds

Overview

Type: Discrete	Valid cases: 9445
Format: numeric	Invalid: 4823
Width: 10	
Decimals: 0	
Range: 1-2	

Literal question

N/A

schid (schid)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 10	Minimum: 1001
Decimals: 0	Maximum: 4083
Range: 1001-4083	Mean: 2359
	Standard deviation: 863.8

Literal question

1.5 School ID:

Round of data collection (wave)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-4	

Literal question

N/A

Study group (treat)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 0-3	

Literal question

N/A

County - by school type (county)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 14	
Decimals: 0	
Range: 1-5	

Literal question

1.3 County ID:

Date of interview (doi)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: character	Minimum: NaN
Width: 11	Maximum: NaN

Literal question

1.1 Date of Interview:

SchoolID (schoolid)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 291
Format: numeric	Invalid: 1461
Width: 8	Minimum: 1001
Decimals: 0	Maximum: 4071
Range: 1001-4071	Mean: 2320
	Standard deviation: 853.5

Literal question

School ID

Teacher sex (sex)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 1-2	

Literal question

1.8 Teacher Sex:

Teacher date of birth (dob)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: character	Minimum: NaN
Width: 11	Maximum: NaN

Literal question

3.1 What is your date of birth? [Day, Month, Year]

phase (phase)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1455
Format: numeric	Invalid: 297
Width: 10	
Decimals: 0	
Range: 1-2	

Literal question

N/A

Teacher consented to participate in the study (consent)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-9

Valid cases: 1461
Invalid: 291

Pre question

2.0: Verbal Consent

Good morning/afternoon/evening sir/madam. My name is (NAME OF FI). I work with the African Population and Health Research Center (APHRC) which conducts research on Health, Urbanization, Wellbeing and Education. APHRC works in various parts of the country. Under the Education theme, we visit schools once in a while to collect data on school infrastructure, enrolment, staffing as well as to evaluate programs within schools. This time, we are focusing on Early Childhood Development Education (ECDE), in order to evaluate the readiness of children in math and language before joining primary level of education. We would like to collect data on school characteristics, infrastructure, enrolment, staffing and management, health and nutrition and assessment in language and math as well as social emotional.

We will be talking to the teacher in charge of the ECDE, you as an ECDE class teachers and assess selected learners. The results of this research will be made public. The responses you give will be held with utmost confidentiality and will only be available to members of the research team. The responses will not cause any disadvantage to you or the ECDE center. If you accept to participate in this research, you will be doing so professionally and voluntarily and there will not be any monetary returns. Any benefits of the research will be to the larger community and its institutions which include ECD centers. You are free to ask questions as we proceed. You are also free to refuse to respond to questions you do not feel comfortable answering. This interview will take about 20 minutes.

Literal question

Would you like to participate in this research?

Post question

[IF 1=YES, THANK THE RESPONDENT AND PROCEED TO SECTION 3.0; [IF 2=NO, THANK THE RESPONDENT, AND SKIP TO SECTION 8.0]

Position in this school (q32)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 1-2

Valid cases: 1752
Invalid: 0

Literal question

3.2 What is your position in this school?

Interviewer instructions

[FI: TICK THE HIGHEST POSITION]

Current;y teaching: Baby class/Day care/0-3 years (q33_1)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

3.3a What ECDE classes are you currently teaching in this center? - Baby class/Day care/0-3 years

Interviewer instructions

[FI: MULTIPLE RESPONSES ALLOWED]

[FI NOTE: IF MULTIPLE ECDE CLASSES SELECTED, INDICATE IF MULTI-GRADE OR SEPARATE CLASSROOMS]

Current;y teaching: Middle class/PP1/Nursery/4 years (q33_2)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

3.3b What ECDE classes are you currently teaching in this center? - Middle class/PP1/Nursery/4 years

Interviewer instructions

[FI NOTE: IF MULTIPLE ECDE CLASSES SELECTED, INDICATE IF MULTI-GRADE OR SEPARATE CLASSROOMS]

Current;y teaching: Pre-nit/PP2/Top class/5 years (q33_3)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

3.3c What ECDE classes are you currently teaching in this center? - Pre-unit/PP2/Top class/5 Years

Interviewer instructions

[FI NOTE: IF MULTIPLE ECDE CLASSES SELECTED, INDICATE IF MULTI-GRADE OR SEPARATE CLASSROOMS]

Current;y teaching: Primary level (q33_4)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1455
 Invalid: 297

Literal question

3.3d What ECDE classes are you currently teaching in this center? - Primary level

Interviewer instructions

[FI NOTE: IF MULTIPLE ECDE CLASSES SELECTED, INDICATE IF MULTI-GRADE OR SEPARATE CLASSROOMS]

Who is your employer? (q34)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 20	
Decimals: 0	
Range: 1-6	

Literal question

3.4 Who is your employer?

Interviewer instructions

[FI: ONLY ONE RESPONSE ALLOWED]

Highest level of academic education (q35a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 11	
Decimals: 0	
Range: 1-9	

Literal question

3.5 What is the HIGHEST level and class of academic education you have attained? - Level

Interviewer instructions

[FI: TICK ONLY ONE FOR LEVEL AND FILL CORRESPONDING GRADE COMPLETED IN THAT LEVEL]

Grade completed for the highest level of academic education (q35b)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 10	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-8	Mean: 2.9
	Standard deviation: 1.4

Literal question

3.5 What is the HIGHEST level and class of academic education you have attained? - CLASS/YEARS COMPLETED

Interviewer instructions

[FI: TICK ONLY ONE FOR LEVEL AND FILL CORRESPONDING GRADE COMPLETED IN THAT LEVEL]

Highest level of professional teacher training completed (q36)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 13	
Decimals: 0	
Range: 1-9	

Literal question

3.6 What is the HIGHEST level of professional teacher training you have completed?

ECD training curriculum undertaken: University (q37_1) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - University

Interviewer instructions

MULTIPLE RESPONSES

ECD training curriculum undertaken: KICD (NACECE/DICECE) (q37_2) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - KICD(NACECE/DICECE)

ECD training curriculum undertaken: MOTESSORI (q37_3) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - MONTESSORI

ECD training curriculum undertaken: KHA (q37_4) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1461
Format: numeric	Invalid: 291
Width: 10	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - Kindergarten Headmistress Association

Not ECDE trained (q37_5)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - Not ECDE trained

ECD training curriculum undertaken: Primary school teacher training (q37_6)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 291
Format: numeric	Invalid: 1461
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - Primary Sch Teacher training

ECD training curriculum undertaken: Others specify (q37_96)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

33.7 What MAIN curriculum of ECDE training did you go through? - Others (Specify)

How adequately is name prepared to teach ECD (q38)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 16	
Decimals: 0	
Range: 1-95	

Literal question

3.8 How adequately do you feel prepared to teach in ECDE?

Complete years as a teacher (q39)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-99	

Literal question

3.9 In total, how many complete years have you actively been a teacher?

Interviewer instructions

[FI: CODE 0 IF TEACHER HAS ACTIVELY TAUGHT FOR LESS THAN A YEAR]

Complete years taught as an ECD teacher (q310)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 10	
Decimals: 0	
Range: 0-116	

Literal question

3.10 In total, how many complete years have you actively taught as an ECD teacher?

Interviewer instructions

[FI: CODE 0 IF TEACHER HAS ACTIVELY TAUGHT FOR LESS THAN A YEAR]

Complete years taught in the current school (q311)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-99	

Literal question

3.11 In total, how many complete years have you actively taught in this school?

Interviewer instructions

[FI: CODE 0 IF TEACHER HAS ACTIVELY TAUGHT FOR LESS THAN A YEAR]

Number of days attended inservice teacher training (q312)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1156
Format: numeric	Invalid: 596
Width: 10	
Decimals: 0	
Range: 0-99	

Literal question

3.12 How many sessions of in-service training or professional development on ANY TOPIC have you attended in 2017?

Post question

If none put a "zero" IF 0 skip to 3.20

Inservice teacher training: Sessions/Days spent on math/numeracy (q313)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-999

Valid cases: 1015
Invalid: 737

Literal question

3.13 How many sessions of in-service training or professional development on teaching Math have you attended in 2017?

Post question

If none put a "zero"

Inservice teacher training: Days spent on language/literacy (q314)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-999

Valid cases: 1000
Invalid: 752

Literal question

3.14 How many sessions of in-service training or professional development on teaching Language have you attended in 2017? If none put a "zero"

Inservice teacher training: Days spent on life skills (q316)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-999

Valid cases: 997
Invalid: 755

Literal question

3.16 How many sessions of in-service training or professional development on teaching Life-skills have you attended in 2017? If none put a "zero"

Inservice teacher training: Days spent on social activities (q317)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-999

Valid cases: 998
Invalid: 754

Literal question

3.17 How many sessions of in-service training or professional development on teaching Social activities have you attended in 2017?

Post question

If none put a "zero"

Inservice teacher training by: MoEST (q318_1)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1161
Invalid: 591

Literal question

3.18 Who trained you? - MoE

Interviewer instructions

[FI: MULTIPLE RESPONSES ALLOWED]

Inservice teacher training by: RTI/Tayari (q318_2)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1161
Invalid: 591

Literal question

3.18 Who trained you? - RTI/Tayari

Interviewer instructions

[FI: MULTIPLE RESPONSES ALLOWED]

Inservice teacher training by: County govt (q318_5)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1161
Invalid: 591

Literal question

3.18 Who trained you? - County government

Interviewer instructions

[FI: MULTIPLE RESPONSES ALLOWED]

Inservice teacher training by: Others (q318_6)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1161
 Invalid: 591

Literal question

3.18 Who trained you? - Others (specify)

Interviewer instructions

[FI: MULTIPLE RESPONSES ALLOWED]

Amount of time in minutes used to prepare lessons per day (q320)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-995

Valid cases: 1742
 Invalid: 10
 Minimum: 0
 Maximum: 995
 Mean: 37.9
 Standard deviation: 81.9

Literal question

3.20 How many minutes per day do you spend preparing lessons including activities, materials and assessments?

Do you have the following: Learners progress record (q321a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

3.21a Are the following records available in your class? - Learner progress record

Post question

[FI: TICK YES=1 AND NO=2 IN THE GRID. IF YES in 3.21, ASK Q 3.22]

Interviewer instructions

[FI: CHECK AVAILABILITY OF RECORDS]

How frequent do you update: Learners progress record (q322a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

3.22a How often do you update them? - Learner progress record

Interviewer instructions

[FI: WHERE 1= Daily 2= Weekly; 3= Monthly; 4= Termly; 5= Yearly; 6= Never]

Do you have the following: Schemes of work (q321b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

3.21b Are the following records available in your class? - Schemes of work

Interviewer instructions

3.21 Are the following records available in your class?

How frequent do you update: Schemes of work (q322b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 1-9	

Literal question

3.22b How often do you update them? - Schemes of work

Do you have the following: Record of work (q321c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

3.21c Are the following records available in your class? - record of work

How frequent do you update: Record of work (q322c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 1-9	

Literal question

3.22c How often do you update them? - record of work

Do you have the following: Health record (q321d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

3.21d Are the following records available in your class? - health record

How frequent do you update: Health record (q322d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 1-9	

Literal question

3.22d How often do you update them? - Health record

Do you have the following: Lesson plan (q321e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

3.21e Are the following records available in your class? - lesson plan

How frequent do you update: Lesson plan (q322e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 1-9	

Literal question

3.22e How often do you update them? - lesson plan

Number of Tayari training attended so far (q323)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-99

Valid cases: 1461
 Invalid: 291

Pre question

Information on TAYARI intervention [FI: NOT TO BE ASKED TO CONTROL AND AT BASELINE]

Literal question

3.23 How many TAYARI teacher training sessions have you attended so far?

How do you rate the quality of Tayari training (q324)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

3.24 Overall, how do you rate the quality of TAYARI training?

How would you rate the relevance of Tayari training (q325)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

3.25 How would you rate the relevance of TAYARI training?

How would you rate the effectiveness of Tayari trainer during training (q326)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

3.26 How would you rate the effectiveness of your Tayari Trainer during training?

How would you rate the effectiveness of Tayari trainer overall (q327)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

3.27 How would you rate the effectiveness of your Tayari Trainer overall?

Perception of teacher on amount of time spend on lesson planning after Tayari (q328)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

3.28 If you reflect before the start of TAYARI and thereafter, would you say you spend the same amount of time, less time or more time per week on Lesson planning?

How would you rate the usefulness of Tayari lesson plans (q329)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

3.29 How would you rate the usefulness of TAYARI Lesson Plans?

Improved learner performance in math and language (q333_1)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Improved learner performance in math and language

Interviewer instructions

[FI: Multiple responses allowed. Do not prompt for the answers]

Improved learner performance in other subjects (q333_2)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Improved learner performance in other subjects

Reduced levels of learner absenteeism (q333_3) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Reduced levels of learner absenteeism

Improved teacher attendance (q333_4) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Improved teacher attendance

Improved parental involvement (q333_5) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Improved parental involvement

increased hand washing (q333_6) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - increased hand washing

DICECE/coaches tutors visits have become more frequent (q333_7)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-9

Valid cases: 1461
Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - DICECE/coaches tutors visits have become more frequent

More time teaching (q333_8)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-9

Valid cases: 1461
Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - More time teaching

Learners now more interested in learning (q333_9)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-9

Valid cases: 1461
Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Learners now more interested in learning

Improved school readiness (q333_10)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 10
Decimals: 0
Range: 0-9

Valid cases: 1461
Invalid: 291

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Improved school readiness

Other - Specified (q333_11)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1461
Format: numeric	Invalid: 291
Width: 10	
Decimals: 0	
Range: 0-9	

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Other (Specify)_____

Other effects of tayari program - specified (q333_os)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 226
Format: character	
Width: 237	

Literal question

3.33 In your opinion, what are the effects of the TAYARI program? - Other (Specify)_____

ECDEis a multi-grade or separate (q33a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1164
Format: numeric	Invalid: 588
Width: 19	
Decimals: 0	
Range: 1-2	

Literal question

33a. Is your ECDE a multi-grade or separate

Number of boys enrolled in current class (q41a)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1751
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 82
Range: 0-82	Mean: 13.3
	Standard deviation: 7.9

Literal question

4.1 How many boys are enrolled in the class you teach?

Interviewer instructions

4.0 Information about the class you teach

[FI: IF THE CLASS IS COMBINED MAKE A NOTE AT THE END OF THE ASSESSMENT]

Number of girls enrolled in current class (q41b)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1749
Format: numeric	Invalid: 3
Width: 8	Minimum: 0
Decimals: 0	Maximum: 72
Range: 0-72	Mean: 12.5
	Standard deviation: 7.3

Literal question

4.1 How many girls are enrolled in the class you teach?

Number of boys present today (q42a)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1751
Format: numeric	Invalid: 1
Width: 8	Minimum: 0
Decimals: 0	Maximum: 81
Range: 0-81	Mean: 11.8
	Standard deviation: 7.4

Literal question

4.2 How many boys are present today in the class you teach?

Number of girls present today (q42b)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1749
Format: numeric	Invalid: 3
Width: 8	Minimum: 0
Decimals: 0	Maximum: 56
Range: 0-56	Mean: 10.9
	Standard deviation: 6.8

Literal question

4.2 How many girls are present today in the class you teach?

Times headteacherobserved you teach a whole lesson (q43a)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1748
Format: numeric	Invalid: 4
Width: 10	Minimum: 0
Decimals: 0	Maximum: 120
Range: 0-120	Mean: 2
	Standard deviation: 6.4

Literal question

4.3a In the last school term how many times did each of the following individuals observe you teach a whole lesson? - Head teacher/ECDE Head

Times DICECE officer observed you teach a whole lesson (q43b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-14

Valid cases: 1748
 Invalid: 4

Literal question

4.3b In the last school term how many times did each of the following individuals observe you teach a whole lesson? - DICECE Officer/Coach/Tayari Trainer

Times peers observed you teach a whole lesson (q43c)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-150

Valid cases: 1748
 Invalid: 4
 Minimum: 0
 Maximum: 150
 Mean: 1.5
 Standard deviation: 6.1

Literal question

4.3c In the last school term how many times did each of the following individuals observe you teach a whole lesson? - Peers/Colleagues

Times RTI staff observed you teach a whole lesson (q43d)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-30

Valid cases: 1748
 Invalid: 4
 Minimum: 0
 Maximum: 30
 Mean: 1
 Standard deviation: 2.2

Literal question

4.3d In the last school term how many times did each of the following individuals observe you teach a whole lesson? - RTI Staff

Times county officials observed you teach a whole lesson (q43e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-14

Valid cases: 1748
 Invalid: 4

Literal question

4.3e In the last school term how many times did each of the following individuals observe you teach a whole lesson? - County Govt officials (e.g. ECDE Officer)

Times others observed you teach a whole lesson (q43g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1748
Format: numeric	Invalid: 4
Width: 8	
Decimals: 0	
Range: 0-1	

Literal question

4.3g In the last school term how many times did each of the following individuals observe you teach a whole lesson? - Others (specify)

Times MoE officials observed you teach a whole lesson (q43f)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1456
Format: numeric	Invalid: 296
Width: 10	
Decimals: 0	
Range: 0-9	

Literal question

4.3f In the last school term how many times did each of the following individuals observe you teach a whole lesson? - MoE

Average number of hours teacher in the ECD teach in a week (q44)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 10	Minimum: 0
Decimals: 0	Maximum: 570
Range: 0-570	Mean: 30.5
	Standard deviation: 70.5

Literal question

4.4 On average, how many hours in a WEEK do you teach in this ECDE Center?

Hours in a weekspend on math/numeracy in the class observed (q45)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 10	Minimum: 0
Decimals: 0	Maximum: 18000
Range: 0-18000	Mean: 3084.1
	Standard deviation: 4339.5

Literal question

4.5 On average, how many minutes in a school WEEK do you spend in Math activities in the class you teach?

Hours in a weekspend on language/literacy in the class observed (q46)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 10	Minimum: 0
Decimals: 0	Maximum: 18000
Range: 0-18000	Mean: 3088.3
	Standard deviation: 4345.5

Literal question

4.6 On average, how many minutes in a school WEEK do you spend in language activities in the class you teach?

Hours in a weekspend on social activities in the class observed (q47)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1746
Format: numeric	Invalid: 6
Width: 10	Minimum: 0
Decimals: 0	Maximum: 18000
Range: 0-18000	Mean: 1403.9
	Standard deviation: 2202.2

Literal question

4.7 On average, how many minutes in a school WEEK do you spend in social activities in the class you teach?

Hours in a weekspend on in the life skills class observed (q48)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1746
Format: numeric	Invalid: 6
Width: 10	Minimum: 0
Decimals: 0	Maximum: 18000
Range: 0-18000	Mean: 991.9
	Standard deviation: 1795.9

Literal question

4.8 On average, how many minutes in a school WEEK do you spend in life-skills activities in the class you teach?

Minutes in a week spend on science activities in the class observed (q48a)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 9	Minimum: 0
Decimals: 0	Maximum: 10800
Range: 0-10800	Mean: 1532.9
	Standard deviation: 2066.2

Literal question

4.8a On average, how many minutes in a school WEEK do you spend in science activities in the class you teach?

Minutes in a week spend on music activities in the class observed (q48b)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 9	Minimum: 0
Decimals: 0	Maximum: 18000
Range: 0-18000	Mean: 1346.3
	Standard deviation: 2064.3

Literal question

4.8b On average, how many minutes in a school WEEK do you spend in music activities in the class you teach?

Minutes in a week spend on creative activities in the class observed (q48c)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 9	Minimum: 0
Decimals: 0	Maximum: 18000
Range: 0-18000	Mean: 1508.3
	Standard deviation: 2134.6

Literal question

4.8c On average, how many minutes in a school WEEK do you spend in creative activities in the class you teach?

Minutes in a week spend on outdoor/physical activities in the class observed (q48d)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 9	Minimum: 0
Decimals: 0	Maximum: 21600
Range: 0-21600	Mean: 3355.5
	Standard deviation: 4379.8

Literal question

4.8d On average, how many minutes in a school WEEK do you spend in outdoor/physical activities in the class you teach?

Minutes in a week spend on religious activities in the class observed (q48e)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 0-32400

Valid cases: 1458
 Invalid: 294
 Minimum: 0
 Maximum: 32400
 Mean: 1111.2
 Standard deviation: 1871.3

Literal question

4.8e On average, how many minutes in a school WEEK do you spend in religious activities in the class you teach?

Do you teacher your learners: How to wash hands (q49a)

File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9a How often do you reinforce/demonstrate to your learners in your class the following? - How to wash hands

Do you teacher your learners: When to wash hands (q49b)

File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9b How often do you reinforce/demonstrate to your learners in your class the following? - When to wash hands

Do you teacher your learners: Healthy foods (q49c)

File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9c How often do you reinforce/demonstrate to your learners in your class the following? - Types of healthy foods that they should eat

Do you teacher your learners: Safe drinking water (q49d)

File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9d How often do you reinforce/demonstrate to your learners in your class the following? - About safe drinking water

Do you teacher your learners: How to play (q49e) File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9e How often do you reinforce/demonstrate to your learners in your class the following? - How to play

Do you teacher your learners: How to handle food before eating (q49f) File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9f How often do you reinforce/demonstrate to your learners in your class the following? - How to handle food before eating

Do you teacher your learners: How to use handkerchief (q49g) File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9g How often do you reinforce/demonstrate to your learners in your class the following? - How to use an handkerchief

Do you teacher your learners: Personal hygiene/how to brush teeth (q49h) File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9h How often do you reinforce/demonstrate to your learners in your class the following? - Personal hygiene/how to brush teeth

Do you teacher your learners: Personal groomigg (q49i)

File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 1752
 Invalid: 0

Literal question

4.9i How often do you reinforce/demonstrate to your learners in your class the following? - Personal grooming (e.g. combing hair, being smart)

How do you rate the mastery of habits in Q4.9a-i (q49)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 19
 Decimals: 0
 Range: 1-3

Valid cases: 1458
 Invalid: 294

Literal question

4.9a Overall, how do you rate the mastery of the above habits by learners (a-i)?

How often do you reinforce how to use toilets (q49iia)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.9 Ila How often do you reinforce / demonstrate your learners in your class on toileting particualry on how to use toilets?

Interviewer instructions

(FI NOTE: EXPLAIN THE FOLLOWING TO THE TEACHER: 'REGULATION' MEANS CONTROL OF BLADDER AND BOWEL MOVEMENT AND 'MANAGING SPECIAL NEEDS AND DELAYED TOILETING' MEANS MANAGING THE NEEDS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES OR DEVELOPMENTAL DELAYS)

How often do you reinforce regulation (q49iib)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.9Ib How often do you reinforce / demonstrate your learners in your class on toileting - particularly on regulation?

Interviewer instructions

(FI NOTE: EXPLAIN THE FOLLOWING TO THE TEACHER: 'REGULATION' MEANS CONTROL OF BLADDER AND BOWEL MOVEMENT AND 'MANAGING SPECIAL NEEDS AND DELAYED TOILETING' MEANS MANAGING THE NEEDS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES OR DEVELOPMENTAL DELAYS)

How often do you reinforce managing special needs and delayed toileting (q49iic)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.9 Iic How often do you reinforce / demonstrate your learners in your class on toileting particularly on managing special needs and delayed toileting?

Interviewer instructions

(FI NOTE: EXPLAIN THE FOLLOWING TO THE TEACHER: 'REGULATION' MEANS CONTROL OF BLADDER AND BOWEL MOVEMENT AND 'MANAGING SPECIAL NEEDS AND DELAYED TOILETING' MEANS MANAGING THE NEEDS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES OR DEVELOPMENTAL DELAYS)

Main language used to teach learners (q410)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-96

Valid cases: 1752
 Invalid: 0

Literal question

4.10 What is the main language that you use to teach learners in your class?

Number of math/numeracy textbooks (q411a)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-100

Valid cases: 1747
 Invalid: 5
 Minimum: 0
 Maximum: 100
 Mean: 4.9
 Standard deviation: 10.7

Literal question

4.11a PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Math activities

Interviewer instructions

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Number of language/literacy textbooks (q411b)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 8	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 5.5
	Standard deviation: 11.3

Literal question

4.11b PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Language activities

Interviewer instructions

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Number of life skills textbooks (q411d)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 8	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 0.8
	Standard deviation: 3.7

Literal question

4.11c PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Life-skills activities

Interviewer instructions

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Number of social activities textbooks (q411e)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 8	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 1.1
	Standard deviation: 4.3

Literal question

4.11e PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Social activities

Interviewer instructions

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Number of science activities textbooks (q411f)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 10	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 0.9
	Standard deviation: 4.5

Literal question

4.11f PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Science activities

Post question

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Number of music activities textbooks (q411g)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 10	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 0.7
	Standard deviation: 3.6

Literal question

4.11g PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Music activities

Post question

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Number of creative activities textbooks (q411h)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 10	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	Mean: 0.3
	Standard deviation: 3

Literal question

4.11h PLEASE TELL ME THE NUMBER OF TEXTBOOKS AVAILABLE TO THE LEARNERS FOR USE IN THE CLASSROOM - Creative activities

Post question

[IF NO BOOKS AVAILABLE RECORD '000'; IF NOT APPLICABLE, RECORD 999]

Teacher has a Math/Numeracy textbook (q412a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1749
 Invalid: 3

Literal question

4.12.1a Do you have the main textbook used for Math activities

Interviewer instructions

Instructions: Only complete the column for the subjects the teacher teaches. (Math, Language, Life skills or Social activities).

Title of Math/Numeracy textbook used by teacher (q412at)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 68

Valid cases: 1007
 Invalid: 0

Literal question

4.12.2a Write the title of the main Math textbook used

How frequently teachers uses Math/Numeracy textbook (q413a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.13a How often do you use the textbook mentioned in Q4.12.2a (math) during the math lessons?

How useful is the Math/Numeracy textbook (q414a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.14a How helpful do you find this maths textbook?

Do you have teachers guide for Math/Numeracy textbook (q415a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.15a Do you have the teacher's guide for the math/numeracy textbook mentioned?

Post question

if No skip to 4.17

How useful is the Math/Numeracy teachers guide (q416a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.16a How helpful do you find the mathematics/numeracy guide/handbook?

Math/Numeracy scheme of work (q417a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-9

Valid cases: 1747
 Invalid: 5

Literal question

4.17a Please show me the scheme of work for this activity area [math/numeracy]

Math/Numeracy lesson plan (q418a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-9

Valid cases: 1747
 Invalid: 5

Literal question

4.18a Please show me the lesson plan for this activity area [Math/numeracy]

Teacher has a Language/Literacy textbook (q412b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1749
 Invalid: 3

Literal question

4.12.1b Do you have the main textbook used for Language activities

Interviewer instructions

Instructions: Only complete the column for the subjects the teacher teaches. (Math, Language, Life skills or Social activities).

Title of Language/Literacy textbook used by teacher (q412bt)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 86

Valid cases: 1074
 Invalid: 0

Literal question

4.12.2b Write the title of the main textbook used for language:

How frequently teachers uses Language/Literacy textbook (q413b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.13b How often do you use the textbook mentioned for language during the lessons?

How useful is the Language/Literacy textbook (q414b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.14b How helpful do you find this language textbook?

Do you have teachers guide for Language/Literacy textbook (q415b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.15b Do you have the teacher's guide for the language textbook mentioned above?

How useful is the Language/Literacy teachers guide (q416b) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.16b How helpful do you find this language guide/handbook?

Language/Literacy scheme of work (q417b) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-9

Valid cases: 1747
 Invalid: 5

Literal question

4.17b Please show me the scheme of work for language activities

Language/Literacy lesson plan (q418b) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-9

Valid cases: 1747
 Invalid: 5

Literal question

4.18b Please show me the lesson plan for language activities

Teacher has a Lifekills textbook (q412c) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1749
 Invalid: 3

Literal question

4.12.1c Do you have the main textbook used for Life skills activities

Title of Lifekills textbook used by teacher (q412ct)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete

Format: character

Width: 69

Valid cases: 722

Invalid: 0

Literal question

4.12.2c Write the title of the main textbook used for life skills

How frequently teachers uses Lifekills textbook (q413c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete

Format: numeric

Width: 17

Decimals: 0

Range: 0-9

Valid cases: 1752

Invalid: 0

Literal question

4.13c How often do you use the life skills textbook during the lessons?

How useful is the Lifekills textbook (q414c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete

Format: numeric

Width: 17

Decimals: 0

Range: 1-9

Valid cases: 1752

Invalid: 0

Literal question

4.14c How helpful do you find the life skills textbook?

Do you have teachers guide for Lifekills textbook (q415c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete

Format: numeric

Width: 8

Decimals: 0

Range: 0-9

Valid cases: 1752

Invalid: 0

Literal question

4.15c Do you have the teacher's guide for the life skills textbook above?

How useful is the Lifekills teachers guide (q416c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.16c How helpful do you find this life skills guide/handbook?

Lifekills scheme of work (q417c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-9

Valid cases: 1747
 Invalid: 5

Literal question

4.17c Please show me the scheme of work for life skills

Lifekills lesson plan (q418c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-9

Valid cases: 1747
 Invalid: 5

Literal question

4.18c Please show me the lesson plan for life skills

Teacher has a Social activities textbook (q412d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1749
 Invalid: 3

Literal question

4.12.1d Do you have the main textbook used for Social activities

Title of Social activities textbook used by teacher (q412dt)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 68

Valid cases: 790
 Invalid: 0

Literal question

4.12.2d Write the title of the main textbook used for social activities

How frequently teachers uses Social activities textbook (q413d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.13d How often do you use the social studies/activities textbook mentioned?

How useful is the Social activities textbook (q414d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.14d How helpful do you find this social studies textbook?

Do you have teachers guide for Social activities textbook (q415d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.15d Do you have the teacher's guide for the social studies textbook

How useful is the Social activities teachers guide (q416d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1752
 Invalid: 0

Literal question

4.16d How helpful do you find this social studies guide/handbook?

Social activities scheme of work (q417d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 24	
Decimals: 0	
Range: 1-9	

Literal question

4.17d Please show me the scheme of work for Social activities/studies

Social activities lesson plan (q418d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 24	
Decimals: 0	
Range: 1-9	

Literal question

4.18d Please show me the lesson plan for social activity

Teacher has a science textbook (q412e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 10	
Decimals: 0	
Range: 0-9	

Literal question

4.12.1e Do you have the main textbook used for Science activities

Title of science textbook used by teacher (q412et)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 333
Format: character	Invalid: 0
Width: 68	

Literal question

4.12.2e Write the title of the main textbook used for science activity

How frequently teachers uses science textbook (q413e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.13e How often do you use the science textbook mentioned in Q4.12.2e during the lessons?

How useful is the science textbook (q414e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.14e How helpful do you find the mentioned science textbook?

Do you have teachers guide for science textbook (q415e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.15e Do you have the science teacher's guide for the textbook above mentioned?

Post question

If No, Skip to 4.17

How useful is the science teachers guide (q416e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.16e How helpful do you find science guide/handbook?

science scheme of work (q417e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.17e Please show me the scheme of work for science activity

science lesson plan (q418e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.18e Please show me the lesson plan for science activity

Teacher has a music textbook (q412f)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1458
 Invalid: 294

Literal question

4.12.1f Do you have the main textbook used for Music activities

Post question

if No, Skip to next subject

Title of music textbook used by teacher (q412ft)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 117

Valid cases: 183

Literal question

4.12.2f Write the title of the main music textbook used

How frequently teachers uses math textbook (q413f)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.13f How often do you use the music textbook mentioned in Q4.12.2f during the lessons?

How useful is the math textbook (q414f) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.14f How helpful do you find the mentioned music textbook?

Do you have teachers guide for math textbook (q415f) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.15f Do you have the teacher's guide for the music textbook above?

How useful is the math teachers guide (q416f) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.16f How helpful do you find this music guide/handbook?

math scheme of work (q417f) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.17f Please show me the music activities scheme of work

math lesson plan (q418f)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.18f Please show me the music lesson plan

Teacher has a creative textbook (q412g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1458
 Invalid: 294

Literal question

4.12.1g Do you have the main textbook used for Creative activities

Post question

If No, Skip to next subject

Tittle of creative textbook used by teacher (q412gt)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 68

Valid cases: 258
 Invalid: 0

Literal question

4.12.2g Write the title of the main Creative activities textbook used

How frequently teachers uses creative textbook (q413g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.13g How often do you use the creative textbook mentioned in Q4.12.2g during the lessons?

How useful is the creative textbook (q414g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1461
Format: numeric	Invalid: 291
Width: 17	
Decimals: 0	
Range: 1-9	

Literal question

4.14g How helpful do you find this Creative activities textbook?

Do you have teachers guide for creative textbook (q415g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1461
Format: numeric	Invalid: 291
Width: 10	
Decimals: 0	
Range: 0-9	

Literal question

4.15g Do you have the teacher's guide for the creative activities textbook above?

Post question

If No, skip to 4.17

How useful is the creative teachers guide (q416g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1461
Format: numeric	Invalid: 291
Width: 17	
Decimals: 0	
Range: 1-9	

Literal question

4.16g How helpful do you find this Creatives guide/handbook?

creative scheme of work (q417g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1458
Format: numeric	Invalid: 294
Width: 23	
Decimals: 0	
Range: 1-9	

Literal question

4.17g Please show me the scheme of work for this activity area

creative lesson plan (q418g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.18g Please show me the creative activities lesson plan

Teacher has a religion textbook (q412h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1458
 Invalid: 294

Literal question

4.12.1h Do you have the main textbook used for Religious activities

Post question

If No, skip to 4.19

Tittle of religion textbook used by teacher (q412ht)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 68

Valid cases: 273
 Invalid: 0

Literal question

4.12.2h Write the title of the main religious textbook used

How frequently teachers uses religion textbook (q413h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.13h How often do you use the religious textbook mentioned in Q4.12.2h during the lessons?

How useful is the religion textbook (q414h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.14h How helpful do you find this religious textbook?

Do you have teachers guide for religion textbook (q415h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

4.15h Do you have the teacher's guide for the religious textbook above?

How useful is the religion teachers guide (q416h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 17
 Decimals: 0
 Range: 1-9

Valid cases: 1461
 Invalid: 291

Literal question

4.16h How helpful do you find this religious guide/handbook?

religion scheme of work (q417h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.17h Please show me the religious scheme of work

religion lesson plan (q418h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 23
 Decimals: 0
 Range: 1-9

Valid cases: 1458
 Invalid: 294

Literal question

4.18h Please show me the religious lesson plan

Main reason why learners are absent from school (q419a) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 32
 Decimals: 0
 Range: 1-96

Valid cases: 1752
 Invalid: 0

Literal question

4.19 What do you think is the MAIN reason why your learners are usually absent from school?

Teacher was absent from school in the last school week (q420) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

4.20 In the last school week, were you away, for whatever reason, for at least one day?

Number of lessons lost when teacher was absent (q421) File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-60

Valid cases: 1747
 Invalid: 5
 Minimum: 0
 Maximum: 60
 Mean: 2.6
 Standard deviation: 6.7

Literal question

4.21 How many lessons did you miss to teach while away in the last school week?

Number of parents teacher met to discuss education matters (q422) File: Tayari_Teachers_AllRounds

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-100

Valid cases: 1747
 Invalid: 5
 Minimum: 0
 Maximum: 100
 Mean: 13.5
 Standard deviation: 13.5

Literal question

4.22 How many parents/guardians of the learners you teach have you met to discuss education matters in the last school term?

Do you assess you learners in numeracy and literacy (q51)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.1 Do you assess your learners in math and language activities?

Do you assess learners using: written assessment (q52a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - a) Written assessment

No. of days in a week you assess learners using: written assessment (q52ad)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1746
 Invalid: 6

Literal question

5.2 How many days in a school week do you use the mentioned methods? - a) Written assessment

Do you assess learners using: oral assessemnt (q52b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - b) Oral assessment

No. of days in a week you assess learners using: oral assessemnt
 (q52bd)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-56

Valid cases: 1746
 Invalid: 6

Literal question

5.2 How many days in a school week do you use the mentioned methods? - b) Oral assessment

Do you assess learners using: observation (q52c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - c) Observation

No. of days in a week you assess learners using: observation (q52cd)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-56

Valid cases: 1746
 Invalid: 6

Literal question

5.2 How many days in a school week do you use the mentioned methods? - c) Observation

Do you assess learners using: portofolio (q52d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2 What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - d) Portfolio

No. of days in a week you assess learners using: portofolio (q52dd)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1746
 Invalid: 6

Literal question

5.2 How many days in a school week do you use the mentioned methods? - d) Portfolio

Do you assess learners using: checking homework (q52e)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2e What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - Checking of homework

No. of days in a week you access learners using: checking homework (q52ed)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 1-9

Valid cases: 1746
 Invalid: 6

Literal question

5.2 How many days in a school week do you use the mentioned methods? - e) Checking of homework

Do you access learners using: checking exercise books (q52f)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2f What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - Checking exercise books

No. of days in a week you access learners using: checking exercise books (q52fd)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-9

Valid cases: 1746
 Invalid: 6

Literal question

5.2f How many days in a school week do you use the mentioned methods? - Checking exercise books

Do you assess learners using: others (q52g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

5.2g What methods do you use to track/measure learners' progress? [DO NOT PROMPT]? - Others (specify)_____

No. of days in a week you access learners using: others (q52gd)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1746
 Invalid: 6

Literal question

5.2gd How many days in a school week do you use the other methods?

How often does the teacher give homework (q53)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-95

Valid cases: 1752
 Invalid: 0

Literal question

5.3 How often do you give homework for your learners per week?

Have the following: A usable chalk board (q61a)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.1a Do you have the following facilities in the class that you teach? - A usable chalk board/white board

Have the following: Chalk/other markers) (q61b)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.1b Do you have the following facilities in the class that you teach? - Chalk/other markers

Have the following: A wall chart of any kind (q61c)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.1c Do you have the following facilities in the class that you teach? - A wall chart of any kind

Have the following: A cupboard or locker (q61d)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.1d Do you have the following facilities in the class that you teach? - A cupboard or locker

Have the following: One or more bookshelves/table (q61e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1e Do you have the following facilities in the class that you teach? - One or more bookshelves/table

Have the following: A classroom library, book corner or book box (q61f)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1f Do you have the following facilities in the class that you teach? - A classroom library, book corner or book box

Have the following: A teacher's table (q61g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1g Do you have the following facilities in the class that you teach? - A teacher's table

Have the following: A teachers chair (q61h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1h Do you have the following facilities in the class that you teach? - A teachers chair

Have the following: Age appropriate furniture (chairs /benches) (q61i)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1i Do you have the following facilities in the class that you teach? - Age appropriate chairs/benches

Have the following: Age appropriate furniture (desks /tables) (q61j)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1j Do you have the following facilities in the class that you teach? - Age appropriate desks/tables

Have the following: Running water/Tippy taps/leaky tins (q61k)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.1k Do you have the following facilities in the class that you teach? - Running water

Have the following: Number wall charts (q62a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.2a Do you have the following learning and play materials for use by learners in your classroom? - Number wall charts

Have the following: Letter/Alphabet/Sound wall charts (q62b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2b Do you have the following learning and play materials for use by learners in your classroom? - Letter/Alphabet/Sound wall charts

Have the following: Colouring materials (q62c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2c Do you have the following learning and play materials for use by learners in your classroom? - Colouring materials (e.g. pencil colours, colour books, crayons)

Have the following: Painting materials (q62d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2d Do you have the following learning and play materials for use by learners in your classroom? - Painting materials (e.g. Paint, Pellets, Paint powder)

Have the following: Indoor play materials (q62e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2e Do you have the following learning and play materials for use by learners in your classroom? - Indoor play materials (e.g. Toys, blocks, etc.)

Have the following: Outdoor play materials (q62f)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2f Do you have the following learning and play materials for use by learners in your classroom? - Outdoor play materials (swings, see-saws, tyres, balls, etc.)

Have the following: Real objects (Realia) like fruits (q62g)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2g Do you have the following learning and play materials for use by learners in your classroom? - Real objects (Realia) like fruits

Have the following: Flash cards (q62h)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2h Do you have the following learning and play materials for use by learners in your classroom? - Flash cards

Have the following: Cut outs (q62i)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2i Do you have the following learning and play materials for use by learners in your classroom? - Cut outs

Have the following: Manipulatives (q62j)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2j Do you have the following learning and play materials for use by learners in your classroom? - Manipulatives (e.g. sticks, stones, soda tops, etc.)

Have the following: Moulding materials (q62k)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2k Do you have the following learning and play materials for use by learners in your classroom? - Moulding materials

Have the following: Fixed play equipment (q62l)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2l Do you have the following learning and play materials for use by learners in your classroom? - Fixed play equipment (e.g. swings, see-saws, climbing bars, etc.)

Have the following: Portable/Unfixed play equipment (q62m)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2m Do you have the following learning and play materials for use by learners in your classroom? - Portable play equipment (e.g. skipping ropes, tyres, balls, hoops, etc.)

Have the following: Big books (q62n)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

6.2n Do you have the following learning and play materials for use by learners in your classroom? - Big books

Have the following: Tippy taps/leaky tins (q62o)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 291
 Invalid: 1461

Literal question

6.2o Do you have the following learning and play materials for use by learners in your classroom? - Tippy taps/leaky tins

How often are learning materials (Q6.2) are updated (q63)
 File: Tayari_Teachers_AllRounds

Overview

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

Valid cases: 291
 Invalid: 1461

Literal question

6.3 On average how often do you change the learning materials mentioned in 6.2?

Sitting spaces for learners (q64a)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 24

Valid cases: 1750
 Invalid: 0

Literal question

6.4a How many of the following do you have in your classroom or teaching area? - Seating places for learners (spaces, chairs or benches)

Writing spaces for learners (q64b)
 File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: character
 Width: 17

Valid cases: 1750
 Invalid: 0

Literal question

6.4b How many of the following do you have in your classroom or teaching area? - Writing places for learners (Desks or tables)

Have the following: Brooms and cleaning equipments (q65a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.5a Do you have the following facilities in the class that you teach? - Brooms and cleaning equipment in good working condition

Have the following: Waste paper basket (q65b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.5b Do you have the following facilities in the class that you teach? - Waste paper basket

Have the following: Paper recycling box (q65c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.5c Do you have the following facilities in the class that you teach? - Paper recycling box

Have the following: Board eraser (q65d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
Format: numeric
Width: 8
Decimals: 0
Range: 0-9

Valid cases: 1752
Invalid: 0

Literal question

6.5d Do you have the following facilities in the class that you teach? - Board eraser

Have the following: Chart on environment care (q65e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

6.5e Do you have the following facilities in the class that you teach? - Charts on environment care

Main means of transport to school (q71)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 23	
Decimals: 0	
Range: 1-95	

Literal question

7.1 What is your main means of transport from your residence to this school?

Time in means taken to get to school using means in Q7.1 (q72)

File: Tayari_Teachers_AllRounds

Overview

Type: Continuous	Valid cases: 1747
Format: numeric	Invalid: 5
Width: 10	Minimum: 1
Decimals: 0	Maximum: 150
Range: 1-150	Mean: 27.7
	Standard deviation: 19.2

Literal question

7.2 Using this means (in 7.1), how long does it take you to get to school? [In minutes]

Do have access to Radio in the place you live (q73a)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete	Valid cases: 1752
Format: numeric	Invalid: 0
Width: 8	
Decimals: 0	
Range: 0-9	

Literal question

7.3a Which of the following things do you have access to in the place (home) where you stay during the school week? - Radio

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to TV in the place you live (q73b)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3b Which of the following things do you have access to in the place (home) where you stay during the school week? - TV set

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to a video player in the place you live (q73c)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3c Which of the following things do you have access to in the place (home) where you stay during the school week? - Video player (VCR)/DVD, etc.)

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to audio player in the place you live (q73d)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3d Which of the following things do you have access to in the place (home) where you stay during the school week? - Audio player (mp3, cassette etc.)

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Telephone in the place you live (q73e)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3e Which of the following things do you have access to in the place (home) where you stay during the school week? - Telephone/mobile phone

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Refrigerator in the place you live (q73f) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3f Which of the following things do you have access to in the place (home) where you stay during the school week? - Refrigerator/freezer

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to car in the place you live (q73g) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

7.3g Which of the following things do you have access to in the place (home) where you stay during the school week? - Car

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Motorcycle in the place you live (q73h) File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

7.3h Which of the following things do you have access to in the place (home) where you stay during the school week? - Motorcycle

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Bicycle in the place you live (q73i)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 0-9

Valid cases: 1461
 Invalid: 291

Literal question

7.3i Which of the following things do you have access to in the place (home) where you stay during the school week? - Bicycle

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to piped water in the place you live (q73j)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3j Which of the following things do you have access to in the place (home) where you stay during the school week? - Piped water

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Electricity in the place you live (q73k)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3k Which of the following things do you have access to in the place (home) where you stay during the school week? - Electricity, generator, solar

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Computer in the place you live (q73l)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3l Which of the following things do you have access to in the place (home) where you stay during the school week? - Toilet in the house

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Internet in the place you live (q73m)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3m Which of the following things do you have access to in the place (home) where you stay during the school week? - Computers/laptop/tablet

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Do have access to Toilet in the place you live (q73n)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 8
 Decimals: 0
 Range: 0-9

Valid cases: 1752
 Invalid: 0

Literal question

7.3n Which of the following things do you have access to in the place (home) where you stay during the school week? - Access to internet

Interviewer instructions

[FI: INCLUDE ITEMS THAT ARE BROKEN BUT CAN BE REPAIRED]

Source of lighting at home? (q74)

File: Tayari_Teachers_AllRounds

Overview

Type: Discrete
 Format: numeric
 Width: 27
 Decimals: 0
 Range: 1-95

Valid cases: 1752
 Invalid: 0

Literal question

7.4 What is the main source of lighting by which you can read in the place (home) where you stay during the school week?

