

**AFRICAN POPULATION AND HEALTH RESEARCH CENTER
EDUCATION RESEARCH PROGRAMME
EVALUATION OF THE EAQEL INTERVENTION (UG_ENDLINE_JUNE/JULY2011)
ENDLINE SURVEY**

THIS QUESTIONNAIRE SHOULD BE ADMINISTERED TO EACH TEACHER OF MATHS IN CLASS 1-3 (Q303_MTR)

1.0 BACKGROUND INFORMATION

1.1 START TIME

1.2 DATE OF INTERVIEW (DD/MM/YYYY)

1.3 FIELD INTERVIEWER'S (FI) CODE

1.4 COUNTRY 1=KENYA; 2=UGANDA

1.5 NAME OF DISTRICT 1=KWALE; 2=KINANGO; 3=DOKOLO; 4=AMOLATAR

1.6 NAME OF DIVISION/SUB-COUNTY _____

1.7 NAME OF ZONE _____

1.8 NAME OF CLUSTER _____

1.9 FULL NAME OF THE TEACHER _____

1.10 FULL NAME OF SCHOOL _____

1.11 CURRENT NATIONAL EXAMINATION INDEX FOR THE SCHOOL

1.12 PREVIOUS NATIONAL EXAMINATION INDEX FOR THE SCHOOL

1.14 INTRODUCTION AND CONSENT

Good morning/afternoon/evening sir/madam. My name is (NAME OF FIELD INTERVIEWER). I work with the African Population and Health Research Center (APHRC) which carries out research on Education, Health, Urbanization, and Well being. The APHRC works in Kenya and in the sub-Saharan Africa region. Under the Education theme, we visit primary schools to collect data on school infrastructure, enrolment, staffing, teaching, learning and management. This time round, we would like to collect endline data from teachers of Mathematics handling the lower grades of primary 2-4. These are pupils who were in grades 1-3 in 2010 when we collected baseline data. We seek your consent to collect data on the teaching of mathematics in this lower grades. The results of this research will be disseminated to schools participating in the study and at national level in order to inform education policy in the two countries of Kenya and Uganda where the research is being carried out.

Your responses will be held with utmost confidentiality and will only be available to members of the research team. The study will not cause any disadvantage to you, or your school. 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 policy oriented intended to improve the teaching and learning processes in our schools. You are free to ask questions as we proceed and you are also at liberty not to respond to questions you do not feel comfortable responding to. This interview will take about 30 minutes.

1.15 Would you like to participate in this research? 1=YES; 2=NO;

[IF 1=YES, THANK THE RESPONDENT AND PROCEED TO SECTION 2.0]

1.16 Kindly let me know the reason why you would not wish to participate in this research

01=TOO BUSY/DO NOT HAVE TIME; 02=TIRED OF RESEARCH; 03=RESEARCH NOT BENEFICIAL;
04=NOT INTERESTED; 96=OTHER (specify) _____

[CHECK 1.15: IF 2=NO, THANK THE RESPONDENT, AND SKIP TO SECTION 6.0]

2.0 SOME QUESTIONS ABOUT YOU

2.1 FI: INDICATE SEX OF TEACHER/RESPONDENT 1=FEMALE; 2=MALE

2.2 What is the date of your birth? (DD/MM/YYYY)

2.3 What is the highest level of **academic education** you have attained?

01=PRIMARY EDUCATION; 02=JUNIOR SECONDARY EDUCATION;
03=SECONDARY EDUCATION (O-LEVEL); 04=SECONDARY EDUCATION (A-LEVEL);
05=BACHELOR'S DEGREE OR HIGHER (OTHER THAN BACHELOR OF EDUCATION)
96=OTHER (specify) _____

2.4 What is the highest level of certification of your **pre-service teacher training**?

01=NO TEACHER TRAINING (UT); 02=CERTIFICATE; 03=DIPLOMA; 04=DEGREE; 05=PGDE
96=OTHER (specify) _____ **[IF 01, SKIP TO 2.6]**

2.5 How many years of **pre-service teacher training** have you received altogether?

2.5A Have you received specific training in teaching the early grades of 1/2/3 in primary school? 1=YES; 2=NO

2.6 How adequately do you feel prepared for teaching the Mathematics curriculum?

01=VERY INADEQUATE; 02=INADEQUATE; 03=SOMEHOW ADEQUATE; 04=ADEQUATE;
05=VERY ADEQUATE

2.7 In the last 18 months, how many **in-service** teacher training short courses have you attended that were specific to Mathematics? **[FI: WRITE e.g. 04 FOR 4, 00 FOR 0 etc.]**

[IF 00, SKIP TO 2.10]

2.8 Mention the **names** of the in-service teacher training short courses attended

1 _____

2 _____

3 _____

4 _____

2.9 How many days altogether have you attended this **in-service**?

2.10a When did you begin teaching? [MM/YYYY]

2.11a When did you join this school? [MM/YYYY]

2.12 How many **complete years** (including this year) have you been a teacher of Mathematics?

2.13 This year, what grade(s) are you teaching Mathematics in the lower classes of 1-3?

01=1; 02=2; 03=3; 04=1&2; 05=1&3; 06=2&3; 07=ALL GRADES 1-3

2.14 How many **complete years** (including this year) have you been a teacher of Mathematics in grade 1/2/3?

2.15 For this year, how many streams of grade 1/2/3 do you teach Mathematics?
1=ONE; 2=TWO; 3=THREE; 4=MORE THAN THREE

2.16 Which are those streams? **[FI: THESE DIFFER BY SCHOOL, e.g. 1A, 1B, 1C or 1K1, 1K2, 1K3 etc?]**

A _____

B _____

C _____

2.17 In total, how many Mathematics lessons do you teach in grade 1/2/3 in a week?

2.18 Do you also teach Mathematics in any of the upper primary grades of 4-8? 1=YES; 2=NO **[IF 2, SKIP TO 2.21]**

2.19 For this year, which grade(s) do you teach Mathematics in upper Primary School? 1=YES; 2=NO

GRADE 4 5 6 7 8

2.20 In total, how many lessons of Mathematics do you teach upper primary in a week?

2.21 How often does the school Headteacher watch you teach Mathematics?
1=OFTEN; 2=SOMETIMES; 3=RARELY; 4=NEVER; 9=NA, IF HEAD TEACHER

2.22 How often does the deputy Headteacher/HOD/Senior teacher/master teacher in the school watch you teach Mathematics? 1=OFTEN; 2=SOMETIMES; 3=RARELY; 4=NEVER; 9=NA, IF DEPUTY HEAD TEACHER

2.23 How many times did an Maths curriculum or subject advisor from the zonal/parish/division/sub-county/district or province visit you in your classroom, at this or any other school in the last 18 months?

01=NEVER; 02=ONCE; 03=TWICE; 04=MORE THAN TWICE;
05=NOT TEACHING IN THE LAST 18 MONTHS

[IF 01=NEVER, SKIP TO 3.0]

2.24 Which of the following activities did the Mathematics curriculum or subject advisor undertake if s/he visited?
1=YES; 2=NO

A LOOKED AT LEARNERS WORK IN CLASS

B CHECKED MY FILES AND RECORDS

C DISCUSSED MY TEACHING AND AREAS OF IMPROVEMENT

D SUGGESTED ATTENDING A TRAINING SESSION

E EXPLAINED CURRICULUM CONTENTS

F RECOMMENDED NEW TEACHING MATERIALS OR METHODS

G GAVE ME NEW MATERIALS AND TEXTBOOKS

H OTHER(SPECIFY) _____

2.25 Have you covered any of the following Mathematics topics so far in your grades 1/2/3 this year?

1=YES; 2=NO; 3=CANNOT REMEMBER

GRADE 1

- A NUMBERS
- B WHOLE NUMBERS
- C OPERATIONS
- D MEASUREMENT
- E GEOMETRY
- F OTHER _____

GRADE 2

- A NUMBERS
- B OPERATIONS
- C MEASUREMENT
- D GEOMETRY
- E OTHER _____

GRADE 3

- A NUMBERS
- B FRACTIONS
- C OPERATIONS
- D MEASUREMENT
- E CAPACITY
- F MONEY
- G TIME
- H GEOMETRY
- I OTHER _____

2.26 In total, how many lessons do you teach in all subjects and classes in this school in a week?
 [FI: IF TEACHER COMBINES STREAMS FOR SAME SUBJECT, TREAT AS SINGLE LESSONS]

2.27 How often do you deal with learner discipline problems in your grade(s) 1/2/3?
 01=SEVERAL TIMES A DAY; 02=ONCE A DAY; 03=SEVERAL TIMES A WEEK;
 04=ONCE A WEEK; 05=LESS THAN ONCE A MONTH; 06=NEVER 96=OTHER (SPECIFY) _____

2.28 What activity takes you out of school **most often**?
 01=UNION MEETINGS; 02=DEPARTMENTAL OR COMMITTEE MEETINGS;
 03=CONSULTATIONS WITH OTHER TEACHERS; 04=DOMESTIC RESPONSIBILITIES
 05=RESPONSIBILITIES RELATED TO SECOND JOB;
 06=RESPONSIBILITIES RELATED TO MY COMMUNITY SUCH AS LOCAL POLITICS
 07=CONSULTATIONS WITH LEARNERS
 08=CONSULTATIONS WITH PARENTS OR GUARDIANS OF LEARNERS
 09=TRAINING OR PROFESSIONAL DEVELOPMENT
 96=OTHER (specify) _____
 99=I AM NEVER TAKEN OUT OF MY CLASSES

2.29 What is your **typical means** of transport from your residence to this school?
 01=WALKING; 02=BICYCLE; 03=MOTOR-CYCLE; 04=PUBLIC TRANSPORT;
 05=DRIVING PRIVATE/SCHOOL VEHICLE; 96=OTHER (Specify) _____

2.30 Using this means (in 2.29), how long does it take you to get to school?
 [ENTER RESPONSE IN MINUTES e.g. 2hrs=120 minutes]

2.31 How many of the families of the learners you teach in grades 1/2/3 do you know?
 01=ALL THE FAMILIES; 02=THREE QUARTERS OF THE FAMILIES; 03=ABOUT HALF OF THE FAMILIES
 04=ABOUT A QUARTER OF THE FAMILIES; 05=NONE OF THE FAMILIES 96=OTHER (specify) _____

2.32 Do you frequently face the following problems in **your class(es)**? 1=YES; 2=NO
 [FI: READ OUT THE OPTIONS ONE AT A TIME AND CODE APPROPRIATELY]

- A DISCIPLINE
- B LACK OF RESOURCES/FINANCES/POVERTY/HUNGER
- C LACK OF PARENTAL/ FAMILY INVOLVEMENT
- D BULLYING/FIGHTING AMONG PUPILS
- E SAFETY/SECURITY
- F TEACHER ABSENTEEISM
- G LEARNER ABSENTEEISM
- H CLASS SIZE IS TOO BIG
- I LACK OF TEACHERS
- J LEARNERS NOT DOING THEIR WORK
- K TEACHERS NOT DOING THEIR WORK/LACK OF GOOD UNDERSTANDING
- L LANGUAGE PROBLEMS
- M LACK OF KNOWLEDGE/ NO INTEREST
- N NO INTEREST (ON PUPIL'S PART)

- 2.33 Is there an education resource center which serves your school? 1=YES; 2=NO **IF 2, SKIP TO 3.0**
- 2.34 Have you visited the education resource center in the last 18 months? 1=YES; 2=NO **IF 2, SKIP TO 3.0**
- 2.35 What reasons made you visit the education resource center? 1=YES, MENTIONED; 2=NOT MENTIONED
 [FI: PROBE AND CODE APPROPRIATELY]
- A BORROW TEACHING/LEARNING MATERIALS
 - B MAKE TEACHING/LEARNING MATERIALS
 - C ATTEND TRAINING COURSES
 - D EXCHANGE IDEAS WITH TEACHERS FROM OTHER SCHOOLS
 - E SEEK ADVICE FROM THE STAFF OF THE RESOURCE CENTER
 - F OTHER(SPECIFY) _____

3.0 SOME QUESTIONS ABOUT YOUR PLACE OF ABODE/HOME

- 3.1 Which of the following things do you have **access** to in the place (home) where you stay **during the school week?** **1=YES; 2=**

[FI: READ OUT THE OPTIONS TO THE RESPONDENT. INCLUDE ITEMS CURRENTLY BROKEN BUT CAN BE REPAIRED]

- A DAILY NEWSPAPER
- B WEEKLY OR MONTHLY MAGAZINE
- C RADIO
- D TV SET
- E VIDEO CASSETTE RECORDER (VCR)/DVD
- F CASSETTE PLAYER
- G TELEPHONE/MOBILE PHONE
- H REFRIGERATOR/FREEZER
- I CAR
- J MOTORCYCLE
- K BICYCLE
- L PIPED WATER
- M ELECTRICITY, GENERATOR, SOLAR
- N TABLE TO WRITE ON
- O TOILET IN THE HOUSE

- 3.2 Approximately how many of the following livestock are owned by the household or place where you stay **during the school week** [FI: PLEASE WRITE THE NUMBER IN THE BOXES FOR EACH ITEM e.g. 0012 FOR 12]

[IF TEACHER DOES NOT OWN ANY OF THESE LIVESTOCK, WRITE 0000]

A	Cattle	<input type="text"/>	<input type="text"/>	<input type="text"/>
B	Sheep	<input type="text"/>	<input type="text"/>	<input type="text"/>
C	Goats	<input type="text"/>	<input type="text"/>	<input type="text"/>
D	Horses	<input type="text"/>	<input type="text"/>	<input type="text"/>
E	Donkeys	<input type="text"/>	<input type="text"/>	<input type="text"/>
F	Pigs	<input type="text"/>	<input type="text"/>	<input type="text"/>
G	Poultry	<input type="text"/>	<input type="text"/>	<input type="text"/>
H	Camels	<input type="text"/>	<input type="text"/>	<input type="text"/>

- 3.3 What is the **main source of lighting** by which you can read in the place (home) where you stay **during the school week?**
- 01=FIRE; 02=CANDLE; 03=PARAFFIN OR OIL LAMP; 04=GAS LAMP;
 05=ELECTRIC LIGHTING, SOLAR, GENERATOR; 06=THERE IS NO LIGHTING

4.0 SOME QUESTIONS ABOUT MATHEMATICS

4.1 Does the school report for each pupil include a specific section for comment on Mathematics? 1=YES; 2=NO

4.2 How important do you consider the following pupil activities in the teaching of Mathematics?
1=NOT IMPORTANT; 2=OF SOME IMPORTANCE; 3=VERY IMPORTANT

[FI: PROBE AND APPROPRIATELY INDICATE ALL THAT APPLY]

- A WORKING IN PAIRS OR GROUPS TO SOLVE A MATHEMATICS PROBLEM
- B WORKING ALONE ON PROBLEMS
- C PREPARING PROJECTS OR POSTERS TO BE SHOWN TO CLASS
- D USING PRACTICAL EQUIPMENT E.G. SCALES, RULERS, TAPE MEASURES etc
- E HOME ASSIGNMENTS
- F STUDYING AND INTERPRETING GRAPHS FROM MAGAZINES, NEWSPAPERS etc
- G DESCRIBING BASIC MATHEMATICS PROCESSES e.g. ADDITION, SUBTRACTION etc
- H QUIZZES, TESTS, EXAMINATIONS, etc

4.3 Of the eight activities listed above (in question 4.2), select the one you consider to be the most important
[FI:INDICATE LETTER CORRESPONDING TO THE MOST IMPORTANT ACTIVITY CHOSEN]

4.4 Do you give your pupils in grade 1/2/3 homework assignments in Mathematics 1=YES; 2=NO

4.5 About how many times do you give out such homework assignments in a week?

4.6 Do you ask parents or guardians to sign pupils books to indicate that they have completed their Mathematics home assignments?. 1=YES; 2=NO

4.7 How important do you consider the following goals in the teaching of Mathematics?

[FI: READ OUT, PROBE AND CODE APPROPRIATELY]

1=NOT IMPORTANT; 2=OF SOME IMPORTANCE; 3=VERY IMPORTANT

- A PROBLEM SOLVING (TRANSFER OF SKILLS TO EVERY DAY LIFE & APPLYING KNOWLEDGE)
- B CONFIDENCE IN SOLVING MATHEMATICS PROBLEMS
- C THINKING SKILLS
- D SATISFACTION FROM DOING MATHEMATICS
- E OPENING UP CAREER OPPORTUNITIES
- F DEVELOPMENT OF LIFE SKILLS

4.8 Of the six goals listed above (in question 4.7), select the one you consider to be the most important.
[FI:INDICATE LETTER CORRESPONDING TO THE MOST IMPORTANT ACTIVITY CHOSEN]

4.9 How often do you use the following approaches when teaching Mathematics?

1=OFTEN; 2=SOMETIMES; 3=RARELY; 4=NEVER

[FI: READ OUT, PROBE AND CODE APPROPRIATELY]

- A USING EVERYDAY PROBLEMS (VERBALLY, WRITTEN OR WORKSHEETS)
- B TEACHING THE WHOLE CLASS AS A GROUP
- C TEACHING IN A SMALL GROUP
- D TEACHING INDIVIDUALLY
- E TEACHING THROUGH QUESTION AND ANSWER TECHNIQUES
- F GIVING POSITIVE FEEDBACK
- G BASIC TRAINING SKILLS
- H EXPLAINING MATHEMATICS PROCESSES
- I USING AVAILABLE LOCAL MATERIALS

4.10 How often do you give your pupils a **written test** in Mathematics?

01=I DO NOT TEST THE PUPILS; 02=ONCE PER YEAR; 03=ONCE PER TERM;

04=TWO OR THREE TIMES PER TERM; 05=ONCE A MONTH; 06=TWO OR MORE TIMES PER MONTH

4.11 Do you find it difficult to teach Mathematics to pupils in your current class? 1=YES; 2=NO

4.12 Are there pupils in your class who find it difficult to do/learn Mathematics? 1=YES; 2=NO **[IF 2 SKIP TO 4.16]**

- 4.13 What proportion of your pupils would you say have difficulties in learning Mathematics?
1=LESS THAN 10%; 2=BETWEEN 11-25%; 3=BETWEEN 26-50%; 4=MORE THAN HALF THE CLASS
- 4.14 What do you do to help pupils who have problems in doing/understanding Mathematics in your class?
1=NOTHING; 2=GIVE INDIVIDUAL ATTENTION; 3=HOLD GROUP REMEDIAL CLASSES;
4=GIVE BOTH INDIVIDUAL AND GROUP ATTENTION; 6=OTHER (Specify) _____

4.16 Do pupils interact with each other in doing Mathematics in your class? 1=YES; 2=NO

4.17 How would you encourage a climate of interaction in your Mathematics class?

- 1) _____
2) _____
3) _____

5.0 QUESTIONS ABOUT YOUR GRADE 1/2/3 CLASS AND YOUR TEACHING

5.1 How many books do you have in your classroom library or book corner? (FI: PROBE BUT DO NOT INCLUDE MAGAZINES OR NEWSPAPERS. IF THERE IS NO CLASSROOM LIBRARY OR BOOK CORNER WRITE '000' IN THE BOXES PROVIDED)

5.2 What is the current Textbook-Pupil-Ratio (TPR) in your Mathematics class?
1=1:1; 2=1:2; 3=1:3; 4=ONE TEXTBOOK TO FOUR OR MORE PUPILS; 5=THERE ARE NO PUPIL TEXTBOOKS

5.3 What would you say about the sufficiency of materials to help you effectively teach Mathematics in your class currently? 1=VERY SUFFICIENT; 2=SUFFICIENT; 3=ABOUT SUFFICIENT; 4=NOT SUFFICIENT

5.4 How many of the following do you have in your classroom or teaching area?
[FI: WRITE '00' IF NONE]

- A SITTING PLACES FOR PUPILS (ON CHAIRS OR ON BENCHES)
B WRITING PLACES FOR PUPILS (ON DESKS OR TABLES)

5.5 Which of the following are available in your classroom or teaching area? 1=YES, 2=NO
[FI: PROBE AND CODE APPROPRIATELY]

- A A USABLE WRITING BOARD (BLACK, WHITE, GREEN)
B CHALK (OR OTHER MARKERS)
C A WALL CHART OF ANY KIND
D A CUPBOARD OR LOCKER
E ONE OR MORE BOOKSHELVES
F A CLASSROOM LIBRARY, BOOK CORNER OR BOOK BOX
G A TEACHER'S TABLE
H A TEACHER'S CHAIR

5.6 Do you have access to the following items/materials in your school? 1=YES, 2=NO
[FI: READ OUT THE OPTIONS, PROBE AND CODE APPROPRIATELY]

- A A MAP
B AN ENGLISH DICTIONARY
C GEOMETRICAL INSTRUMENTS (e.g. COMPASS, PRO-TRACTOR) FOR USE ON WRITING BOARD
D TEACHER'S GUIDE (MATHEMATICS)

5.7 How many **hours**, on average, do you spend in a **typical school week** working on **lesson preparation**?
[FI: LESSON PREPARATION IS DIFFERENT FROM LESSON TEACHING]

5.8 How often do you usually meet with the parents or guardians of the pupils in your class to discuss pupil performance or related matters?
1=NEVER; 2=ONCE A YEAR; 3=ONCE A TERM; 4=ONCE OR MORE A MONTH

5.9 How many enrolled pupils do you have in the class(es) where you teach Mathematics?

[FI: IF TEACHER HANDLES MORE THAN ONE STREAM IN A GRADE, GET THE SUM OF PUPILS IN PARTICULAR GRADES e.g. GRADE 1]

Class	Boys		Girls	
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5.10 Of these enrolled pupils, how many are present today?
 [FI: IF TEACHER HANDLES MORE THAN ONE STREAM
 IN A GRADE, GET THE SUM OF PUPILS IN
 PARTICULAR GRADES e.g. GRADE 1]

Class	Boys		Girls	
1				
2				
3				

5.11 By sex, how many of the enrolled pupils in your class(es) would you say attend school on a **typical** school day?
 [FI: IF TEACHER HANDLES MORE THAN ONE STREAM
 IN A GRADE, GET THE SUM OF PUPILS IN
 PARTICULAR GRADES e.g. GRADE 1]

Class	Boys		Girls	
1				
2				
3				

5.12 For this year, are there repeating pupils in the class(es) you teach Mathematics (i.e. those who were enrolled in a grade in the previous year(s) and who are in the same class in the subsequent year)? 1=YES; 2=NO; 8=DK
[IF 2 OR 8, SKIP TO 5.15]

5.13 By sex, how many such pupils are repeating the class(es) where you teach Mathematics in Std/P1-P3?
 [FI: IF TEACHER HANDLES MORE THAN ONE STREAM
 IN A GRADE, GET THE SUM OF PUPILS IN
 PARTICULAR GRADES e.g. GRADE 1]

Class	Boys		Girls	
1				
2				
3				

5.14 In your view, what is the main reason for repetition by sex?
 BOYS _____ 9=NA
 GIRLS _____ 9=NA

5.15 In the last 12 months, are there pupils in the class you teach Mathematics in Std/P1-P3, whom you would consider to have dropped out of school? 1=YES; 2=NO; 8=DK
[IF 2 OR 8, SKIP TO 6.0]

[FI: A SCHOOL DROPOUT IS ONE WHO IS ENROLLED IN A GRADE IN A LEVEL OF EDUCATION IN A PARTICULAR SCHOOL YEAR, BUT LEAVES SCHOOL BEFORE THE END OF THAT SCHOOL YEAR, IS NOT A CONFIRMED TRANSFER CASE TO ANOTHER SCHOOL, AND DOES NOT SHOW UP TO CONTINUE WITH SCHOOL IN THE SUBSEQUENT SCHOOL YEAR]

5.16 By sex, how many such pupils dropped out of school in the last 12 months?
 [FI: IF TEACHER HANDLES MORE THAN ONE STREAM
 IN A GRADE, GET THE SUM OF PUPILS IN
 PARTICULAR GRADES e.g. GRADE 1]

Class	Boys		Girls	
1				
2				
3				

5.17 By sex, what in your view was the main reason for their dropping out of school?
 BOYS _____ 9=NA
 GIRLS _____ 9=NA

6.0 COMMENTS, INTERVIEW RATING AND WIND UP

6.1 RECORD COMMENTS ABOUT THE INTERVIEW _____

6.2 RATE THE INTERVIEW 1=VERY BAD; 2=BAD; 3=AVERAGE; 4=GOOD; 5=VERY GOOD

6.3 RESULT OF INTERVIEW
 01=COMPLETED; 02=RESPONDENT CANNOT ANSWER (e.g. IS CHALLENGED)
 03=RESPONDENT IS OUT OF SCHOOL FOR EXTENDED PERIOD;
 05=RESPONDENT'S WHEREABOUTS ARE UNKNOWN; 96 OTHER (specify); _____
 97=RESPONDENT REFUSED TO BE INTERVIEWED

6.4 RECORD END TIME

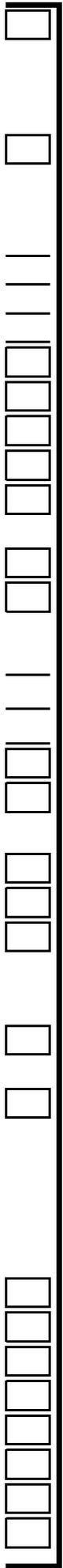
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6.5 FIELD SUPERVISOR/TEAM LEADER'S CODE

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6.6 DATA ENTRY CLERK'S CODE

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