

# Papua New Guinea - Public Expenditure and Service Delivery Survey 2002, A survey of 220 schools

**National Research Institute, Port Moresby and Deon Filmer (World Bank)**

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## Overview

### Identification

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#### ID NUMBER

PNG\_2002\_PESD\_v01\_M

### Version

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#### VERSION DESCRIPTION

Final datasets, edited.

#### PRODUCTION DATE

2004

#### NOTES

Relationships not established

### Overview

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#### ABSTRACT

This survey is part of a multi-country pilot study which combines surveys of primary schools with household and other micro surveys to assess service delivery systems in education, measure performance, and establish a baseline for examining the impact of policy and institutional reforms over time.

Work on the PESD project was launched in late 2001 as part of the World Bank's analytical work on poverty in PNG. The project was launched in close consultation with the Government of PNG and AusAID.<sup>8</sup> Work on the PESD survey started in early 2002.

The survey operation itself was implemented by the Education Department of the National Research Institute (NRI) in Port Moresby.

#### KIND OF DATA

Sample survey data [ssd]

### Coverage

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#### GEOGRAPHIC COVERAGE

The PESD survey covered 214 schools in 19 districts across 8 provinces --Counting NCD as a province-- out of a total of 20 in the country, with two provinces selected in each of the four main regions.

The following provinces were covered:

- Southern (Papua) region: Gulf; National Capital District (NCD)
- Highlands region: Enga; Eastern Highlands
- Momase region: West Sepik (Sandaun); Morobe
- Islands region: West New Britain; East New Britain

These provinces cover a wide spectrum both in terms of poverty levels and educational development. They range from the relatively rich (NCD and Gulf with headcounts of 19 and 28%) to the poor Sandaun (headcount of over 60%), from the

well-educated (NCD and East New Britain with adult literacy rates of 84 and 74%) to poorly-educated (Enga and Eastern Highlands with adult literacy rates of 26 and 38%), from those with high primary enrolment (NCD and ENB) to those with low enrolment (Enga, Gulf and Sandaun), from those with high grade 1-8 retention rates (NCD with 79%) to those with low retention rates (Eastern Highlands and Sandaun with just above 20%).

## Producers and Sponsors

### PRIMARY INVESTIGATOR(S)

Name	Affiliation
National Research Institute, Port Moresby and Deon Filmer (World Bank)	

### FUNDING

Name	Abbreviation	Role
AUSAID		
World Bank		

## Metadata Production

### METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Deon Filmer		World Bank	Production of metadata
Olivier Dupriez		World Bank, DEDCG	Conversion of metadata into DDI format

### DATE OF METADATA PRODUCTION

2010-09-03

### DDI DOCUMENT ID

DDI\_PNG\_2002\_PESD\_v01\_M

# Sampling

## Sampling Procedure

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Three districts were randomly selected within provinces with probability proportional to the number of schools in the district. In two of the provinces, viz. Gulf and West New Britain, that only had two districts, both were selected. Ten schools were then selected randomly within each district. In NCD, which does not have districts but is organized by wards/census enumeration areas, 30 schools were randomly selected.

The original sample included 220 schools. Many of the schools in the original sample could not be covered for a variety of reasons. In these cases, replacement schools (randomly selected from the same district) were used. A special effort was made to ensure coverage of remote schools. In particular, some sites were revisited later to cover schools that could not be surveyed during the first attempt due to logistical difficulties. The schools are widely dispersed throughout the country.

The PESD schools are further classified by the level of poverty and remoteness. The level of poverty is measured by the estimated poverty rate for the LLG where the school is located, and the remoteness index is based on a composite measure of distance and travel time from the school to a range of facilities. The PESD sample of schools is well distributed across the remoteness and poverty spectrum. (For further details on the measures of poverty and remoteness, see Annexes 2 and 3 of the survey report.) Also, while poverty rate and the remoteness indices are significantly correlated across the PESD sample, these attributes are not collinear. The weighted correlation coefficient is 0.15, while the unweighted correlation is 0.27, both statistically significant at the 5% level or better.

## Weighting

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The sampling weights reflect the probability of a school being selected from all the schools in a given province. The results of the calculations described here are presented in Table A1.1 in the survey report.

In order for a given school to be selected into the sample, two random events must transpire. Its district must first be selected, and then the school itself must be chosen from all of the schools in the district. So the overall probability of selection is simply the product of the probabilities of each event occurring. Defining a school  $S_i$ , in district  $D_i$  and province  $P_i$ , we can write:

$$P(S_i \text{ selected}) = (P(S_i \text{ selected} \mid D_i \text{ selected}) * P(D_i \text{ selected}))$$

Probability of a district being selected

Districts in Gulf, West New Britain and NCD were automatically selected, and so have a selection probability of one. Three districts were selected from each of the remaining provinces using PPS sampling. This procedure defines the probability of a district being selected in any draw as the number of schools in the district divided by the number of schools in the province, so the overall probability of selection is three times this ratio:

$$P(D_i \text{ selected}) = 3 * (\text{number of schools in } D_i / (\text{number of schools in } P_i))$$

The calculated probabilities of selection for each district are listed in column (c). In East New Britain, two districts (Gazelle and Pomio) were large enough to be selected twice, so the calculated probabilities for these districts were greater than one. We set these probabilities equal to one, and redistribute the excess probability equally between the other two districts.

A Monte Carlo simulation produced empirical estimates of the probabilities which are extremely close to the theoretical results. These estimates are reported in Appendix 1 of the survey report.

Probability of a school being selected

Each school in a selected district has a probability of selection equal to the number of schools selected from the district, divided by the total number of schools in the district:

$P(S_i \text{ selected} | D_i \text{ selected}) = \text{number from selected schools of } D_i / \text{number of schools in } D_i$

The probabilities of each school being selected are reported in Appendix 1 of the survey report.

#### Overall probability of selection

The overall probability of selection, reported in column (f), is the product of columns (c) and (e). Column (g) reports expansion factors for each school, which are simply the inverse of the overall probabilities. These give the number of schools in the province represented by each selected school. (The sum of expansion factors for all selected schools in a province should, by definition, equal the total number of schools in that province. Because of the adjustment to the weights for ENB schools described earlier, the expansion factors for ENB schools sum to slightly more than the total 146 schools in the province. We therefore scale the expansion factors for ENB down slightly so they sum to 146.)

The estimated weights are on average greater than one, so the sum of the weights across schools exceeds the number of schools in the survey. To correct for this, the expansion factors were scaled down by a common factor. This also forces the average normalized weight across all schools to be one. The normalized weights and expansion factors are given in Appendix 1 of the survey report.

# Questionnaires

## Overview

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The survey used a series of instruments for collecting data at different levels. These included:

Instruments at the school level:

- School survey – the main instrument (S1)
- Grade 5 teacher survey (S2)
- Board of Management survey (S3)
- Parent survey (S4)

Instruments at the district/provincial level:

- District Education Administrator (DEA) survey (D2)
- Provincial Education Adviser (PEA) survey (P1)

An instrument for health centers:

- Health facility survey (H1)

These instruments were used to collect data on a range of topics including: characteristics of the head teacher, teachers, characteristics of schools, inspectors, BOM, parents, school finances, classroom environment, teacher activity, resources for teaching, community-school interaction, organization and structure of DEA/PEA offices, District and Provincial Education Boards, budget process, school fee subsidy and other sources of funding, and roles and responsibilities in education.

The health facility survey was not intended to be a full service delivery survey in order to keep the field operations and costs within manageable limits. It was added as a rider to the school survey. Health facilities that could be reached within 20 minutes from the sample schools were covered. Thus, as against a sample of 214 schools, the survey covered 117 health facilities. A short instrument collected information on how often the facilities were open, the presence of staff, and the availability of key medicines. Table 2.2 in the survey report gives details of PESD sample coverage by instrument, province and district.

# Data Collection

## Data Collection Dates

Start	End	Cycle
2002-02	2002-08	N/A

## Data Collection Mode

Face-to-face [f2f]

## Data Collection Notes

The study used both quantitative and qualitative instruments. The quantitative instrument took the form of a service delivery survey – referred to as the Public Expenditure and Service Delivery, or simply the PESD, survey. The qualitative instrument used participatory methods to gather information in twelve schools, and is referred to as the Twelve-School study. The 12 schools were selected from within the sample of schools for the PESD survey.

The survey operation was implemented by the Education Department of the National Research Institute (NRI) in Port Moresby. Fieldwork for the survey was spread over the period February-August 2002. The first school was surveyed on February 5, 2002, and the last on August 7, 2002; however, all except 3 schools and one health facility were surveyed during March-July 2002, and 90% of the schools were surveyed over the two months of April and May 2002.

Further information was also collected from relevant agencies to chart the flow of resources from the national government to the school level, and additional data were collated from several governmental sources on such other items as enrolment, teacher payroll and public expenditures.

Not all instruments could be completed for all the 214 schools. Key respondents for particular instruments were sometimes not available. The smaller number of schools covered for the Grade 5 Teacher Survey (S2) partly also reflects the fact that several (13) of our sample schools were single-teacher schools (for which a separate S2 instrument was not fielded).

## Questionnaires

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## Data Processing

No content available

## Data Appraisal

No content available

## File Description

## Variable List

## identifiers

Content	<p>identifiers.dta contains the following variables: id number school name of school province province district district census census unit identifier code school code weight remote remoteness index (range 0-1) remgrp group(rem) remotegroup Remoteness Grouping (Gaurav) expfac expansion factor distpsu Districts with three NCD districts classgroup Disadvantage Index group from Hanson disgroup Modified Disadvantage Index Group(Hanson) llgcode llghdschyr HH Head Years of Schooling, LLG llgadultread Adult Literacy Rate, LLG llghdwageinc HH Head earns wage income, LLG llgname llgname from census povrate LLG Poverty Rate region Region povgroup Poverty Grouping - remote, remgrp, remotegrp were derived from variables collected in the survey (see Report Annex) - classgroup, disgroup are imported from the mapping exercise by Hanson. - llg..., and pov... variables are derived from the PNG poverty mapping exercise (see Report Annex) and contain llg level data on poverty and other characteristics</p>
Cases	214
Variable(s)	22
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V329	id	number	contin	numeric	
V330	school	name of school	discrete	character	
V331	province	province	discrete	numeric	
V332	district	district	discrete	numeric	
V333	census	census unit identifier	discrete	character	
V334	code	school code	discrete	character	
V335	weight		contin	numeric	
V336	remote	remoteness index (range 0-1)	contin	numeric	
V337	remgrp	group(rem)	discrete	numeric	
V338	remotegroup	Remoteness Grouping (Gaurav)	discrete	numeric	
V339	expfac	expansion factor	contin	numeric	
V340	distpsu	Districts with three NCD districts	discrete	numeric	
V341	classgroup	Disadvantage Index group from Hanson	discrete	numeric	
V342	disgroup	Modified Disadvantage Index Group(Hanson)	discrete	numeric	
V343	llgcode		contin	numeric	
V344	llghdschyr	HH Head Years of Schooling, LLG	contin	numeric	
V345	llgadultread	Adult Literacy Rate, LLG	contin	numeric	
V346	llghdwageinc	HH Head earns wage income, LLG	contin	numeric	
V347	llgname	llgname from census	discrete	character	
V348	povrate	LLG Poverty Rate	contin	numeric	
V349	region	Region	discrete	numeric	
V350	povgroup	Poverty Grouping	discrete	numeric	

## S1v3

Content	Data collected from the school survey module (220 schools from 8 provinces). This includes: A. BACKGROUND B. CHARACTERISTICS OF THE PRIMARY RESPONDENT C. CHARACTERISTICS OF THE SCHOOL D. SECURITY ISSUES E. INSPECTORS, BOARD OF MANAGEMENT AND PARENTS F. SCHOOL FINANCES AND SOURCES OF SUPPORT H. ROLES AND RESPONSIBILITIES IN EDUCATION I. STRENGTHS AND WEAKNESSES J1. TEACHERS
Cases	214
Variable(s)	517
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V939	id	number	contin	numeric	
V940	school	name of school	discrete	character	
V941	province	province	discrete	numeric	
V942	district	district	discrete	numeric	
V943	census	census unit identifier	discrete	character	
V944	code	school code	discrete	character	
V945	weight		contin	numeric	
V946	s1qa1	name of interviewer	discrete	character	
V947	s1qa4	village	discrete	character	
V948	s1qa7	interview date	discrete	character	
V949	s1qa9	school address	discrete	character	
V950	s1qa10	telephone number	discrete	numeric	
V951	s1qa11	school level	discrete	numeric	
V952	s1qa12	agency type	discrete	numeric	
V953	s1qa13	school type	discrete	numeric	
V954	s1qa14	year school upgraded	discrete	numeric	
V955	s1qa15	year school established	discrete	numeric	
V956	s1qa16	number of elementary schools	discrete	numeric	
V957	s1qa17	name of member	discrete	character	
V958	s1qa18	member from local area	discrete	numeric	
V959	s1qa19	knowledge of team arrival	discrete	numeric	
V960	s1qb1	name	discrete	character	Name
V961	s1qb2	gender	discrete	numeric	Gender
V962	s1qb3	age	discrete	numeric	Age

ID	Name	Label	Type	Format	Question
V963	s1qb4	are you head teacher?	discrete	numeric	Are you the Head Teacher
V964	s1qb5	what is position	discrete	numeric	If not the Head Teacher: What is your position?
V965	s1qb6	born in district	discrete	numeric	Born in this district?
V966	s1qb7	born in village	discrete	numeric	Born in this province?
V967	s1qb8	number of years head teacher	discrete	numeric	Number of years as a head teacher?
V968	s1qb9	number years head teacher at this school	discrete	numeric	Number of years as a head teacher at this school?
V969	s1qb10	number of years as a teacher before becoming headteacher	discrete	numeric	Number of years as a teacher before you became a head teacher?
V970	s1qb11	number of years as a teacher at this school before becoming headteacher	discrete	numeric	Number of years as a teacher at this school, before you became a head teacher?
V971	s1qb12	highest level of education	discrete	numeric	Highest education level completed?
V972	s1qb13	apply for this school	discrete	numeric	Did you apply to be posted to this school?
V973	s1qb14	why where you posted	discrete	numeric	If No; Why were you posted to this school?
V974	s1qb15a	most say	discrete	numeric	Who had the most say in appointing you to this school? (a) Most say
V975	s1qb15b	who else	discrete	numeric	Who had the most say in appointing you to this school? (b) Who else had a say
V976	s1qb16	you	discrete	numeric	How much say did you have in the decision?
V977	s1qb17	remain at school in 2003	discrete	numeric	Do you want to stay at this school next year?
V978	s1qc18	other schools	discrete	numeric	Are there any other schools that local children could go to instead of this one?
V979	s1qc19a	name	discrete	character	If yes, please list the closest (up to three)
V980	s1qc19b	type of school	discrete	numeric	Type of school
V981	s1qc19c	agency type	discrete	numeric	Agency Type
V982	s1qc19d	means of travel	discrete	numeric	
V983	s1qc19e	days	discrete	numeric	How long would it take to get from this school to the other school? (days)
V984	s1qc19f	hours	discrete	numeric	How long would it take to get from this school to the other school? (hours)
V985	s1qc19g	minutes	discrete	numeric	How long would it take to get from this school to the other school? (minutes)
V986	s1qc20a	name	discrete	character	If yes, please list the closest (up to three)
V987	s1qc20b	type	discrete	numeric	Type of school
V988	s1qc20c	agency type	discrete	numeric	Agency Type
V989	s1qc20d	means of travel	discrete	numeric	
V990	s1qc20e	days	discrete	numeric	How long would it take to get from this school to the other school? (days)
V991	s1qc20f	hours	discrete	numeric	How long would it take to get from this school to the other school? (hours)

ID	Name	Label	Type	Format	Question
V992	s1qc20g	minutes	discrete	numeric	How long would it take to get from this school to the other school? (minutes)
V993	s1qc21a	name	discrete	character	If yes, please list the closest (up to three)
V994	s1qc21b	type	discrete	numeric	Type of school
V995	s1qc21c	agency type	discrete	numeric	Agency Type
V996	s1qc21d	means of travel	discrete	numeric	
V997	s1qc21e	days	discrete	numeric	How long would it take to get from this school to the other school? (days)
V998	s1qc21f	hours	discrete	numeric	How long would it take to get from this school to the other school? (hours)
V999	s1qc21g	minutes	discrete	numeric	How long would it take to get from this school to the other school? (minutes)
V1000	s1qc22	reasons for choice of school	discrete	numeric	What are the main reasons children or parents choose this school?
V1001	s1qc23a	number of permanent classrooms	discrete	numeric	How many permanent classrooms are there at this school?
V1002	s1qc23b	number needing rebuild	discrete	numeric	How many permanent classrooms are in such a bad state that they need to be completely rebuilt?
V1003	s1qc23c	number needing maintenance	discrete	numeric	How many permanent classrooms are in such a bad state that they need some maintenance?
V1004	s1qc24a	number of semi-permanent classrooms	discrete	numeric	How many semi-permanent classrooms are there at this school?
V1005	s1qc24b	number needing rebuild	discrete	numeric	How many semi-permanent classrooms are in such a bad state that they need to be completely rebuilt?
V1006	s1qc24c	number needing maintenance	discrete	numeric	How many semi-permanent classrooms are in such a bad state that they need some maintenance?
V1007	s1qc25a	number of bush material classrooms	discrete	numeric	How many bush material classrooms are there at this school?
V1008	s1qc25b	number needing rebuild	discrete	numeric	How many bush material classrooms are in such a bad state that they need to be completely rebuilt?
V1009	s1qc25c	number needing maintenance	discrete	numeric	How many bush material classrooms are in such a bad state that they need some maintenance?
V1010	s1qc26a	number of permanent teacher houses	discrete	numeric	How many permanent teacher staff houses are there at this school?
V1011	s1qc26b	number needing rebuild	discrete	numeric	How many permanent teacher staff houses are in such a bad state that they need to be completely rebuilt?
V1012	s1qc26c	number needing maintenance	discrete	numeric	How many permanent teacher staff houses are in such a bad state that they need some maintenance?
V1013	s1qc27a	number of semi-permanent teacher houses	discrete	numeric	How many semi-permanent teacher staff houses are there at this school?
V1014	s1qc27b	number needing rebuild	discrete	numeric	How many semi-permanent teacher staff houses are in such a bad state that they need to be completely rebuilt?
V1015	s1qc27c	number needing maintenance	discrete	numeric	How many semi-permanent teacher staff houses are in such a bad state that they need some maintenance?



ID	Name	Label	Type	Format	Question
V1016	s1qc28a	number of bush material teacher houses	discrete	numeric	How many bush material teacher staff houses are there at this school?
V1017	s1qc28b	number needing rebuild	discrete	numeric	How many bush material teacher staff houses are in such a bad state that they need to be completely rebuilt?
V1018	s1qc28c	number needing maintenance	discrete	numeric	How many bush material teacher staff houses are in such a bad state that they need some maintenance?
V1019	s1qc29	number of classrooms with blackboard	discrete	numeric	How many classrooms have a blackboard?
V1020	s1qc30	number with leaks	discrete	numeric	How many classrooms have a roof that leaks when it rains?
V1021	s1qc31	number of classrooms with chair and table	discrete	numeric	How many classrooms have a chair and table for the teacher?
V1022	s1qc32	number of classrooms with storage space	discrete	numeric	How many classrooms have storage space that can be locked at night?
V1023	s1qc33	number of classrooms with electricity	discrete	numeric	How many classrooms have electricity that works?
V1024	s1qc34	library	discrete	numeric	What is the availability of the following: Library
V1025	s1qc35	staff-room	discrete	numeric	What is the availability of the following: Staff-room
V1026	s1qc36	administration block	discrete	numeric	What is the availability of the following: Administration block
V1027	s1qc37	clear radio reception	discrete	numeric	What is the availability of the following: Clear radio reception
V1028	s1qc38	school vehicle	discrete	numeric	What is the availability of the following: School vehicle
V1029	s1qc39	agriculture area for student use	discrete	numeric	What is the availability of the following: Agriculture area for student use
V1030	s1qc40	agriculture area for teacher use	discrete	numeric	What is the availability of the following: Agriculture area for teacher use
V1031	s1qc41	land for expansion	discrete	numeric	What is the availability of the following: Land for expansion
V1032	s1qc42	sports area	discrete	numeric	What is the availability of the following: Sports area
V1033	s1qc43	sports equipment	discrete	numeric	What is the availability of the following: Sports equipment
V1034	s1qc44	specialist science classroom	discrete	numeric	What is the availability of the following: Specialist Science classroom
V1035	s1qc45	specialist technology classroom	discrete	numeric	What is the availability of the following: Specialist Technology classroom
V1036	s1qc46	specialist home economics classroom	discrete	numeric	What is the availability of the following: Specialist Home Economics classroom
V1037	s1qc47	owner of school land	discrete	numeric	Who owns the land used by the school?
V1038	s1qc48aa	school closure 2001	discrete	numeric	Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2001
V1039	s1qc48ab	reasons for school closure 2001	discrete	numeric	Reasons
V1040	s1qc48ac	number of times	discrete	numeric	How many times during the year?

ID	Name	Label	Type	Format	Question
V1041	s1qc48ad	total days	discrete	numeric	Total number of days
V1042	s1qc48ba	school closure 2002	discrete	numeric	Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2002
V1043	s1qc48bb	reasons for school closure 2002	discrete	numeric	Reasons
V1044	s1qc48bc	number of times	discrete	numeric	How many times during the year?
V1045	s1qc48bd	total days	discrete	numeric	Total number of days
V1046	s1qc49	access to public grid	discrete	numeric	Does the school have electricity (public grid / Elkom)
V1047	s1qc50	usable water tank	discrete	numeric	Does the school have a usable water tank?
V1048	s1qc51	source of drinking water	discrete	numeric	What is the main source of drinking water supply for the school?
V1049	s1qc52	source is available today	discrete	numeric	Are the students able to drink water from that source today?
V1050	s1qc53	water availability in 2001	discrete	numeric	Was water available all year round from that source in 2001?
V1051	s1qc54	toilet type for teachers	discrete	numeric	What is the main type of toilet facilities for teachers at the school?
V1052	s1qc55	reliability of water for flushing	discrete	numeric	If flush : How reliable is the water supply for the toilets?
V1053	s1qc56	toilet type for male students	discrete	numeric	What is the main type of toilet facilities for male students?
V1054	s1qc57	reliability of water for flushing	discrete	numeric	If flush : How reliable is the water supply for the toilets?
V1055	s1qc58	enough toilets for boys	discrete	numeric	Are there enough toilets for boys?
V1056	s1qc59	number needed	discrete	numeric	If No : How many more are needed?
V1057	s1qc60	toilet type for female students	discrete	numeric	What is the main type of toilet facilities for female students?
V1058	s1qc61	reliability of water for flushing	discrete	numeric	If flush : How reliable is the water supply for the toilets?
V1059	s1qc62	enough toilets for girls	discrete	numeric	Are there enough toilets for girls?
V1060	s1qc63	number needed	discrete	numeric	If No : How many more are needed?
V1061	s1qc64a	distance to high school	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): High school or Secondary school
V1062	s1qc64b	means of travel	discrete	numeric	How would you get there? (High school or Secondary school)
V1063	s1qc64c	days	discrete	numeric	How long does it take to get there? (days) (High school or Secondary school)
V1064	s1qc64d	hours	discrete	numeric	How long does it take to get there? (hours) (High school or Secondary school)
V1065	s1qc64e	minutes	discrete	numeric	
V1066	s1qc65a	distance to health centre	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Health center/aid post
V1067	s1qc65b	means of travel	discrete	numeric	How would you get there? (Health center/aid post)

ID	Name	Label	Type	Format	Question
V1068	s1qc65c	days	discrete	numeric	How long does it take to get there? (days) (Health center/aid post)
V1069	s1qc65d	hours	discrete	numeric	How long does it take to get there? (hours) (Health center/aid post)
V1070	s1qc65e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Health center/aid post)
V1071	s1qc66a	distance to vocational centre	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Vocational center
V1072	s1qc66b	means of travel	discrete	numeric	How would you get there? (Vocational center)
V1073	s1qc66c	days	discrete	numeric	How long does it take to get there? (days) (Vocational center)
V1074	s1qc66d	hours	discrete	numeric	How long does it take to get there? (hours) (Vocational center)
V1075	s1qc66e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Vocational center)
V1076	s1qc67a	distance to a stationery store	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Nearest store that sells basic materials (eg. books and pencils)
V1077	s1qc67b	means of travel	discrete	numeric	How would you get there? (Nearest store that sells basic materials (eg. books and pencils))
V1078	s1qc67c	days	discrete	numeric	How long does it take to get there? (days) (Nearest store that sells basic materials (eg. books and pencils))
V1079	s1qc67d	hours	discrete	numeric	How long does it take to get there? (hours) (Nearest store that sells basic materials (eg. books and pencils))
V1080	s1qc67e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Nearest store that sells basic materials (eg. books and pencils))
V1081	s1qc68a	distance to trade store	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Trade store
V1082	s1qc68b	means of travel	discrete	numeric	How would you get there? (Trade store)
V1083	s1qc68c	days	discrete	numeric	How long does it take to get there? (days) (Trade store)
V1084	s1qc68d	hours	discrete	numeric	How long does it take to get there? (hours) (Trade store)
V1085	s1qc68e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Trade store)
V1086	s1qc69a	distance to postal services	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Postal service
V1087	s1qc69b	means of travel	discrete	numeric	How would you get there? (Postal service)
V1088	s1qc69c	days	discrete	numeric	How long does it take to get there? (days) (Postal service)
V1089	s1qc69d	hours	discrete	numeric	How long does it take to get there? (hours) (Postal service)
V1090	s1qc69e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Postal service)

ID	Name	Label	Type	Format	Question
V1091	s1qc70a	distance to bank	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Bank
V1092	s1qc70b	means of travel	discrete	numeric	How would you get there? (Bank)
V1093	s1qc70c	days	discrete	numeric	How long does it take to get there? (days) (Bank)
V1094	s1qc70d	hours	discrete	numeric	How long does it take to get there? (hours) (Bank)
V1095	s1qc70e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Bank)
V1096	s1qc71a	distance to police station	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Police station
V1097	s1qc71b	means of travel	discrete	numeric	How would you get there? (Police station)
V1098	s1qc71c	days	discrete	numeric	How long does it take to get there? (days) (Police station)
V1099	s1qc71d	hours	discrete	numeric	How long does it take to get there? (hours) (Police station)
V1100	s1qc71e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Police station)
V1101	s1qc72a	distance to bitumen road	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Bitumen road
V1102	s1qc72b	means of travel	discrete	numeric	How would you get there? (Bitumen road)
V1103	s1qc72c	days	discrete	numeric	How long does it take to get there? (days) Bitumen road
V1104	s1qc72d	hours	discrete	numeric	How long does it take to get there? (hours) Bitumen road
V1105	s1qc72e	minutes	discrete	numeric	How long does it take to get there? (minutes) Bitumen road
V1106	s1qc73a	distance to pmv stop	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): PMV pickup point
V1107	s1qc73b	means of travel	discrete	numeric	How would you get there? (PMV pickup point)
V1108	s1qc73c	days	discrete	numeric	How long does it take to get there? (days) (PMV pickup point)
V1109	s1qc73d	hours	discrete	numeric	How long does it take to get there? (hours) (PMV pickup point)
V1110	s1qc73e	minutes	discrete	numeric	How long does it take to get there? (minutes) (PMV pickup point)
V1111	s1qc74a	distance to town/station	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Town / station
V1112	s1qc74b	means of travel	discrete	numeric	How would you get there? (Town / station)
V1113	s1qc74c	days	discrete	numeric	How long does it take to get there? (days) (Town / station)
V1114	s1qc74d	hours	discrete	numeric	How long does it take to get there? (hours) (Town / station)
V1115	s1qc74e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Town / station)
V1116	s1qc75a	distance to provincial capital	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Provincial capital (of this province)

ID	Name	Label	Type	Format	Question
V1117	s1qc75b	means of travel	discrete	numeric	How would you get there? (Provincial capital (of this province))
V1118	s1qc75c	days	discrete	numeric	How long does it take to get there? (days) (Provincial capital (of this province))
V1119	s1qc75d	hours	discrete	numeric	How long does it take to get there? (hours) (Provincial capital (of this province))
V1120	s1qc75e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Provincial capital (of this province))
V1121	s1qc76a	distance to airstrip	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Air strip
V1122	s1qc76b	means of travel	discrete	numeric	How would you get there? (Air strip)
V1123	s1qc76c	days	discrete	numeric	How long does it take to get there? (days) (Air strip)
V1124	s1qc76d	hours	discrete	numeric	How long does it take to get there? (hours) (Air strip)
V1125	s1qc76e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Air strip)
V1126	s1qc77a	distance to telephone	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): Telephone that is working
V1127	s1qc77b	means of travel	discrete	numeric	How would you get there? (Telephone that is working)
V1128	s1qc77c	days	discrete	numeric	How long does it take to get there? (days) (Telephone that is working)
V1129	s1qc77d	hours	discrete	numeric	How long does it take to get there? (hours) (Telephone that is working)
V1130	s1qc77e	minutes	discrete	numeric	How long does it take to get there? (minutes) (Telephone that is working)
V1131	s1qc78a	distance to vhf radio	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): VHF radio that is working
V1132	s1qc78b	means of travel	discrete	numeric	How would you get there? (VHF radio that is working)
V1133	s1qc78c	days	discrete	numeric	How long does it take to get there? (days) (VHF radio that is working)
V1134	s1qc78d	hours	discrete	numeric	How long does it take to get there? (hours) (VHF radio that is working)
V1135	s1qc78e	minutes	discrete	numeric	How long does it take to get there? (minutes) (VHF radio that is working)
V1136	s1qc79a	distance to boat service	discrete	numeric	How far is the closest source for the following (Distance / How many kilometers?): For coastal and island schools: Regular boat service
V1137	s1qc79b	means of travel	discrete	numeric	How would you get there? (For coastal and island schools: Regular boat service)
V1138	s1qc79c	days	discrete	numeric	How long does it take to get there? (days) (For coastal and island schools: Regular boat service)
V1139	s1qc79d	hours	discrete	numeric	How long does it take to get there? (hours) (For coastal and island schools: Regular boat service)
V1140	s1qc79e	minutes	discrete	numeric	How long does it take to get there? (minutes) (For coastal and island schools: Regular boat service)

ID	Name	Label	Type	Format	Question
V1141	s1qd1a	fencing around school 2000	discrete	numeric	Did the school have effective security fencing around the school in 2000
V1142	s1qd1b	fencing around school 2001	discrete	numeric	Did the school have effective security fencing around the school in 2001
V1143	s1qd1c	fencing around school 2002	discrete	numeric	Did the school have effective security fencing around the school in 2002
V1144	s1qd2a	fencing around houses 2000	discrete	numeric	Did the school have effective security fencing around teachers houses in 2000
V1145	s1qd2b	fencing around houses 2001	discrete	numeric	Did the school have effective security fencing around teachers houses in 2001
V1146	s1qd2c	fencing around houses 2002	discrete	numeric	Did the school have effective security fencing around teachers houses in 2002
V1147	s1qd3a	employ security guards 2000	discrete	numeric	Did you employ security guards in 2000
V1148	s1qd3b	employ security guards 2001	discrete	numeric	Did you employ security guards in 2001
V1149	s1qd3c	employ security guards 2002	discrete	numeric	Did you employ security guards in 2002
V1150	s1qd4a	cost of security 2000	discrete	numeric	How much did you spend on security in 2000
V1151	s1qd4b	cost of security 2001	discrete	numeric	How much did you spend on security in 2001
V1152	s1qd4c	cost of security 2002	discrete	numeric	How much did you spend on security in 2002
V1153	s1qd5a	number of burglaries of school 2000	discrete	numeric	How many times was the school broken into in 2000
V1154	s1qd5b	number of burglaries of school 2001	discrete	numeric	How many times was the school broken into in 2001
V1155	s1qd5c	number of burglaries of school 2002	discrete	numeric	How many times was the school broken into in 2002
V1156	s1qd6a	value of goods 2000	discrete	numeric	Estimate value of goods stolen or damaged in 2000
V1157	s1qd6b	value of goods 2001	discrete	numeric	Estimate value of goods stolen or damaged in 2001
V1158	s1qd6c	value of goods 2002	discrete	numeric	Estimate value of goods stolen or damaged in 2002
V1159	s1qe1a	inspector visits 2000	discrete	numeric	How often did the inspector visit in 2000
V1160	s1qe1b	inspector visits 2001	discrete	numeric	How often did the inspector visit in 2001
V1161	s1qe1c	inspector visits 2002	discrete	numeric	How often did the inspector visit in 2002
V1162	s1qe2	purpose of visit	discrete	numeric	What was the purpose of the last inspector's visit
V1163	s1qe3a	inspector met head teacher	discrete	numeric	At that visit, did the inspector meet with the head teacher
V1164	s1qe3b	inspector met teachers	discrete	numeric	At that visit, did the inspector meet with teachers
V1165	s1qe3c	inspector met bom	discrete	numeric	At that visit, did the inspector meet with the board of management
V1166	s1qe3d	inspector met pnc	discrete	numeric	At that visit, did the inspector meet with parents/PNC/community
V1167	s1qe3e	inspector observed classes	discrete	numeric	At that visit, did the inspector observe classes
V1168	s1qe3f	inspector checked records	discrete	numeric	At that visit, did the inspector check school records

ID	Name	Label	Type	Format	Question
V1169	s1qe4a	kind of feedback	discrete	numeric	What kind of feedback was given at the end of that visit?
V1170	s1qe4b	kind of feedback	discrete	numeric	What kind of feedback was given at the end of that visit?
V1171	s1qe4c	kind of feedback	discrete	numeric	What kind of feedback was given at the end of that visit?
V1172	s1qe5	written feedback later	discrete	numeric	Did you get any feedback in writing that was sent to the school at a later time?
V1173	s1qe6	length of time in weeks to receive written report	discrete	numeric	If yes : How long did it take before you received the written report?
V1174	s1qe7	number bom meetings 2001	discrete	numeric	How many times did the school BOM meet in 2001?
V1175	s1qe8	number bom meetings 2002	discrete	numeric	How many times has the BOM met in 2002?
V1176	s1qe9	last bom meeting	discrete	character	When was the last BOM meeting?
V1177	s1qe10a	common bom agenda items	discrete	numeric	What are the four most common agenda items at the BOM meetings
V1178	s1qe10b	common bom agenda items	discrete	numeric	What are the four most common agenda items at the BOM meetings
V1179	s1qe10c	common bom agenda items	discrete	numeric	What are the four most common agenda items at the BOM meetings
V1180	s1qe10d	common bom agenda items	discrete	numeric	What are the four most common agenda items at the BOM meetings
V1181	s1qe11	chair of bom is parent of student	discrete	numeric	Is the chairman of the BOM a parent of a student?
V1182	s1qe12	number on bom	discrete	numeric	How many people are on the school's BOM
V1183	s1qe13aa	number of male head teacher bom members	discrete	numeric	How many of the following types of people are on the school's BOM: Head-teacher male
V1184	s1qe13ab	number of female head teacher bom members	discrete	numeric	How many of the following types of people are on the school's BOM: Head-teacher female
V1185	s1qe13ba	male staff representative	discrete	numeric	How many of the following types of people are on the school's BOM: Staff representative male
V1186	s1qe13bb	female staff representative	discrete	numeric	How many of the following types of people are on the school's BOM: Staff representative female
V1187	s1qe13ca	male parent representative	discrete	numeric	How many of the following types of people are on the school's BOM: Parent representative male
V1188	s1qe13cb	female parent representative	discrete	numeric	How many of the following types of people are on the school's BOM: Parent representative female
V1189	s1qe13da	male church member	discrete	numeric	How many of the following types of people are on the school's BOM: Representative from a Church agency male
V1190	s1qe13db	female church member	discrete	numeric	How many of the following types of people are on the school's BOM: Representative from a Church agency female
V1191	s1qe13ea	male politician member	discrete	numeric	How many of the following types of people are on the school's BOM: Local politician male
V1192	s1qe13eb	female politician member	discrete	numeric	How many of the following types of people are on the school's BOM: Local politician female



ID	Name	Label	Type	Format	Question
V1193	s1qe13fa	male other member	discrete	numeric	How many of the following types of people are on the school's BOM: Other male
V1194	s1qe13fb	female other member	discrete	numeric	How many of the following types of people are on the school's BOM: Other female
V1195	s1qe14	pnc at school	discrete	numeric	Is there a PNC at this school?
V1196	s1qe15	times met in 2001	discrete	numeric	If yes: How many times did the PNC meet in 2001?
V1197	s1qe16	times met in 2002	discrete	numeric	If yes: How many times has the PNC met in 2002?
V1198	s1qe17	last meeting	discrete	character	If yes: When was the last PNC meeting?
V1199	s1qe18	percentage parent attending	discrete	numeric	If yes: What percentage of parents attend PNC meetings?
V1200	s1qe19	parents collect assessment reports	discrete	numeric	Do parents come to the school to collect assessment reports when these are ready?
V1201	s1qe20	what percentage collect	discrete	numeric	If Yes: What percentage of parents do this?
V1202	s1qe21	head teacher calls meeting of parents	discrete	numeric	Does the head teacher or BOM ever call a meeting to discuss school issues with parents?
V1203	s1qe22	percentage parents attending	discrete	numeric	If Yes: What percentage of parents attend?
V1204	s1qe23	community as learning site	discrete	numeric	Do teachers ever take children out of the classroom to learn in the community?
V1205	s1qe24	community involvement in school	discrete	numeric	Does the school invite community members to help develop school programs and activities?
V1206	s1qe25	teachers organise community activities	discrete	numeric	Do teachers organize community activities such as adult classes, sporting competitions?
V1207	s1qe26	community and cultural activities	discrete	numeric	Do community members teach cultural activities in the school?
V1208	s1qe27	school use of village land	discrete	numeric	Does the village or community allow the school to use its land for agricultural classes?
V1209	s1qe28a	school use for meetings	discrete	numeric	Is the school ever used by the community for community meetings in classrooms or grounds
V1210	s1qe28b	school use for adult classes	discrete	numeric	Is the school ever used by the community for adult education classes
V1211	s1qe28c	school use for sports	discrete	numeric	Is the school ever used by the community for adult sports activities
V1212	s1qf1aa	school fee lower primary 2000	discrete	numeric	How much do parents have to pay for the school fee (per student, per year)? Lower primary 2000
V1213	s1qf1ab	school fee upper primary 2000	discrete	numeric	How much do parents have to pay for the school fee (per student, per year)? Upper primary 2000
V1214	s1qf1ba	school fee lower primary 2001	discrete	numeric	How much do parents have to pay for the school fee (per student, per year)? Lower primary 2001
V1215	s1qf1bb	school fee upper primary 2001	discrete	numeric	How much do parents have to pay for the school fee (per student, per year)? Upper primary 2001
V1216	s1qf1ca	school fee lower primary 2002	discrete	numeric	How much do parents have to pay for the school fee (per student, per year)? Lower primary 2002
V1217	s1qf1cb	school fee upper primary 2002	discrete	numeric	How much do parents have to pay for the school fee (per student, per year)? Upper primary 2002



ID	Name	Label	Type	Format	Question
V1218	s1qf2aa	project fee first child lower primary 2000	discrete	numeric	How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Lower primary 2000
V1219	s1qf2ab	project fee first child upper primary 2000	discrete	numeric	How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Upper primary 2000
V1220	s1qf2ba	project fee first child lower primary 2001	discrete	numeric	How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Lower primary 2001
V1221	s1qf2bb	project fee first child upper primary 2001	discrete	numeric	How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Upper primary 2001
V1222	s1qf2ca	project fee first child lower primary 2002	discrete	numeric	How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Lower primary 2002
V1223	s1qf2cb	project fee first child upper primary 2002	discrete	numeric	How much do parents have to pay for the project fee - for the first child in a family (per student, per year)? Upper primary 2002
V1224	s1qf3aa	project fee second child lower primary 2000	discrete	numeric	How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Lower primary 2000
V1225	s1qf3ab	project fee second child upper primary 2000	discrete	numeric	How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Upper primary 2000
V1226	s1qf3ba	project fee second child lower primary 2001	discrete	numeric	How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Lower primary 2001
V1227	s1qf3bb	project fee second child upper primary 2001	discrete	numeric	How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Upper primary 2001
V1228	s1qf3ca	project fee second child lower primary 2002	discrete	numeric	How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Lower primary 2002
V1229	s1qf3cb	project fee second child upper primary 2002	discrete	numeric	How much do parents have to pay for the project fee - for the second child in a family (per student, per year)? Upper primary 2002
V1230	s1qf4aa	additional fees lower primary 2000	discrete	numeric	How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Lower primary 2000
V1231	s1qf4ab	additional fees upper primary 2000	discrete	numeric	How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Upper primary 2000
V1232	s1qf4ba	additional fees lower primary 2001	discrete	numeric	How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Lower primary 2001
V1233	s1qf4bb	additional fees upper primary 2001	discrete	numeric	How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Upper primary 2001
V1234	s1qf4ca	additional fees lower primary 2002	discrete	numeric	How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Lower primary 2002

ID	Name	Label	Type	Format	Question
V1235	s1qf4cb	additional fees upper primary 2002	discrete	numeric	How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)? Upper primary 2002
V1236	s1qf5a	when fees due 2000	discrete	numeric	When were fees due at this school? 2000
V1237	s1qf5b	when fees due 2001	discrete	numeric	When were fees due at this school? 2001
V1238	s1qf5c	when fees due 2002	discrete	numeric	When were fees due at this school? 2002
V1239	s1qf6a	percentage parents can afford fee 2000	discrete	numeric	What percentage of parents could afford the fees? 2000
V1240	s1qf6b	percentage parents can afford fee 2001	discrete	numeric	What percentage of parents could afford the fees? 2001
V1241	s1qf6c	percentage parents can afford fee 2002	discrete	numeric	What percentage of parents could afford the fees? 2002
V1242	s1qf7a	consequences for non-payment 2000	discrete	numeric	What happened to a student if they were not able to pay fees? 2000
V1243	s1qf7b	consequences for non-payment 2001	discrete	numeric	What happened to a student if they were not able to pay fees? 2001
V1244	s1qf7c	consequences for non-payment 2002	discrete	numeric	What happened to a student if they were not able to pay fees? 2002
V1245	s1qf8a	financial assistance provided 2000	discrete	numeric	How many disadvantaged families or students got financial assistance for fees at this school? 2000
V1246	s1qf8b	financial assistance provided 2001	discrete	numeric	How many disadvantaged families or students got financial assistance for fees at this school? 2001
V1247	s1qf8c	financial assistance provided 2002	discrete	numeric	How many disadvantaged families or students got financial assistance for fees at this school? 2002
V1248	s1qf9a	amount fees owing 2000	discrete	numeric	How much money was still owed by parents at the end of the year? 2000
V1249	s1qf9b	amount fees owing 2001	discrete	numeric	How much money was still owed by parents at the end of the year? 2001
V1250	s1qf10aa	total school fees paid by parents 2000	discrete	numeric	What was the total amount that the school raised from fees charged to parents? School fees, 2000
V1251	s1qf10ab	total school fees paid by parents 2001	discrete	numeric	What was the total amount that the school raised from fees charged to parents? School fees, 2001
V1252	s1qf10ba	total project fees paid by parents 2000	discrete	numeric	What was the total amount that the school raised from fees charged to parents? Project fees, 2000
V1253	s1qf10bb	total project fees paid by parents 2001	discrete	numeric	What was the total amount that the school raised from fees charged to parents? Project fees, 2001
V1254	s1qf10ca	total of other fees paid by parents 2000	discrete	numeric	What was the total amount that the school raised from fees charged to parents? Other school specific fees, 2000
V1255	s1qf10cb	total of other fees paid by parents 2001	discrete	numeric	What was the total amount that the school raised from fees charged to parents? Other school specific fees, 2001
V1256	s1qf11	q10 based on records or memory	discrete	numeric	Was question 10 based on school or BOM records or respondent's memory?
V1257	s1qf12aa	lower primary school subsidy per student in 2000	discrete	numeric	What was the amount of the government school subsidy per student in 2000? Lower Primary

ID	Name	Label	Type	Format	Question
V1258	s1qf12ab	lower primary school subsidy per student in 2001	discrete	numeric	What was the amount of the government school subsidy per student in 2001? Lower Primary
V1259	s1qf12ac	lower primary school subsidy per student in 2002	discrete	numeric	What was the amount of the government school subsidy per student in 2002? Lower Primary
V1260	s1qf12ba	upper primary school subsidy per student in 2000	discrete	numeric	What was the amount of the government school subsidy per student in 2000? Upper Primary
V1261	s1qf12bb	upper primary school subsidy per student in 2001	discrete	numeric	What was the amount of the government school subsidy per student in 2001? Upper Primary
V1262	s1qf12bc	upper primary school subsidy per student in 2002	discrete	numeric	What was the amount of the government school subsidy per student in 2002? Upper Primary
V1263	s1qf13a	subsidy received as money quarter one 2001	discrete	numeric	Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? First quarter
V1264	s1qf13b	subsidy received as money quarter two 2001	discrete	numeric	Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? Second quarter
V1265	s1qf13c	subsidy received as money quarter three 2001	discrete	numeric	Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? Third quarter
V1266	s1qf13d	subsidy received as money quarter four 2001	discrete	numeric	Did you receive any of this subsidy in cheque, direct transfer to bank, or cash? Fourth quarter
V1267	s1qf14a	amount received quarter one 2001	discrete	numeric	If yes, how much money was received? First quarter
V1268	s1qf14b	amount received quarter two 2001	discrete	numeric	If yes, how much money was received? Second quarter
V1269	s1qf14c	amount received quarter three 2001	discrete	numeric	If yes, how much money was received? Third quarter
V1270	s1qf14d	amount received quarter four 2001	discrete	numeric	If yes, how much money was received? Fourth quarter
V1271	s1qf15a	month money received quarter one 2001	discrete	numeric	If yes, in what month was that money transferred to the school? First quarter
V1272	s1qf15b	month money received quarter two 2001	discrete	numeric	If yes, in what month was that money transferred to the school? Second quarter
V1273	s1qf15c	month money received quarter three 2001	discrete	numeric	If yes, in what month was that money transferred to the school? Third quarter
V1274	s1qf15d	month money received quarter four 2001	discrete	numeric	If yes, in what month was that money transferred to the school? Fourth quarter
V1275	s1qf16a	number of weeks before money spent quarter one 2001	discrete	numeric	If yes, how long did it take before you could spend that money? First quarter
V1276	s1qf16b	number of weeks before money spent quarter two 2001	discrete	numeric	If yes, how long did it take before you could spend that money? Second quarter
V1277	s1qf16c	number of weeks before money spent quarter three 2001	discrete	numeric	If yes, how long did it take before you could spend that money? Third quarter

ID	Name	Label	Type	Format	Question
V1278	s1qf16d	number of weeks before money spent quarter four 2001	discrete	numeric	If yes, how long did it take before you could spend that money? Fourth quarter
V1279	s1qf17a	subsidy received in kind quarter one 2001	discrete	numeric	Did you receive any of this subsidy in any other form, e.g. books, materials ... ? First quarter
V1280	s1qf17b	subsidy received in kind quarter two 2001	discrete	numeric	Did you receive any of this subsidy in any other form, e.g. books, materials ... ? Second quarter
V1281	s1qf17c	subsidy received in kind quarter three 2001	discrete	numeric	Did you receive any of this subsidy in any other form, e.g. books, materials ... ? Third quarter
V1282	s1qf17d	subsidy received in kind quarter four 2001	discrete	numeric	Did you receive any of this subsidy in any other form, e.g. books, materials ... ? Fourth quarter
V1283	s1qf18a	value of supplies quarter one 2001	discrete	numeric	If yes, what was the value of the supplies received? First quarter
V1284	s1qf18b	value of supplies quarter two 2001	discrete	numeric	If yes, what was the value of the supplies received? Second quarter
V1285	s1qf18c	value of supplies quarter three 2001	discrete	numeric	If yes, what was the value of the supplies received? Third quarter
V1286	s1qf18d	value of supplies quarter four 2001	discrete	numeric	If yes, what was the value of the supplies received? Fourth quarter
V1287	s1qf19a	month supplies received quarter one 2001	discrete	numeric	If yes, in what month were those supplies received? First quarter
V1288	s1qf19b	month supplies received quarter two 2001	discrete	numeric	If yes, in what month were those supplies received? Second quarter
V1289	s1qf19c	month supplies received quarter three 2001	discrete	numeric	If yes, in what month were those supplies received? Third quarter
V1290	s1qf19d	month supplies received quarter four 2001	discrete	numeric	If yes, in what month were those supplies received? Fourth quarter
V1291	s1qf20a	name of supplying company quarter one 2001	discrete	character	If yes, what was the name of the supplying company? First quarter
V1292	s1qf20b	name of supplying company quarter two 2001	discrete	character	If yes, what was the name of the supplying company? Second quarter
V1293	s1qf20c	name of supplying company quarter three 2001	discrete	character	If yes, what was the name of the supplying company? Third quarter
V1294	s1qf20d	name of supplying company quarter four 2001	discrete	character	If yes, what was the name of the supplying company? Fourth quarter
V1295	s1qf21a	subsidy received as money quarter one 2002	discrete	numeric	Did you receive any of this subsidy by cheque or direct transfer to a bank account? First quarter
V1296	s1qf21b	subsidy received as money quarter two 2002	discrete	numeric	Did you receive any of this subsidy by cheque or direct transfer to a bank account? Second quarter
V1297	s1qf22a	amount received quarter one 2002	discrete	numeric	If received, how much money was received? First quarter
V1298	s1qf22b	amount received quarter two 2002	discrete	numeric	If received, how much money was received? Second quarter
V1299	s1qf23a	who handed it over quarter one 2002	discrete	numeric	If received and if it was a cheque, who handed it to you? First quarter

ID	Name	Label	Type	Format	Question
V1300	s1qf23b	who handed it over quarter two 2002	discrete	numeric	If received and if it was a cheque, who handed it to you? Second quarter
V1301	s1qf24a	month received quarter one 2002	discrete	numeric	If received, in what month was that money transferred to the school? First quarter
V1302	s1qf24b	month received quarter two 2002	discrete	numeric	If received, in what month was that money transferred to the school? Second quarter
V1303	s1qf25a	availability of funds quarter one 2002	discrete	numeric	If received, how long did it take before you could spend that money? First quarter
V1304	s1qf25b	availability of funds quarter two 2002	discrete	numeric	If received, how long did it take before you could spend that money? Second quarter
V1305	s1qf26a	other financial support 2001 national government	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? National government
V1306	s1qf26b	other financial support 2001 provincial government	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Provincial government
V1307	s1qf26c	other financial support 2001 llg	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? District and Local Level government
V1308	s1qf26d	other financial support 2001 church	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Church organizations
V1309	s1qf26e	other financial support 2001 ngos	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? NGOs
V1310	s1qf26f	other financial support 2001 local politicians	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Local politicians
V1311	s1qf26g	other financial support 2001 donors	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Donor agencies
V1312	s1qf26h	other financial support 2001 private business	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other private institutions
V1313	s1qf26i	other financial support 2001 school fundraising	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete)
V1314	s1qf26j	other financial support 2001 other	discrete	numeric	Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other
V1315	s1qf27a	other in kind support 2001 national government	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? National government
V1316	s1qf27b	other in kind support 2001 provincial government	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Provincial government
V1317	s1qf27c	other in kind support 2001 llg	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? District and Local Level government

ID	Name	Label	Type	Format	Question
V1318	s1qf27d	other in kind support 2001 church	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Church organizations
V1319	s1qf27e	other in kind support 2001 ngos	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? NGOs
V1320	s1qf27f	other in kind support 2001 local politician	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Local politicians
V1321	s1qf27g	other in kind support 2001 donors	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Donor agencies
V1322	s1qf27h	other in kind support 2001 private business	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other private institutions
V1323	s1qf27i	other in kind support 2001 school fundraising	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete)
V1324	s1qf27j	other in kind support 2001 other	discrete	numeric	Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other
V1325	s1qf28a	number classroom building projects 2000	discrete	numeric	How many classroom building projects started at this school in 2000
V1326	s1qf28b	number classroom building projects 2001	discrete	numeric	How many classroom building projects started at this school in 2001
V1327	s1qf28c	number classroom building projects 2002	discrete	numeric	How many classroom building projects started at this school in 2002
V1328	s1qf29a	number teacher housing projects 2000	discrete	numeric	How many teacher housing projects started at this school in 2000
V1329	s1qf29b	number teacher housing projects 2001	discrete	numeric	How many teacher housing projects started at this school in 2001
V1330	s1qf29c	number teacher housing projects 2002	discrete	numeric	How many teacher housing projects started at this school in 2002
V1331	s1qf30a	number other building projects 2000	discrete	numeric	How many other building projects (e.g. administration block, library) started at this school in 2000
V1332	s1qf30b	number other building projects 2001	discrete	numeric	How many other building projects (e.g. administration block, library) started at this school in 2001
V1333	s1qf30c	number other building projects 2002	discrete	numeric	How many other building projects (e.g. administration block, library) started at this school in 2001
V1334	s1qf31a	number building projects completed 2000	discrete	numeric	How many of these projects have been completed? In 2000
V1335	s1qf31b	number building projects completed 2001	discrete	numeric	How many of these projects have been completed? In 2001
V1336	s1qf31c	number building projects completed 2002	discrete	numeric	How many of these projects have been completed? In 2002



ID	Name	Label	Type	Format	Question
V1337	s1qf32a	how many bank accounts are there for this school?	discrete	numeric	How many bank accounts are there for this school?
V1338	s1qf32b	joint account	discrete	numeric	If more than one: Is there a joint account managed by the school and the BOM?
V1339	s1qf33	separate school account	discrete	numeric	If more than one: Is there a separate account managed by the school?
V1340	s1qf34	separate bom account	discrete	numeric	If more than one: Is there a separate account managed by the BOM?
V1341	s1qf35	other accounts	discrete	numeric	If more than one: Are there any other accounts?
V1342	s1qf36a	maintenance	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on maintenance
V1343	s1qf36b	infrastructure	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on infrastructure
V1344	s1qf36c	basic materials	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on basic materials
V1345	s1qf36d	texts	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on textbooks
V1346	s1qf36e	consumables	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on consumables / expendable items
V1347	s1qf36f	equipment	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on equipment
V1348	s1qf36g	transport	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on transport
V1349	s1qf36h	extra staff	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on extra staff
V1350	s1qf36i	other	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on other
V1351	s1qf36j	combination	discrete	numeric	
V1352	s1qf37a	maintenance	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on maintenance (Account 1)
V1353	s1qf37ab	maintenance	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on maintenance (Other Account(s))
V1354	s1qf37b	infrastructure	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Account 1)
V1355	s1qf37bb	infrastructure	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Other Account(s))
V1356	s1qf37c	basic materials	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Account 1)

ID	Name	Label	Type	Format	Question
V1357	s1qf37cb	basic materials	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Other Account(s))
V1358	s1qf37d	texts	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Account 1)
V1359	s1qf37db	texts	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Other Account(s))
V1360	s1qf37e	consumables	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Account 1)
V1361	s1qf37eb	consumables	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Other Account(s))
V1362	s1qf37f	equipment	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Account 1)
V1363	s1qf37fb	equipment	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Other Account(s))
V1364	s1qf37g	transport	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Transport (Account 1)
V1365	s1qf37gb	transport	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Transport (Other Account(s))
V1366	s1qf37h	extra staff	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Account 1)
V1367	s1qf37hb	extra staff	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Other Account(s))
V1368	s1qf37i	other	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Other (Account 1)
V1369	s1qf37ib	other	discrete	numeric	In 2001, how much was spent out of accounts managed by the School alone on: Other (Other Account(s))
V1370	s1qf37j	combination	discrete	numeric	
V1371	s1qh1a	teaching methods	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - Most say
V1372	s1qh1b	else	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?
V1373	s1qh1c	you	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?
V1374	s1qh2a	who enrolls	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - Most say
V1375	s1qh2b	else	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - Who else has a say?



ID	Name	Label	Type	Format	Question
V1376	s1qh2c	you	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - How much say do you have?
V1377	s1qh3a	class size	discrete	numeric	According to you, who has the most say in deciding class size in this school - Most say
V1378	s1qh3b	else	discrete	numeric	According to you, who has the most say in deciding class size in this school - Who else has a say?
V1379	s1qh3c	you	discrete	numeric	According to you, who has the most say in deciding class size in this school - How much say do you have?
V1380	s1qh4a	assessing students	discrete	numeric	According to you, who has the most say in assessing students in this school - Most say
V1381	s1qh4b	else	discrete	numeric	According to you, who has the most say in assessing students in this school - Who else has a say?
V1382	s1qh4c	you	discrete	numeric	According to you, who has the most say in assessing students in this school - How much say do you have?
V1383	s1qh5a	policy for assesseing students	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Most say
V1384	s1qh5b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Who else has a say?
V1385	s1qh5c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - How much say do you have?
V1386	s1qh6a	appointing teachers	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - Most say
V1387	s1qh6b	else	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - Who else has a say?
V1388	s1qh6c	you	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - How much say do you have?
V1389	s1qh7a	assessing teachers	discrete	numeric	According to you, who has the most say in assessing teachers in this school - Most say
V1390	s1qh7b	else	discrete	numeric	According to you, who has the most say in assessing teachers in this school - Who else has a say?
V1391	s1qh7c	you	discrete	numeric	According to you, who has the most say in assessing teachers in this school - How much say do you have?
V1392	s1qh8a	policy for assessing teachers	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Most say
V1393	s1qh8b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?
V1394	s1qh8c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?
V1395	s1qh9a	teacher promotion	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Most say
V1396	s1qh9b	else	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

ID	Name	Label	Type	Format	Question
V1397	s1qh9c	you	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - How much say do you have?
V1398	s1qh10a	disclipline action against teachers	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say
V1399	s1qh10b	else	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?
V1400	s1qh10c	you	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?
V1401	s1qh11a	dismissing a teacher	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - Most say
V1402	s1qh11b	else	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - Who else has a say?
V1403	s1qh11c	you	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - How much say do you have?
V1404	s1qh12a	selection for inservice	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Most say
V1405	s1qh12b	else	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Who else has a say?
V1406	s1qh12c	you	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - How much say do you have?
V1407	s1qh13a	level of project fees	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Most say
V1408	s1qh13b	else	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Who else has a say?
V1409	s1qh13c	you	discrete	numeric	According to you, who has the most say in deciding the level of project fees - How much say do you have?
V1410	s1qh14a	how to spend project fees	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Most say
V1411	s1qh14b	else	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Who else has a say?
V1412	s1qh14c	you	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - How much say do you have?
V1413	s1qh15a	spending school subsidy	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - Most say
V1414	s1qh15b	else	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?
V1415	s1qh15c	you	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?
V1416	s1qh16a	upgrading school	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

ID	Name	Label	Type	Format	Question
V1417	s1qh16b	else	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?
V1418	s1qh16c	you	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?
V1419	s1qh17a	maintenance provision	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - Most say
V1420	s1qh17b	else	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?
V1421	s1qh17c	you	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?
V1422	s1qh18a	constructing classrooms	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - Most say
V1423	s1qh18b	else	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?
V1424	s1qh18c	you	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?
V1425	s1qh19a	organising pnc activities	discrete	numeric	According to you, who has the most say in organizing PNC activities - Most say
V1426	s1qh19b	else	discrete	numeric	According to you, who has the most say in organizing PNC activities - Who else has a say?
V1427	s1qh19c	you	discrete	numeric	According to you, who has the most say in organizing PNC activities - How much say do you have?
V1428	s1qh20a	organising community activities	discrete	numeric	According to you, who has the most say in organizing activities with the community - Most say
V1429	s1qh20b	else	discrete	numeric	According to you, who has the most say in organizing activities with the community - Who else has a say?
V1430	s1qh20c	you	discrete	numeric	According to you, who has the most say in organizing activities with the community - How much say do you have?
V1431	s1qh21a	organising fundraising activities	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - Most say
V1432	s1qh21b	else	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?
V1433	s1qh21c	you	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?
V1434	s1qi1a	strength of school one	discrete	numeric	What are the three major strengths and weaknesses of the school ? Strengths
V1435	s1qi1b	weakness of school one	discrete	numeric	What are the three major strengths and weaknesses of the school ? Weaknesses
V1436	s1qi2a	strength of school two	discrete	numeric	What are the three major strengths and weaknesses of the school ? Strengths

ID	Name	Label	Type	Format	Question
V1437	s1qi2b	weakness of school two	discrete	numeric	What are the three major strengths and weaknesses of the school ? Weaknesses
V1438	s1qi3a	strength of school three	discrete	numeric	What are the three major strengths and weaknesses of the school ? Strengths
V1439	s1qi3b	weakness of school three	discrete	numeric	What are the three major strengths and weaknesses of the school ? Weaknesses
V1440	s1qj11a	school establishment 2000	discrete	numeric	How many teachers were, or are, supposed to be posted to this school? 2000
V1441	s1qj11b	school establishment 2001	discrete	numeric	How many teachers were, or are, supposed to be posted to this school? 2001
V1442	s1qj11c	school establishment 2002	discrete	numeric	How many teachers were, or are, supposed to be posted to this school? 2002
V1443	s1qj12a	number teachers posted 2000	discrete	numeric	How many teachers were actually working at this school? 2000
V1444	s1qj12b	number teachers posted 2001	discrete	numeric	How many teachers were actually working at this school? 2001
V1445	s1qj12c	number teachers posted 2002	discrete	numeric	How many teachers were actually working at this school? 2002
V1446	s1qj13a	teacher shortfall exceeding one term 2000	discrete	numeric	If ever short of teachers: Were you short of teachers for more than one term? 2000
V1447	s1qj13b	teacher shortfall exceeding one term 2001	discrete	numeric	If ever short of teachers: Were you short of teachers for more than one term? 2001
V1448	s1qj13c	teacher shortfall exceeding one term 2002	discrete	numeric	If ever short of teachers: Were you short of teachers for more than one term? 2002
V1449	s1qj14a	number new teachers 2000	discrete	numeric	How many new teachers were appointed to this school in each year? 2000
V1450	s1qj14b	number new teachers 2001	discrete	numeric	How many new teachers were appointed to this school in each year? 2001
V1451	s1qj14c	number new teachers 2002	discrete	numeric	How many new teachers were appointed to this school in each year? 2002
V1452	s1qj15	how cover classes in short run	discrete	numeric	If teachers are absent for a short time how do you cover classes?
V1453	s1qj16	how cover classes in long run	discrete	numeric	If teachers are absent for a long time how do you cover classes?
V1454	remote	remoteness index (range 0-1)	contin	numeric	
V1455	remgrp	group(rem)	discrete	numeric	

**S2v3**

Content	Data collected from the teacher survey module (One Grade 5 teacher per school, or alternate grade if Grade 5 not available) See section S2. TEACHER SURVEY of the questionnaire
Cases	214
Variable(s)	125
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1456	id	school identifier	contin	numeric	
V1457	school	name of school	discrete	character	Name of School
V1458	province	province	discrete	numeric	Province
V1459	district	district	discrete	numeric	District
V1460	census	census unit identifier	discrete	character	Census enumeration area
V1461	code	school code	discrete	character	School code
V1462	weight		contin	numeric	
V1463	s2q1	name of interviewer	discrete	character	Name of Interviewer
V1464	s2q7	village	discrete	character	Village
V1465	s2q9	interview date	discrete	character	Interview Date
V1466	s2q10	respondents name	discrete	character	Respondent's name
V1467	s2q11	gender	discrete	numeric	Gender
V1468	s2q12	highest education	discrete	numeric	Highest education level completed?
V1469	s2q13	file number	discrete	character	Teacher's File Number
V1470	s2q14	classes taught 2002	discrete	numeric	Which class are you teaching in 2002?
V1471	s2q15	multigrade class	discrete	numeric	Is it a multigrade class?
V1472	s2q16	children in class	discrete	numeric	How many children are enrolled in your class?
V1473	s2q17	number in attendance today	discrete	numeric	How many of them are at school today?
V1474	s2q18	number missing more than 10 days	discrete	numeric	How many of your children miss more than 10 days in term 1, 2002?
V1475	s2q19	number of male absentees	discrete	numeric	How many of them are male students?
V1476	s2q20	number of female absentees	discrete	numeric	How many of them are female students?
V1477	s2q21	reason for absences	discrete	numeric	Why do they miss so many days?
V1478	s2q22	action taken	discrete	numeric	What actions does the school take in the case of students who miss a lot of days from school?

ID	Name	Label	Type	Format	Question
V1479	s2q23	number failing to re-enrolling in 2002	discrete	numeric	How many students from your class last year did not return to school this year?
V1480	s2q24	reasons for failing to re-enrol in 2002	discrete	numeric	What were the reasons?
V1481	s2q25	children and food intake before school	discrete	numeric	How many children in your class do not have an adequate amount of food before they come to school in the morning?
V1482	s2q26	children and food intake at school	discrete	numeric	How many children in your class do not have an adequate amount of food at lunchtime?
V1483	s2q27a	teaching methods	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - Most say
V1484	s2q27b	else	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?
V1485	s2q27c	you	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?
V1486	s2q28a	who enrolls	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - Most say
V1487	s2q28b	else	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - Who else has a say?
V1488	s2q28c	you	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - How much say do you have?
V1489	s2q29a	class size	discrete	numeric	According to you, who has the most say in deciding class size in this school - Most say
V1490	s2q29b	else	discrete	numeric	According to you, who has the most say in deciding class size in this school - Who else has a say?
V1491	s2q29c	you	discrete	numeric	According to you, who has the most say in deciding class size in this school - How much say do you have?
V1492	s2q30a	assessing students	discrete	numeric	According to you, who has the most say in assessing students in this school - Most say
V1493	s2q30b	else	discrete	numeric	According to you, who has the most say in assessing students in this school - Who else has a say?
V1494	s2q30c	you	discrete	numeric	According to you, who has the most say in assessing students in this school - How much say do you have?
V1495	s2q31a	policy for assessing students	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Most say
V1496	s2q31b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Who else has a say?
V1497	s2q31c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - How much say do you have?
V1498	s2q32a	appointing teachers	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - Most say
V1499	s2q32b	else	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - Who else has a say?
V1500	s2q32c	you	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - How much say do you have?
V1501	s2q33a	assessing teachers	discrete	numeric	According to you, who has the most say in assessing teachers in this school - Most say

ID	Name	Label	Type	Format	Question
V1502	s2q33b	else	discrete	numeric	According to you, who has the most say in assessing teachers in this school - Who else has a say?
V1503	s2q33c	you	discrete	numeric	According to you, who has the most say in assessing teachers in this school - How much say do you have?
V1504	s2q34a	policy for assessing teachers	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Most say
V1505	s2q34b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?
V1506	s2q34c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?
V1507	s2q35a	teacher promotion	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Most say
V1508	s2q35b	else	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Who else has a say?
V1509	s2q35c	you	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - How much say do you have?
V1510	s2q36a	discipline action against teachers	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say
V1511	s2q36b	else	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?
V1512	s2q36c	you	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?
V1513	s2q37a	dismissing a teacher	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - Most say
V1514	s2q37b	else	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - Who else has a say?
V1515	s2q37c	you	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - How much say do you have?
V1516	s2q38a	selection for inservice	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Most say
V1517	s2q38b	else	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Who else has a say?
V1518	s2q38c	you	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - How much say do you have?
V1519	s2q39a	level of project fees	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Most say
V1520	s2q39b	else	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Who else has a say?
V1521	s2q39c	you	discrete	numeric	According to you, who has the most say in deciding the level of project fees - How much say do you have?
V1522	s2q40a	how to spend project fees	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Most say



ID	Name	Label	Type	Format	Question
V1523	s2q40b	else	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Who else has a say?
V1524	s2q40c	you	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - How much say do you have?
V1525	s2q41a	spending school subsidy	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - Most say
V1526	s2q41b	else	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?
V1527	s2q41c	you	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?
V1528	s2q42a	upgrading school	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say
V1529	s2q42b	else	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?
V1530	s2q42c	you	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?
V1531	s2q43a	maintenance provision	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - Most say
V1532	s2q43b	else	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?
V1533	s2q43c	you	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?
V1534	s2q44a	constructing classrooms	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - Most say
V1535	s2q44b	else	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?
V1536	s2q44c	you	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?
V1537	s2q45a	organising pnc activities	discrete	numeric	According to you, who has the most say in organizing PNC activities - Most say
V1538	s2q45b	else	discrete	numeric	According to you, who has the most say in organizing PNC activities - Who else has a say?
V1539	s2q45c	you	discrete	numeric	According to you, who has the most say in organizing PNC activities - How much say do you have?
V1540	s2q46a	organising community activities	discrete	numeric	According to you, who has the most say in organizing activities with the community - Most say
V1541	s2q46b	else	discrete	numeric	According to you, who has the most say in organizing activities with the community - Who else has a say?
V1542	s2q46c	you	discrete	numeric	According to you, who has the most say in organizing activities with the community - How much say do you have?
V1543	s2q47a	organising fundraising activities	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - Most say



ID	Name	Label	Type	Format	Question
V1544	s2q47b	else	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?
V1545	s2q47c	you	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?
V1546	s2q48	time preparing lessons	discrete	numeric	How many hours do you spend each week preparing lessons and marking student work?
V1547	s2q49	sufficient textbooks	discrete	numeric	Do you have sufficient textbooks for student use in your classroom?
V1548	s2q50	production of teaching aids	discrete	numeric	Are you able to produce the teaching aids that you need for use in your classroom?
V1549	s2q51	why not?	discrete	numeric	If No, why not?
V1550	s2q52	number of desks	discrete	numeric	Do you have enough desks in your classroom for all of the students?
V1551	s2q53	number needed	discrete	numeric	If No, how many more desks do you need?
V1552	s2q54	class budget	discrete	numeric	Did the Head Teacher allocate any money for you to spend for your classroom?
V1553	s2q55	amount	discrete	numeric	If Yes, how much were you allocated?
V1554	s2q56	items purchased from the allocation	discrete	numeric	What did you spend it on?
V1555	s2q57	regular staff meetings	discrete	numeric	Does the school have regular staff meetings?
V1556	s2q58	contribution to decision-making	discrete	numeric	Are you encouraged to contribute to decision-making within the school?
V1557	s2q59	30 day absence rule enforcement	discrete	numeric	Does the school enforce the 30-day rule relating to absences and termination of students?
V1558	s2q60	school lunch policy	discrete	numeric	Does the school have a rule for children about bringing lunches to school?
V1559	s2q61	nature of lunch policy	discrete	numeric	If Yes, what is it?
V1560	s2q62	interest level of parents	discrete	numeric	How would you describe the interest level of parents toward the school?
V1561	s2q63	local community involvement	discrete	numeric	Have you involved the local community in classroom activities?
V1562	s2q64	in what ways	discrete	numeric	If Yes, in what ways?
V1563	s2q65	bom assistance	discrete	numeric	Has the BOM helped you as a teacher?
V1564	s2q66	in what ways	discrete	numeric	If Yes, in what ways?
V1565	s2q67	children out of school	discrete	numeric	How many primary age children in this area would you estimate are not enrolled in school?
V1566	s2q68	school action to enroll children	discrete	numeric	Does the school take any actions to try to enrol these children?
V1567	s2q69	availability of counseling services	discrete	numeric	Does the school provide any counselling services for students who are having difficulties at school?
V1568	s2q70	inability to pay fees	discrete	numeric	What happens to a student if he/she is unable to pay fees?
V1569	s2q71	community assists needy families	discrete	numeric	Does the community assist families of needy students?
V1570	s2q72	current teacher level	discrete	numeric	What is your current teacher level?

ID	Name	Label	Type	Format	Question
V1571	s2q73	paid at the correct level	discrete	numeric	Are you being paid at that level?
V1572	s2q74	pay on time	discrete	numeric	Did you usually get your pay on time in 2001?
V1573	s2q75	length of delay in 2001	discrete	numeric	If No, how many weeks on average was it delayed in 2001?
V1574	s2q76	receive allowances	discrete	numeric	Did you get paid the allowances that you were eligible for in 2001?
V1575	s2q77	unpaid allowances	discrete	numeric	If No, which allowances?
V1576	s2q78	supplementary income	discrete	numeric	Do you have to supplement your income after school?
V1577	s2q79	nature of supplementary work	discrete	numeric	What do you do to get that income?
V1578	s2q80	amount earned	discrete	numeric	How much do you make on average each week?
V1579	s2q81	income of family members	discrete	numeric	Does anyone else in your family who lives with you earn money?
V1580	s2q82	amount earned	discrete	numeric	How much do they earn on average each week?

**S3v3**

Content	Data from section S3 – SCHOOL BOARD OF MANAGEMENT SURVEY: A. BACKGROUND B. FINANCIAL INFORMATION C. ROLES AND RESPONSIBILITIES IN EDUCATION
Cases	214
Variable(s)	103
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1581	id		contin	numeric	
V1582	school	name of school	discrete	character	Name of School
V1583	province	province	discrete	numeric	Province
V1584	district	district	discrete	numeric	District
V1585	census	census unit identifier	discrete	character	Census enumeration area
V1586	code	school code	discrete	character	School code
V1587	weight		contin	numeric	
V1588	s3q1	name of interviewer	discrete	character	Name of Interviewer
V1589	s3q7	district	discrete	character	
V1590	s3q9	interview date	discrete	character	Interview Date
V1591	s3q10	name	discrete	character	Name
V1592	s3q11	gender	discrete	numeric	Gender
V1593	s3q12	age	discrete	numeric	Age
V1594	s3q13	chairperson of board of management	discrete	numeric	Are you the BOM Chairman?
V1595	s3q14	position	discrete	character	If No: What is your position?
V1596	s3q15	born in district	discrete	numeric	Were you born in this district?
V1597	s3q16	born in province	discrete	numeric	Were you born in this province?
V1598	s3q17	level of schooling	discrete	numeric	How much schooling have you got?
V1599	s3q18	joint account	discrete	numeric	Is there a joint account managed by the school and the BOM?
V1600	s3q19	separate school account	discrete	numeric	Is there a separate account managed by the school?
V1601	s3q20	separate bom account	discrete	numeric	Is there a separate account managed by the BOM?
V1602	s3q21	other accounts	discrete	numeric	Are there any other accounts?
V1603	s3q22a	maintenance	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Maintenance

ID	Name	Label	Type	Format	Question
V1604	s3q22b	infrastructure	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Infrastructure
V1605	s3q22c	basic materials	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Basic materials
V1606	s3q22d	textbooks	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Textbooks
V1607	s3q22e	consumables	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Consumables / Expendable items
V1608	s3q22f	equipment	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Equipment
V1609	s3q22g	transport	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Transport
V1610	s3q22h	additional staff	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Extra staff
V1611	s3q22i	other	discrete	numeric	In 2001, how much was spent out of the joint account managed by the school and the BOM on: Other
V1612	s3q23a	maintenance	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Maintenance
V1613	s3q23b	infrastructure	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Infrastructure
V1614	s3q23c	basic materials	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Basic materials
V1615	s3q23d	textbooks	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Textbooks
V1616	s3q23e	consumables	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Consumables / Expendable items
V1617	s3q23f	equipment	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Equipment
V1618	s3q23g	transport	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Transport
V1619	s3q23h	additional staff	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Extra staff
V1620	s3q23i	other	discrete	numeric	In 2001, how much was spent out of accounts managed by the BOM alone on: Other
V1621	s3q24a	teaching methods	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - Most say
V1622	s3q24b	who else	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?
V1623	s3q24c	you	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?
V1624	s3q25a	who enrolls	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - Most say
V1625	s3q25b	who else	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - Who else has a say?
V1626	s3q25c	you	discrete	numeric	According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

ID	Name	Label	Type	Format	Question
V1627	s3q26a	class size	discrete	numeric	According to you, who has the most say in deciding class size in this school - Most say
V1628	s3q26b	who else	discrete	numeric	According to you, who has the most say in deciding class size in this school - Who else has a say?
V1629	s3q26c	you	discrete	numeric	According to you, who has the most say in deciding class size in this school - How much say do you have?
V1630	s3q27a	assessing students	discrete	numeric	According to you, who has the most say in assessing students in this school - Most say
V1631	s3q27b	who else	discrete	numeric	According to you, who has the most say in assessing students in this school - Who else has a say?
V1632	s3q27c	you	discrete	numeric	According to you, who has the most say in assessing students in this school - How much say do you have?
V1633	s3q28a	policy for assessing students	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Most say
V1634	s3q28b	who else	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Who else has a say?
V1635	s3q28c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - How much say do you have?
V1636	s3q29a	appointing teachers	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - Most say
V1637	s3q29b	who else	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - Who else has a say?
V1638	s3q29c	you	discrete	numeric	According to you, who has the most say in appointing a teacher to this school - How much say do you have?
V1639	s3q30a	assessing teachers	discrete	numeric	According to you, who has the most say in assessing teachers in this school - Most say
V1640	s3q30b	who else	discrete	numeric	According to you, who has the most say in assessing teachers in this school - Who else has a say?
V1641	s3q30c	you	discrete	numeric	According to you, who has the most say in assessing teachers in this school - How much say do you have?
V1642	s3q31a	policy for assessing teachers	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Most say
V1643	s3q31b	who else	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?
V1644	s3q31c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?
V1645	s3q32a	teacher promotion	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Most say
V1646	s3q32b	who else	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Who else has a say?
V1647	s3q32c	you	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - How much say do you have?
V1648	s3q33a	discipline action against teachers	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say
V1649	s3q33b	who else	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

ID	Name	Label	Type	Format	Question
V1650	s3q33c	you	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?
V1651	s3q34a	dismissing a teacher	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - Most say
V1652	s3q34b	who else	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - Who else has a say?
V1653	s3q34c	you	discrete	numeric	According to you, who has the most say in dismissing a teacher from this school - How much say do you have?
V1654	s3q35a	selection for inservice	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Most say
V1655	s3q35b	who else	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Who else has a say?
V1656	s3q35c	you	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - How much say do you have?
V1657	s3q36a	level of project fees	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Most say
V1658	s3q36b	who else	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Who else has a say?
V1659	s3q36c	you	discrete	numeric	According to you, who has the most say in deciding the level of project fees - How much say do you have?
V1660	s3q37a	how to spend project fee	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Most say
V1661	s3q37b	who else	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Who else has a say?
V1662	s3q37c	you	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - How much say do you have?
V1663	s3q38a	spending school subsidy	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - Most say
V1664	s3q38b	who else	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?
V1665	s3q38c	you	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?
V1666	s3q39a	upgrading school	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say
V1667	s3q39b	who else	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?
V1668	s3q39c	you	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?
V1669	s3q40a	maintenance provision	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - Most say
V1670	s3q40b	who else	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?
V1671	s3q40c	you	discrete	numeric	According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

ID	Name	Label	Type	Format	Question
V1672	s3q41a	constructing classrooms	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - Most say
V1673	s3q41b	who else	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?
V1674	s3q41c	you	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?
V1675	s3q42a	organising pnc activities	discrete	numeric	According to you, who has the most say in organizing PNC activities - Most say
V1676	s3q42b	who else	discrete	numeric	According to you, who has the most say in organizing PNC activities - Who else has a say?
V1677	s3q42c	you	discrete	numeric	According to you, who has the most say in organizing PNC activities - How much say do you have?
V1678	s3q43a	organising community activities	discrete	numeric	According to you, who has the most say in organizing activities with the community - Most say
V1679	s3q43b	who else	discrete	numeric	According to you, who has the most say in organizing activities with the community - Who else has a say?
V1680	s3q43c	you	discrete	numeric	According to you, who has the most say in organizing activities with the community - How much say do you have?
V1681	s3q44a	organising fundraising activities	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - Most say
V1682	s3q44b	who else	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?
V1683	s3q44c	you	discrete	numeric	According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

**S4v3**

Content	Data from section S4 - PARENT SURVEY (one parent per school)
Cases	214
Variable(s)	77
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1684	id	school identifier	contin	numeric	
V1685	school	name of school	discrete	character	Name of School
V1686	province	province	discrete	numeric	Province
V1687	district	district	discrete	numeric	District
V1688	census	census unit identifier	discrete	character	Census enumeration area
V1689	code	school code	discrete	character	School code
V1690	weight		contin	numeric	
V1691	s4q1	name of interviewer	discrete	character	Name of Interviewer
V1692	s4q7	village	discrete	character	Village
V1693	s4q9	interview date	discrete	character	Interview Date
V1694	s4q10	gender	discrete	numeric	Gender of Respondent
V1695	s4q11	graduate of this school	discrete	numeric	Did you go to this school as a student?
V1696	s4q12	highest level of schooling of parent	discrete	numeric	How much schooling have you got?
V1697	s4q13	number of children	contin	numeric	How many children do you have?
V1698	s4q14	alternative school	discrete	numeric	Is there another school that your children could go to?
V1699	s4q15	reason for choosing this school	discrete	numeric	If Yes, why did you choose this school?
V1700	s4q16	number visits to school	discrete	numeric	How often do you visit the school?
V1701	s4q17	reasons for visits	discrete	numeric	What are the reasons for visiting the school?
V1702	s4q18	child likes this school	discrete	numeric	Do your children like this school?
V1703	s4q19	comments about school	discrete	numeric	What do your children say about this school?
V1704	s4q20	school enrolment	discrete	numeric	How many of the school age children in this community go to school?
V1705	s4q21	reasons for not enrolling in school	discrete	numeric	If some children do not go to school, why don't they go to school?
V1706	s4q22	help for children with high absences	discrete	numeric	What should be done about children who stay away from school a lot?
V1707	s4q23	teacher punctuality	discrete	numeric	Are teachers usually in class on time each day?



ID	Name	Label	Type	Format	Question
V1708	s4q24	teacher attendance	discrete	numeric	Do teachers spend most school days teaching at the school?
V1709	s4q25	head teacher mixes with community	discrete	numeric	Does the Head Teacher visit the local community and mix with parents?
V1710	s4q26	teachers mix with community	discrete	numeric	Do the teachers visit the local community and mix with parents?
V1711	s4q27	activities of bom	discrete	numeric	What does the BOM do?
V1712	s4q28	effectiveness of bom	discrete	numeric	Does it do a good job?
V1713	s4q29a	problems affecting school	discrete	numeric	What are the four biggest problems facing the school?
V1714	s4q29b	problems affecting school	discrete	numeric	What are the four biggest problems facing the school?
V1715	s4q29c	problems affecting school	discrete	numeric	What are the four biggest problems facing the school?
V1716	s4q29d	problems affecting school	discrete	numeric	What are the four biggest problems facing the school?
V1717	s4q30	paying for education	discrete	numeric	Who should pay for the cost of education?
V1718	s4q31	involvement in setting school fee	discrete	numeric	Were you involved when the school fee was set in 2001?
V1719	s4q32	should you be involved	discrete	numeric	If No, should you have been involved?
V1720	s4q33	how were you involved	discrete	numeric	If Yes, in what way were you involved?
V1721	s4q34	level of fee	discrete	numeric	What did you think about the level of the school fee in 2001?
V1722	s4q35	involvement in setting project fee	discrete	numeric	Were you involved when the project fee was set in 2001?
V1723	s4q36	should you be involved	discrete	numeric	If No, should you have been involved?
V1724	s4q37	how were you involved	discrete	numeric	If Yes, in what way were you involved?
V1725	s4q38	level of fee	discrete	numeric	What did you think about the level of the project fee in 2001?
V1726	s4q39	paid fees in 2001	discrete	numeric	In 2001, were you able to pay the fees set by the school?
V1727	s4q40	help for poor families	discrete	numeric	If a family is poor, what kind of help should it get to send children to school?
V1728	s4q41	who gives help	discrete	numeric	Who should give help?
V1729	s4q42	reasons for attending school	discrete	numeric	Why do you send your children to school?
V1730	s4q43	school assisting child	discrete	numeric	Will this school help your child to achieve that goal?
V1731	s4q44	mp helped schools in 2001	discrete	numeric	Did the MP for this electorate help this school in 2001?
V1732	s4q45	nature of help in 2001	discrete	numeric	If Yes, what form of help did the MP give?
V1733	s4q46	mp help school in 2002	discrete	numeric	Did the MP for this electorate help this school in 2002?
V1734	s4q47	nature of help in 2002	discrete	numeric	If Yes, what form of help did the MP give?
V1735	s4q48	pnc established	discrete	numeric	Is there a PNC at this school?

ID	Name	Label	Type	Format	Question
V1736	s4q49	number times met in 2001	discrete	numeric	If Yes: How many times did the PNC meet in 2001?
V1737	s4q50	number times met in 2002	discrete	numeric	If Yes: How many times has the PNC met in 2002?
V1738	s4q51	date last meeting	discrete	character	If Yes: When was the last PNC meeting?
V1739	s4q52	percentage of parents attending	discrete	numeric	If Yes: What percentage of parents attend PNC meetings?
V1740	s4q53	parents collect assessment reports	discrete	numeric	Do parents come to the school to collect assessment reports when these are ready?
V1741	s4q54	percentage of parents collecting	discrete	numeric	If Yes: What percentage of parents do this?
V1742	s4q55	meetings with parents	discrete	numeric	Does the head teacher or BOM ever call a meeting to discuss school issues with parents?
V1743	s4q56	percentage of parents attending	discrete	numeric	If Yes: What percentage of parents attend?
V1744	s4q57	community as learning site	discrete	numeric	Do teachers ever take children out of the classroom to learn in the community?
V1745	s4q58	community involvement in school	discrete	numeric	Does the school invite community members to help develop school programs and activities?
V1746	s4q59	teachers organize community activities	discrete	numeric	Do teachers organize community activities such as adult classes, sporting competitions?
V1747	s4q60	community and cultural activities	discrete	numeric	Do community members teach cultural activities in the school?
V1748	s4q61	school use of village land	discrete	numeric	Does the village or community allow the school to use its land for agricultural classes?
V1749	s4q62a	school use for meetings	discrete	numeric	Is the school ever used by the community for community meetings in a school
V1750	s4q62b	school use for adult classes	discrete	numeric	Is the school ever used by the community for adult education classes
V1751	s4q62c	school use for sports	discrete	numeric	Is the school ever used by the community for adult sports activities
V1752	s4q63a1	like about school	discrete	numeric	What do you like about the school?
V1753	s4q63b1	dislike about school	discrete	numeric	What don't you like about the school?
V1754	s4q63a2	like about school	discrete	numeric	What do you like about the school?
V1755	s4q63b2	dislike about school	discrete	numeric	What don't you like about the school?
V1756	s4q63a3	like about school	discrete	numeric	What do you like about the school?
V1757	s4q63b3	dislike about school	discrete	numeric	What don't you like about the school?
V1758	s4q63a4	like about school	discrete	numeric	What do you like about the school?
V1759	s4q63b4	dislike about school	discrete	numeric	What don't you like about the school?
V1760	s4q63c	other parents thoughts	discrete	numeric	What do other parents think about the school?

**S1Jtv3**

Content	Data from section J2. CHARACTERISTICS OF TEACHERS (teacher listing)
Cases	1742
Variable(s)	16
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V769	id	school ID	contin	numeric	
V770	school	School Name	discrete	character	
V771	province	Province	discrete	numeric	
V772	district	District	discrete	numeric	
V773	census	Census Number	discrete	character	
V774	code	Code	discrete	character	
V775	weight	School Weight	contin	numeric	
V776	s1qj21	Teacher ID	contin	numeric	
V777	s1qj22	Teacher Name	discrete	character	Name
V778	s1qj23	Teacher File Number	discrete	character	File number
V779	s1qj24	Grade	discrete	character	What grade(s) does the teacher teach?
V780	s1qj25	Gender	discrete	numeric	Gender
V781	s1qj26	Age	discrete	numeric	Age
V782	s1qj27	Present Level	contin	numeric	Present level
V783	s1qj28	Present today	discrete	numeric	Is the teacher at the school today?
V784	s1qj29	selected for indepth study	discrete	numeric	Selected for indepth section

## S1Jiv3

Content	Data from section J2. CHARACTERISTICS OF TEACHERS
Cases	497
Variable(s)	47
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V722	id	school ID	contin	numeric	
V723	school	School Name	discrete	character	
V724	province	Province	discrete	numeric	
V725	district	District	discrete	numeric	
V726	census	Census Number	discrete	character	
V727	code	Code	discrete	character	
V728	weight	School Weight	contin	numeric	
V729	s1qj21	Teacher ID	contin	numeric	
V730	s1qj22	Teacher Name	discrete	character	Name
V731	s1qj23	Teacher File Number	discrete	character	File number
V732	s1qj24	Grade	discrete	character	What grade(s) does the teacher teach?
V733	s1qj25	Gender	discrete	numeric	Gender
V734	s1qj26	Age	discrete	numeric	Age
V735	s1qj27	Present Level	contin	numeric	Present level
V736	s1qj28	Present today	discrete	numeric	Is the teacher at the school today?
V737	s1qj29	selected for indepth study	discrete	numeric	Selected for indepth section
V738	s1qj210	identification number	contin	numeric	Teacher ID
V739	s1qj211	born in district	discrete	numeric	Born in this district?
V740	s1qj212a	born in province	discrete	numeric	Born in this province?
V741	s1qj213a	years teaching	discrete	numeric	Number of years as teacher
V742	s1qj214a	years in this school	discrete	numeric	Number of years teaching in this school
V743	s1qj215a	highest education level	discrete	numeric	Highest education completed
V744	s1qj216a	date started 2002	discrete	character	When did the teacher report for work this year (2002)?
V745	s1qj217a	present today	discrete	numeric	Is the teacher present today?
V746	s1qj218a	length of absence	discrete	numeric	If no: How many days has the teacher been away?
V747	s1qj219a	reasons	discrete	numeric	If no: Why is the teacher away?

ID	Name	Label	Type	Format	Question
V748	s1qj220a	total days absent	discrete	numeric	How many days has this teacher been away from school since they reported for work?
V749	s1qj221a	attended approved inservice activities 2000, 2001	discrete	numeric	Did this teacher attended any approved inservice activity in 2000, 2001, or 2002?
V750	s1qj222a	name of course	discrete	numeric	If yes: What was the name of the course?
V751	s1qj223a	length of course in weeks	discrete	numeric	If yes: How long was the course?
V752	s1qj224a	who paid	discrete	numeric	If yes: Who paid for the course?
V753	s1qj225a	school provides accommodation	discrete	numeric	Does this teacher live in a school provided house?
V754	s1qj226a	who owns house	discrete	numeric	If school provided house: Who owns the house that the teacher lives in?
V755	s1qj227a	amount of rent paid in kina per fortnight	discrete	numeric	If school provided house: How much rent is paid fortnightly?
V756	s1qj228a	type of housing	discrete	numeric	If school provided house: What construction type is the house in which the teacher currently lives
V757	s1qj229a	net salary per fortnight in kina	discrete	numeric	How much does the teacher receive in salary in each fortnight?
V758	s1qj230a	amount of deductions per fortnight	discrete	numeric	How much is automatically deducted from the payslip?
V759	s1qj231a	gross salary per fortnight in kina	discrete	numeric	[Check] So the total amount is [add previous two questions]
V760	s1qj232a	method of payment	discrete	numeric	How is the teacher paid?
V761	s1qj233a	last supposed pay date	discrete	character	When was the last time this teacher was supposed to be paid
V762	s1qj234a	last actual pay date	discrete	character	When was the last time this teacher was actually paid
V763	s1qj235a	how many weeks before teacher could access money	discrete	numeric	How long after the salary was paid was the teacher able to spend the money?
V764	s1qj236a	leave fare entitlement	discrete	numeric	Was this teacher eligible for a leave fare last year (2001)?
V765	s1qj237a	which province	discrete	numeric	If yes Which province was that leave fare for?
V766	s1qj238a	amount of allowances paid in kina per year	discrete	numeric	How much does the teacher receive in additional monetary allowances (per year)?
V767	s1qj239a	allowances not paid	discrete	numeric	Were there allowances that the teacher was eligible for that they didn't get in 2001
V768	s1qj240a	which allowances	discrete	numeric	If yes: Which allowances?

**S1Kv3**

Content	Data from section K. DATA APPENDIX
Cases	214
Variable(s)	154
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V785	id	school identifier	contin	numeric	
V786	school	name of school	discrete	character	
V787	province	province	discrete	numeric	
V788	district	district	discrete	numeric	
V789	census	census unit identifier	discrete	character	
V790	code	school code	discrete	character	
V791	weight		contin	numeric	
V792	s1qkb	school type	discrete	numeric	
V793	s1qk11a	number of gd 1 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 1
V794	s1qk11b	number of gd 2 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 2
V795	s1qk11c	number of gd 3 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 3
V796	s1qk11d	number of gd 4 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 4
V797	s1qk11e	number of gd 5 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 5
V798	s1qk11f	number of gd 6 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 6
V799	s1qk11g	number of gd 7 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 7
V800	s1qk11h	number of gd 8 classes	discrete	numeric	How many classes are there at each grade at this school? Grade 8
V801	s1qk21a	number of gd 1 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2000
V802	s1qk21b	number of gd 1 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2000
V803	s1qk22a	number of gd 2 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2000

ID	Name	Label	Type	Format	Question
V804	s1qk22b	number of gd 2 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2000
V805	s1qk23a	number of gd 3 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2000
V806	s1qk23b	number of gd 3 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2000
V807	s1qk24a	number of gd 4 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2000
V808	s1qk24b	number of gd 4 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2000
V809	s1qk25a	number of gd 5 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2000
V810	s1qk25b	number of gd 5 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2000
V811	s1qk26a	number of gd 6 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2000
V812	s1qk26b	number of gd 6 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2000
V813	s1qk27a	number of gd 7 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2000
V814	s1qk27b	number of gd 7 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2000
V815	s1qk28a	number of gd 8 boys 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2000
V816	s1qk28b	number of gd 8 girls 2000	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2000
V817	s1qk21c	number of gd 1 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2001
V818	s1qk21d	number of gd 1 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2001
V819	s1qk22c	number of gd 2 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2001
V820	s1qk22d	number of gd 2 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2001

ID	Name	Label	Type	Format	Question
V821	s1qk23c	number of gd 3 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2001
V822	s1qk23d	number of gd 3 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2001
V823	s1qk24c	number of gd 4 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2001
V824	s1qk24d	number of gd 4 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2001
V825	s1qk25c	number of gd 5 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2001
V826	s1qk25d	number of gd 5 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2001
V827	s1qk26c	number of gd 6 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2001
V828	s1qk26d	number of gd 6 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2001
V829	s1qk27c	number of gd 7 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2001
V830	s1qk27d	number of gd 7 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2001
V831	s1qk28c	number of gd 8 boys 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2001
V832	s1qk28d	number of gd 8 girls 2001	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2001
V833	s1qk21e	number of gd 1 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2002
V834	s1qk21f	number of gd 1 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2002
V835	s1qk22e	number of gd 2 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2002
V836	s1qk22f	number of gd 2 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2002
V837	s1qk23e	number of gd 3 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2002



ID	Name	Label	Type	Format	Question
V838	s1qk23f	number of gd 3 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2002
V839	s1qk24e	number of gd 4 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2002
V840	s1qk24f	number of gd 4 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2002
V841	s1qk25e	number of gd 5 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2002
V842	s1qk25f	number of gd 5 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2002
V843	s1qk26e	number of gd 6 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2002
V844	s1qk26f	number of gd 6 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2002
V845	s1qk27e	number of gd 7 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2002
V846	s1qk27f	number of gd 7 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2002
V847	s1qk28e	number of gd 8 boys 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2002
V848	s1qk28f	number of gd 8 girls 2002	discrete	numeric	How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2002
V849	s1qk31a	number of gd 1 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 1, Boys
V850	s1qk31b	number of gd 1 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 1, Girls
V851	s1qk32a	number of gd 2 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 2, Boys
V852	s1qk32b	number of gd 2 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 2, Girls
V853	s1qk33a	number of gd 3 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 3, Boys
V854	s1qk33b	number of gd 3 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 3, Girls

ID	Name	Label	Type	Format	Question
V855	s1qk34a	number of gd 4 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 4, Boys
V856	s1qk34b	number of gd 4 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 4, Girls
V857	s1qk35a	number of gd 5 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 5, Boys
V858	s1qk35b	number of gd 5 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 5, Girls
V859	s1qk36a	number of gd 6 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 6, Boys
V860	s1qk36b	number of gd 6 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 6, Girls
V861	s1qk37a	number of gd 7 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 7, Boys
V862	s1qk37b	number of gd 7 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 7, Girls
V863	s1qk38a	number of gd 8 boys failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 8, Boys
V864	s1qk38b	number of gd 8 girls failing to return to school	discrete	numeric	How many students completed the listed grade last year but did not return to this school this year? Grade 8, Girls
V865	s1qk41a	number of male students continuing to gd 7 in 2000	discrete	numeric	How many students continued on to the next grade? Grade 6, Boys, 2000
V866	s1qk41b	number of female students continuing to gd 7 in 2000	discrete	numeric	How many students continued on to the next grade? Grade 6, Girls, 2000
V867	s1qk41c	number of male students continuing to gd 7 in 2001	discrete	numeric	How many students continued on to the next grade? Grade 6, Boys, 2001
V868	s1qk41d	number of female students continuing to gd 7 in 2001	discrete	numeric	How many students continued on to the next grade? Grade 6, Girls, 2001
V869	s1qk42a	number of male students continuing to gd 9 in 2000	discrete	numeric	How many students continued on to the next grade? Grade 8, Boys, 2000
V870	s1qk42b	number of female students continuing to gd 9 in 2000	discrete	numeric	How many students continued on to the next grade? Grade 8, Girls, 2000
V871	s1qk42c	number of male students continuing to gd 9 in 2001	discrete	numeric	How many students continued on to the next grade? Grade 8, Boys, 2001
V872	s1qk42d	number of female students continuing to gd 9 in 2001	discrete	numeric	How many students continued on to the next grade? Grade 8, Girls, 2001
V873	s1qk5a1a	number of gd 1 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 1, Boys
V874	s1qk5a1b	number of gd 1 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 1, Girls

ID	Name	Label	Type	Format	Question
V875	s1qk5a2a	number of gd 2 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 2, Boys
V876	s1qk5a2b	number of gd 2 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 2, Girls
V877	s1qk5a3a	number of gd 3 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 3, Boys
V878	s1qk5a3b	number of gd 3 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 3, Girls
V879	s1qk5a4a	number of gd 4 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 4, Boys
V880	s1qk5a4b	number of gd 4 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 4, Girls
V881	s1qk5a5a	number of gd 5 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 5, Boys
V882	s1qk5a5b	number of gd 5 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 5, Girls
V883	s1qk5a6a	number of gd 6 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 6, Boys
V884	s1qk5a6b	number of gd 6 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 6, Girls
V885	s1qk5a7a	number of gd 7 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 7, Boys
V886	s1qk5a7b	number of gd 7 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 7, Girls
V887	s1qk5a8a	number of gd 8 male students present today	discrete	numeric	How many students continued on to the next grade? Grade 8, Boys
V888	s1qk5a8b	number of gd 8 female students present today	discrete	numeric	How many students continued on to the next grade? Grade 8, Girls
V889	s1qk6	school unable to enrol children due to overcrowding in 2002	discrete	numeric	In 2002 did the school have to turn away any children because of overcrowding?
V890	s1qk7	number of children unable to enrol in 2002	discrete	numeric	If yes: How many?
V891	s1qk81a	number of gd 1 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 1 How many do you have?
V892	s1qk81b	number of gd 1 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 1 How many received for free in 2001?
V893	s1qk81c	number of gd 1 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 1 How many received in 2001 (paid for)?
V894	s1qk82a	number of gd 2 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 2 How many do you have?
V895	s1qk82b	number of gd 2 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 2 How many received for free in 2001?
V896	s1qk82c	number of gd 2 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 2 How many received in 2001 (paid for)?
V897	s1qk83a	number of gd 3 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 3 How many do you have?
V898	s1qk83b	number of gd 3 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 3 How many received for free in 2001?

ID	Name	Label	Type	Format	Question
V899	s1qk83c	number of gd 3 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 3 How many received in 2001 (paid for)?
V900	s1qk84a	number of gd 4 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 4 How many do you have?
V901	s1qk84b	number of gd 4 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 4 How many received for free in 2001?
V902	s1qk84c	number of gd 4 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 4 How many received in 2001 (paid for)?
V903	s1qk85a	number of gd 5 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 5 How many do you have?
V904	s1qk85b	number of gd 5 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 5 How many received for free in 2001?
V905	s1qk85c	number of gd 5 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 5 How many received in 2001 (paid for)?
V906	s1qk86a	number of gd 6 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 6 How many do you have?
V907	s1qk86b	number of gd 6 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 6 How many received for free in 2001?
V908	s1qk86c	number of gd 6 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 6 How many received in 2001 (paid for)?
V909	s1qk87a	number of gd 7 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 7 How many do you have?
V910	s1qk87b	number of gd 7 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 7 How many received for free in 2001?
V911	s1qk87c	number of gd 7 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 7 How many received in 2001 (paid for)?
V912	s1qk88a	number of gd 8 maths textbooks in 2001	discrete	numeric	Mathematics - Grade 8 How many do you have?
V913	s1qk88b	number of gd 8 maths texts received for free in 2001	discrete	numeric	Mathematics - Grade 8 How many received for free in 2001?
V914	s1qk88c	number of gd 8 maths texts paid for by school in 2001	discrete	numeric	Mathematics - Grade 8 How many received in 2001 (paid for)?
V915	s1qk91a	number of gd 1 language textbooks in 2001	discrete	numeric	Language - Grade 1 How many do you have?
V916	s1qk91b	number of gd 1 language texts received for free in 2001	discrete	numeric	Language - Grade 1 How many received for free in 2001?
V917	s1qk91c	number of gd 1 language texts paid for by school in 2001	discrete	numeric	Language - Grade 1 How many received in 2001 (paid for)?
V918	s1qk92a	number of gd 2 language textbooks in 2001	discrete	numeric	Language - Grade 2 How many do you have?
V919	s1qk92b	number of gd 2 language texts received for free in 2001	discrete	numeric	Language - Grade 2 How many received for free in 2001?
V920	s1qk92c	number of gd 2 language texts paid for by school in 2001	discrete	numeric	Language - Grade 2 How many received in 2001 (paid for)?
V921	s1qk93a	number of gd 3 language textbooks in 2001	discrete	numeric	Language - Grade 3 How many do you have?
V922	s1qk93b	number of gd 3 language texts received for free in 2001	discrete	numeric	Language - Grade 3 How many received for free in 2001?

ID	Name	Label	Type	Format	Question
V923	s1qk93c	number of gd 3 language texts paid for by school in 2001	discrete	numeric	Language - Grade 3 How many received in 2001 (paid for)?
V924	s1qk94a	number of gd 4 language textbooks in 2001	discrete	numeric	Language - Grade 4 How many do you have?
V925	s1qk94b	number of gd 4 language texts received for free in 2001	discrete	numeric	Language - Grade 4 How many received for free in 2001?
V926	s1qk94c	number of gd 4 language texts paid for by school in 2001	discrete	numeric	Language - Grade 4 How many received in 2001 (paid for)?
V927	s1qk95a	number of gd 5 language textbooks in 2001	discrete	numeric	Language - Grade 5 How many do you have?
V928	s1qk95b	number of gd 5 language texts received for free in 2001	discrete	numeric	Language - Grade 5 How many received for free in 2001?
V929	s1qk95c	number of gd 5 language texts paid for by school in 2001	discrete	numeric	Language - Grade 5 How many received in 2001 (paid for)?
V930	s1qk96a	number of gd 6 language textbooks in 2001	discrete	numeric	Language - Grade 6 How many do you have?
V931	s1qk96b	number of gd 6 language texts received for free in 2001	discrete	numeric	Language - Grade 6 How many received for free in 2001?
V932	s1qk96c	number of gd 6 language texts paid for by school in 2001	discrete	numeric	Language - Grade 6 How many received in 2001 (paid for)?
V933	s1qk97a	number of gd 7 language textbooks in 2001	discrete	numeric	Language - Grade 7 How many do you have?
V934	s1qk97b	number of gd 7 language texts received for free in 2001	discrete	numeric	Language - Grade 7 How many received for free in 2001?
V935	s1qk97c	number of gd 7 language texts paid for by school in 2001	discrete	numeric	Language - Grade 7 How many received in 2001 (paid for)?
V936	s1qk98a	number of gd 8 language textbooks in 2001	discrete	numeric	Language - Grade 8 How many do you have?
V937	s1qk98b	number of gd 8 language texts received for free in 2001	discrete	numeric	Language - Grade 8 How many received for free in 2001?
V938	s1qk98c	number of gd 8 language texts paid for by school in 2001	discrete	numeric	Language - Grade 8 How many received in 2001 (paid for)?

**D1v3**

Content	Data from section D1. DISTRICT EDUCATION ADMINISTRATOR SURVEY: B. BACKGROUND C. ORGANISATION AND STRUCTURE C. SCHOOLS AND STAFFING D. DISTRICT EDUCATION BOARD E. BUDGET PROCESS F. FINANCIAL REVIEWS G. COST OF PRIMARY EDUCATION H. SCHOOL FEE SUBSIDY I. OTHER GOVERNMENT FUNDING J. NON-GOVERNMENT SOURCES OF FUNDING FOR EDUCATION IN 2001 K. ROLES AND RESPONSIBILITIES IN EDUCATION L. STRENGTHS AND WEAKNESSES
Cases	19
Variable(s)	253
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1	d1q1	name of interviewer	discrete	character	Name of Interviewer
V2	d1q2	questionnaire number	discrete	character	Questionnaire number
V3	d1q3	province	discrete	numeric	Province
V4	d1q4	district	discrete	character	District
V5	d1q5	why dea unavailable	discrete	numeric	If interview with DEA cannot be done ... Why is DEA unavailable?
V6	d1q6	interview date	discrete	character	Interview Date
V7	d1q7	name of dea	discrete	character	Name of DEA
V8	d1q8	gender	discrete	numeric	Gender of DEA
V9	d1q9	age	contin	numeric	Age of DEA
V10	d1q10	born in disrict	discrete	numeric	DEA born in this district?
V11	d1q11	born in province	discrete	numeric	DEA born in this province?
V12	d1q12	total years as dea	discrete	numeric	Number of years as District Education Administrator
V13	d1q13	years as dea in this district	discrete	numeric	Number of years as District Education Administrator in this district
V14	d1q14	substantive position	discrete	numeric	Is this a substantive or acting position
V15	d1q15	highest education level	discrete	numeric	Highest education level completed
V16	d1q16	specialist training	discrete	numeric	What kind of specialist training do you have for this position?
V17	d1q17	allocated house in district	discrete	numeric	Have you been allocated a house in this District?
V18	d1q18	establishment of dea office	discrete	numeric	What is the established number of positions for the District Education office?
V19	d1q19	all positions filled	discrete	numeric	Are all established positions filled at present?
V20	d1q20	number unfilled	discrete	numeric	If No, how many positions are unfilled?
V21	d1q21	number of deas in past five years	discrete	numeric	How many DEAs have there been in the past five years in this District?

ID	Name	Label	Type	Format	Question
V22	d1q22	visited each school in district in 2001	discrete	numeric	Were you able to visit each school in the district at least once in 2001?
V23	d1q23	percentage not visited	discrete	numeric	If No, what percentage of schools were you unable to visit?
V24	d1q24	reasons for not visiting	discrete	numeric	Why were you unable to visit all of them?
V25	d1q25a	vehicle provision	discrete	numeric	Are you provided with any of the following as part of your job: A vehicle
V26	d1q25b	office space provision	discrete	numeric	Are you provided with any of the following as part of your job: Personal office space
V27	d1q25c	computer provision	discrete	numeric	Are you provided with any of the following as part of your job: Computer
V28	d1q25d	telephone provision	discrete	numeric	Are you provided with any of the following as part of your job: Telephone
V29	d1q25e	vhf provision	discrete	numeric	Are you provided with any of the following as part of your job: VHF
V30	d1q26	dea office has separate bank account	discrete	numeric	Does the DEA office operate a separate bank account?
V31	d1q27a	major expenditure one	discrete	numeric	If Yes, what are the major items of expenditure from that account?
V32	d1q27b	major expenditure two	discrete	numeric	If Yes, what are the major items of expenditure from that account?
V33	d1q27c	major expenditure three	discrete	numeric	If Yes, what are the major items of expenditure from that account?
V34	d1q27d	major expenditure four	discrete	numeric	If Yes, what are the major items of expenditure from that account?
V35	d1q28a	sources of revenue one	discrete	numeric	What are the sources of revenue for that account?
V36	d1q28b	sources of revenue two	discrete	numeric	What are the sources of revenue for that account?
V37	d1q28c	sources of revenue three	discrete	numeric	What are the sources of revenue for that account?
V38	d1q28d	sources of revenue four	discrete	numeric	What are the sources of revenue for that account?
V39	d1q29	use of personal account	discrete	numeric	Bank facilities in some parts of a Province can be difficult and funds are sometimes transferred through Inspector and DEA personal accounts. Did you ever have to use your personal bank account during 2001 to manage spending on education business?
V40	d1q30aa	number high schools 2000	discrete	numeric	How many provincial high/Secondary schools are there in this District in 2000
V41	d1q30ab	number high schools 2001	discrete	numeric	How many provincial high/Secondary schools are there in this District in 2001
V42	d1q30ac	number high schools 2002	discrete	numeric	How many provincial high/Secondary schools are there in this District in 2002
V43	d1q30ba	number primary schools 2000	discrete	numeric	How many primary schools are there in this District in 2000
V44	d1q30bb	number primary schools 2001	discrete	numeric	How many primary schools are there in this District in 2001
V45	d1q30bc	number primary schools 2002	contin	numeric	How many primary schools are there in this District in 2002



ID	Name	Label	Type	Format	Question
V46	d1q30ca	number community schools 2000	discrete	numeric	How many community schools are there in this District in 2000
V47	d1q30cb	number community schools 2001	discrete	numeric	How many community schools are there in this District in 2001
V48	d1q30cc	number community schools 2002	discrete	numeric	How many community schools are there in this District in 2002
V49	d1q30da	number elementary schools 2000	discrete	numeric	How many elementary schools are there in this District in 2000
V50	d1q30db	number elementary schools 2001	discrete	numeric	How many elementary schools are there in this District in 2001
V51	d1q30dc	number elementary schools 2002	discrete	numeric	How many elementary schools are there in this District in 2002
V52	d1q31a	number high schools closed today	discrete	numeric	How many schools in this District are suspended or closed today? Provincial high/Secondary schools
V53	d1q31b	number primary schools closed today	discrete	numeric	How many schools in this District are suspended or closed today? Primary schools
V54	d1q31c	number community schools closed today	discrete	numeric	How many schools in this District are suspended or closed today? Community schools
V55	d1q31d	number elementary schools closed today	discrete	numeric	How many schools in this District are suspended or closed today? Elementary schools
V56	d1q32	total established teacher positions for district in 2002	discrete	numeric	What is the total number of established teacher positions in community and primary schools in this District in 2002?
V57	d1q33	number primary/community teachers short today	discrete	numeric	How many community and primary teachers are you short in the District today?
V58	d1q34a	number male community head teachers 2000	discrete	numeric	What is the gender of head teachers in community schools in this District in 2000 - Male
V59	d1q34b	number female community head teachers 2000	discrete	numeric	What is the gender of head teachers in community schools in this District in 2000 - Female
V60	d1q34c	number male community head teachers 2001	discrete	numeric	What is the gender of head teachers in community schools in this District in 2001 - Male
V61	d1q34d	number female community head teachers 2001	discrete	numeric	What is the gender of head teachers in community schools in this District in 2001 - Female
V62	d1q34e	number male community head teachers 2002	discrete	numeric	What is the gender of head teachers in community schools in this District in 2002 - Male
V63	d1q34f	number female community head teachers 2002	discrete	numeric	What is the gender of head teachers in community schools in this District in 2002 - Female
V64	d1q35a	number male primary head teachers 2000	discrete	numeric	What is the gender of head teachers in primary schools in this District in 2000 - Male
V65	d1q35b	number female primary head teachers 2000	discrete	numeric	What is the gender of head teachers in primary schools in this District in 2000 - Female
V66	d1q35c	number male primary head teachers 2001	discrete	numeric	What is the gender of head teachers in primary schools in this District in 2001 - Male
V67	d1q35d	number female primary head teachers 2001	discrete	numeric	What is the gender of head teachers in primary schools in this District in 2001 - Female



ID	Name	Label	Type	Format	Question
V68	d1q35e	number male primary head teachers 2002	discrete	numeric	What is the gender of head teachers in primary schools in this District in 2002 - Male
V69	d1q35f	number female primary head teachers 2002	discrete	numeric	What is the gender of head teachers in primary schools in this District in 2002 - Female
V70	d1q36	dea board exists	discrete	numeric	Is there a District Education Board?
V71	d1q37	times met 2001	discrete	numeric	How many times did it meet in 2001?
V72	d1q38	times met 2002	discrete	numeric	How many times has it meet in 2002?
V73	d1q39a	major functions one	discrete	numeric	What are its major functions?
V74	d1q39b	major functions two	discrete	numeric	What are its major functions?
V75	d1q39c	major functions three	discrete	numeric	What are its major functions?
V76	d1q39d	major functions four	discrete	numeric	What are its major functions?
V77	d1q40	effectiveness of deb	discrete	numeric	How do you rate the effectiveness of the DEB?
V78	d1q41	number members on deb	discrete	numeric	How many people are on the District Education Board of the District?
V79	d1q42a	number of male members	discrete	numeric	Representing males (e.g. local politician, Church, parents, teachers, district)
V80	d1q42b	number of female members	discrete	numeric	Representing females (e.g. local politician, Church, parents, teachers, district)
V81	d1q43	level of priority for education	discrete	numeric	What level of priority does Education have in this District?
V82	d1q44	budget prepared for dp & bpc	discrete	numeric	Did you prepare a budget to be presented to the District Planning and Budget Priorities Committee (DP&BPC) for 2002?
V83	d1q45	month budget submitted	discrete	numeric	If Yes, what month was it submitted to the DP&BPC?
V84	d1q46	llg seeks advice on budget preparation	discrete	numeric	If No, did LLGs seek your advice during their budget preparations?
V85	d1q47	advice makes difference	discrete	numeric	If they sought your advice, did your advice make a difference to their budget submission?
V86	d1q48	member of dp & bpc	discrete	numeric	Are you a member of the DP&BPC?
V87	d1q49	provide copy of district budget	discrete	numeric	Can you provide me with a copy, or at least a summary, of the 2001 budget submission?
V88	d1q50	dea reviews school financial accounts	discrete	numeric	Does the DEA ever review school financial accounts?
V89	d1q51	number of reviews in 2001	discrete	numeric	If Yes, how many schools were reviewed in 2001?
V90	d1q52	number of reviews in 2002	discrete	numeric	How many schools in 2002?
V91	d1q53	action taken by dea in case of irregularities	discrete	numeric	What actions are taken by DEA if irregularities are found?
V92	d1q54	pdoe reviews school financial accounts	discrete	numeric	Does the PDOE ever review school financial accounts in this District?
V93	d1q55	number of schools reviewed in 2001	discrete	numeric	If Yes, how many schools in 2001?
V94	d1q56	number of schools reviewed in 2002	discrete	numeric	How many schools in 2002?
V95	d1q57	action taken by pdoe in case of irregularities	discrete	numeric	What actions are taken by PDOE staff if irregularities are found?

ID	Name	Label	Type	Format	Question
V96	d1q58aa	lower primary subsidy 2000	discrete	numeric	What is the fee structure set by Governments? Lower primary - Subsidy set by National Government per child
V97	d1q58ab	lower primary parent contribution 2000	discrete	numeric	What is the fee structure set by Governments? Lower primary - Maximum parent contribution set by Province per child
V98	d1q58ac	lower primary project fee 2000	discrete	numeric	What is the fee structure set by Governments? Lower primary - Maximum project fee set by Province per child
V99	d1q58ad	lower primary subsidy 2001	discrete	numeric	What is the fee structure set by Governments? Lower primary - Subsidy set by National Government per child
V100	d1q58ae	lower primary parent contribution 2001	discrete	numeric	What is the fee structure set by Governments? Lower primary - Maximum parent contribution set by Province per child
V101	d1q58af	lower primary project fee 2001	discrete	numeric	What is the fee structure set by Governments? Lower primary - Maximum project fee set by Province per child
V102	d1q58ag	lower primary subsidy 2002	discrete	numeric	What is the fee structure set by Governments? Lower primary - Subsidy set by National Government per child
V103	d1q58ah	lower primary parent contribution 2002	discrete	numeric	What is the fee structure set by Governments? Lower primary - Maximum parent contribution set by Province per child
V104	d1q58ai	lower primary project fee 2002	discrete	numeric	What is the fee structure set by Governments? Lower primary - Maximum project fee set by Province per child
V105	d1q59aa	upper primary subsidy 2000	discrete	numeric	What is the fee structure set by Governments? Upper primary - Subsidy set by National Government per child
V106	d1q59ab	upper primary parent contribution 2000	discrete	numeric	What is the fee structure set by Governments? Upper primary - Maximum parent contribution set by Province per child
V107	d1q59ac	upper primary project fee 2000	discrete	numeric	What is the fee structure set by Governments? Upper primary - Maximum project fee set by Province per child
V108	d1q59ad	upper primary subsidy 2001	discrete	numeric	What is the fee structure set by Governments? Upper primary - Subsidy set by National Government per child
V109	d1q59ae	upper primary parent contribution 2001	discrete	numeric	What is the fee structure set by Governments? Upper primary - Maximum parent contribution set by Province per child
V110	d1q59af	upper primary project fee 2001	discrete	numeric	What is the fee structure set by Governments? Upper primary - Maximum project fee set by Province per child
V111	d1q59ag	upper primary subsidy 2002	discrete	numeric	What is the fee structure set by Governments? Upper primary - Subsidy set by National Government per child
V112	d1q59ah	upper primary parent contribution 2002	discrete	numeric	What is the fee structure set by Governments? Upper primary - Maximum parent contribution set by Province per child

ID	Name	Label	Type	Format	Question
V113	d1q59ai	upper primary project fee 2002	discrete	numeric	What is the fee structure set by Governments? Upper primary - Maximum project fee set by Province per child
V114	d1q60a	percentage of schools receiving first subsidy 2001	discrete	numeric	What percentage of schools in this District received each quarterly subsidy payment in 2001? Q1
V115	d1q60b	percentage of schools receiving second subsidy 2001	discrete	numeric	What percentage of schools in this District received each quarterly subsidy payment in 2001? Q2
V116	d1q60c	percentage of schools receiving third subsidy 2001	discrete	numeric	What percentage of schools in this District received each quarterly subsidy payment in 2001? Q3
V117	d1q60d	percentage of schools receiving fourth subsidy 2001	discrete	numeric	What percentage of schools in this District received each quarterly subsidy payment in 2001? Q4
V118	d1q61a	percentage of full subsidy received first quarter	discrete	numeric	For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q1
V119	d1q61b	percentage of full subsidy received second quarter	discrete	numeric	For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q2
V120	d1q61c	percentage of full subsidy received third quarter	discrete	numeric	For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q3
V121	d1q61d	percentage of full subsidy received fourth quarter	discrete	numeric	For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q4
V122	d1q62	action taken for non-receipt	discrete	numeric	What actions did you take if a school did not receive a subsidy payment?
V123	d1q63	use other district funds to make up shortfall	discrete	numeric	Did the District try to locate other resources to fill any shortfall?
V124	d1q64	success in locating other resources	discrete	numeric	If Yes, how successful was it in locating other resources?
V125	d1q65a	kind of resources one	discrete	numeric	What kinds of resources were located?
V126	d1q65b	kind of resources two	discrete	numeric	What kinds of resources were located?
V127	d1q65c	kind of resources three	discrete	numeric	What kinds of resources were located?
V128	d1q66	supplementary funding for disadvantaged schools	discrete	numeric	If a school in your District is disadvantaged, does the District assist it directly through supplementary funding arrangements?
V129	d1q67	nature of supplementary assistance	discrete	numeric	If Yes, what were the arrangements?
V130	d1q68a	use of funds in 2001	discrete	numeric	Provincial and Local Level Administration Grant - Amount requested?
V131	d1q68b	use of funds in 2001	discrete	numeric	Provincial and Local Level Administration Grant - Amount Approved?
V132	d1q68c	use of funds in 2001	discrete	numeric	Provincial and Local Level Administration Grant - How was it used?
V133	d1q69a	use of funds in 2001	discrete	numeric	Provincial Infrastructure Grant - Amount requested?

ID	Name	Label	Type	Format	Question
V134	d1q69b	use of funds in 2001	discrete	numeric	Provincial Infrastructure Grant - Amount Approved?
V135	d1q69c	use of funds in 2001	discrete	numeric	Provincial Infrastructure Grant - How was it used?
V136	d1q70a	use of funds in 2001	discrete	numeric	Local Level Government and Village Services Grant - Amount requested?
V137	d1q70b	use of funds in 2001	discrete	numeric	Local Level Government and Village Services Grant - Amount Approved?
V138	d1q70c	use of funds in 2001	discrete	numeric	Local Level Government and Village Services Grant - How was it used?
V139	d1q71a	use of funds in 2001	discrete	numeric	Town and Urban Services Grant - Amount requested?
V140	d1q71b	use of funds in 2001	discrete	numeric	Town and Urban Services Grant - Amount Approved?
V141	d1q71c	use of funds in 2001	discrete	numeric	Town and Urban Services Grant - How was it used?
V142	d1q72a	use of funds in 2001	discrete	numeric	District Support Grant - Amount requested?
V143	d1q72b	use of funds in 2001	discrete	numeric	District Support Grant - Amount Approved?
V144	d1q72c	use of funds in 2001	discrete	numeric	District Support Grant - How was it used?
V145	d1q73a	use of funds in 2001	discrete	numeric	Rural Development Fund - Amount requested?
V146	d1q73b	use of funds in 2001	discrete	numeric	Rural Development Fund - Amount Approved?
V147	d1q73c	use of funds in 2001	discrete	numeric	Rural Development Fund - How was it used?
V148	d1q74a	use of funds in 2001	discrete	numeric	Other (specify) - Amount requested?
V149	d1q74b	use of funds in 2001	discrete	numeric	Other (specify) - Amount Approved?
V150	d1q74c	use of funds in 2001	discrete	numeric	Other (specify) - How was it used?
V151	d1q75a	use of funds in 2001	discrete	numeric	
V152	d1q75b	use of funds in 2001	discrete	numeric	
V153	d1q75c	use of funds in 2001	discrete	numeric	
V154	d1q76a	purpose of funds	discrete	numeric	Purpose
V155	d1q76b	purpose of funds	discrete	numeric	Purpose
V156	d1q76c	purpose of funds	discrete	numeric	Purpose
V157	d1q77a	how paid	discrete	numeric	How much was paid by cheque or bank transfer?
V158	d1q77b	how paid	discrete	numeric	How much was paid by cheque or bank transfer?
V159	d1q77c	how paid	discrete	numeric	How much was paid by cheque or bank transfer?
V160	d1q78a	in kind payment	discrete	numeric	How much of this subsidy did you receive in any other form, e.g. books materials?
V161	d1q78b	in kind payment	discrete	numeric	How much of this subsidy did you receive in any other form, e.g. books materials?
V162	d1q78c	in kind payment	discrete	numeric	How much of this subsidy did you receive in any other form, e.g. books materials?
V163	d1q79a	payment to following account	discrete	numeric	Were funds paid into an account held by ...
V164	d1q79b	payment to following account	discrete	numeric	Were funds paid into an account held by ...
V165	d1q79c	payment to following account	discrete	numeric	Were funds paid into an account held by ...
V166	d1q80a	dea is signatory to account	discrete	numeric	Are you a signatory to this account?

ID	Name	Label	Type	Format	Question
V167	d1q80b	dea is signatory to account	discrete	numeric	Are you a signatory to this account?
V168	d1q80c	dea is signatory to account	discrete	numeric	Are you a signatory to this account?
V169	d1q81a	how are funds acquitted	discrete	numeric	How are the funds acquitted?
V170	d1q81b	how are funds acquitted	discrete	numeric	How are the funds acquitted?
V171	d1q81c	how are funds acquitted	discrete	numeric	How are the funds acquitted?
V172	d1q82a	amount to be spent on education in district	discrete	numeric	According to you, who has the most say in deciding the amount to be spent on education in this district - Most say
V173	d1q82b	else	discrete	numeric	According to you, who has the most say in deciding the amount to be spent on education in this district - Who else has a say?
V174	d1q82c	you	discrete	numeric	According to you, who has the most say in deciding the amount to be spent on education in this district - How much say do you have?
V175	d1q83a	how to spend funds in district	discrete	numeric	According to you, who has the most say in deciding how to spend those funds in this district - Most say
V176	d1q83b	else	discrete	numeric	According to you, who has the most say in deciding how to spend those funds in this district - Who else has a say?
V177	d1q83c	you	discrete	numeric	According to you, who has the most say in deciding how to spend those funds in this district - How much say do you have?
V178	d1q84a	teaching methods	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this district - Most say
V179	d1q84b	else	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this district - Who else has a say?
V180	d1q84c	you	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this district - How much say do you have?
V181	d1q85a	who enrolls	discrete	numeric	According to you, who has the most say in deciding who enrolls in this district - Most say
V182	d1q85b	else	discrete	numeric	According to you, who has the most say in deciding who enrolls in this district - Who else has a say?
V183	d1q85c	you	discrete	numeric	According to you, who has the most say in deciding who enrolls in this district - How much say do you have?
V184	d1q86a	class size	discrete	numeric	According to you, who has the most say in deciding class size in this district - Most say
V185	d1q86b	else	discrete	numeric	According to you, who has the most say in deciding class size in this district - Who else has a say?
V186	d1q86c	you	discrete	numeric	According to you, who has the most say in deciding class size in this district - How much say do you have?
V187	d1q87a	assessing students	discrete	numeric	According to you, who has the most say in assessing students in this district - Most say

ID	Name	Label	Type	Format	Question
V188	d1q87b	else	discrete	numeric	According to you, who has the most say in assessing students in this district - Who else has a say?
V189	d1q87c	you	discrete	numeric	According to you, who has the most say in assessing students in this district - How much say do you have?
V190	d1q88a	policy for assessing students	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Most say
V191	d1q88b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - Who else has a say?
V192	d1q88c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing students - How much say do you have?
V193	d1q89a	appointing teachers	discrete	numeric	According to you, who has the most say in appointing a teacher to schools in this district - Most say
V194	d1q89b	else	discrete	numeric	According to you, who has the most say in appointing a teacher to schools in this district - Who else has a say?
V195	d1q89c	you	discrete	numeric	According to you, who has the most say in appointing a teacher to schools in this district - How much say do you have?
V196	d1q90a	assessing teachers	discrete	numeric	According to you, who has the most say in assessing teachers in this district - Most say
V197	d1q90b	else	discrete	numeric	According to you, who has the most say in assessing teachers in this district - Who else has a say?
V198	d1q90c	you	discrete	numeric	According to you, who has the most say in assessing teachers in this district - How much say do you have?
V199	d1q91a	policy for assessing teachers	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - Most say
V200	d1q91b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers- Who else has a say?
V201	d1q91c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?
V202	d1q92a	teacher promotion	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Most say
V203	d1q92b	else	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - Who else has a say?
V204	d1q92c	you	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted - How much say do you have?
V205	d1q93a	discipline action against teachers	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this district - Most say

ID	Name	Label	Type	Format	Question
V206	d1q93b	else	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this district - Who else has a say?
V207	d1q93c	you	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this district - How much say do you have?
V208	d1q94a	dismissing a teacher	discrete	numeric	According to you, who has the most say in dismissing a teacher from schools in this district - Most say
V209	d1q94b	else	discrete	numeric	According to you, who has the most say in dismissing a teacher from schools in this district - Who else has a say?
V210	d1q94c	you	discrete	numeric	According to you, who has the most say in dismissing a teacher from schools in this district - How much say do you have?
V211	d1q95a	selection for inservice	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Most say
V212	d1q95b	else	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - Who else has a say?
V213	d1q95c	you	discrete	numeric	According to you, who has the most say in deciding who attends in-service training - How much say do you have?
V214	d1q96a	level of parent contribution to school fee	discrete	numeric	According to you, who has the most say in deciding the parent contribution to the school fee in this district - Most say
V215	d1q96b	else	discrete	numeric	According to you, who has the most say in deciding the parent contribution to the school fee in this district - Who else has a say?
V216	d1q96c	you	discrete	numeric	According to you, who has the most say in deciding the parent contribution to the school fee in this district - How much say do you have?
V217	d1q97a	level of project fees	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Most say
V218	d1q97b	else	discrete	numeric	According to you, who has the most say in deciding the level of project fees - Who else has a say?
V219	d1q97c	you	discrete	numeric	According to you, who has the most say in deciding the level of project fees - How much say do you have?
V220	d1q98a	how to spend project fees	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Most say
V221	d1q98b	else	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - Who else has a say?
V222	d1q98c	you	discrete	numeric	According to you, who has the most say in deciding how to spend project fees - How much say do you have?
V223	d1q99a	spending school subsidy	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidies - Most say



ID	Name	Label	Type	Format	Question
V224	d1q99b	else	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidies - Who else has a say?
V225	d1q99c	you	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidies - How much say do you have?
V226	d1q100a	upgrading school	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say
V227	d1q100b	else	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?
V228	d1q100c	you	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?
V229	d1q101a	maintenance provision	discrete	numeric	According to you, who has the most say in deciding on maintenance work in schools in this district - Most say
V230	d1q101b	else	discrete	numeric	According to you, who has the most say in deciding on maintenance work in schools in this district - Who else has a say?
V231	d1q101c	you	discrete	numeric	According to you, who has the most say in deciding on maintenance work in schools in this district - How much say do you have?
V232	d1q102a	constructing classrooms	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in schools in this district - Most say
V233	d1q102b	else	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in schools in this district - Who else has a say?
V234	d1q102c	you	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in schools in this district - How much say do you have?
V235	d1q103a	organising pnc activites	discrete	numeric	According to you, who has the most say in organizing PNC activities - Most say
V236	d1q103b	else	discrete	numeric	According to you, who has the most say in organizing PNC activities - Who else has a say?
V237	d1q103c	you	discrete	numeric	According to you, who has the most say in organizing PNC activities - How much say do you have?
V238	d1q104a	organising community activites	discrete	numeric	According to you, who has the most say in organizing activities between schools and communities - Most say
V239	d1q104b	else	discrete	numeric	According to you, who has the most say in organizing activities between schools and communities - Who else has a say?
V240	d1q104c	you	discrete	numeric	According to you, who has the most say in organizing activities between schools and communities - How much say do you have?
V241	d1q105aa	strength one	discrete	numeric	What are the three major strengths and weakness affecting the delivery of education services in this District?



ID	Name	Label	Type	Format	Question
V242	d1q105ab	strength two	discrete	numeric	What are the three major strengths and weakness affecting the delivery of education services in this District?
V243	d1q105ac	strength three	discrete	numeric	What are the three major strengths and weakness affecting the delivery of education services in this District?
V244	d1q105ba	weakness one	discrete	numeric	What are the three major strengths and weakness affecting the delivery of education services in this District?
V245	d1q105bb	weakness two	discrete	numeric	What are the three major strengths and weakness affecting the delivery of education services in this District?
V246	d1q105bc	weakness three	discrete	numeric	What are the three major strengths and weakness affecting the delivery of education services in this District?
V247	d1q106aa	strength one	discrete	numeric	What are the three major strengths and weakness affecting students learning at schools in this District?
V248	d1q106ab	strength two	discrete	numeric	What are the three major strengths and weakness affecting students learning at schools in this District?
V249	d1q106ac	strength three	discrete	numeric	What are the three major strengths and weakness affecting students learning at schools in this District?
V250	d1q106ba	weakness one	discrete	numeric	What are the three major strengths and weakness affecting students learning at schools in this District?
V251	d1q106bb	weakness two	discrete	numeric	What are the three major strengths and weakness affecting students learning at schools in this District?
V252	d1q106bc	weakness three	discrete	numeric	What are the three major strengths and weakness affecting students learning at schools in this District?
V253	District		discrete	numeric	

**P2v3**

Content	Data from section P2. PROVINCIAL EDUCATION ADVISER SURVEY A. BACKGROUND B. ORGANISATION AND STRUCTURE C. PROVINCIAL EDUCATION BOARD D. SCHOOLS AND STAFFING E. BUDGET PROCESS F. COST OF PRIMARY EDUCATION G. SCHOOL FEE SUBSIDY H. AUDITING I. OTHER GOVERNMENT FUNDING J. OTHER SOURCES OF FUNDING FOR EDUCATION K. ROLES AND RESPONSIBILITIES IN EDUCATION L. STRENGTHS AND WEAKNESSES
Cases	8
Variable(s)	371
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V351	p2q1	name of interviewer	discrete	character	Name of Interviewer
V352	p2q2	questionnaire number	discrete	numeric	Questionnaire number
V721	p2q3	Province	discrete	numeric	
V353	p2q4	interview date	discrete	character	Interview Date
V354	p2q5	respondents name	discrete	character	Respondent's name
V355	p2q6	gender	discrete	numeric	Gender
V356	p2q7	highest education level	discrete	numeric	Highest education level completed?
V357	p2q8	specialist training	discrete	numeric	What kind of specialist training do you have for this position?
V358	p2q9	number of peas in past five years	discrete	numeric	How many PEAs have there been in the past five years in this Province?
V359	p2q10	all positions filled	discrete	numeric	Are all of those positions filled at present?
V360	p2q11	number unfilled	discrete	numeric	If No, how many positions are unfilled?
V361	p2q12	most disadvantaged district	discrete	character	Which district is the most disadvantaged educationally in your Province?
V362	p2q13	additional resources allocated to district	discrete	numeric	Do you provide additional resources to it?
V363	p2q14	nature of additional resources	discrete	numeric	If Yes, what kind of resources?
V364	p2q15	number districts with dea	discrete	numeric	How many of your districts have a DEA in place?
V365	p2q16	number districts with deb	discrete	numeric	How many of your districts have a DEB in place?
V366	p2q17	length of time chairperson for education has held position	discrete	numeric	How long has Chairperson for Education been in that position?
V367	p2q18	how often pea meets with chairperson	discrete	numeric	How often do you meet with Chairperson to discuss educational matters?
V368	p2q19	number chairpersons in past five years	discrete	numeric	How many Chairpersons have there been in the past five years in this Province?

ID	Name	Label	Type	Format	Question
V369	p2q20a	who has most influence over education decisions	discrete	numeric	Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?
V370	p2q20b	who has most influence over education decisions	discrete	numeric	Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?
V371	p2q20c	who has most influence over education decisions	discrete	numeric	Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?
V372	p2q21	does peb exist	discrete	numeric	Is there a Provincial Education Board?
V373	p2q22	number times met 2001	discrete	numeric	How many times did it meet in 2001?
V374	p2q23	number times met 2002	discrete	numeric	How many times did it meet in 2001?
V375	p2q24a	major functions of peb	discrete	numeric	
V376	p2q24b	major functions of peb	discrete	numeric	
V377	p2q24c	major functions of peb	discrete	numeric	
V378	p2q24d	major functions of peb	discrete	numeric	
V379	p2q25	effectiveness of peb	discrete	numeric	How do you rate the effectiveness of the PEB?
V380	p2q26	number members on peb	discrete	numeric	How many people are on the PEB?
V381	p2q27a	total number of males	discrete	numeric	Representing males (e.g. politicians, public servants, Church, parents, teachers, districts)
V382	p2q27b	total number of females	discrete	numeric	Representing fe males (e.g. politicians, public servants, Church, parents, teachers, districts)
V383	p2q28aa	number high schools 2000	discrete	numeric	How many provincial high/Secondary schools are there in this Province in 2000
V384	p2q28ab	number high schools 2001	discrete	numeric	How many provincial high/Secondary schools are there in this Province in 2001
V385	p2q28ac	number high schools 2002	discrete	numeric	How many provincial high/Secondary schoolsare there in this Province in 2002
V386	p2q28ba	number primary schools 2000	discrete	numeric	How many primary schools are there in this Province in 2000
V387	p2q28bb	number primary schools 2001	discrete	numeric	How many primary schools are there in this Province in 2001
V388	p2q28bc	number primary schools 2002	contin	numeric	How many primary schools are there in this Province in 2002
V389	p2q28ca	number community schools 2000	discrete	numeric	How many community schools are there in this Province in 2000
V390	p2q28cb	number community schools 2001	discrete	numeric	How many community schools are there in this Province in 2001
V391	p2q28cc	number community schools 2002	discrete	numeric	How many community schools are there in this Province in 2002
V392	p2q28da	number elementary schools 2000	discrete	numeric	How many elementary schools are there in this Province in 2000
V393	p2q28db	number elementary schools 2001	discrete	numeric	How many elementary schools are there in this Province in 2001

ID	Name	Label	Type	Format	Question
V394	p2q28dc	number elementary schools 2002	contin	numeric	How many elementary schools are there in this Province in 2002
V395	p2q29a	number high schools closed today	discrete	numeric	How many provincial high/Secondary schools in this Province are suspended or closed today?
V396	p2q29b	number primary schools closed today	discrete	numeric	How many primary schools in this Province are suspended or closed today?
V397	p2q29c	number community schools closed today	discrete	numeric	How many community schools in this Province are suspended or closed today?
V398	p2q29d	number elementary schools closed today	discrete	numeric	How many elementary schools in this Province are suspended or closed today?
V399	p2q30	total established teacher positions for province in 2002	contin	numeric	What is the total number of established teacher positions in community and primary schools in this Province in 2002?
V400	p2q31	number primary/community teachers short in province today	discrete	numeric	How many community and primary teachers are you short in the Province today?
V401	p2q32a	number male community head teachers 2000	discrete	numeric	What is the gender of head teachers in community schools in this Province in 2000 - Number of males
V402	p2q32b	number female community head teachers 2000	discrete	numeric	What is the gender of head teachers in community schools in this Province in 2000 - Number of females
V403	p2q32c	number male community head teachers 2001	discrete	numeric	What is the gender of head teachers in community schools in this Province in 2001 - Number of males
V404	p2q32d	number female community head teachers 2001	discrete	numeric	What is the gender of head teachers in community schools in this Province in 2001 - Number of females
V405	p2q32e	number male community head teachers 2002	discrete	numeric	What is the gender of head teachers in community schools in this Province in 2002 - Number of males
V406	p2q32f	number female community head teachers 2002	discrete	numeric	What is the gender of head teachers in community schools in this Province in 2002 - Number of females
V407	p2q33a	number male primary head teachers 2000	discrete	numeric	What is the gender of head teachers in primary schools in this Province in 2000 - Number of males
V408	p2q33b	number female primary head teachers 2000	discrete	numeric	What is the gender of head teachers in primary schools in this Province in 2000 - Number of females
V409	p2q33c	number male primary head teachers 2001	discrete	numeric	What is the gender of head teachers in primary schools in this Province in 2001 - Number of males
V410	p2q33d	number female primary head teachers 2001	discrete	numeric	What is the gender of head teachers in primary schools in this Province in 2001 - Number of females
V411	p2q33e	number male primary unity head teachers 2002	contin	numeric	What is the gender of head teachers in primary schools in this Province in 2002 - Number of males
V412	p2q33f	number female primary head teachers 2002	discrete	numeric	What is the gender of head teachers in primary schools in this Province in 2002 - Number of females

ID	Name	Label	Type	Format	Question
V413	p2q34	level of priority for education	discrete	numeric	What level of priority does Education have in this Province?
V414	p2q35	month budget prepared	discrete	numeric	When do you start preparing your Divisional budget?
V415	p2q36	month budget submitted	discrete	numeric	When is it submitted to Provincial Treasury?
V416	p2q37a	item included in budget one	discrete	numeric	
V417	p2q37b	item included in budget two	discrete	numeric	
V418	p2q37c	item included in budget three	discrete	numeric	
V419	p2q37d	item included in budget four	discrete	numeric	
V420	p2q37e	item included in budget five	discrete	numeric	
V421	p2q38	constraints that affect budget preparation	discrete	numeric	What are the constraints that affect your ability to prepare your budget?
V422	p2q39	how are cuts made	discrete	numeric	If cuts are made how are they usually done?
V423	p2q40	what items are more likely to be cut	discrete	numeric	If answer is 2, which particular items are more likely to be cut?
V424	p2q41	attend jpp and bpc meetings	discrete	numeric	Do you ever attend Joint Provincial Planning and Budget Priority Committee meetings?
V425	p2q42	pdoe ever asked to resubmit budget	discrete	numeric	Has the Division of Education ever been asked by the Provincial Treasury to resubmit the education budget?
V426	p2q43	reasons	discrete	numeric	If 'Yes', what was the reason(s) for the resubmission?
V427	p2q44	quarterly budgets reviews carried out in 2001	discrete	numeric	Did the Province carry out quarterly budget reviews in 2001?
V428	p2q45	how much additional funds received 2001	discrete	numeric	What amount of additional funds did Education receive from the review in 2001?
V429	p2q46	provide copy of 2001 budget	discrete	numeric	Can you give me a copy or at least a summary of the 2001 budget submission?
V430	p2q47aa	lower primary subsidy 2000	discrete	numeric	Lower primary - Subsidy set by National Government per child in 2000
V431	p2q47ab	lower primary parent contribution 2000	discrete	numeric	Lower primary - Maximum parent contribution set by Province per child in 2000
V432	p2q47ac	lower primary project fee 2000	discrete	numeric	Lower primary - Maximum project fee set by Province per child in 2000
V433	p2q47ad	lower primary subsidy 2001	discrete	numeric	Lower primary - Subsidy set by National Government per child in 2001
V434	p2q47ae	lower primary parent contribution 2001	discrete	numeric	Lower primary - Maximum parent contribution set by Province per child in 2001
V435	p2q47af	lower primary project fee 2001	discrete	numeric	Lower primary - Maximum project fee set by Province per child in 2001
V436	p2q47ag	lower primary subsidy 2002	discrete	numeric	Lower primary - Subsidy set by National Government per child in 2002
V437	p2q47ah	lower primary parent contribution 2002	discrete	numeric	Lower primary - Maximum parent contribution set by Province per child in 2002

ID	Name	Label	Type	Format	Question
V438	p2q47ai	lower primary project fee 2002	discrete	numeric	Lower primary - Maximum project fee set by Province per child in 2002
V439	p2q48aa	upper primary subsidy 2000	discrete	numeric	Upper primary - - Subsidy set by National Government per child in 2000
V440	p2q48ab	upper primary parent contribution 2000	discrete	numeric	Upper primary - - Maximum parent contribution set by Province per child in 2000
V441	p2q48ac	upper primary project fee 2000	discrete	numeric	Upper primary - - Maximum project fee set by Province per child in 2000
V442	p2q48ad	upper primary subsidy 2001	discrete	numeric	Upper primary - - Subsidy set by National Government per child in 2001
V443	p2q48ae	upper primary parent contribution 2001	discrete	numeric	Upper primary - - Maximum parent contribution set by Province per child in 2001
V444	p2q48af	upper primary project fee 2001	discrete	numeric	Upper primary - - Maximum project fee set by Province per child in 2001
V445	p2q48ag	upper primary subsidy 2002	contin	numeric	Upper primary - - Subsidy set by National Government per child in 2002
V446	p2q48ah	upper primary parent contribution 2002	discrete	numeric	Upper primary - - Maximum parent contribution set by Province per child in 2002
V447	p2q48ai	upper primary project fee 2002	discrete	numeric	Upper primary - - Maximum project fee set by Province per child in 2002
V448	p2q49a	how was q1 national government subsidy 2000 received by province	discrete	numeric	How has the national government subsidy been received in this Province? 2000, Q1
V449	p2q49b	how was q3 national government subsidy 2000 received by province	discrete	numeric	How has the national government subsidy been received in this Province? 2000, Q3
V450	p2q49c	how was q1 national government subsidy 2001 received by province	discrete	numeric	How has the national government subsidy been received in this Province? 2001, Q1
V451	p2q49d	how was q3 national government subsidy 2001 received by province	discrete	numeric	How has the national government subsidy been received in this Province? 2001, Q3
V452	p2q49e	how was q1 national government subsidy 2002 received by province	discrete	numeric	How has the national government subsidy been received in this Province? 2002, Q1
V453	p2q49f	how was q2 national government subsidy 2002 received by province	discrete	numeric	How has the national government subsidy been received in this Province? 2002, Q2
V454	p2q50a	who handed over national government subsidy payment q1 2000 to province	discrete	numeric	If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q1
V455	p2q50b	who handed over national government subsidy payment q3 2000 to province	discrete	numeric	If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q3
V456	p2q50c	who handed over national government subsidy payment q1 2001 to province	discrete	numeric	If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q1
V457	p2q50d	who handed over national government subsidy payment q3 2001 to province	discrete	numeric	If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q3
V458	p2q50e	who handed over national government subsidy payment q1 2002 to province	discrete	numeric	If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q1

ID	Name	Label	Type	Format	Question
V459	p2q50f	who handed over national government subsidy payment q2 2002 to province	discrete	numeric	If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q2
V460	p2q51a	amount of national government subsidy received by province q1 2000	discrete	numeric	How much did you receive for each quarter? 2000, Q1
V461	p2q51b	amount of national government subsidy received by province q3 2000	discrete	numeric	How much did you receive for each quarter? 2000, Q3
V462	p2q51c	amount of national government subsidy received by province q1 2001	discrete	numeric	How much did you receive for each quarter? 2001, Q1
V463	p2q51d	amount of national government subsidy received by province q3 2001	discrete	numeric	How much did you receive for each quarter? 2001, Q3
V464	p1q51e	amount of national government subsidy received by province q1 2002	discrete	numeric	How much did you receive for each quarter? 2002, Q1
V465	p2q51f	amount of national government subsidy received by province q2 2002	discrete	numeric	How much did you receive for each quarter? 2002, Q2
V466	p2q52a	amount of national government subsidy consistent with estimation q1 2000	discrete	numeric	Was this figure consistent with your estimation? 2000, Q1
V467	p2q52b	amount of national government subsidy consistent with estimation q3 2000	discrete	numeric	Was this figure consistent with your estimation? 2000, Q3
V468	p2q52c	amount of national government subsidy consistent with estimation q1 2001	discrete	numeric	Was this figure consistent with your estimation? 2001, Q1
V469	p2q52d	amount of national government subsidy consistent with estimation q3 2001	discrete	numeric	Was this figure consistent with your estimation? 2001, Q3
V470	p2q52e	amount of national government subsidy consistent with estimation q1 2002	discrete	numeric	Was this figure consistent with your estimation? 2002, Q1
V471	p2q52f	amount of national government subsidy consistent with estimation q2 2002	discrete	numeric	Was this figure consistent with your estimation? 2002, Q2
V472	p2q53a	amount of national government subsidy shortfall q1 2000	discrete	numeric	If No, what was difference? 2000, Q1
V473	p2q53b	amount of national government subsidy shortfall q3 2000	discrete	numeric	If No, what was difference? 2000, Q3
V474	p2q53c	amount of national government subsidy shortfall q1 2001	discrete	numeric	If No, what was difference? 2001, Q1
V475	p2q53d	amount of national government subsidy shortfall q3 2001	discrete	numeric	If No, what was difference? 2001, Q3
V476	p2q53e	amount of national government subsidy shortfall q1 2002	discrete	numeric	If No, what was difference? 2002, Q1
V477	p2q53f	amount of national government subsidy shortfall q2 2002	discrete	numeric	If No, what was difference? 2002, Q2



ID	Name	Label	Type	Format	Question
V478	p2q54a	month national government subsidy q1 2000 received in province	discrete	numeric	What month did you receive the subsidy in the Province? 2000, Q1
V479	p2q54b	month national government subsidy q3 2000 received in province	discrete	numeric	What month did you receive the subsidy in the Province? 2000, Q3
V480	p2q54c	month national government subsidy q1 2001 received in province	discrete	numeric	What month did you receive the subsidy in the Province? 2001, Q1
V481	p2q54d	month national government subsidy q3 2001 received in province	discrete	numeric	What month did you receive the subsidy in the Province? 2001, Q3
V482	p2q54e	month national government subsidy q1 2002 received in province	discrete	numeric	What month did you receive the subsidy in the Province? 2002, Q1
V483	p2q54f	month national government subsidy q2 2002 received in province	discrete	numeric	What month did you receive the subsidy in the Province? 2002, Q2
V484	p2q55a	month national government subsidy q1 2000 passed on to schools	discrete	numeric	When was it passed on to schools? 2000, Q1
V485	p2q55b	month national government subsidy q3 2000 passed on to schools	discrete	numeric	When was it passed on to schools? 2000, Q3
V486	p2q55c	month national government subsidy q1 2001 passed on to schools	discrete	numeric	When was it passed on to schools? 2001, Q1
V487	p2q55d	month national government subsidy q3 2001 passed on to schools	discrete	numeric	When was it passed on to schools? 2001, Q3
V488	p2q55e	month national government subsidy q1 2002 passed on to schools	discrete	numeric	When was it passed on to schools? 2002, Q1
V489	p2q55f	month national government subsidy q2 2002 passed on to schools	discrete	numeric	When was it passed on to schools? 2002, Q2
V490	p2q56a	all schools received national government subsidy q1 2000 at same time	discrete	numeric	Did all schools receive their subsidy at the same time? 2000, Q1
V491	p2q56b	all schools received national government subsidy q3 2000 at same time	discrete	numeric	Did all schools receive their subsidy at the same time? 2000, Q3
V492	p2q56c	all schools received national government subsidy q1 2001 at same time	discrete	numeric	Did all schools receive their subsidy at the same time? 2001, Q1
V493	p2q56d	all schools received national government subsidy q3 2001 at same time	discrete	numeric	Did all schools receive their subsidy at the same time? 2001, Q3
V494	p2q56e	all schools received national government subsidy q1 2002 at same time	discrete	numeric	Did all schools receive their subsidy at the same time? 2002, Q1
V495	p2q56f	all schools received national government subsidy q2 2002 at same time	discrete	numeric	Did all schools receive their subsidy at the same time? 2002, Q2
V496	p2q57a	percentage of schools receiving national government subsidy q1 2000 late	discrete	numeric	If No, what percentage of schools received it later than the majority? 2000, Q1
V497	p2q57b	percentage of schools receiving national government subsidy q3 2000 late	discrete	numeric	If No, what percentage of schools received it later than the majority? 2000, Q3
V498	p2q57c	percentage of schools receiving national government subsidy q1 2001 late	discrete	numeric	If No, what percentage of schools received it later than the majority? 2001, Q1



ID	Name	Label	Type	Format	Question
V499	p2q57d	percentage of schools receiving national government subsidy q3 2001 late	discrete	numeric	If No, what percentage of schools received it later than the majority? 2001, Q3
V500	p2q57e	percentage of schools receiving national government subsidy q1 2002 late	discrete	numeric	If No, what percentage of schools received it later than the majority? 2002, Q1
V501	p2q57f	percentage of schools receiving national government subsidy q2 2002 late	discrete	numeric	If No, what percentage of schools received it later than the majority? 2002, Q2
V502	p2q58a	schools likely to receive national government subsidy q1 2000 late	discrete	numeric	Which schools are likely to receive it later than most? 2000, Q1
V503	p2q58b	schools likely to receive national government subsidy q3 2000 late	discrete	numeric	Which schools are likely to receive it later than most? 2000, Q3
V504	p2q58c	schools likely to receive national government subsidy q1 2001 late	discrete	numeric	Which schools are likely to receive it later than most? 2001, Q1
V505	p2q58d	schools likely to receive national government subsidy q3 2001 late	discrete	numeric	Which schools are likely to receive it later than most? 2001, Q3
V506	p2q58e	schools likely to receive national government subsidy q1 2002 late	discrete	numeric	Which schools are likely to receive it later than most? 2002, Q1
V507	p2q58f	schools likely to receive national government subsidy q2 2002 late	discrete	numeric	Which schools are likely to receive it later than most? 2002, Q2
V508	p2q59a	national government q3 subsidy is adjusted based on q1 subsidy 2000	discrete	numeric	Was the Q3 subsidy for 2000 and 2001 adjusted based on calculations used in Q1?
V509	p2q59b	national government q3 subsidy is adjusted based on q1 subsidy 2001	discrete	numeric	Was the Q3 subsidy for 2000 and 2001 adjusted based on calculations used in Q1?
V510	p2q60a	means of knowing that schools received national government subsidy q1 2000	discrete	numeric	How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q1
V511	p2q60b	means of knowing that schools received national government subsidy q3 2000	discrete	numeric	How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q3
V512	p2q60c	means of knowing that schools received national government subsidy q1 2001	discrete	numeric	How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q1
V513	p2q60d	means of knowing that schools received national government subsidy q3 2001	discrete	numeric	How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q3
V514	p2q60e	means of knowing that schools received national government subsidy q1 2002	discrete	numeric	How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q1
V515	p2q60f	means of knowing that schools received national government subsidy q2 2002	discrete	numeric	How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q2
V516	p2q61a	amount of provincial subsidy received q2 2000	discrete	numeric	How much did you receive for Q2, 2000
V517	p2q61b	amount of provincial subsidy received q4 2000	discrete	numeric	How much did you receive for Q4, 2000
V518	p2q61c	amount of provincial subsidy received q2 2001	discrete	numeric	How much did you receive for Q2, 2001
V519	p2q61d	amount of provincial subsidy received q4 2001	discrete	numeric	How much did you receive for Q4, 2001

ID	Name	Label	Type	Format	Question
V520	p2q62a	amount of provincial subsidy received consistent with estimation for q2 2000	discrete	numeric	Was this figure consistent with your estimation? Q2, 2000
V521	p2q62b	amount of provincial subsidy received consistent with estimation for q4 2000	discrete	numeric	Was this figure consistent with your estimation? Q4, 2000
V522	p2q62c	amount of provincial subsidy received consistent with estimation for q2 2001	discrete	numeric	Was this figure consistent with your estimation? Q2, 2001
V523	p2q62d	amount of provincial subsidy received consistent with estimation for q4 2001	discrete	numeric	Was this figure consistent with your estimation? Q4, 2001
V524	p2q63a	amount of provincial subsidy shortfall q2 2000	discrete	numeric	If No, what was difference? Q2, 2000
V525	p2q63b	amount of provincial subsidy shortfall q4 2000	discrete	numeric	If No, what was difference? Q4, 2000
V526	p2q63c	amount of provincial subsidy shortfall q2 2001	discrete	numeric	If No, what was difference? Q2, 2001
V527	p2q63d	amount of provincial subsidy shortfall q4 2001	discrete	numeric	If No, what was difference? Q4, 2001
V528	p2q64a	month provincial subsidy received q2 2000	discrete	numeric	What month did you receive the subsidy? Q2, 2000
V529	p2q64b	month provincial subsidy received q4 2000	discrete	numeric	What month did you receive the subsidy? Q4, 2000
V530	p2q64c	month provincial subsidy received q2 2001	discrete	numeric	What month did you receive the subsidy? Q2, 2001
V531	p2q64d	month provincial subsidy received q4 2001	discrete	numeric	What month did you receive the subsidy? Q4, 2001
V532	p2q65a	means by which provincial subsidy paid to schools q2 2000	discrete	numeric	How is the provincial government subsidy paid to schools? Q2, 2000
V533	p2q65b	means by which provincial subsidy paid to schools q4 2000	discrete	numeric	How is the provincial government subsidy paid to schools? Q4, 2000
V534	p2q65c	means by which provincial subsidy paid to schools q2 2001	discrete	numeric	How is the provincial government subsidy paid to schools? Q2, 2001
V535	p2q65d	means by which provincial subsidy paid to schools q4 2001	discrete	numeric	How is the provincial government subsidy paid to schools? Q4, 2001
V536	p2q66a	time taken to pass on provincial subsidy to schools q2 2000	discrete	numeric	When was it passed on to schools? Q2, 2000
V537	p2q66b	time taken to pass on provincial subsidy to schools q4 2000	discrete	numeric	When was it passed on to schools? Q4, 2000
V538	p2q66c	time taken to pass on provincial subsidy to schools q2 2001	discrete	numeric	When was it passed on to schools? Q2, 2001
V539	p2q66d	time taken to pass on provincial subsidy to schools q4 2001	discrete	numeric	When was it passed on to schools? Q4, 2001
V540	p2q67	reasons	discrete	numeric	If it takes longer than one week, why?
V541	p2q68a	provincial subsidy passed on in full q2 2000	discrete	numeric	Was each school's subsidy passed on in full to the school? Q2, 2000
V542	p2q68b	provincial subsidy passed on in full q4 2000	discrete	numeric	Was each school's subsidy passed on in full to the school? Q4, 2000

ID	Name	Label	Type	Format	Question
V543	p2q68c	provincial subsidy passed on in full q2 2001	discrete	numeric	Was each school's subsidy passed on in full to the school? Q2, 2001
V544	p2q68d	provincial subsidy passed on in full q4 2001	discrete	numeric	Was each school's subsidy passed on in full to the school? Q4, 2001
V545	p2q69a	percentage of provincial subsidy retained by province q2 2000	discrete	numeric	If No, what percentage was retained by the Provincial Education Office? Q2, 2000
V546	p2q69b	percentage of provincial subsidy retained by province q4 2000	discrete	numeric	If No, what percentage was retained by the Provincial Education Office? Q4, 2000
V547	p2q69c	percentage of provincial subsidy retained by province q2 2001	discrete	numeric	If No, what percentage was retained by the Provincial Education Office? Q2, 2001
V548	p2q69d	percentage of provincial subsidy retained by province q4 2001	discrete	numeric	If No, what percentage was retained by the Provincial Education Office? Q4, 2001
V549	p2q70a	how were retained funds spent by province q2 2000	discrete	numeric	What was that money used for? Q2, 2000
V550	p2q70b	how were retained funds spent by province q4 2000	discrete	numeric	What was that money used for? Q4, 2000
V551	p2q70c	how were retained funds spent by province q2 2001	discrete	numeric	What was that money used for? Q2, 2001
V552	p2q70d	how were retained funds spent by province q4 2001	discrete	numeric	What was that money used for? Q4, 2001
V553	p2q71a	all schools properly acquit q2 2000 funds	discrete	numeric	Do all schools properly acquit school subsidies? Q2, 2000
V554	p2q71b	all schools properly acquit q4 2000 funds	discrete	numeric	Do all schools properly acquit school subsidies? Q4, 2000
V555	p2q71c	all schools properly acquit q2 2001 funds	discrete	numeric	Do all schools properly acquit school subsidies? Q2, 2001
V556	p2q71d	all schools properly acquit q4 2001 funds	discrete	numeric	Do all schools properly acquit school subsidies? Q4, 2001
V557	p2q72a	percentage of schools failing to properly acquit q2 2000 funds	discrete	numeric	If No, what percentage of schools did not acquit funds? Q2, 2000
V558	p2q72b	percentage of schools failing to properly acquit q4 2000 funds	discrete	numeric	If No, what percentage of schools did not acquit funds? Q4, 2000
V559	p2q72c	percentage of schools failing to properly acquit q2 2001 funds	discrete	numeric	If No, what percentage of schools did not acquit funds? Q2, 2001
V560	p2q72d	percentage of schools failing to properly acquit q4 2001 funds	discrete	numeric	If No, what percentage of schools did not acquit funds? Q4, 2001
V561	p2q73	reasons for failing to acquit funds	discrete	numeric	What are the reasons why schools have difficulty acquitting funds?
V562	p2q74	actions taken by province when schools fail to properly acquit funds	discrete	numeric	List all the actions usually taken in these circumstances?
V563	p2q75a	province set lower primary project fee 2000	discrete	numeric	
V564	p2q75b	province set upper primary project fee 2000	discrete	numeric	
V565	p2q75c	province set lower primary project fee 2001	discrete	numeric	
V566	p2q75d	province set upper primary project fee 2001	discrete	numeric	

ID	Name	Label	Type	Format	Question
V567	p2q75e	province set lower primary project fee 2002	discrete	numeric	
V568	p2q75f	province set upper primary project fee 2002	discrete	numeric	
V569	p2q76a	amount of lower primary project fee 2000	discrete	numeric	
V570	p2q76b	amount of upper primary project fee 2000	discrete	numeric	
V571	p2q76c	amount of lower primary project fee 2001	discrete	numeric	
V572	p2q76d	amount of upper primary project fee 2001	discrete	numeric	
V573	p2q76e	amount of lower primary project fee 2002	discrete	numeric	
V574	p2q76f	amount of upper primary project fee 2002	discrete	numeric	
V575	p2q77a	who is responsible for setting lower primary project fee 2000	discrete	numeric	
V576	p2q77b	who is responsible for setting upper primary project fee 2000	discrete	numeric	
V577	p2q77c	who is responsible for setting lower primary project fee 2001	discrete	numeric	
V578	p2q77d	who is responsible for setting upper primary project fee 2001	discrete	numeric	
V579	p2q77e	who is responsible for setting lower primary project fee 2002	discrete	numeric	
V580	p2q77f	who is responsible for setting upper primary project fee 2002	discrete	numeric	
V581	p2q78a	how is lower primary project fee 2000 spent	discrete	numeric	
V582	p2q78b	how is upper primary project fee 2000 spent	discrete	numeric	
V583	p2q78c	how is lower primary project fee 2001 spent	discrete	numeric	
V584	p2q78d	how is upper primary project fee 2001 spent	discrete	numeric	
V585	p2q78e	how is lower primary project fee 2002 spent	discrete	numeric	
V586	p2q78f	how is upper primary project fee 2002 spent	discrete	numeric	
V587	p2q79	does ndoe audit provincial subsidy account	discrete	numeric	Does the National Department of Education audit the subsidy account?
V588	p2q80	how often are audits carried out	discrete	numeric	If Yes, how often are audits carried out?
V589	p2q81	number of audits in 2001	discrete	numeric	How many audits were carried out in 2001?
V590	p2q82	value of ndoe audits	discrete	numeric	The NDOE audits are ...
V591	p2q83	does provincial treasury audit provincial subsidy account	discrete	numeric	Does Provincial Treasury carry out audits of your financial accounts?

ID	Name	Label	Type	Format	Question
V592	p2q84	how often are audits carried out	discrete	numeric	If Yes, how often are audits carried out?
V593	p2q85	number of audits in 2001	discrete	numeric	How many audits were carried out in 2001?
V594	p2q86	value of provincial treasury audits	discrete	numeric	The Provincial Treasury audits are ...
V595	p2q87a	amount requested from pllbg in 2001	discrete	numeric	Provincial and Local Level Administration Grant Amount requested?
V596	p2q87b	amount approved by pllbg in 2001	discrete	numeric	Provincial and Local Level Administration Grant Amount Approved?
V597	p2q87c	use of funds in 2001	discrete	numeric	Provincial and Local Level Administration Grant How was it used?
V598	p2q88a	amount requested from pig in 2001	discrete	numeric	Provincial Infrastructure Grant Amount requested?
V599	p2q88b	amount approved by pig in 2001	discrete	numeric	Provincial Infrastructure Grant Amount Approved?
V600	p2q88c	use of funds in 2001	discrete	numeric	Provincial Infrastructure Grant How was it used?
V601	p2q89a	amount requested from llgvsg in 2001	discrete	numeric	Local Level Government and Village Services Grant Amount requested?
V602	p2q89b	amount approved by llgvsg in 2001	discrete	numeric	Local Level Government and Village Services Grant Amount Approved?
V603	p2q89c	use of funds in 2001	discrete	numeric	Local Level Government and Village Services Grant How was it used?
V604	p2q90a	amount requested from tusg in 2001	discrete	numeric	Town and Urban Services Grant Amount requested?
V605	p2q90b	amount approved by tusg in 2001	discrete	numeric	Town and Urban Services Grant Amount Approved?
V606	p2q90c	use of funds in 2001	discrete	numeric	Town and Urban Services Grant How was it used?
V607	p2q91a	amount requested from dsbg in 2001	discrete	numeric	District Support Grant Amount requested?
V608	p2q91b	amount approved by dsbg in 2001	discrete	numeric	District Support Grant Amount Approved?
V609	p2q91c	use of funds in 2001	discrete	numeric	District Support Grant How was it used?
V610	p2q92a	amount requested from rdf in 2001	discrete	numeric	Rural Development Fund Amount requested?
V611	p2q92b	amount approved by rdf in 2001	discrete	numeric	Rural Development Fund Amount Approved?
V612	p2q92c	use of funds in 2001	discrete	numeric	Rural Development Fund How was it used?
V613	p2q93a	amount requested from other in 2001	discrete	numeric	Other (specify) Amount requested?
V614	p2q93b	amount approved by other in 2001	discrete	numeric	Other (specify) Amount Approved?
V615	p2q93c	use of funds in 2001	discrete	numeric	Other (specify) How was it used?
V616	p2q94a	source of funds from ngo 2001	discrete	numeric	Source of Funds
V617	p2q94b	source of funds from ngo 2001	discrete	numeric	Source of Funds
V618	p2q94c	source of funds from ngo 2001	discrete	numeric	Source of Funds
V619	p2q95a	purpose of funds	discrete	numeric	Purpose
V620	p2q95b	purpose of funds	discrete	numeric	Purpose
V621	p2q95c	purpose of funds	discrete	numeric	Purpose

ID	Name	Label	Type	Format	Question
V622	p2q96a	how paid	discrete	numeric	How much was paid by cheque or bank transfer?
V623	p2q96b	how paid	discrete	numeric	How much was paid by cheque or bank transfer?
V624	p2q96c	how paid	discrete	numeric	How much was paid by cheque or bank transfer?
V625	p2q97a	in kind payment	discrete	numeric	How much of this subsidy did you receive in any other form, e.g. books materials?
V626	p2q97b	in kind payment	discrete	numeric	How much of this subsidy did you receive in any other form, e.g. books materials?
V627	p2q97c	in kind payment	discrete	numeric	How much of this subsidy did you receive in any other form, e.g. books materials?
V628	p2q98a	payment to following account	discrete	numeric	Were funds paid into an account held by ...
V629	p2q98b	payment to following account	discrete	numeric	Were funds paid into an account held by ...
V630	p2q98c	payment to following account	discrete	numeric	Were funds paid into an account held by ...
V631	p2q99a	dea is signatory to account	discrete	numeric	Are you a signatory to this account?
V632	p2q99b	dea is signatory to account	discrete	numeric	Are you a signatory to this account?
V633	p2q99c	dea is signatory to account	discrete	numeric	Are you a signatory to this account?
V634	p2q100a	how are funds acquitted	discrete	numeric	How are the funds acquitted?
V635	p2q100b	how are funds acquitted	discrete	numeric	How are the funds acquitted?
V636	p2q100c	how are funds acquitted	discrete	numeric	How are the funds acquitted?
V637	p2q101a	amount to be spent on education in province	discrete	numeric	According to you, who has the most say in deciding the amount to be spent on education in this Province? - Most say
V638	p2q101b	else	discrete	numeric	According to you, who has the most say in deciding the amount to be spent on education in this Province? - Who else has a say?
V639	p2q101c	you	discrete	numeric	According to you, who has the most say in deciding the amount to be spent on education in this Province? - How much say do you have?
V640	p2q102a	how to spend funds in this province	discrete	numeric	According to you, who has the most say in deciding how to spend those funds in this Province? - Most say
V641	p2q102b	else	discrete	numeric	According to you, who has the most say in deciding how to spend those funds in this Province? - Who else has a say?
V642	p2q102c	you	discrete	numeric	According to you, who has the most say in deciding how to spend those funds in this Province? - How much say do you have?
V643	p2q103a	teaching methods	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this Province? - Most say
V644	p2q103b	else	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this Province? - Who else has a say?

ID	Name	Label	Type	Format	Question
V645	p2q103c	you	discrete	numeric	According to you, who has the most say in deciding on teaching methods used in this Province? - How much say do you have?
V646	p2q104a	who enrolls	discrete	numeric	According to you, who has the most say in deciding who enrolls in this Province? - Most say
V647	p2q104b	else	discrete	numeric	According to you, who has the most say in deciding who enrolls in this Province? - Who else has a say?
V648	p2q104c	you	discrete	numeric	According to you, who has the most say in deciding who enrolls in this Province? - How much say do you have?
V649	p2q105a	class size	discrete	numeric	According to you, who has the most say in deciding class size in this Province? - Most say
V650	p2q105b	else	discrete	numeric	According to you, who has the most say in deciding class size in this Province? - Who else has a say?
V651	p2q105c	you	discrete	numeric	According to you, who has the most say in deciding class size in this Province? - How much say do you have?
V652	p2q106a	assessing students	discrete	numeric	According to you, who has the most say in assessing students in this Province? - Most say
V653	p2q106b	else	discrete	numeric	According to you, who has the most say in assessing students in this Province? - Who else has a say?
V654	p2q106c	you	discrete	numeric	According to you, who has the most say in assessing students in this Province? - How much say do you have?
V655	p2q107a	policy for assessing students	discrete	numeric	According to you, who has the most say in setting the policy for assessing students? - Most say
V656	p2q107b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing students? - Who else has a say?
V657	p2q107c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing students? - How much say do you have?
V658	p2q108a	appointing teachers	discrete	numeric	According to you, who has the most say in appointing a teacher to schools in this Province? - Most say
V659	p2q108b	else	discrete	numeric	According to you, who has the most say in appointing a teacher to schools in this Province? - Who else has a say?
V660	p2q108c	you	discrete	numeric	According to you, who has the most say in appointing a teacher to schools in this Province? - How much say do you have?
V661	p2q109a	assessing teachers	discrete	numeric	According to you, who has the most say in assessing teachers in this Province? - Most say



ID	Name	Label	Type	Format	Question
V662	p2q109b	else	discrete	numeric	According to you, who has the most say in assessing teachers in this Province? - Who else has a say?
V663	p2q109c	you	discrete	numeric	According to you, who has the most say in assessing teachers in this Province? - How much say do you have?
V664	p2q110a	policy for assessing teachers	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers? - Most say
V665	p2q110b	else	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers? - Who else has a say?
V666	p2q110c	you	discrete	numeric	According to you, who has the most say in setting the policy for assessing teachers? - How much say do you have?
V667	p2q111a	teacher promotion	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted? - Most say
V668	p2q111b	else	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted? - Who else has a say?
V669	p2q111c	you	discrete	numeric	According to you, who has the most say in deciding which teachers get promoted? - How much say do you have?
V670	p2q112a	discipline action against teacher	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Most say
V671	p2q112b	else	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Who else has a say?
V672	p2q112c	you	discrete	numeric	According to you, who has the most say in taking disciplinary action against a teacher in this Province? - How much say do you have?
V673	p2q113a	dismissing a teacher	discrete	numeric	According to you, who has the most say in dismissing a teacher from schools in this Province? - Most say
V674	p2q113b	else	discrete	numeric	According to you, who has the most say in dismissing a teacher from schools in this Province? - Who else has a say?
V675	p2q113c	you	discrete	numeric	According to you, who has the most say in dismissing a teacher from schools in this Province? - How much say do you have?
V676	p2q114a	selection for inservice	discrete	numeric	According to you, who has the most say in deciding who attends in-service training? - Most say
V677	p2q114b	else	discrete	numeric	According to you, who has the most say in deciding who attends in-service training? - Who else has a say?
V678	p2q114c	you	discrete	numeric	According to you, who has the most say in deciding who attends in-service training? - How much say do you have?



ID	Name	Label	Type	Format	Question
V679	p2q115a	level of parent contribution to school fee	discrete	numeric	According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Most say
V680	p2q115b	else	discrete	numeric	According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Who else has a say?
V681	p2q115c	you	discrete	numeric	According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - How much say do you have?
V682	p2q116a	level of project fees	discrete	numeric	According to you, who has the most say in deciding the level of project fees? - Most say
V683	p2q116b	else	discrete	numeric	According to you, who has the most say in deciding the level of project fees? - Who else has a say?
V684	p2q116c	you	discrete	numeric	According to you, who has the most say in deciding the level of project fees? - How much say do you have?
V685	p2q117a	how to spend project fees	discrete	numeric	According to you, who has the most say in deciding how to spend project fees? - Most say
V686	p2q117b	else	discrete	numeric	According to you, who has the most say in deciding how to spend project fees? - Who else has a say?
V687	p2q117c	you	discrete	numeric	According to you, who has the most say in deciding how to spend project fees? - How much say do you have?
V688	p2q118a	spending school subsidy	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidies? - Most say
V689	p2q118b	else	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidies? - Who else has a say?
V690	p2q118c	you	discrete	numeric	According to you, who has the most say in deciding how to spend school subsidies? - How much say do you have?
V691	p2q119a	upgrading school	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school? - Most say
V692	p2q119b	else	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school? - Who else has a say?
V693	p2q119c	you	discrete	numeric	According to you, who has the most say in deciding to upgrade a community school to a primary school? - How much say do you have?
V694	p2q120a	maintenance provision	discrete	numeric	According to you, who has the most say in deciding on maintenance work in schools in this Province? - Most say
V695	p2q120b	else	discrete	numeric	According to you, who has the most say in deciding on maintenance work in schools in this Province? - Who else has a say?

ID	Name	Label	Type	Format	Question
V696	p2q120c	you	discrete	numeric	According to you, who has the most say in deciding on maintenance work in schools in this Province? - How much say do you have?
V697	p2q121a	constructing classrooms	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Most say
V698	p2q121b	else	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Who else has a say?
V699	p2q121c	you	discrete	numeric	According to you, who has the most say in deciding to build a new classroom in schools in this Province? - How much say do you have?
V700	p2q122a	organizing pnc activities	discrete	numeric	According to you, who has the most say in organizing pnc activities? - Most say
V701	p2q122b	else	discrete	numeric	According to you, who has the most say in organizing pnc activities? - Who else has a say?
V702	p2q122c	you	discrete	numeric	According to you, who has the most say in organizing pnc activities? - How much say do you have?
V703	p2q123a	organizing community activities	discrete	numeric	According to you, who has the most say in organizing activities between schools and communities? - Most say
V704	p2q123b	else	discrete	numeric	According to you, who has the most say in organizing activities between schools and communities? - Who else has a say?
V705	p2q123c	you	discrete	numeric	According to you, who has the most say in organizing activities between schools and communities? - How much say do you have?
V706	p2q124a	deciding on a fete or fundraising	discrete	numeric	According to you, who has the most say in deciding on a fete or fundraising? - Most say
V707	p2q124b	else	discrete	numeric	According to you, who has the most say in deciding on a fete or fundraising? - Who else has a say?
V708	p2q124c	you	discrete	numeric	According to you, who has the most say in deciding on a fete or fundraising? - How much say do you have?
V709	p2q125aa	strength of delivery of education services in this province	discrete	numeric	What are the three major strengths supporting the delivery of education services in this Province?
V710	p2q125ab	strength of delivery of education services in this province	discrete	numeric	What are the three major strengths supporting the delivery of education services in this Province?
V711	p2q125ac	strength of delivery of education services in this province	discrete	numeric	What are the three major strengths supporting the delivery of education services in this Province?
V712	p2q125ba	weakness of delivery of education services in this province	discrete	numeric	What are the three major weakness affecting students learning at schools in this Province?

ID	Name	Label	Type	Format	Question
V713	p2q125bb	weakness of delivery of education services in this province	discrete	numeric	What are the three major weakness affecting students learning at schools in this Province?
V714	p2q125bc	weakness of delivery of education services in this province	discrete	numeric	What are the three major weakness affecting students learning at schools in this Province?
V715	p2q126aa	factors supporting student learning in this province	discrete	numeric	What are the three major strengths supporting students learning at schools in this Province?
V716	p2q126ab	factors supporting student learning in this province	discrete	numeric	What are the three major strengths supporting students learning at schools in this Province?
V717	p2q126ac	factors supporting student learning in this province	discrete	numeric	What are the three major strengths supporting students learning at schools in this Province?
V718	p2q126ba	factors affecting student learning in this province	discrete	numeric	What are the three major weakness affecting students learning at schools in this Province?
V719	p2q126bb	factors affecting student learning in this province	discrete	numeric	What are the three major weakness affecting students learning at schools in this Province?
V720	p2q126bc	factors affecting student learning in this province	discrete	numeric	What are the three major weakness affecting students learning at schools in this Province?

**H1v3**

Content	Data from section H1. HEALTH FACILITY SURVEY
Cases	214
Variable(s)	75
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V254	id		contin	numeric	
V255	school	name of school	discrete	character	
V256	province	province	discrete	numeric	Province
V257	district	district	discrete	numeric	District
V258	census	census unit identifier	discrete	character	Census enumeration area
V259	code	school code	discrete	character	
V260	weight		contin	numeric	
V261	h1q1	name of interviewer	discrete	character	Name of Interviewer
V262	h1q3	name of facility	discrete	character	Name of Health Facility
V263	h1q4	type of facility	discrete	numeric	Type of facility
V264	h1q7	village	discrete	character	
V265	h1q9	interview date	discrete	character	Interview Date
V266	h1q10	time of interview	discrete	numeric	Time of interview
V267	h1q11	gender	discrete	numeric	Gender of Respondent
V268	h1q12	facility visited by research team	discrete	numeric	Did you visit the facility?
V269	h1q13	associated school code	discrete	character	School code (for associated school)
V270	h1q14	agency type	discrete	numeric	Agency Type
V271	h1q15	number of days open each week	discrete	numeric	How many days a week is the facility open?
V272	h1q16	open all day	discrete	numeric	Are you open all day on each of those days?
V273	h1q17	facility open today	discrete	numeric	Is the facility open for patient visits today?
V274	h1q18	reasons for closure of clinic today	discrete	numeric	If No, why not?
V275	h1q19	time opened today	discrete	character	If yes: What time did you open today?
V276	h1q20	closing time today	discrete	character	What time will you close today?
V277	h1q21	number patients in a typical day	discrete	numeric	How many patients are seen in a typical day at this facility?
V278	h1q22	number patients today	discrete	numeric	How many patients have visited the facility today?

ID	Name	Label	Type	Format	Question
V279	h1q23	number of patients yesterday	discrete	numeric	How many patients visited the facility yesterday?
V280	h1q24	cost per visit	discrete	numeric	How much do patients pay for each visit?
V281	h1q25	approved staff establishment for facility	contin	numeric	How many staff are posted to this facility?
V282	h1q26	number supposed to be present	contin	numeric	How many of these staff are supposed to be present now?
V283	h1q27	number staff present	contin	numeric	How many of those staff are present at the facility now?
V284	h1q28	reasons for staff absences on day of interview	discrete	numeric	If No, why are some staff absent now?
V285	h1q29	staff at refresher courses	discrete	numeric	In 2001, how many staff attended refresher courses?
V286	h1q30	number of doctor visits in 2002	discrete	numeric	How often has a doctor visited this facility in 2002?
V287	h1q31	number of extension officer visits in 2002	discrete	numeric	How often has a Health Extension Officer visited in 2002?
V288	h1q32	source of supplies	discrete	numeric	Where do you get your medical supplies?
V289	h1q33	diarrhoea treatment	discrete	numeric	If a child is brought to the facility with diarrhea, what are the different actions you would take?
V290	h1q34aa	availability	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Panadol - Available?
V291	h1q34ab	free	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Panadol - Is it free to the patient?
V292	h1q34ac	cost	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Panadol - If no, how much would a patient normally pay?
V293	h1q34ad	number weeks unavailable	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Panadol - In 2001, what was the longest number of weeks this medicine was unavailable?
V294	h1q34ba	availability	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Fansidar - Available?
V295	h1q34bb	free	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Fansidar - Is it free to the patient?
V296	h1q34bc	cost	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Fansidar - If no, how much would a patient normally pay?
V297	h1q34bd	number of weeks unavailable	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Fansidar - In 2001, what was the longest number of weeks this medicine was unavailable?
V298	h1q34ca	availability	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Camoquine - Available?
V299	h1q34cb	free	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Camoquine - Is it free to the patient?

ID	Name	Label	Type	Format	Question
V300	h1q34cc	cost	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Camoquine - If no, how much would a patient normally pay?
V301	h1q34cd	number weeks unavailable	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Camoquine - In 2001, what was the longest number of weeks this medicine was unavailable?
V302	h1q34da	availability	discrete	numeric	If a person needed the following today, would the facility be able to provide them? TB blister packs - Available?
V303	h1q34db	free	discrete	numeric	If a person needed the following today, would the facility be able to provide them? TB blister packs - Is it free to the patient?
V304	h1q34dc	cost	discrete	numeric	If a person needed the following today, would the facility be able to provide them? TB blister packs - If no, how much would a patient normally pay?
V305	h1q34dd	number weeks unavailable	discrete	numeric	If a person needed the following today, would the facility be able to provide them? TB blister packs - In 2001, what was the longest number of weeks this medicine was unavailable?
V306	h1q34ea	availability	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Condoms - Available?
V307	h1q34eb	free	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Condoms - Is it free to the patient?
V308	h1q34ec	cost	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Condoms - If no, how much would a patient normally pay?
V309	h1q34ed	number weeks unavailable	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Condoms - In 2001, what was the longest number of weeks this medicine was unavailable?
V310	h1q34fa	availability	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Liniment - Available?
V311	h1q34fb	free	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Liniment - Is it free to the patient?
V312	h1q34fc	cost	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Liniment - If no, how much would a patient normally pay?
V313	h1q34fd	number weeks unavailable	discrete	numeric	If a person needed the following today, would the facility be able to provide them? Liniment - In 2001, what was the longest number of weeks this medicine was unavailable?
V314	h1q35aa	distance	discrete	numeric	How far is the closest aid post/Health Center to this one? Distance: How many kilometers?
V315	h1q35ab	means of transport	discrete	numeric	How far is the closest aid post/Health Center to this one? How would you get there?
V316	h1q35ac	days	discrete	numeric	How far is the closest aid post/Health Center to this one? How long does it take to get there (days)?
V317	h1q35ad	hours	discrete	numeric	How far is the closest aid post/Health Center to this one? How long does it take to get there (hours)?
V318	h1q35ae	minutes	discrete	numeric	How far is the closest aid post/Health Center to this one? How long does it take to get there (minutes)?

ID	Name	Label	Type	Format	Question
V319	h1q35ba	distance	discrete	numeric	How far is the closest hospital? Distance: How many kilometers?
V320	h1q35bb	means of transport	discrete	numeric	How far is the closest hospital? How would you get there?
V321	h1q35bc	days	discrete	numeric	How far is the closest hospital? How long does it take to get there (days)?
V322	h1q35bd	hours	discrete	numeric	How far is the closest hospital? How long does it take to get there (hours)?
V323	h1q35be	minutes	discrete	numeric	How far is the closest hospital? How long does it take to get there (minutes)?
V324	h1q35ca	distance	discrete	numeric	How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? Distance: How many kilometers?
V325	h1q35cb	means of transport	discrete	numeric	How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How would you get there?
V326	h1q35cc	days	discrete	numeric	How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (days)?
V327	h1q35cd	hours	discrete	numeric	How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (hours)?
V328	h1q35ce	minutes	discrete	numeric	How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (minutes)?





## number (id)

### File: identifiers

#### Overview

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1
Decimals: 0	Maximum: 214
Range: 1-214	Mean: 107.5
	Standard deviation: 61.9

## name of school (school)

### File: identifiers

#### Overview

Type: Discrete	Valid cases: 214
Format: character	Invalid: 0
Width: 30	

## province (province)

### File: identifiers

#### Overview

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-8	

## district (district)

### File: identifiers

#### Overview

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-20	

## census unit identifier (census)

### File: identifiers

#### Overview

Type: Discrete	Valid cases: 214
Format: character	Invalid: 0
Width: 15	

## school code (code)

### File: identifiers

#### Overview

school code (code)

File: identifiers

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 214  
 Invalid: 0

(weight)

File: identifiers

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 1  
 Standard deviation: 0.4

remoteness index (range 0-1) (remote)

File: identifiers

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.0321848317980766-0.723214268684387

Valid cases: 207  
 Invalid: 7  
 Minimum: 0  
 Maximum: 0.7  
 Mean: 0.3  
 Standard deviation: 0.1

group(rem) (remgrp)

File: identifiers

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 27  
 Decimals: 0  
 Range: 1-4

Valid cases: 209  
 Invalid: 5

Remoteness Grouping (Gaurav) (remotegroup)

File: identifiers

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 13  
 Decimals: 0  
 Range: 1-4

Valid cases: 214  
 Invalid: 0

expansion factor (expfac)

File: identifiers

## expansion factor (expfac)

## File: identifiers

**Overview**

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1.3
Decimals: 0	Maximum: 9.9
Range: 1.29781305789948-9.87647724151611	Mean: 6
	Standard deviation: 2.6

## Districts with three NCD districts (distpsu)

## File: identifiers

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 19	
Decimals: 0	
Range: 1-23	

## Disadvantage Index group from Hanson (classgroup)

## File: identifiers

**Overview**

Type: Discrete	Valid cases: 184
Format: numeric	Invalid: 30
Width: 24	
Decimals: 0	
Range: 1-5	

## Modified Disadvantage Index Group(Hanson) (disgroup)

## File: identifiers

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 17	
Decimals: 0	
Range: 1-3	

## (llgcode)

## File: identifiers

**Overview**

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1000
Decimals: 0	Maximum: 19211
Range: 1000-19211	Mean: 10919.1
	Standard deviation: 6104.6

## HH Head Years of Schooling, LLG (llghdschyr)

## File: identifiers

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.821678340435028-10.3330001831055

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.8  
 Maximum: 10.3  
 Mean: 4.2  
 Standard deviation: 2.2

## Adult Literacy Rate, LLG (llgadultread)

## File: identifiers

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.100319936871529-0.936999976634979

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.1  
 Maximum: 0.9  
 Mean: 0.6  
 Standard deviation: 0.2

## HH Head earns wage income, LLG (llghdwageinc)

## File: identifiers

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.013541666790843-1

Valid cases: 214  
 Invalid: 0  
 Minimum: 0  
 Maximum: 1  
 Mean: 0.2  
 Standard deviation: 0.3

## llgname from census (llgname)

## File: identifiers

**Overview**

Type: Discrete  
 Format: character  
 Width: 26

Valid cases: 214  
 Invalid: 0

## LLG Poverty Rate (povrate)

## File: identifiers

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-0.71134477853775

Valid cases: 214  
 Invalid: 0  
 Minimum: 0  
 Maximum: 0.7  
 Mean: 0.3  
 Standard deviation: 0.2

## Region (region)

### File: identifiers

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-4

Valid cases: 214  
Invalid: 0

## Poverty Grouping (povgroup)

### File: identifiers

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-4

Valid cases: 214  
Invalid: 0

number (id)

File: S1v3

**Overview**

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1
Decimals: 0	Maximum: 214
Range: 1-214	Mean: 107.5
	Standard deviation: 61.9

name of school (school)

File: S1v3

**Overview**

Type: Discrete	Valid cases: 214
Format: character	Invalid: 0
Width: 30	

province (province)

File: S1v3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-8	

district (district)

File: S1v3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-20	

census unit identifier (census)

File: S1v3

**Overview**

Type: Discrete	Valid cases: 212
Format: character	Invalid: 0
Width: 15	

school code (code)

File: S1v3

**Overview**

## school code (code)

File: S1v3

Type: Discrete  
Format: character  
Width: 10

Valid cases: 214  
Invalid: 0

## (weight)

File: S1v3

**Overview**

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
Invalid: 0  
Minimum: 0.2  
Maximum: 1.7  
Mean: 1  
Standard deviation: 0.4

## name of interviewer (s1qa1)

File: S1v3

**Overview**

Type: Discrete  
Format: character  
Width: 16

Valid cases: 208  
Invalid: 0

## village (s1qa4)

File: S1v3

**Overview**

Type: Discrete  
Format: character  
Width: 20

Valid cases: 207  
Invalid: 0

## interview date (s1qa7)

File: S1v3

**Overview**

Type: Discrete  
Format: character  
Width: 20

Valid cases: 209  
Invalid: 0

## school address (s1qa9)

File: S1v3

**Overview**

Type: Discrete  
Format: character  
Width: 50

Valid cases: 205  
Invalid: 0

## telephone number (s1qa10)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 21  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

## school level (s1qa11)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 2-999

Valid cases: 214  
 Invalid: 0

## agency type (s1qa12)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 15  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## school type (s1qa13)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 16  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## year school upgraded (s1qa14)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 99-2002

Valid cases: 214  
 Invalid: 0



## year school established (s1qa15)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 99-2002

Valid cases: 214  
 Invalid: 0

## number of elementary schools (s1qa16)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

## name of member (s1qa17)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 45

Valid cases: 210  
 Invalid: 0

## member from local area (s1qa18)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## knowledge of team arrival (s1qa19)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 16  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

## name (s1qb1)

File: S1v3

name (s1qb1)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 205  
 Invalid: 0

**Literal question**

Name

gender (s1qb2)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Gender

age (s1qb3)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 24-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Age

are you head teacher? (s1qb4)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are you the Head Teacher

what is position (s1qb5)

File: S1v3

**Overview**

what is position (s1qb5)

File: S1v3

Type: Discrete  
Format: numeric  
Width: 19  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Literal question

If not the Head Teacher: What is your position?

born in district (s1qb6)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Literal question

Born in this district?

born in village (s1qb7)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Literal question

Born in this province?

number of years head teacher (s1qb8)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Literal question

Number of years as a head teacher?

number years head teacher at this school (s1qb9)

File: S1v3

#### Overview

## number years head teacher at this school (s1qb9)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Number of years as a head teacher at this school?

## number of years as a teacher before becoming headteacher (s1qb10)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Number of years as a teacher before you became a head teacher?

## number of years as a teacher at this school before becoming headteacher (s1qb11)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Number of years as a teacher at this school, before you became a head teacher?

## highest level of education (s1qb12)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Highest education level completed?

## apply for this school (s1qb13)

File: S1v3

## apply for this school (s1qb13)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you apply to be posted to this school?

## why where you posted (s1qb14)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 41  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No; Why were you posted to this school?

## most say (s1qb15a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Who had the most say in appointing you to this school?  
 (a) Most say

## who else (s1qb15b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Who had the most say in appointing you to this school?  
 (b) Who else had a say

you (s1qb16)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much say did you have in the decision?

remain at school in 2003 (s1qb17)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do you want to stay at this school next year?

other schools (s1qc18)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are there any other schools that local children could go to instead of this one?

name (s1qc19a)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 158  
 Invalid: 0

**Literal question**

If yes, please list the closest (up to three)

type of school (s1qc19b)

File: S1v3

**Overview**

## type of school (s1qc19b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Type of school

## agency type (s1qc19c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Agency Type

## means of travel (s1qc19d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## days (s1qc19e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (days)

## hours (s1qc19f)

File: S1v3

**Overview**

hours (s1qc19f)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (hours)

minutes (s1qc19g)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (minutes)

name (s1qc20a)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 142  
 Invalid: 0

**Literal question**

If yes, please list the closest (up to three)

type (s1qc20b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Type of school

agency type (s1qc20c)

File: S1v3

**Overview**



## agency type (s1qc20c)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Agency Type

## means of travel (s1qc20d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## days (s1qc20e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (days)

## hours (s1qc20f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (hours)

## minutes (s1qc20g)

File: S1v3

**Overview**

minutes (s1qc20g)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (minutes)

name (s1qc21a)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 110  
 Invalid: 0

**Literal question**

If yes, please list the closest (up to three)

type (s1qc21b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Type of school

agency type (s1qc21c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Agency Type

means of travel (s1qc21d)

File: S1v3

**Overview**

## means of travel (s1qc21d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## days (s1qc21e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (days)

## hours (s1qc21f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (hours)

## minutes (s1qc21g)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How long would it take to get from this school to the other school? (minutes)

## reasons for choice of school (s1qc22)

File: S1v3

**Overview**

## reasons for choice of school (s1qc22)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 29  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the main reasons children or parents choose this school?

## number of permanent classrooms (s1qc23a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many permanent classrooms are there at this school?

## number needing rebuild (s1qc23b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many permanent classrooms are in such a bad state that they need to be completely rebuilt?

## number needing maintenance (s1qc23c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many permanent classrooms are in such a bad state that they need some maintenance?

## number of semi-permanent classrooms (s1qc24a)

File: S1v3

**Overview**

## number of semi-permanent classrooms (s1qc24a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many semi-permanent classrooms are there at this school?

## number needing rebuild (s1qc24b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many semi-permanent classrooms are in such a bad state that they need to be completely rebuilt?

## number needing maintenance (s1qc24c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many semi-permanent classrooms are in such a bad state that they need some maintenance?

## number of bush material classrooms (s1qc25a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bush material classrooms are there at this school?

## number needing rebuild (s1qc25b)

File: S1v3

**Overview**

## number needing rebuild (s1qc25b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bush material classrooms are in such a bad state that they need to be completely rebuilt?

## number needing maintenance (s1qc25c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bush material classrooms are in such a bad state that they need some maintenance?

## number of permanent teacher houses (s1qc26a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many permanent teacher staff houses are there at this school?

## number needing rebuild (s1qc26b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many permanent teacher staff houses are in such a bad state that they need to be completely rebuilt?

## number needing maintenance (s1qc26c)

File: S1v3

**Overview**

## number needing maintenance (s1qc26c)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many permanent teacher staff houses are in such a bad state that they need some maintenance?

## number of semi-permanent teacher houses (s1qc27a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many semi-permanent teacher staff houses are there at this school?

## number needing rebuild (s1qc27b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many semi-permanent teacher staff houses are in such a bad state that they need to be completely rebuilt?

## number needing maintenance (s1qc27c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many semi-permanent teacher staff houses are in such a bad state that they need some maintenance?

## number of bush material teacher houses (s1qc28a)

File: S1v3

**Overview**

## number of bush material teacher houses (s1qc28a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bush material teacher staff houses are there at this school?

## number needing rebuild (s1qc28b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bush material teacher staff houses are in such a bad state that they need to be completely rebuilt?

## number needing maintenance (s1qc28c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bush material teacher staff houses are in such a bad state that they need some maintenance?

## number of classrooms with blackboard (s1qc29)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classrooms have a blackboard?

## number with leaks (s1qc30)

File: S1v3

**Overview**



## number with leaks (s1qc30)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classrooms have a roof that leaks when it rains?

## number of classrooms with chair and table (s1qc31)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classrooms have a chair and table for the teacher?

**Interviewer instructions**

Only write down the number of classrooms that have both a teacher's chair and desk. If a classroom has a chair but not a desk, or vice versa, then this classroom does not have a chair and desk.

## number of classrooms with storage space (s1qc32)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classrooms have storage space that can be locked at night?

## number of classrooms with electricity (s1qc33)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classrooms have electricity that works?

## library (s1qc34)

File: S1v3

## library (s1qc34)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Library

## staff-room (s1qc35)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Staff-room

## administration block (s1qc36)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Administration block

## clear radio reception (s1qc37)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Clear radio reception

## school vehicle (s1qc38)

File: S1v3

**Overview**

## school vehicle (s1qc38)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: School vehicle

## agriculture area for student use (s1qc39)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Agriculture area for student use

## agriculture area for teacher use (s1qc40)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Agriculture area for teacher use

## land for expansion (s1qc41)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Land for expansion

## sports area (s1qc42)

File: S1v3

**Overview**

## sports area (s1qc42)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Sports area

## sports equipment (s1qc43)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Sports equipment

## specialist science classroom (s1qc44)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Specialist Science classroom

## specialist technology classroom (s1qc45)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Specialist Technology classroom

## specialist home economics classroom (s1qc46)

File: S1v3

**Overview**

## specialist home economics classroom (s1qc46)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the availability of the following: Specialist Home Economics classroom

## owner of school land (s1qc47)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 16  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Who owns the land used by the school?

## school closure 2001 (s1qc48aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2001

## reasons for school closure 2001 (s1qc48ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 36  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Reasons

## number of times (s1qc48ac)

File: S1v3

**Overview**

## number of times (s1qc48ac)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times during the year?

## total days (s1qc48ad)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Total number of days

## school closure 2002 (s1qc48ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school close down for any unusual reasons for half a day or more (eg. for water problems) in 2002

## reasons for school closure 2002 (s1qc48bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 36  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Reasons

## number of times (s1qc48bc)

File: S1v3

**Overview**

## number of times (s1qc48bc)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times during the year?

## total days (s1qc48bd)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Total number of days

## access to public grid (s1qc49)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school have electricity (public grid / Elkom)

## usable water tank (s1qc50)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school have a usable water tank?

## source of drinking water (s1qc51)

File: S1v3

**Overview**

## source of drinking water (s1qc51)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 17  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the main source of drinking water supply for the school?

## source is available today (s1qc52)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are the students able to drink water from that source today?

## water availability in 2001 (s1qc53)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Was water available all year round from that source in 2001?

## toilet type for teachers (s1qc54)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the main type of toilet facilities for teachers at the school?

## reliability of water for flushing (s1qc55)

File: S1v3

**Overview**



## reliability of water for flushing (s1qc55)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 15  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If flush : How reliable is the water supply for the toilets?

## toilet type for male students (s1qc56)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the main type of toilet facilities for male students?

## reliability of water for flushing (s1qc57)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 15  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If flush : How reliable is the water supply for the toilets?

## enough toilets for boys (s1qc58)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are there enough toilets for boys?

## number needed (s1qc59)

File: S1v3

**Overview**

## number needed (s1qc59)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No : How many more are needed?

## toilet type for female students (s1qc60)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is the main type of toilet facilities for female students?

## reliability of water for flushing (s1qc61)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 15  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If flush : How reliable is the water supply for the toilets?

## enough toilets for girls (s1qc62)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are there enough toilets for girls?

## number needed (s1qc63)

File: S1v3

**Overview**

## number needed (s1qc63)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No : How many more are needed?

## distance to high school (s1qc64a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?): High school or Secondary school

## means of travel (s1qc64b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (High school or Secondary school)

## days (s1qc64c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (High school or Secondary school)

hours (s1qc64d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (High school or Secondary school)

minutes (s1qc64e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km  
 (High school or Secondary school)

distance to health centre (s1qc65a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Health center/aid post

means of travel (s1qc65b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc65b)

File: S1v3

If more than 1 km

**Literal question**How would you get there?  
(Health center/aid post)

## days (s1qc65c)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (days)  
(Health center/aid post)

## hours (s1qc65d)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (hours)  
(Health center/aid post)

## minutes (s1qc65e)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (minutes)  
(Health center/aid post)

## distance to vocational centre (s1qc66a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Vocational center

## means of travel (s1qc66b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (Vocational center)

## days (s1qc66c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (Vocational center)

## hours (s1qc66d)

File: S1v3

**Overview**

## hours (s1qc66d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (Vocational center)

## minutes (s1qc66e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 (Vocational center)

## distance to a stationery store (s1qc67a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Nearest store that sells basic materials (eg. books and pencils)

## means of travel (s1qc67b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc67b)

File: S1v3

If more than 1 km

**Literal question**

How would you get there?

(Nearest store that sells basic materials (eg. books and pencils))

## days (s1qc67c)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)

(Nearest store that sells basic materials (eg. books and pencils))

## hours (s1qc67d)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)

(Nearest store that sells basic materials (eg. books and pencils))

## minutes (s1qc67e)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)

(Nearest store that sells basic materials (eg. books and pencils))



## distance to trade store (s1qc68a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Trade store

## means of travel (s1qc68b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (Trade store)

## days (s1qc68c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (Trade store)

## hours (s1qc68d)

File: S1v3

**Overview**

## hours (s1qc68d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (Trade store)

## minutes (s1qc68e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 (Trade store)

## distance to postal services (s1qc69a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Postal service

## means of travel (s1qc69b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc69b)

File: S1v3

If more than 1 km

**Literal question**How would you get there?  
(Postal service)

## days (s1qc69c)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (days)  
(Postal service)

## hours (s1qc69d)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (hours)  
(Postal service)

## minutes (s1qc69e)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (minutes)  
(Postal service)

## distance to bank (s1qc70a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Bank

## means of travel (s1qc70b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (Bank)

## days (s1qc70c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (Bank)

## hours (s1qc70d)

File: S1v3

**Overview**

hours (s1qc70d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (Bank)

minutes (s1qc70e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 (Bank)

distance to police station (s1qc71a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Police station

means of travel (s1qc71b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc71b)

File: S1v3

If more than 1 km

**Literal question**How would you get there?  
(Police station)

## days (s1qc71c)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (days)  
(Police station)

## hours (s1qc71d)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (hours)  
(Police station)

## minutes (s1qc71e)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (minutes)  
(Police station)

## distance to bitumen road (s1qc72a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Bitumen road

## means of travel (s1qc72b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (Bitumen road)

## days (s1qc72c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 Bitumen road

## hours (s1qc72d)

File: S1v3

**Overview**

## hours (s1qc72d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 Bitumen road

## minutes (s1qc72e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 Bitumen road

## distance to pmv stop (s1qc73a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 PMV pickup point

## means of travel (s1qc73b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**



## means of travel (s1qc73b)

File: S1v3

If more than 1 km

**Literal question**

How would you get there?  
(PMV pickup point)

## days (s1qc73c)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
(PMV pickup point)

## hours (s1qc73d)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
(PMV pickup point)

## minutes (s1qc73e)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
(PMV pickup point)

## distance to town/station (s1qc74a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Town / station

## means of travel (s1qc74b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (Town / station)

## days (s1qc74c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (Town / station)

## hours (s1qc74d)

File: S1v3

**Overview**

hours (s1qc74d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (Town / station)

minutes (s1qc74e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 (Town / station)

distance to provincial capital (s1qc75a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Provincial capital (of this province)

means of travel (s1qc75b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc75b)

File: S1v3

If more than 1 km

**Literal question**

How would you get there?

(Provincial capital (of this province))

## days (s1qc75c)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)

(Provincial capital (of this province))

## hours (s1qc75d)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)

(Provincial capital (of this province))

## minutes (s1qc75e)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)

(Provincial capital (of this province))

## distance to airstrip (s1qc76a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Air strip

## means of travel (s1qc76b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (Air strip)

## days (s1qc76c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (Air strip)

## hours (s1qc76d)

File: S1v3

**Overview**

## hours (s1qc76d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (Air strip)

## minutes (s1qc76e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 (Air strip)

## distance to telephone (s1qc77a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 Telephone that is working

## means of travel (s1qc77b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc77b)

File: S1v3

If more than 1 km

**Literal question**How would you get there?  
(Telephone that is working)

## days (s1qc77c)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (days)  
(Telephone that is working)

## hours (s1qc77d)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (hours)  
(Telephone that is working)

## minutes (s1qc77e)

File: S1v3

**Overview**Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999Valid cases: 214  
Invalid: 0**Pre question**

If more than 1 km

**Literal question**How long does it take to get there? (minutes)  
(Telephone that is working)

## distance to vhf radio (s1qc78a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 VHF radio that is working

## means of travel (s1qc78b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How would you get there?  
 (VHF radio that is working)

## days (s1qc78c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)  
 (VHF radio that is working)

## hours (s1qc78d)

File: S1v3

**Overview**



## hours (s1qc78d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)  
 (VHF radio that is working)

## minutes (s1qc78e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)  
 (VHF radio that is working)

## distance to boat service (s1qc79a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How far is the closest source for the following (Distance / How many kilometers?):  
 For coastal and island schools: Regular boat service

## means of travel (s1qc79b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## means of travel (s1qc79b)

File: S1v3

If more than 1 km

**Literal question**

How would you get there?

(For coastal and island schools: Regular boat service)

## days (s1qc79c)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (days)

(For coastal and island schools: Regular boat service)

## hours (s1qc79d)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (hours)

(For coastal and island schools: Regular boat service)

## minutes (s1qc79e)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

If more than 1 km

**Literal question**

How long does it take to get there? (minutes)

(For coastal and island schools: Regular boat service)

## fencing around school 2000 (s1qd1a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school have effective security fencing around the school in 2000

## fencing around school 2001 (s1qd1b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school have effective security fencing around the school in 2001

## fencing around school 2002 (s1qd1c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school have effective security fencing around the school in 2002

## fencing around houses 2000 (s1qd2a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school have effective security fencing around teachers houses in 2000

## fencing around houses 2001 (s1qd2b)

File: S1v3

**Overview**

## fencing around houses 2001 (s1qd2b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school have effective security fencing around teachers houses in 2001

## fencing around houses 2002 (s1qd2c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the school have effective security fencing around teachers houses in 2002

## employ security guards 2000 (s1qd3a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you employ security guards in 2000

## employ security guards 2001 (s1qd3b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you employ security guards in 2001

## employ security guards 2002 (s1qd3c)

File: S1v3

**Overview**

## employ security guards 2002 (s1qd3c)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you employ security guards in 2002

## cost of security 2000 (s1qd4a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-20800

Valid cases: 214  
 Invalid: 0

**Literal question**

How much did you spend on security in 2000

**Post question**

Kina

## cost of security 2001 (s1qd4b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-16900

Valid cases: 214  
 Invalid: 0

**Literal question**

How much did you spend on security in 2001

**Post question**

Kina

## cost of security 2002 (s1qd4c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-21840

Valid cases: 214  
 Invalid: 0

**Literal question**

How much did you spend on security in 2002

**Post question**

Kina

## number of burglaries of school 2000 (s1qd5a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times was the school broken into in 2000

## number of burglaries of school 2001 (s1qd5b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times was the school broken into in 2001

## number of burglaries of school 2002 (s1qd5c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times was the school broken into in 2002

## value of goods 2000 (s1qd6a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-35000

Valid cases: 214  
 Invalid: 0

**Literal question**

Estimate value of goods stolen or damaged in 2000

## value of goods 2001 (s1qd6b)

File: S1v3

**Overview**

## value of goods 2001 (s1qd6b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Estimate value of goods stolen or damaged in 2001

## value of goods 2002 (s1qd6c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Estimate value of goods stolen or damaged in 2002

## inspector visits 2000 (s1qe1a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How often did the inspector visit in 2000

## inspector visits 2001 (s1qe1b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How often did the inspector visit in 2001

## inspector visits 2002 (s1qe1c)

File: S1v3

**Overview**

## inspector visits 2002 (s1qe1c)

File: S1v3

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

### Literal question

How often did the inspector visit in 2002

## purpose of visit (s1qe2)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

### Literal question

What was the purpose of the last inspector's visit

## inspector met head teacher (s1qe3a)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

### Literal question

At that visit, did the inspector meet with the head teacher

## inspector met teachers (s1qe3b)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

### Literal question

At that visit, did the inspector meet with teachers

## inspector met bom (s1qe3c)

File: S1v3

### Overview



## inspector met bom (s1qe3c)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

At that visit, did the inspector meet with the board of management

## inspector met pnc (s1qe3d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

At that visit, did the inspector meet with parents/PNC/community

## inspector observed classes (s1qe3e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

At that visit, did the inspector observe classes

## inspector checked records (s1qe3f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

At that visit, did the inspector check school records

## kind of feedback (s1qe4a)

File: S1v3

**Overview**

## kind of feedback (s1qe4a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What kind of feedback was given at the end of that visit?

## kind of feedback (s1qe4b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What kind of feedback was given at the end of that visit?

## kind of feedback (s1qe4c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What kind of feedback was given at the end of that visit?

## written feedback later (s1qe5)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you get any feedback in writing that was sent to the school at a later time?

## length of time in weeks to receive written report (s1qe6)

File: S1v3

**Overview**

## length of time in weeks to receive written report (s1qe6)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If yes : How long did it take before you received the written report?

## number bom meetings 2001 (s1qe7)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times did the school BOM meet in 2001?

## number bom meetings 2002 (s1qe8)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many times has the BOM met in 2002?

## last bom meeting (s1qe9)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 14

Valid cases: 207  
 Invalid: 0

**Literal question**

When was the last BOM meeting?

## common bom agenda items (s1qe10a)

File: S1v3

**Overview**

## common bom agenda items (s1qe10a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four most common agenda items at the BOM meetings

## common bom agenda items (s1qe10b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four most common agenda items at the BOM meetings

## common bom agenda items (s1qe10c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four most common agenda items at the BOM meetings

## common bom agenda items (s1qe10d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four most common agenda items at the BOM meetings

## chair of bom is parent of student (s1qe11)

File: S1v3

**Overview**

## chair of bom is parent of student (s1qe11)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the chairman of the BOM a parent of a student?

## number on bom (s1qe12)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 2-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many people are on the school's BOM

**Interviewer instructions**

There should be at least five people on the BOM.

## number of male head teacher bom members (s1qe13aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Head-teacher male

## number of female head teacher bom members (s1qe13ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Head-teacher female

## male staff representative (s1qe13ba)

File: S1v3

## male staff representative (s1qe13ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Staff representative male

## female staff representative (s1qe13bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Staff representative female

## male parent representative (s1qe13ca)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Parent representative male

## female parent representative (s1qe13cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Parent representative female

## male church member (s1qe13da)

File: S1v3

**Overview**

## male church member (s1qe13da)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Representative from a Church agency male

## female church member (s1qe13db)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Representative from a Church agency female

## male politician member (s1qe13ea)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Local politician male

## female politician member (s1qe13eb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Local politician female

## male other member (s1qe13fa)

File: S1v3

**Overview**

## male other member (s1qe13fa)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Other male

## female other member (s1qe13fb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the following types of people are on the school's BOM: Other female

## pnc at school (s1qe14)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is there a PNC at this school?

## times met in 2001 (s1qe15)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If yes: How many times did the PNC meet in 2001?

## times met in 2002 (s1qe16)

File: S1v3

**Overview**



## times met in 2002 (s1qe16)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If yes: How many times has the PNC met in 2002?

## last meeting (s1qe17)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 14

Valid cases: 208  
 Invalid: 0

**Literal question**

If yes: When was the last PNC meeting?

## percentage parent attending (s1qe18)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If yes: What percentage of parents attend PNC meetings?

## parents collect assessment reports (s1qe19)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do parents come to the school to collect assessment reports when these are ready?

## what percentage collect (s1qe20)

File: S1v3

**Overview**

## what percentage collect (s1qe20)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: What percentage of parents do this?

## head teacher calls meeting of parents (s1qe21)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the head teacher or BOM ever call a meeting to discuss school issues with parents?

## percentage parents attending (s1qe22)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: What percentage of parents attend?

## community as learning site (s1qe23)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do teachers ever take children out of the classroom to learn in the community?

## community involvement in school (s1qe24)

File: S1v3

**Overview**

## community involvement in school (s1qe24)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school invite community members to help develop school programs and activities?

## teachers organise community activities (s1qe25)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do teachers organize community activities such as adult classes, sporting competitions?

## community and cultural activities (s1qe26)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do community members teach cultural activities in the school?

## school use of village land (s1qe27)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the village or community allow the school to use its land for agricultural classes?

## school use for meetings (s1qe28a)

File: S1v3

**Overview**

## school use for meetings (s1qe28a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the school ever used by the community for community meetings in classrooms or grounds

## school use for adult classes (s1qe28b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the school ever used by the community for adult education classes

## school use for sports (s1qe28c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the school ever used by the community for adult sports activities

## school fee lower primary 2000 (s1qf1aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the school fee (per student, per year)?  
 Lower primary 2000

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001. There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## school fee upper primary 2000 (s1qf1ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the school fee (per student, per year)?  
 Upper primary 2000

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## school fee lower primary 2001 (s1qf1ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the school fee (per student, per year)?  
 Lower primary 2001

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## school fee upper primary 2001 (s1qf1bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the school fee (per student, per year)?  
 Upper primary 2001

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## school fee lower primary 2002 (s1qf1ca)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the school fee (per student, per year)?  
 Lower primary 2002

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## school fee upper primary 2002 (s1qf1cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the school fee (per student, per year)?  
 Upper primary 2002

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee first child lower primary 2000 (s1qf2aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?  
 Lower primary 2000

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee first child upper primary 2000 (s1qf2ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?  
 Upper primary 2000

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee first child lower primary 2001 (s1qf2ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?  
 Lower primary 2001

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee first child upper primary 2001 (s1qf2bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?  
 Upper primary 2001

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee first child lower primary 2002 (s1qf2ca)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?  
 Lower primary 2002

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee first child upper primary 2002 (s1qf2cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the first child in a family (per student, per year)?  
 Upper primary 2002

**Interviewer instructions**

Be careful when you ask questions about the parent contribution to school fees that the Head Teacher does not give you a figure that includes both school fee and the project fee. Make sure that the Head Teacher separates the school fee component paid by parents from the project fee component also paid by parents in 2000 and 2001.  
 There will be schools that did not set a project fee in 2000 and 2001. This should be noted on the survey form by writing Nil.

## project fee second child lower primary 2000 (s1qf3aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?  
 Lower primary 2000

## project fee second child upper primary 2000 (s1qf3ab)

File: S1v3

**Overview**



## project fee second child upper primary 2000 (s1qf3ab)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?  
 Upper primary 2000

## project fee second child lower primary 2001 (s1qf3ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?  
 Lower primary 2001

## project fee second child upper primary 2001 (s1qf3bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?  
 Upper primary 2001

## project fee second child lower primary 2002 (s1qf3ca)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?  
 Lower primary 2002

## project fee second child upper primary 2002 (s1qf3cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay for the project fee - for the second child in a family (per student, per year)?  
 Upper primary 2002

## additional fees lower primary 2000 (s1qf4aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?  
 Lower primary 2000

## additional fees upper primary 2000 (s1qf4ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?  
 Upper primary 2000

## additional fees lower primary 2001 (s1qf4ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?  
 Lower primary 2001

## additional fees upper primary 2001 (s1qf4bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?  
 Upper primary 2001

## additional fees lower primary 2002 (s1qf4ca)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?  
 Lower primary 2002

## additional fees upper primary 2002 (s1qf4cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do parents have to pay any additional fees, for example uniform fees, book fees ... (per student, per year)?  
 Upper primary 2002

## when fees due 2000 (s1qf5a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

When were fees due at this school? 2000

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## when fees due 2001 (s1qf5b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

When were fees due at this school? 2001

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## when fees due 2002 (s1qf5c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

When were fees due at this school? 2002

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## percentage parents can afford fee 2000 (s1qf6a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Literal question**

What percentage of parents could afford the fees? 2000

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## percentage parents can afford fee 2001 (s1qf6b)

File: S1v3

**Overview**

## percentage parents can afford fee 2001 (s1qf6b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Literal question**

What percentage of parents could afford the fees? 2001

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## percentage parents can afford fee 2002 (s1qf6c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Literal question**

What percentage of parents could afford the fees? 2002

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## consequences for non-payment 2000 (s1qf7a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What happened to a student if they were not able to pay fees? 2000

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## consequences for non-payment 2001 (s1qf7b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

## consequences for non-payment 2001 (s1qf7b)

File: S1v3

What happened to a student if they were not able to pay fees? 2001

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## consequences for non-payment 2002 (s1qf7c)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

What happened to a student if they were not able to pay fees? 2002

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## financial assistance provided 2000 (s1qf8a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

**Literal question**

How many disadvantaged families or students got financial assistance for fees at this school? 2000

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## financial assistance provided 2001 (s1qf8b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

**Literal question**

How many disadvantaged families or students got financial assistance for fees at this school? 2001

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## financial assistance provided 2002 (s1qf8c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many disadvantaged families or students got financial assistance for fees at this school? 2002

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## amount fees owing 2000 (s1qf9a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-30000

Valid cases: 214  
 Invalid: 0

**Literal question**

How much money was still owed by parents at the end of the year? 2000

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## amount fees owing 2001 (s1qf9b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-38984

Valid cases: 214  
 Invalid: 0

**Literal question**

How much money was still owed by parents at the end of the year? 2001

**Interviewer instructions**

These questions do combine the school fee and the project fee. There is no need to separate the fees for these questions. We are interested in the ability of parents to pay the fees in total.

## total school fees paid by parents 2000 (s1qf10aa)

File: S1v3

**Overview**

## total school fees paid by parents 2000 (s1qf10aa)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-112000

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the total amount that the school raised from fees charged to parents?  
 School fees, 2000

## total school fees paid by parents 2001 (s1qf10ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-193697

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the total amount that the school raised from fees charged to parents?  
 School fees, 2001

## total project fees paid by parents 2000 (s1qf10ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-51600

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the total amount that the school raised from fees charged to parents?  
 Project fees, 2000

## total project fees paid by parents 2001 (s1qf10bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-140097

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the total amount that the school raised from fees charged to parents?  
 Project fees, 2001



## total of other fees paid by parents 2000 (s1qf10ca)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-23332

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the total amount that the school raised from fees charged to parents?  
 Other school specific fees, 2000

## total of other fees paid by parents 2001 (s1qf10cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-24954

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the total amount that the school raised from fees charged to parents?  
 Other school specific fees, 2001

## q10 based on records or memory (s1qf11)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Was question 10 based on school or BOM records or respondent's memory?

## lower primary school subsidy per student in 2000 (s1qf12aa)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-5000

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the amount of the government school subsidy per student in 2000?  
 Lower Primary

## lower primary school subsidy per student in 2001 (s1qf12ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9750

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the amount of the government school subsidy per student in 2001?  
 Lower Primary

## lower primary school subsidy per student in 2002 (s1qf12ac)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-19360

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the amount of the government school subsidy per student in 2002?  
 Lower Primary

## upper primary school subsidy per student in 2000 (s1qf12ba)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-1923

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the amount of the government school subsidy per student in 2000?  
 Upper Primary

## upper primary school subsidy per student in 2001 (s1qf12bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-3600

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the amount of the government school subsidy per student in 2001?  
 Upper Primary

## upper primary school subsidy per student in 2002 (s1qf12bc)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-19360

Valid cases: 214  
 Invalid: 0

**Literal question**

What was the amount of the government school subsidy per student in 2002?  
 Upper Primary

## subsidy received as money quarter one 2001 (s1qf13a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?  
 First quarter

## subsidy received as money quarter two 2001 (s1qf13b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?  
 Second quarter

## subsidy received as money quarter three 2001 (s1qf13c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## subsidy received as money quarter three 2001 (s1qf13c)

File: S1v3

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?

Third quarter

## subsidy received as money quarter four 2001 (s1qf13d)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in cheque, direct transfer to bank, or cash?

Fourth quarter

## amount received quarter one 2001 (s1qf14a)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-44000

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how much money was received?

First quarter

## amount received quarter two 2001 (s1qf14b)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-44000

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how much money was received?

Second quarter

## amount received quarter three 2001 (s1qf14c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-44000

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how much money was received?  
 Third quarter

## amount received quarter four 2001 (s1qf14d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-14302

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how much money was received?  
 Fourth quarter

## month money received quarter one 2001 (s1qf15a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month was that money transferred to the school?  
 First quarter

## month money received quarter two 2001 (s1qf15b)

File: S1v3

**Overview**

## month money received quarter two 2001 (s1qf15b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month was that money transferred to the school?  
 Second quarter

## month money received quarter three 2001 (s1qf15c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month was that money transferred to the school?  
 Third quarter

## month money received quarter four 2001 (s1qf15d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month was that money transferred to the school?  
 Fourth quarter

## number of weeks before money spent quarter one 2001 (s1qf16a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## number of weeks before money spent quarter one 2001 (s1qf16a)

File: S1v3

Education subsidy in 2001

**Literal question**

If yes, how long did it take before you could spend that money?

First quarter

## number of weeks before money spent quarter two 2001 (s1qf16b)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how long did it take before you could spend that money?

Second quarter

## number of weeks before money spent quarter three 2001 (s1qf16c)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how long did it take before you could spend that money?

Third quarter

## number of weeks before money spent quarter four 2001 (s1qf16d)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, how long did it take before you could spend that money?

Fourth quarter

## subsidy received in kind quarter one 2001 (s1qf17a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?  
 First quarter

## subsidy received in kind quarter two 2001 (s1qf17b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?  
 Second quarter

## subsidy received in kind quarter three 2001 (s1qf17c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?  
 Third quarter

## subsidy received in kind quarter four 2001 (s1qf17d)

File: S1v3

**Overview**



## subsidy received in kind quarter four 2001 (s1qf17d)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

Did you receive any of this subsidy in any other form, e.g. books, materials ... ?  
 Fourth quarter

## value of supplies quarter one 2001 (s1qf18a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-44000

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, what was the value of the supplies received?  
 First quarter

## value of supplies quarter two 2001 (s1qf18b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-10500

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, what was the value of the supplies received?  
 Second quarter

## value of supplies quarter three 2001 (s1qf18c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-3000

Valid cases: 214  
 Invalid: 0

**Pre question**

## value of supplies quarter three 2001 (s1qf18c)

File: S1v3

Education subsidy in 2001

**Literal question**

If yes, what was the value of the supplies received?

Third quarter

## value of supplies quarter four 2001 (s1qf18d)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 99-4710

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, what was the value of the supplies received?

Fourth quarter

## month supplies received quarter one 2001 (s1qf19a)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month were those supplies received?

First quarter

## month supplies received quarter two 2001 (s1qf19b)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month were those supplies received?

Second quarter

## month supplies received quarter three 2001 (s1qf19c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month were those supplies received?  
 Third quarter

## month supplies received quarter four 2001 (s1qf19d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, in what month were those supplies received?  
 Fourth quarter

## name of supplying company quarter one 2001 (s1qf20a)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 80

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, what was the name of the supplying company?  
 First quarter

## name of supplying company quarter two 2001 (s1qf20b)

File: S1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2001

## name of supplying company quarter two 2001 (s1qf20b)

File: S1v3

**Literal question**

If yes, what was the name of the supplying company?  
Second quarter

## name of supplying company quarter three 2001 (s1qf20c)

File: S1v3

**Overview**

Type: Discrete  
Format: character  
Width: 16

Valid cases: 214  
Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, what was the name of the supplying company?  
Third quarter

## name of supplying company quarter four 2001 (s1qf20d)

File: S1v3

**Overview**

Type: Discrete  
Format: character  
Width: 20

Valid cases: 214  
Invalid: 0

**Pre question**

Education subsidy in 2001

**Literal question**

If yes, what was the name of the supplying company?  
Fourth quarter

## subsidy received as money quarter one 2002 (s1qf21a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 15  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

Did you receive any of this subsidy by cheque or direct transfer to a bank account?  
First quarter

## subsidy received as money quarter two 2002 (s1qf21b)

File: S1v3

## subsidy received as money quarter two 2002 (s1qf21b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 15  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

Did you receive any of this subsidy by cheque or direct transfer to a bank account?  
 Second quarter

## amount received quarter one 2002 (s1qf22a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-162860

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received, how much money was received?  
 First quarter

## amount received quarter two 2002 (s1qf22b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-162860

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received, how much money was received?  
 Second quarter

## who handed it over quarter one 2002 (s1qf23a)

File: S1v3

**Overview**

## who handed it over quarter one 2002 (s1qf23a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received and if it was a cheque, who handed it to you?  
 First quarter

## who handed it over quarter two 2002 (s1qf23b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received and if it was a cheque, who handed it to you?  
 Second quarter

## month received quarter one 2002 (s1qf24a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received, in what month was that money transferred to the school?  
 First quarter

## month received quarter two 2002 (s1qf24b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

## month received quarter two 2002 (s1qf24b)

File: S1v3

Education subsidy in 2002

**Literal question**

If received, in what month was that money transferred to the school?

Second quarter

## availability of funds quarter one 2002 (s1qf25a)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received, how long did it take before you could spend that money?

First quarter

## availability of funds quarter two 2002 (s1qf25b)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-999

Valid cases: 214

Invalid: 0

**Pre question**

Education subsidy in 2002

**Literal question**

If received, how long did it take before you could spend that money?

Second quarter

## other financial support 2001 national government (s1qf26a)

File: S1v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 0-55000

Valid cases: 214

Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? National government

## other financial support 2001 provincial government (s1qf26b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-42000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Provincial government

## other financial support 2001 llg (s1qf26c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-30000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? District and Local Level government

## other financial support 2001 church (s1qf26d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-15000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Church organizations

## other financial support 2001 ngos (s1qf26e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? NGOs



## other financial support 2001 local politicians (s1qf26f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-50000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Local politicians

## other financial support 2001 donors (s1qf26g)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-200000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Donor agencies

## other financial support 2001 private business (s1qf26h)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-280000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other private institutions

## other financial support 2001 school fundraising (s1qf26i)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-132920

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete)

## other financial support 2001 other (s1qf26j)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-64341

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much financial support did you receive in 2001 from the following sources? Other

## other in kind support 2001 national government (s1qf27a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-120000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? National government

## other in kind support 2001 provincial government (s1qf27b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-60000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Provincial government

## other in kind support 2001 llg (s1qf27c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-50000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? District and Local Level government

## other in kind support 2001 church (s1qf27d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-15000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Church organizations

## other in kind support 2001 ngos (s1qf27e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-33000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? NGOs

## other in kind support 2001 local politician (s1qf27f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-80000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Local politicians

## other in kind support 2001 donors (s1qf27g)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-180000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Donor agencies

## other in kind support 2001 private business (s1qf27h)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-250000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other private institutions

## other in kind support 2001 school fundraising (s1qf27i)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-14000

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Fundraising activities (e.g. School fete)

## other in kind support 2001 other (s1qf27j)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-4400

Valid cases: 214  
 Invalid: 0

**Literal question**

Besides the education subsidy, how much support in other forms (e.g. materials, infrastructure) did you receive in 2001 from the following sources? Other

## number classroom building projects 2000 (s1qf28a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classroom building projects started at this school in 2000

## number classroom building projects 2001 (s1qf28b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classroom building projects started at this school in 2001

## number classroom building projects 2002 (s1qf28c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many classroom building projects started at this school in 2002

## number teacher housing projects 2000 (s1qf29a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teacher housing projects started at this school in 2000

## number teacher housing projects 2001 (s1qf29b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teacher housing projects started at this school in 2001

## number teacher housing projects 2002 (s1qf29c)

File: S1v3

**Overview**

## number teacher housing projects 2002 (s1qf29c)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teacher housing projects started at this school in 2002

## number other building projects 2000 (s1qf30a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many other building projects (e.g. administration block, library) started at this school in 2000

## number other building projects 2001 (s1qf30b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many other building projects (e.g. administration block, library) started at this school in 2001

## number other building projects 2002 (s1qf30c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many other building projects (e.g. administration block, library) started at this school in 2001

## number building projects completed 2000 (s1qf31a)

File: S1v3

**Overview**

## number building projects completed 2000 (s1qf31a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of these projects have been completed?  
 In 2000

## number building projects completed 2001 (s1qf31b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of these projects have been completed?  
 In 2001

## number building projects completed 2002 (s1qf31c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of these projects have been completed?  
 In 2002

## how many bank accounts are there for this school? (s1qf32a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many bank accounts are there for this school?

## joint account (s1qf32b)

File: S1v3

## joint account (s1qf32b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If more than one: Is there a joint account managed by the school and the BOM?

## separate school account (s1qf33)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If more than one: Is there a separate account managed by the school?

## separate bom account (s1qf34)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If more than one: Is there a separate account managed by the BOM?

## other accounts (s1qf35)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If more than one: Are there any other accounts?

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.



## maintenance (s1qf36a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-63831

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on maintenance

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## infrastructure (s1qf36b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-56300

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on infrastructure

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## basic materials (s1qf36c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-35751

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on basic materials

## basic materials (s1qf36c)

File: S1v3

### Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## texts (s1qf36d)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-25904

Valid cases: 214  
Invalid: 0

### Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

### Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on textbooks

### Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## consumables (s1qf36e)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-25669

Valid cases: 214  
Invalid: 0

### Pre question

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

### Literal question

In 2001, how much was spent out of the joint account managed by the school and the BOM on consumables / expendable items

### Interviewer instructions

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## equipment (s1qf36f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-19000

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on equipment

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## transport (s1qf36g)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on transport

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## extra staff (s1qf36h)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-23718

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on extra staff

## extra staff (s1qf36h)

File: S1v3

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## other (s1qf36i)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-85890

Valid cases: 214  
Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on other

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## combination (s1qf36j)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-87923

Valid cases: 214  
Invalid: 0

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM:

**Interviewer instructions**

In earlier years many schools had two bank accounts – one for the school for subsidy payments and one for the BOM for project fees. Some schools seem to be joining those accounts together and making one, which is known as a joint account and is used by both the Head Teacher and the BOM.

Basic materials in these two questions refer to exercise books, pencils, chalk, cardboard for use in the classroom. Consumables means stationery used by teachers and office staff for administrative duties.

## maintenance (s1qf37a)

File: S1v3

**Overview**

## maintenance (s1qf37a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-20000

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on maintenance (Account 1)

## maintenance (s1qf37ab)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on maintenance (Other Account(s))

## infrastructure (s1qf37b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-65000

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Account 1)

## infrastructure (s1qf37bb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-10000

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

## infrastructure (s1qf37bb)

File: S1v3

In 2001, how much was spent out of accounts managed by the School alone on: Infrastructure (Other Account(s))

## basic materials (s1qf37c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-60000

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Account 1)

## basic materials (s1qf37cb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Basic materials (Other Account(s))

## texts (s1qf37d)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-33142

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Account 1)

## texts (s1qf37db)

File: S1v3

**Overview**

## texts (s1qf37db)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Textbooks (Other Account(s))

## consumables (s1qf37e)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-15403

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Account 1)

## consumables (s1qf37eb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Consumables / Expendable items (Other Account(s))

## equipment (s1qf37f)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-15558

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

equipment (s1qf37f)

File: S1v3

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Account 1)

equipment (s1qf37fb)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-9999

Valid cases: 214  
Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Equipment (Other Account(s))

transport (s1qf37g)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-9999

Valid cases: 214  
Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Transport (Account 1)

transport (s1qf37gb)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-9999

Valid cases: 214  
Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Transport (Other Account(s))

extra staff (s1qf37h)

File: S1v3



extra staff (s1qf37h)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-26000

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Account 1)

extra staff (s1qf37hb)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Extra staff (Other Account(s))

other (s1qf37i)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-85267

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Other (Account 1)

other (s1qf37ib)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 214  
 Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

other (s1qf37ib)

File: S1v3

**Literal question**

In 2001, how much was spent out of accounts managed by the School alone on: Other (Other Account(s))

combination (s1qf37j)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-55000

Valid cases: 214  
Invalid: 0

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE SCHOOL ALONE:

teaching methods (s1qh1a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh1b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 0-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?

**Post question**

else (s1qh1b)

File: S1v3

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh1c)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

who enrolls (s1qh2a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh2b)

File: S1v3

else (s1qh2b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh2c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

class size (s1qh3a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this school - Most say

**Post question**

## class size (s1qh3a)

File: S1v3

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh3b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this school - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh3c)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## assessing students (s1qh4a)

File: S1v3

## assessing students (s1qh4a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh4b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this school - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh4c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

you (s1qh4c)

File: S1v3

According to you, who has the most say in assessing students in this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

policy for assesseing students (s1qh5a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh5b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh5c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

appointing teachers (s1qh6a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to this school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh6b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to this school - Who else has a say?

**Post question**



else (s1qh6b)

File: S1v3

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh6c)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in appointing a teacher to this school - How much say do you have?

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

assessing teachers (s1qh7a)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in assessing teachers in this school - Most say

#### Post question

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh7b)

File: S1v3

else (s1qh7b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this school - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh7c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

policy for assessing teachers (s1qh8a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Most say

**Post question**

## policy for assessing teachers (s1qh8a)

File: S1v3

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh8b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh8c)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## teacher promotion (s1qh9a)

File: S1v3

## teacher promotion (s1qh9a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh9b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh9c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

you (s1qh9c)

File: S1v3

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

discipline action against teachers (s1qh10a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh10b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh10c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

dismissing a teacher (s1qh11a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh11b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - Who else has a say?

**Post question**

else (s1qh11b)

File: S1v3

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh11c)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in dismissing a teacher from this school - How much say do you have?

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

selection for inservice (s1qh12a)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in deciding who attends in-service training - Most say

#### Post question

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh12b)

File: S1v3

else (s1qh12b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh12c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

level of project fees (s1qh13a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - Most say

**Post question**



## level of project fees (s1qh13a)

File: S1v3

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh13b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh13c)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## how to spend project fees (s1qh14a)

File: S1v3

## how to spend project fees (s1qh14a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh14b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh14c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

you (s1qh14c)

File: S1v3

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

spending school subsidy (s1qh15a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh15b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh15c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

upgrading school (s1qh16a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh16b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

**Post question**

else (s1qh16b)

File: S1v3

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh16c)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

maintenance provision (s1qh17a)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in deciding on maintenance work in this school - Most say

#### Post question

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh17b)

File: S1v3

else (s1qh17b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh17c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

constructing classrooms (s1qh18a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - Most say

**Post question**

## constructing classrooms (s1qh18a)

File: S1v3

Use codes from Key A

### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh18b)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

### Pre question

We are interested in who influences education decision making.

### Literal question

According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?

### Post question

Use codes from Key A

### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh18c)

File: S1v3

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

### Pre question

We are interested in who influences education decision making.

### Literal question

According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?

### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## organising pnc activities (s1qh19a)

File: S1v3

## organising pnc activities (s1qh19a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## else (s1qh19b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

## you (s1qh19c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**



you (s1qh19c)

File: S1v3

According to you, who has the most say in organizing PNC activities - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

organising community activites (s1qh20a)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities with the community - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh20b)

File: S1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities with the community - Who else has a say?

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh20c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities with the community - How much say do you have?

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

organising fundraising activities (s1qh21a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - Most say

**Post question**

Use codes from Key A

**Interviewer instructions**

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

else (s1qh21b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?

**Post question**

else (s1qh21b)

File: S1v3

Use codes from Key A

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

you (s1qh21c)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Pre question

We are interested in who influences education decision making.

#### Literal question

According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

#### Interviewer instructions

Remember that it is important to use the phrase, who has the most say? when you ask the questions on roles and responsibilities. Follow it up with, who else has a say?, and then, how much say do you have?

After some practice you will find this to be a straightforward question.

strength of school one (s1qi1a)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 41  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Literal question

What are the three major strengths and weaknesses of the school ? Strengths

weakness of school one (s1qi1b)

File: S1v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 41  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

#### Literal question

What are the three major strengths and weaknesses of the school ? Weaknesses

## strength of school two (s1qi2a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 41  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the three major strengths and weaknesses of the school ? Strengths

## weakness of school two (s1qi2b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 41  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the three major strengths and weaknesses of the school ? Weaknesses

## strength of school three (s1qi3a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 41  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the three major strengths and weaknesses of the school ? Strengths

## weakness of school three (s1qi3b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 41  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the three major strengths and weaknesses of the school ? Weaknesses

## school establishment 2000 (s1qj11a)

File: S1v3

**Overview**

## school establishment 2000 (s1qj11a)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teachers were, or are, supposed to be posted to this school? 2000

## school establishment 2001 (s1qj11b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teachers were, or are, supposed to be posted to this school? 2001

## school establishment 2002 (s1qj11c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 2-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teachers were, or are, supposed to be posted to this school? 2002

## number teachers posted 2000 (s1qj12a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teachers were actually working at this school? 2000

## number teachers posted 2001 (s1qj12b)

File: S1v3

**Overview**

## number teachers posted 2001 (s1qj12b)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teachers were actually working at this school? 2001

## number teachers posted 2002 (s1qj12c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many teachers were actually working at this school? 2002

## teacher shortfall exceeding one term 2000 (s1qj13a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If ever short of teachers: Were you short of teachers for more than one term? 2000

## teacher shortfall exceeding one term 2001 (s1qj13b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If ever short of teachers: Were you short of teachers for more than one term? 2001

## teacher shortfall exceeding one term 2002 (s1qj13c)

File: S1v3

**Overview**

## teacher shortfall exceeding one term 2002 (s1qj13c)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If ever short of teachers: Were you short of teachers for more than one term? 2002

## number new teachers 2000 (s1qj14a)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many new teachers were appointed to this school in each year? 2000

## number new teachers 2001 (s1qj14b)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many new teachers were appointed to this school in each year? 2001

## number new teachers 2002 (s1qj14c)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many new teachers were appointed to this school in each year? 2002

## how cover classes in short run (s1qj15)

File: S1v3

**Overview**

## how cover classes in short run (s1qj15)

File: S1v3

Type: Discrete  
 Format: numeric  
 Width: 44  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If teachers are absent for a short time how do you cover classes?

## how cover classes in long run (s1qj16)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 44  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If teachers are absent for a long time how do you cover classes?

## remoteness index (range 0-1) (remote)

File: S1v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.0321848317980766-0.723214268684387

Valid cases: 207  
 Invalid: 7  
 Minimum: 0  
 Maximum: 0.7  
 Mean: 0.3  
 Standard deviation: 0.1

## group(rem) (remgrp)

File: S1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 27  
 Decimals: 0  
 Range: 1-4

Valid cases: 209  
 Invalid: 5



## school identifier (id)

File: S2v3

**Overview**

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1
Decimals: 0	Maximum: 214
Range: 1-214	Mean: 107.5
	Standard deviation: 61.9

## name of school (school)

File: S2v3

**Overview**

Type: Discrete	Valid cases: 214
Format: character	Invalid: 0
Width: 30	

**Literal question**

Name of School

## province (province)

File: S2v3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-8	

**Literal question**

Province

## district (district)

File: S2v3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-20	

**Literal question**

District

## census unit identifier (census)

File: S2v3

**Overview**

Type: Discrete	Valid cases: 212
Format: character	Invalid: 0
Width: 16	

## census unit identifier (census)

File: S2v3

**Literal question**

Census enumeration area

## school code (code)

File: S2v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 214  
 Invalid: 0

**Literal question**

School code

## (weight)

File: S2v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 1  
 Standard deviation: 0.4

## name of interviewer (s2q1)

File: S2v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 213  
 Invalid: 0

**Literal question**

Name of Interviewer

## village (s2q7)

File: S2v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 30

Valid cases: 211  
 Invalid: 0

**Literal question**

Village

## interview date (s2q9)

File: S2v3

## interview date (s2q9)

File: S2v3

**Overview**

Type: Discrete  
Format: character  
Width: 14

Valid cases: 212  
Invalid: 0

**Literal question**

Interview Date

## respondents name (s2q10)

File: S2v3

**Overview**

Type: Discrete  
Format: character  
Width: 20

Valid cases: 213  
Invalid: 0

**Literal question**

Respondent's name

## gender (s2q11)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

Gender

## highest education (s2q12)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 45  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

Highest education level completed?

## file number (s2q13)

File: S2v3

**Overview**

Type: Discrete  
Format: character  
Width: 14

Valid cases: 214  
Invalid: 0

## file number (s2q13)

File: S2v3

**Literal question**

Teacher's File Number

## classes taught 2002 (s2q14)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 2-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Which class are you teaching in 2002?

**Interviewer instructions**

We want more than the grade here. Make sure that you get the class name such as 5b if the school uses alphabetical letters, or 5green if it uses colours or some other way of describing the class.

## multigrade class (s2q15)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is it a multigrade class?

## children in class (s2q16)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 13-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many children are enrolled in your class?

## number in attendance today (s2q17)

File: S2v3

**Overview**

## number in attendance today (s2q17)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of them are at school today?

## number missing more than 10 days (s2q18)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of your children miss more than 10 days in term 1, 2002?

## number of male absentees (s2q19)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 213  
 Invalid: 1

**Literal question**

How many of them are male students?

## number of female absentees (s2q20)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 212  
 Invalid: 2

**Literal question**

How many of them are female students?

## reason for absences (s2q21)

File: S2v3

**Overview**

## reason for absences (s2q21)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Why do they miss so many days?

## action taken (s2q22)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What actions does the school take in the case of students who miss a lot of days from school?

## number failing to re-enrolling in 2002 (s2q23)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many students from your class last year did not return to school this year?

## reasons for failing to re-enrol in 2002 (s2q24)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 22  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What were the reasons?

## children and food intake before school (s2q25)

File: S2v3

**Overview**

## children and food intake before school (s2q25)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many children in your class do not have an adequate amount of food before they come to school in the morning?

## children and food intake at school (s2q26)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many children in your class do not have an adequate amount of food at lunchtime?

## teaching methods (s2q27a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - Most say

## else (s2q27b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?

you (s2q27c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?

who enrolls (s2q28a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - Most say

else (s2q28b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - Who else has a say?

you (s2q28c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.



you (s2q28c)

File: S2v3

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

class size (s2q29a)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this school - Most say

else (s2q29b)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this school - Who else has a say?

you (s2q29c)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this school - How much say do you have?

assessing students (s2q30a)

File: S2v3

## assessing students (s2q30a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this school - Most say

## else (s2q30b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this school - Who else has a say?

## you (s2q30c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this school - How much say do you have?

## policy for assessing students (s2q31a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## policy for assessing students (s2q31a)

File: S2v3

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Most say

## else (s2q31b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

## you (s2q31c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

## appointing teachers (s2q32a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to this school - Most say

## else (s2q32b)

File: S2v3

else (s2q32b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to this school - Who else has a say?

you (s2q32c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to this school - How much say do you have?

assessing teachers (s2q33a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this school - Most say

else (s2q33b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (s2q33b)

File: S2v3

**Literal question**

According to you, who has the most say in assessing teachers in this school - Who else has a say?

you (s2q33c)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this school - How much say do you have?

policy for assessing teachers (s2q34a)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Most say

else (s2q34b)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?

you (s2q34c)

File: S2v3

you (s2q34c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

teacher promotion (s2q35a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Most say

else (s2q35b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

you (s2q35c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

you (s2q35c)

File: S2v3

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

discipline action against teachers (s2q36a)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say

else (s2q36b)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

you (s2q36c)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?

dismissing a teacher (s2q37a)

File: S2v3

## dismissing a teacher (s2q37a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - Most say

## else (s2q37b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - Who else has a say?

## you (s2q37c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - How much say do you have?

## selection for inservice (s2q38a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.



## selection for inservice (s2q38a)

File: S2v3

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Most say

## else (s2q38b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

## you (s2q38c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

## level of project fees (s2q39a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - Most say

## else (s2q39b)

File: S2v3

else (s2q39b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - Who else has a say?

you (s2q39c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - How much say do you have?

how to spend project fees (s2q40a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Most say

else (s2q40b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (s2q40b)

File: S2v3

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

you (s2q40c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

spending school subsidy (s2q41a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - Most say

else (s2q41b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?

you (s2q41c)

File: S2v3

you (s2q41c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?

upgrading school (s2q42a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

else (s2q42b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

you (s2q42c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

you (s2q42c)

File: S2v3

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

maintenance provision (s2q43a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - Most say

else (s2q43b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?

you (s2q43c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

## constructing classrooms (s2q44a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - Most say

## else (s2q44b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?

## you (s2q44c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?

## organising pnc activities (s2q45a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## organising pnc activities (s2q45a)

File: S2v3

**Literal question**

According to you, who has the most say in organizing PNC activities - Most say

## else (s2q45b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - Who else has a say?

## you (s2q45c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - How much say do you have?

## organising community activities (s2q46a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities with the community - Most say

## else (s2q46b)

File: S2v3

else (s2q46b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities with the community - Who else has a say?

you (s2q46c)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities with the community - How much say do you have?

organising fundraising activities (s2q47a)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - Most say

else (s2q47b)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.



else (s2q47b)

File: S2v3

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?

you (s2q47c)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

time preparing lessons (s2q48)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 18  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

How many hours do you spend each week preparing lessons and marking student work?

sufficient textbooks (s2q49)

File: S2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

Do you have sufficient textbooks for student use in your classroom?

production of teaching aids (s2q50)

File: S2v3

**Overview**

## production of teaching aids (s2q50)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are you able to produce the teaching aids that you need for use in your classroom?

## why not? (s2q51)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No, why not?

## number of desks (s2q52)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do you have enough desks in your classroom for all of the students?

## number needed (s2q53)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Literal question**

If No, how many more desks do you need?

## class budget (s2q54)

File: S2v3

**Overview**

## class budget (s2q54)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the Head Teacher allocate any money for you to spend for your classroom?

## amount (s2q55)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 20-15000

Valid cases: 213  
 Invalid: 1

**Literal question**

If Yes, how much were you allocated?

## items purchased from the allocation (s2q56)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What did you spend it on?

## regular staff meetings (s2q57)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school have regular staff meetings?

## contribution to decision-making (s2q58)

File: S2v3

**Overview**

## contribution to decision-making (s2q58)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are you encouraged to contribute to decision-making within the school?

## 30 day absence rule enforcement (s2q59)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school enforce the 30-day rule relating to absences and termination of students?

## school lunch policy (s2q60)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school have a rule for children about bringing lunches to school?

## nature of lunch policy (s2q61)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, what is it?

## interest level of parents (s2q62)

File: S2v3

**Overview**

## interest level of parents (s2q62)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How would you describe the interest level of parents toward the school?

## local community involvement (s2q63)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Have you involved the local community in classroom activities?

## in what ways (s2q64)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, in what ways?

## bom assistance (s2q65)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Has the BOM helped you as a teacher?

## in what ways (s2q66)

File: S2v3

**Overview**

## in what ways (s2q66)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 28  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, in what ways?

## children out of school (s2q67)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many primary age children in this area would you estimate are not enrolled in school?

## school action to enroll children (s2q68)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school take any actions to try to enrol these children?

## availability of counseling services (s2q69)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school provide any counselling services for students who are having difficulties at school?

## inability to pay fees (s2q70)

File: S2v3

**Overview**

## inability to pay fees (s2q70)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What happens to a student if he/she is unable to pay fees?

## community assists needy families (s2q71)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the community assist families of needy students?

## current teacher level (s2q72)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What is your current teacher level?

## paid at the correct level (s2q73)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are you being paid at that level?

## pay on time (s2q74)

File: S2v3

**Overview**

## pay on time (s2q74)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you usually get your pay on time in 2001?

## length of delay in 2001 (s2q75)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 17  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No, how many weeks on average was it delayed in 2001?

## receive allowances (s2q76)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did you get paid the allowances that you were eligible for in 2001?

## unpaid allowances (s2q77)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 19  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No, which allowances?

## supplementary income (s2q78)

File: S2v3

**Overview**



## supplementary income (s2q78)

File: S2v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do you have to supplement your income after school?

## nature of supplementary work (s2q79)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 22  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do you do to get that income?

## amount earned (s2q80)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How much do you make on average each week?

## income of family members (s2q81)

File: S2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does anyone else in your family who lives with you earn money?

## amount earned (s2q82)

File: S2v3

**Overview**

amount earned (s2q82)

File: S2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

How much do they earn on average each week?

(id)

File: S3v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-214

Valid cases: 214  
 Invalid: 0  
 Minimum: 1  
 Maximum: 214  
 Mean: 107.5  
 Standard deviation: 61.9

name of school (school)

File: S3v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 30

Valid cases: 214  
 Invalid: 0

**Literal question**

Name of School

province (province)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-8

Valid cases: 214  
 Invalid: 0

**Literal question**

Province

district (district)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-20

Valid cases: 214  
 Invalid: 0

**Literal question**

District

census unit identifier (census)

File: S3v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 15

Valid cases: 212  
 Invalid: 0

## census unit identifier (census)

File: S3v3

**Literal question**

Census enumeration area

## school code (code)

File: S3v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 214  
 Invalid: 0

**Literal question**

School code

## (weight)

File: S3v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 1  
 Standard deviation: 0.4

## name of interviewer (s3q1)

File: S3v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 213  
 Invalid: 0

**Literal question**

Name of Interviewer

## district (s3q7)

File: S3v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 18

Valid cases: 213  
 Invalid: 0

## interview date (s3q9)

File: S3v3

**Overview**

## interview date (s3q9)

File: S3v3

Type: Discrete  
Format: character  
Width: 14

Valid cases: 214  
Invalid: 0

**Literal question**

Interview Date

## name (s3q10)

File: S3v3

**Overview**

Type: Discrete  
Format: character  
Width: 24

Valid cases: 213  
Invalid: 0

**Literal question**

Name

## gender (s3q11)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

Gender

## age (s3q12)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 21-999

Valid cases: 214  
Invalid: 0

**Literal question**

Age

## chairperson of board of management (s3q13)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

## chairperson of board of management (s3q13)

File: S3v3

**Literal question**

Are you the BOM Chairman?

## position (s3q14)

File: S3v3

**Overview**

Type: Discrete

Format: character

Width: 20

Valid cases: 214

Invalid: 0

**Literal question**

If No: What is your position?

## born in district (s3q15)

File: S3v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Literal question**

Were you born in this district?

## born in province (s3q16)

File: S3v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Literal question**

Were you born in this province?

## level of schooling (s3q17)

File: S3v3

**Overview**

Type: Discrete

Format: numeric

Width: 14

Decimals: 0

Range: 1-999

Valid cases: 214

Invalid: 0

**Literal question**

How much schooling have you got?

## joint account (s3q18)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is there a joint account managed by the school and the BOM?

## separate school account (s3q19)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is there a separate account managed by the school?

## separate bom account (s3q20)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is there a separate account managed by the BOM?

## other accounts (s3q21)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are there any other accounts?

## maintenance (s3q22a)

File: S3v3

**Overview**

## maintenance (s3q22a)

File: S3v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-67000

Valid cases: 208  
 Invalid: 6

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Maintenance

## infrastructure (s3q22b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-100000

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Infrastructure

## basic materials (s3q22c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-60000

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Basic materials

## textbooks (s3q22d)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-87923

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**



## textbooks (s3q22d)

File: S3v3

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Textbooks

## consumables (s3q22e)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-60000

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Consumables / Expendable items

## equipment (s3q22f)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-23000

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Equipment

## transport (s3q22g)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-9999

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Transport

## additional staff (s3q22h)

File: S3v3

## additional staff (s3q22h)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-25020

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Extra staff

## other (s3q22i)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-85267

Valid cases: 208  
 Invalid: 6

**Pre question**

IF THERE IS A JOINT ACCOUNT MANAGED BY THE SCHOOL AND THE BOM

**Literal question**

In 2001, how much was spent out of the joint account managed by the school and the BOM on: Other

## maintenance (s3q23a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-90000

Valid cases: 211  
 Invalid: 3

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Maintenance

## infrastructure (s3q23b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-93604

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

## infrastructure (s3q23b)

File: S3v3

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Infrastructure

## basic materials (s3q23c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-74073

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Basic materials

## textbooks (s3q23d)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-61277

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Textbooks

## consumables (s3q23e)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-25669

Valid cases: 209  
 Invalid: 5

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Consumables / Expendable items

## equipment (s3q23f)

File: S3v3

## equipment (s3q23f)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-40000

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Equipment

## transport (s3q23g)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-10000

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Transport

## additional staff (s3q23h)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-37391

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Extra staff

## other (s3q23i)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-85890

Valid cases: 210  
 Invalid: 4

**Pre question**

IF THERE ARE ACCOUNTS MANAGED BY THE BOM ALONE

other (s3q23i)

File: S3v3

**Literal question**

In 2001, how much was spent out of accounts managed by the BOM alone on: Other

teaching methods (s3q24a)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - Most say

who else (s3q24b)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - Who else has a say?

you (s3q24c)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this school - How much say do you have?

who enrolls (s3q25a)

File: S3v3

## who enrolls (s3q25a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - Most say

## who else (s3q25b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - Who else has a say?

## you (s3q25c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding who enrolls at this school - How much say do you have?

## class size (s3q26a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

## class size (s3q26a)

File: S3v3

**Literal question**

According to you, who has the most say in deciding class size in this school - Most say

## who else (s3q26b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding class size in this school - Who else has a say?

## you (s3q26c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding class size in this school - How much say do you have?

## assessing students (s3q27a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in assessing students in this school - Most say

## who else (s3q27b)

File: S3v3

who else (s3q27b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in assessing students in this school - Who else has a say?

you (s3q27c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in assessing students in this school - How much say do you have?

policy for assessing students (s3q28a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Most say

who else (s3q28b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making



who else (s3q28b)

File: S3v3

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

you (s3q28c)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

appointing teachers (s3q29a)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in appointing a teacher to this school - Most say

who else (s3q29b)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in appointing a teacher to this school - Who else has a say?

you (s3q29c)

File: S3v3

you (s3q29c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in appointing a teacher to this school - How much say do you have?

assessing teachers (s3q30a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in assessing teachers in this school - Most say

who else (s3q30b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in assessing teachers in this school - Who else has a say?

you (s3q30c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

you (s3q30c)

File: S3v3

**Literal question**

According to you, who has the most say in assessing teachers in this school - How much say do you have?

policy for assessing teachers (s3q31a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Most say

who else (s3q31b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Who else has a say?

you (s3q31c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

teacher promotion (s3q32a)

File: S3v3

## teacher promotion (s3q32a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Most say

## who else (s3q32b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

## you (s3q32c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

## discipline action against teachers (s3q33a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

## discipline action against teachers (s3q33a)

File: S3v3

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - Most say

## who else (s3q33b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - Who else has a say?

## you (s3q33c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this school - How much say do you have?

## dismissing a teacher (s3q34a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - Most say

## who else (s3q34b)

File: S3v3

who else (s3q34b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - Who else has a say?

you (s3q34c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in dismissing a teacher from this school - How much say do you have?

selection for inservice (s3q35a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Most say

who else (s3q35b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making

who else (s3q35b)

File: S3v3

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

you (s3q35c)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

level of project fees (s3q36a)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding the level of project fees - Most say

who else (s3q36b)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 213  
Invalid: 1

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding the level of project fees - Who else has a say?

you (s3q36c)

File: S3v3

you (s3q36c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding the level of project fees - How much say do you have?

how to spend project fee (s3q37a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Most say

who else (s3q37b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

you (s3q37c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making



you (s3q37c)

File: S3v3

**Literal question**

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

spending school subsidy (s3q38a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - Most say

who else (s3q38b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - Who else has a say?

you (s3q38c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding how to spend school subsidy - How much say do you have?

upgrading school (s3q39a)

File: S3v3

## upgrading school (s3q39a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

## who else (s3q39b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

## you (s3q39c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 213  
 Invalid: 1

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

## maintenance provision (s3q40a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

## maintenance provision (s3q40a)

File: S3v3

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - Most say

## who else (s3q40b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - Who else has a say?

## you (s3q40c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding on maintenance work in this school - How much say do you have?

## constructing classrooms (s3q41a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - Most say

who else (s3q41b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - Who else has a say?

you (s3q41c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to build a new classroom in this school - How much say do you have?

organising pnc activities (s3q42a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in organizing PNC activities - Most say

who else (s3q42b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

who else (s3q42b)

File: S3v3

**Literal question**

According to you, who has the most say in organizing PNC activities - Who else has a say?

you (s3q42c)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in organizing PNC activities - How much say do you have?

organising community activities (s3q43a)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in organizing activities with the community - Most say

who else (s3q43b)

File: S3v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in organizing activities with the community - Who else has a say?

you (s3q43c)

File: S3v3

you (s3q43c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in organizing activities with the community - How much say do you have?

organising fundraising activities (s3q44a)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - Most say

who else (s3q44b)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - Who else has a say?

you (s3q44c)

File: S3v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making

you (s3q44c)

File: S3v3

**Literal question**

According to you, who has the most say in deciding to have a fete or fundraising - How much say do you have?

## school identifier (id)

File: S4v3

**Overview**

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1
Decimals: 0	Maximum: 214
Range: 1-214	Mean: 107.5
	Standard deviation: 61.9

## name of school (school)

File: S4v3

**Overview**

Type: Discrete	Valid cases: 214
Format: character	Invalid: 0
Width: 30	

**Literal question**

Name of School

## province (province)

File: S4v3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-8	

**Literal question**

Province

## district (district)

File: S4v3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-20	

**Literal question**

District

## census unit identifier (census)

File: S4v3

**Overview**

Type: Discrete	Valid cases: 212
Format: character	Invalid: 0
Width: 15	



## census unit identifier (census)

File: S4v3

**Literal question**

Census enumeration area

## school code (code)

File: S4v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 214  
 Invalid: 0

**Literal question**

School code

## (weight)

File: S4v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 1  
 Standard deviation: 0.4

## name of interviewer (s4q1)

File: S4v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 30

Valid cases: 213  
 Invalid: 0

**Literal question**

Name of Interviewer

## village (s4q7)

File: S4v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 15

Valid cases: 213  
 Invalid: 0

**Literal question**

Village

## interview date (s4q9)

File: S4v3

## interview date (s4q9)

File: S4v3

**Overview**

Type: Discrete  
Format: character  
Width: 15

Valid cases: 212  
Invalid: 0

**Literal question**

Interview Date

## gender (s4q10)

File: S4v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

Gender of Respondent

## graduate of this school (s4q11)

File: S4v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

Did you go to this school as a student?

## highest level of schooling of parent (s4q12)

File: S4v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 214  
Invalid: 0

**Literal question**

How much schooling have you got?

## number of children (s4q13)

File: S4v3

**Overview**

## number of children (s4q13)

File: S4v3

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0  
 Minimum: 0  
 Maximum: 999  
 Mean: 9.2  
 Standard deviation: 68

**Literal question**

How many children do you have?

## alternative school (s4q14)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is there another school that your children could go to?

## reason for choosing this school (s4q15)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 17  
 Decimals: 0  
 Range: 1-999

Valid cases: 211  
 Invalid: 3

**Literal question**

If Yes, why did you choose this school?

## number visits to school (s4q16)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How often do you visit the school?

## reasons for visits (s4q17)

File: S4v3

**Overview**

## reasons for visits (s4q17)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 22  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the reasons for visiting the school?

## child likes this school (s4q18)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do your children like this school?

## comments about school (s4q19)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do your children say about this school?

## school enrolment (s4q20)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

How many of the school age children in this community go to school

## reasons for not enrolling in school (s4q21)

File: S4v3

**Overview**

## reasons for not enrolling in school (s4q21)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 26  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If some children do not go to school, why don't they go to school?

## help for children with high absences (s4q22)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What should be done about children who stay away from school a lot?

## teacher punctuality (s4q23)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Are teachers usually in class on time each day?

## teacher attendance (s4q24)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do teachers spend most school days teaching at the school?

## head teacher mixes with community (s4q25)

File: S4v3

**Overview**

## head teacher mixes with community (s4q25)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the Head Teacher visit the local community and mix with parents?

## teachers mix with community (s4q26)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do the teachers visit the local community and mix with parents?

## activities of bom (s4q27)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 20  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What does the BOM do?

## effectiveness of bom (s4q28)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does it do a good job?

## problems affecting school (s4q29a)

File: S4v3

**Overview**

## problems affecting school (s4q29a)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 31  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four biggest problems facing the school?

## problems affecting school (s4q29b)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 31  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four biggest problems facing the school?

## problems affecting school (s4q29c)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 31  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four biggest problems facing the school?

## problems affecting school (s4q29d)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 31  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What are the four biggest problems facing the school?

## paying for education (s4q30)

File: S4v3

**Overview**

## paying for education (s4q30)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 27  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Who should pay for the cost of education?

## involvement in setting school fee (s4q31)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Were you involved when the school fee was set in 2001?

## should you be involved (s4q32)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No, should you have been involved?

**Post question**

(NOW GO TO Q36)

## how were you involved (s4q33)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, in what way were you involved?

## level of fee (s4q34)

File: S4v3



## level of fee (s4q34)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What did you think about the level of the school fee in 2001?

## involvement in setting project fee (s4q35)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Were you involved when the project fee was set in 2001?

## should you be involved (s4q36)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If No, should you have been involved?

**Post question**

(NOW GO TO Q38)

## how were you involved (s4q37)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 30  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, in what way were you involved?

## level of fee (s4q38)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What did you think about the level of the project fee in 2001?

## paid fees in 2001 (s4q39)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 16  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

In 2001, were you able to pay the fees set by the school?

## help for poor families (s4q40)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If a family is poor, what kind of help should it get to send children to school?

## who gives help (s4q41)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Who should give help?

## reasons for attending school (s4q42)

File: S4v3

**Overview**

## reasons for attending school (s4q42)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 27  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Why do you send your children to school?

## school assisting child (s4q43)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Will this school help your child to achieve that goal?

## mp helped schools in 2001 (s4q44)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the MP for this electorate help this school in 2001?

## nature of help in 2001 (s4q45)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 23  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, what form of help did the MP give?

## mp help school in 2002 (s4q46)

File: S4v3

**Overview**

## mp help school in 2002 (s4q46)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Did the MP for this electorate help this school in 2002?

## nature of help in 2002 (s4q47)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 22  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes, what form of help did the MP give?

## pnc established (s4q48)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is there a PNC at this school?

## number times met in 2001 (s4q49)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: How many times did the PNC meet in 2001?

## number times met in 2002 (s4q50)

File: S4v3

**Overview**

## number times met in 2002 (s4q50)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: How many times has the PNC met in 2002?

## date last meeting (s4q51)

File: S4v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 15

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: When was the last PNC meeting?

## percentage of parents attending (s4q52)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: What percentage of parents attend PNC meetings?

## parents collect assessment reports (s4q53)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do parents come to the school to collect assessment reports when these are ready?

## percentage of parents collecting (s4q54)

File: S4v3

**Overview**

## percentage of parents collecting (s4q54)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: What percentage of parents do this?

## meetings with parents (s4q55)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the head teacher or BOM ever call a meeting to discuss school issues with parents?

## percentage of parents attending (s4q56)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 214  
 Invalid: 0

**Literal question**

If Yes: What percentage of parents attend?

## community as learning site (s4q57)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do teachers ever take children out of the classroom to learn in the community?

## community involvement in school (s4q58)

File: S4v3

**Overview**

## community involvement in school (s4q58)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the school invite community members to help develop school programs and activities?

## teachers organize community activities (s4q59)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do teachers organize community activities such as adult classes, sporting competitions?

## community and cultural activities (s4q60)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Do community members teach cultural activities in the school?

## school use of village land (s4q61)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Does the village or community allow the school to use its land for agricultural classes?

## school use for meetings (s4q62a)

File: S4v3

**Overview**

## school use for meetings (s4q62a)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the school ever used by the community for community meetings in a school

## school use for adult classes (s4q62b)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the school ever used by the community for adult education classes

## school use for sports (s4q62c)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

Is the school ever used by the community for adult sports activities

## like about school (s4q63a1)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do you like about the school?

## dislike about school (s4q63b1)

File: S4v3

**Overview**



## dislike about school (s4q63b1)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What don't you like about the school?

## like about school (s4q63a2)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 27  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do you like about the school?

## dislike about school (s4q63b2)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What don't you like about the school?

## like about school (s4q63a3)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do you like about the school?

## dislike about school (s4q63b3)

File: S4v3

**Overview**

## dislike about school (s4q63b3)

File: S4v3

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What don't you like about the school?

## like about school (s4q63a4)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do you like about the school?

## dislike about school (s4q63b4)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What don't you like about the school?

## other parents thoughts (s4q63c)

File: S4v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 26  
 Decimals: 0  
 Range: 1-999

Valid cases: 214  
 Invalid: 0

**Literal question**

What do other parents think about the school?

## school ID (id)

File: S1Jtv3

**Overview**

Type: Continuous	Valid cases: 1742
Format: numeric	Invalid: 0
Width: 9	Minimum: 1
Decimals: 0	Maximum: 214
Range: 1-214	Mean: 114.5
	Standard deviation: 59

## School Name (school)

File: S1Jtv3

**Overview**

Type: Discrete	Valid cases: 1742
Format: character	Invalid: 0
Width: 24	

## Province (province)

File: S1Jtv3

**Overview**

Type: Discrete	Valid cases: 1742
Format: numeric	Invalid: 0
Width: 25	
Decimals: 0	
Range: 1-8	

## District (district)

File: S1Jtv3

**Overview**

Type: Discrete	Valid cases: 1742
Format: numeric	Invalid: 0
Width: 19	
Decimals: 0	
Range: 1-20	

## Census Number (census)

File: S1Jtv3

**Overview**

Type: Discrete	Valid cases: 1736
Format: character	Invalid: 0
Width: 15	

## Code (code)

File: S1Jtv3

**Overview**

## Code (code)

File: S1Jtv3

Type: Discrete  
 Format: character  
 Width: 9

Valid cases: 1742  
 Invalid: 0

## School Weight (weight)

File: S1Jtv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 1742  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 0.7  
 Standard deviation: 0.5

## Teacher ID (s1qj21)

File: S1Jtv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-36

Valid cases: 1742  
 Invalid: 0  
 Minimum: 1  
 Maximum: 36  
 Mean: 8.4  
 Standard deviation: 7.2

## Teacher Name (s1qj22)

File: S1Jtv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 1742  
 Invalid: 0

**Literal question**

Name

## Teacher File Number (s1qj23)

File: S1Jtv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 9

Valid cases: 1733  
 Invalid: 0

**Literal question**

File number

## Grade (s1qj24)

File: S1Jtv3

**Overview**

Type: Discrete  
Format: character  
Width: 15

Valid cases: 1676  
Invalid: 0

**Literal question**

What grade(s) does the teacher teach?

## Gender (s1qj25)

File: S1Jtv3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 1742  
Invalid: 0

**Literal question**

Gender

## Age (s1qj26)

File: S1Jtv3

**Overview**

Type: Discrete  
Format: numeric  
Width: 12  
Decimals: 0  
Range: 1-99

Valid cases: 1740  
Invalid: 2

**Literal question**

Age

## Present Level (s1qj27)

File: S1Jtv3

**Overview**

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 1725  
Invalid: 17  
Minimum: 1  
Maximum: 999  
Mean: 7.6  
Standard deviation: 38.8

**Literal question**

Present level

## Present today (s1qj28)

File: S1Jtv3

**Overview**

## Present today (s1qj28)

File: S1Jtv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 1742  
 Invalid: 0

**Literal question**

Is the teacher at the school today?

## selected for indepth study (s1qj29)

File: S1Jtv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 1742  
 Invalid: 0

**Literal question**

Selected for indepth section

**Post question**

IN ADDITION TO THE HEAD TEACHER, SELECT TWO TEACHERS. TEACHER 1 FROM GRADES 3 OR 4 - TEACHER 2 FROM GRADES 6, 7 OR 8.

CHOOSE THE TEACHER IN EACH GROUP BY TAKING THE ONE WHOSE FAMILY NAME IS FIRST IN ALPHABETICAL ORDER

## school ID (id)

File: S1Jiv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-214

Valid cases: 497  
 Invalid: 0  
 Minimum: 1  
 Maximum: 214  
 Mean: 110.5  
 Standard deviation: 61.2

## School Name (school)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 24

Valid cases: 497  
 Invalid: 0

## Province (province)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 1-8

Valid cases: 497  
 Invalid: 0

## District (district)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 19  
 Decimals: 0  
 Range: 1-20

Valid cases: 497  
 Invalid: 0

## Census Number (census)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 15

Valid cases: 495  
 Invalid: 0

## Code (code)

File: S1Jiv3

**Overview**

## Code (code)

File: S1Jiv3

Type: Discrete  
 Format: character  
 Width: 9

Valid cases: 497  
 Invalid: 0

## School Weight (weight)

File: S1Jiv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 497  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 1  
 Standard deviation: 0.5

## Teacher ID (s1qj21)

File: S1Jiv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-27

Valid cases: 497  
 Invalid: 0  
 Minimum: 1  
 Maximum: 27  
 Mean: 3.7  
 Standard deviation: 4.3

## Teacher Name (s1qj22)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 497  
 Invalid: 0

**Literal question**

Name

## Teacher File Number (s1qj23)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 9

Valid cases: 496  
 Invalid: 0

**Literal question**

File number



## Grade (s1qj24)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 15

Valid cases: 487  
 Invalid: 0

**Literal question**

What grade(s) does the teacher teach?

## Gender (s1qj25)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 497  
 Invalid: 0

**Literal question**

Gender

## Age (s1qj26)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 12  
 Decimals: 0  
 Range: 1-99

Valid cases: 496  
 Invalid: 1

**Literal question**

Age

## Present Level (s1qj27)

File: S1Jiv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 493  
 Invalid: 4  
 Minimum: 1  
 Maximum: 99  
 Mean: 5.4  
 Standard deviation: 15.5

**Literal question**

Present level

## Present today (s1qj28)

File: S1Jiv3

**Overview**

## Present today (s1qj28)

File: S1Jiv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 497  
 Invalid: 0

**Literal question**

Is the teacher at the school today?

## selected for indepth study (s1qj29)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 497  
 Invalid: 0

**Literal question**

Selected for indepth section

**Post question**

IN ADDITION TO THE HEAD TEACHER, SELECT TWO TEACHERS. TEACHER 1 FROM GRADES 3 OR 4 - TEACHER 2 FROM GRADES 6, 7 OR 8.

CHOOSE THE TEACHER IN EACH GROUP BY TAKING THE ONE WHOSE FAMILY NAME IS FIRST IN ALPHABETICAL ORDER.

## identification number (s1qj210)

File: S1Jiv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-27

Valid cases: 497  
 Invalid: 0  
 Minimum: 1  
 Maximum: 27  
 Mean: 3.7  
 Standard deviation: 4.3

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Teacher ID

## born in district (s1qj211)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-99

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

born in district (s1qj211)

File: S1Jiv3

**Literal question**

Born in this district?

born in province (s1qj212a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-99

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Born in this province?

years teaching (s1qj213a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-99

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Number of years as teacher

years in this school (s1qj214a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 0-99

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Number of years teaching in this school

highest education level (s1qj215a)

File: S1Jiv3

## highest education level (s1qj215a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-99

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Highest education completed

## date started 2002 (s1qj216a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

When did the teacher report for work this year (2002)?

## present today (s1qj217a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Is the teacher present today?

## length of absence (s1qj218a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

## length of absence (s1qj218a)

File: S1Jiv3

If no: How many days has the teacher been away?

## reasons (s1qj219a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If no: Why is the teacher away?

## total days absent (s1qj220a)

File: S1Jiv3

**Overview**

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

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

How many days has this teacher been away from school since they reported for work?

## attended approved inservice activities 2000, 2001 (s1qj221a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Did this teacher attended any approved inservice activity in 2000, 2001, or 2002?

## name of course (s1qj222a)

File: S1Jiv3

**Overview**

## name of course (s1qj222a)

File: S1Jiv3

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If yes: What was the name of the course?

## length of course in weeks (s1qj223a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If yes: How long was the course?

## who paid (s1qj224a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If yes: Who paid for the course?

## school provides accommodation (s1qj225a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

## school provides accommodation (s1qj225a)

File: S1Jiv3

Does this teacher live in a school provided house?

## who owns house (s1qj226a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If school provided house: Who owns the house that the teacher lives in?

## amount of rent paid in kina per fortnight (s1qj227a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If school provided house: How much rent is paid fortnightly?

## type of housing (s1qj228a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If school provided house: What construction type is the house in which the teacher currently lives

## net salary per fortnight in kina (s1qj229a)

File: S1Jiv3

**Overview**

## net salary per fortnight in kina (s1qj229a)

File: S1Jiv3

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-502

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

How much does the teacher receive in salary in each fortnight?

## amount of deductions per fortnight (s1qj230a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

How much is automatically deducted from the payslip?

## gross salary per fortnight in kina (s1qj231a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-1098

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

[Check] So the total amount is [add previous two questions]

## method of payment (s1qj232a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**



## method of payment (s1qj232a)

File: S1Jiv3

How is the teacher paid?

## last supposed pay date (s1qj233a)

File: S1Jiv3

**Overview**

Type: Discrete

Format: character

Width: 14

Valid cases: 497

Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

When was the last time this teacher was supposed to be paid

## last actual pay date (s1qj234a)

File: S1Jiv3

**Overview**

Type: Discrete

Format: character

Width: 14

Valid cases: 497

Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

When was the last time this teacher was actually paid

## how many weeks before teacher could access money (s1qj235a)

File: S1Jiv3

**Overview**

Type: Discrete

Format: numeric

Width: 8

Decimals: 0

Range: 1-999

Valid cases: 497

Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

How long after the salary was paid was the teacher able to spend the money?

## leave fare entitlement (s1qj236a)

File: S1Jiv3

**Overview**

## leave fare entitlement (s1qj236a)

File: S1Jiv3

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

Was this teacher eligible for a leave fare last year (2001)?

## which province (s1qj237a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If yes Which province was that leave fare for?

## amount of allowances paid in kina per year (s1qj238a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 0-6240

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

How much does the teacher receive in additional monetary allowances (per year)?

## allowances not paid (s1qj239a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

## allowances not paid (s1qj239a)

File: S1Jiv3

Were there allowances that the teacher was eligible for that they didn't get in 2001

## which allowances (s1qj240a)

File: S1Jiv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 8  
 Decimals: 0  
 Range: 1-999

Valid cases: 497  
 Invalid: 0

**Pre question**

Information about head teacher and selected other teachers

**Literal question**

If yes: Which allowances?

## school identifier (id)

File: S1Kv3

**Overview**

Type: Continuous	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	Minimum: 1
Decimals: 0	Maximum: 214
Range: 1-214	Mean: 107.5
	Standard deviation: 61.9

## name of school (school)

File: S1Kv3

**Overview**

Type: Discrete	Valid cases: 214
Format: character	Invalid: 0
Width: 30	

## province (province)

File: S1Kv3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-8	

## district (district)

File: S1Kv3

**Overview**

Type: Discrete	Valid cases: 214
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-20	

## census unit identifier (census)

File: S1Kv3

**Overview**

Type: Discrete	Valid cases: 212
Format: character	Invalid: 0
Width: 15	

## school code (code)

File: S1Kv3

**Overview**

## school code (code)

File: S1Kv3

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 214  
 Invalid: 0

## (weight)

File: S1Kv3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
 Invalid: 0  
 Minimum: 0.2  
 Maximum: 1.7  
 Mean: 1  
 Standard deviation: 0.4

## school type (s1qkb)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 209  
 Invalid: 5

## number of gd 1 classes (s1qk11a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 1

## number of gd 2 classes (s1qk11b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 2

## number of gd 3 classes (s1qk11c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 3

## number of gd 4 classes (s1qk11d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 4

## number of gd 5 classes (s1qk11e)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 5

## number of gd 6 classes (s1qk11f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 6

## number of gd 7 classes (s1qk11g)

File: S1Kv3

**Overview**

## number of gd 7 classes (s1qk11g)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 7

## number of gd 8 classes (s1qk11h)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many classes are there at each grade at this school? Grade 8

## number of gd 1 boys 2000 (s1qk21a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Pre question**

If there is only one class per grade, fill in the following and skip to question 3

If there is more than one class per grade, fill in the table for Class "A" and then for "B" and "C" as needed.

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2000

## number of gd 1 girls 2000 (s1qk21b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2000

## number of gd 2 boys 2000 (s1qk22a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2000

## number of gd 2 girls 2000 (s1qk22b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2000

## number of gd 3 boys 2000 (s1qk23a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2000

## number of gd 3 girls 2000 (s1qk23b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2000

## number of gd 4 boys 2000 (s1qk24a)

File: S1Kv3

**Overview**



## number of gd 4 boys 2000 (s1qk24a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2000

## number of gd 4 girls 2000 (s1qk24b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2000

## number of gd 5 boys 2000 (s1qk25a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2000

## number of gd 5 girls 2000 (s1qk25b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2000

## number of gd 6 boys 2000 (s1qk26a)

File: S1Kv3

**Overview**

## number of gd 6 boys 2000 (s1qk26a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2000

## number of gd 6 girls 2000 (s1qk26b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2000

## number of gd 7 boys 2000 (s1qk27a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2000

## number of gd 7 girls 2000 (s1qk27b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2000

## number of gd 8 boys 2000 (s1qk28a)

File: S1Kv3

**Overview**

## number of gd 8 boys 2000 (s1qk28a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2000

## number of gd 8 girls 2000 (s1qk28b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2000

## number of gd 1 boys 2001 (s1qk21c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2001

## number of gd 1 girls 2001 (s1qk21d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2001

## number of gd 2 boys 2001 (s1qk22c)

File: S1Kv3

**Overview**

## number of gd 2 boys 2001 (s1qk22c)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2001

## number of gd 2 girls 2001 (s1qk22d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2001

## number of gd 3 boys 2001 (s1qk23c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2001

## number of gd 3 girls 2001 (s1qk23d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2001

## number of gd 4 boys 2001 (s1qk24c)

File: S1Kv3

**Overview**

## number of gd 4 boys 2001 (s1qk24c)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2001

## number of gd 4 girls 2001 (s1qk24d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2001

## number of gd 5 boys 2001 (s1qk25c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2001

## number of gd 5 girls 2001 (s1qk25d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2001

## number of gd 6 boys 2001 (s1qk26c)

File: S1Kv3

**Overview**

## number of gd 6 boys 2001 (s1qk26c)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2001

## number of gd 6 girls 2001 (s1qk26d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2001

## number of gd 7 boys 2001 (s1qk27c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2001

## number of gd 7 girls 2001 (s1qk27d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2001

## number of gd 8 boys 2001 (s1qk28c)

File: S1Kv3

**Overview**

## number of gd 8 boys 2001 (s1qk28c)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2001

## number of gd 8 girls 2001 (s1qk28d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2001

## number of gd 1 boys 2002 (s1qk21e)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Boys, 2002

## number of gd 1 girls 2002 (s1qk21f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 1(A) Girls, 2002

## number of gd 2 boys 2002 (s1qk22e)

File: S1Kv3

**Overview**

## number of gd 2 boys 2002 (s1qk22e)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Boys, 2002

## number of gd 2 girls 2002 (s1qk22f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 2(A) Girls, 2002

## number of gd 3 boys 2002 (s1qk23e)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Boys, 2002

## number of gd 3 girls 2002 (s1qk23f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 3(A) Girls, 2002

## number of gd 4 boys 2002 (s1qk24e)

File: S1Kv3

**Overview**



## number of gd 4 boys 2002 (s1qk24e)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Boys, 2002

## number of gd 4 girls 2002 (s1qk24f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 4(A) Girls, 2002

## number of gd 5 boys 2002 (s1qk25e)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Boys, 2002

## number of gd 5 girls 2002 (s1qk25f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 5(A) Girls, 2002

## number of gd 6 boys 2002 (s1qk26e)

File: S1Kv3

**Overview**

## number of gd 6 boys 2002 (s1qk26e)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Boys, 2002

## number of gd 6 girls 2002 (s1qk26f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 6(A) Girls, 2002

## number of gd 7 boys 2002 (s1qk27e)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Boys, 2002

## number of gd 7 girls 2002 (s1qk27f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 7(A) Girls, 2002

## number of gd 8 boys 2002 (s1qk28e)

File: S1Kv3

**Overview**

## number of gd 8 boys 2002 (s1qk28e)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Boys, 2002

## number of gd 8 girls 2002 (s1qk28f)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students are/were there enrolled at this school (Term 2 enrollments)? Class 8(A) Girls, 2002

## number of gd 1 boys failing to return to school (s1qk31a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 1, Boys

## number of gd 1 girls failing to return to school (s1qk31b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 1, Girls

## number of gd 2 boys failing to return to school (s1qk32a)

File: S1Kv3

**Overview**

## number of gd 2 boys failing to return to school (s1qk32a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 2, Boys

## number of gd 2 girls failing to return to school (s1qk32b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 2, Girls

## number of gd 3 boys failing to return to school (s1qk33a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 3, Boys

## number of gd 3 girls failing to return to school (s1qk33b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 3, Girls

## number of gd 4 boys failing to return to school (s1qk34a)

File: S1Kv3

**Overview**

## number of gd 4 boys failing to return to school (s1qk34a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 4, Boys

## number of gd 4 girls failing to return to school (s1qk34b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 4, Girls

## number of gd 5 boys failing to return to school (s1qk35a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 5, Boys

## number of gd 5 girls failing to return to school (s1qk35b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 5, Girls

## number of gd 6 boys failing to return to school (s1qk36a)

File: S1Kv3

**Overview**

## number of gd 6 boys failing to return to school (s1qk36a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 6, Boys

## number of gd 6 girls failing to return to school (s1qk36b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 6, Girls

## number of gd 7 boys failing to return to school (s1qk37a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 7, Boys

## number of gd 7 girls failing to return to school (s1qk37b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 7, Girls

## number of gd 8 boys failing to return to school (s1qk38a)

File: S1Kv3

**Overview**

## number of gd 8 boys failing to return to school (s1qk38a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 8, Boys

## number of gd 8 girls failing to return to school (s1qk38b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students completed the listed grade last year but did not return to this school this year? Grade 8, Girls

## number of male students continuing to gd 7 in 2000 (s1qk41a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 6, Boys, 2000

## number of female students continuing to gd 7 in 2000 (s1qk41b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 6, Girls, 2000

## number of male students continuing to gd 7 in 2001 (s1qk41c)

File: S1Kv3

**Overview**

## number of male students continuing to gd 7 in 2001 (s1qk41c)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 6, Boys, 2001

## number of female students continuing to gd 7 in 2001 (s1qk41d)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 6, Girls, 2001

## number of male students continuing to gd 9 in 2000 (s1qk42a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 8, Boys, 2000

## number of female students continuing to gd 9 in 2000 (s1qk42b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 8, Girls, 2000

## number of male students continuing to gd 9 in 2001 (s1qk42c)

File: S1Kv3

**Overview**



number of male students continuing to gd 9 in 2001 (s1qk42c)

File: S1Kv3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 209  
Invalid: 5

#### Literal question

How many students continued on to the next grade? Grade 8, Boys, 2001

number of female students continuing to gd 9 in 2001 (s1qk42d)

File: S1Kv3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 209  
Invalid: 5

#### Literal question

How many students continued on to the next grade? Grade 8, Girls, 2001

number of gd 1 male students present today (s1qk5a1a)

File: S1Kv3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 209  
Invalid: 5

#### Literal question

How many students continued on to the next grade? Grade 1, Boys

number of gd 1 female students present today (s1qk5a1b)

File: S1Kv3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 209  
Invalid: 5

#### Literal question

How many students continued on to the next grade? Grade 1, Girls

number of gd 2 male students present today (s1qk5a2a)

File: S1Kv3

#### Overview

## number of gd 2 male students present today (s1qk5a2a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 2, Boys

## number of gd 2 female students present today (s1qk5a2b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 2, Girls

## number of gd 3 male students present today (s1qk5a3a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 3, Boys

## number of gd 3 female students present today (s1qk5a3b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 3, Girls

## number of gd 4 male students present today (s1qk5a4a)

File: S1Kv3

**Overview**

## number of gd 4 male students present today (s1qk5a4a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 4, Boys

## number of gd 4 female students present today (s1qk5a4b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 4, Girls

## number of gd 5 male students present today (s1qk5a5a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 5, Boys

## number of gd 5 female students present today (s1qk5a5b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 5, Girls

## number of gd 6 male students present today (s1qk5a6a)

File: S1Kv3

**Overview**

## number of gd 6 male students present today (s1qk5a6a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 6, Boys

## number of gd 6 female students present today (s1qk5a6b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 209  
 Invalid: 5

**Literal question**

How many students continued on to the next grade? Grade 6, Girls

## number of gd 7 male students present today (s1qk5a7a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Literal question**

How many students continued on to the next grade? Grade 7, Boys

## number of gd 7 female students present today (s1qk5a7b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Literal question**

How many students continued on to the next grade? Grade 7, Girls

## number of gd 8 male students present today (s1qk5a8a)

File: S1Kv3

**Overview**

## number of gd 8 male students present today (s1qk5a8a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Literal question**

How many students continued on to the next grade? Grade 8, Boys

## number of gd 8 female students present today (s1qk5a8b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Literal question**

How many students continued on to the next grade? Grade 8, Girls

## school unable to enrol children due to overcrowding in 2002 (s1qk6)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 209  
 Invalid: 5

**Literal question**

In 2002 did the school have to turn away any children because of overcrowding?

## number of children unable to enrol in 2002 (s1qk7)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 209  
 Invalid: 5

**Literal question**

If yes: How many?

## number of gd 1 maths textbooks in 2001 (s1qk81a)

File: S1Kv3

**Overview**

## number of gd 1 maths textbooks in 2001 (s1qk81a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 1  
 How many do you have?

## number of gd 1 maths texts received for free in 2001 (s1qk81b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 1  
 How many received for free in 2001?

## number of gd 1 maths texts paid for by school in 2001 (s1qk81c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 1  
 How many received in 2001 (paid for)?

## number of gd 2 maths textbooks in 2001 (s1qk82a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

## number of gd 2 maths textbooks in 2001 (s1qk82a)

File: S1Kv3

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 2

How many do you have?

## number of gd 2 maths texts received for free in 2001 (s1qk82b)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 2

How many received for free in 2001?

## number of gd 2 maths texts paid for by school in 2001 (s1qk82c)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 2

How many received in 2001 (paid for)?

## number of gd 3 maths textbooks in 2001 (s1qk83a)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 3

How many do you have?

## number of gd 3 maths texts received for free in 2001 (s1qk83b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 3  
 How many received for free in 2001?

## number of gd 3 maths texts paid for by school in 2001 (s1qk83c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 3  
 How many received in 2001 (paid for)?

## number of gd 4 maths textbooks in 2001 (s1qk84a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 4  
 How many do you have?

## number of gd 4 maths texts received for free in 2001 (s1qk84b)

File: S1Kv3

**Overview**



## number of gd 4 maths texts received for free in 2001 (s1qk84b)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 4  
 How many received for free in 2001?

## number of gd 4 maths texts paid for by school in 2001 (s1qk84c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 4  
 How many received in 2001 (paid for)?

## number of gd 5 maths textbooks in 2001 (s1qk85a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 5  
 How many do you have?

## number of gd 5 maths texts received for free in 2001 (s1qk85b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

## number of gd 5 maths texts received for free in 2001 (s1qk85b)

File: S1Kv3

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 5

How many received for free in 2001?

## number of gd 5 maths texts paid for by school in 2001 (s1qk85c)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 5

How many received in 2001 (paid for)?

## number of gd 6 maths textbooks in 2001 (s1qk86a)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 6

How many do you have?

## number of gd 6 maths texts received for free in 2001 (s1qk86b)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 6

How many received for free in 2001?

## number of gd 6 maths texts paid for by school in 2001 (s1qk86c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 207  
 Invalid: 7

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 6  
 How many received in 2001 (paid for)?

## number of gd 7 maths textbooks in 2001 (s1qk87a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 7  
 How many do you have?

## number of gd 7 maths texts received for free in 2001 (s1qk87b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 7  
 How many received for free in 2001?

## number of gd 7 maths texts paid for by school in 2001 (s1qk87c)

File: S1Kv3

**Overview**

## number of gd 7 maths texts paid for by school in 2001 (s1qk87c)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 7  
 How many received in 2001 (paid for)?

## number of gd 8 maths textbooks in 2001 (s1qk88a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 8  
 How many do you have?

## number of gd 8 maths texts received for free in 2001 (s1qk88b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 8  
 How many received for free in 2001?

## number of gd 8 maths texts paid for by school in 2001 (s1qk88c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

## number of gd 8 maths texts paid for by school in 2001 (s1qk88c)

File: S1Kv3

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Mathematics - Grade 8

How many received in 2001 (paid for)?

## number of gd 1 language textbooks in 2001 (s1qk91a)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 1

How many do you have?

## number of gd 1 language texts received for free in 2001 (s1qk91b)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 207

Invalid: 7

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 1

How many received for free in 2001?

## number of gd 1 language texts paid for by school in 2001 (s1qk91c)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 1

How many received in 2001 (paid for)?

## number of gd 2 language textbooks in 2001 (s1qk92a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 2  
 How many do you have?

## number of gd 2 language texts received for free in 2001 (s1qk92b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 2  
 How many received for free in 2001?

## number of gd 2 language texts paid for by school in 2001 (s1qk92c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 2  
 How many received in 2001 (paid for)?

## number of gd 3 language textbooks in 2001 (s1qk93a)

File: S1Kv3

**Overview**

## number of gd 3 language textbooks in 2001 (s1qk93a)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 3  
 How many do you have?

## number of gd 3 language texts received for free in 2001 (s1qk93b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 3  
 How many received for free in 2001?

## number of gd 3 language texts paid for by school in 2001 (s1qk93c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 3  
 How many received in 2001 (paid for)?

## number of gd 4 language textbooks in 2001 (s1qk94a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

## number of gd 4 language textbooks in 2001 (s1qk94a)

File: S1Kv3

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 4

How many do you have?

## number of gd 4 language texts received for free in 2001 (s1qk94b)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 4

How many received for free in 2001?

## number of gd 4 language texts paid for by school in 2001 (s1qk94c)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 4

How many received in 2001 (paid for)?

## number of gd 5 language textbooks in 2001 (s1qk95a)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 5

How many do you have?



## number of gd 5 language texts received for free in 2001 (s1qk95b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 5  
 How many received for free in 2001?

## number of gd 5 language texts paid for by school in 2001 (s1qk95c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 5  
 How many received in 2001 (paid for)?

## number of gd 6 language textbooks in 2001 (s1qk96a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 6  
 How many do you have?

## number of gd 6 language texts received for free in 2001 (s1qk96b)

File: S1Kv3

**Overview**

## number of gd 6 language texts received for free in 2001 (s1qk96b)

File: S1Kv3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 6  
 How many received for free in 2001?

## number of gd 6 language texts paid for by school in 2001 (s1qk96c)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 6  
 How many received in 2001 (paid for)?

## number of gd 7 language textbooks in 2001 (s1qk97a)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 7  
 How many do you have?

## number of gd 7 language texts received for free in 2001 (s1qk97b)

File: S1Kv3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 208  
 Invalid: 6

**Pre question**

## number of gd 7 language texts received for free in 2001 (s1qk97b)

File: S1Kv3

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 7

How many received for free in 2001?

## number of gd 7 language texts paid for by school in 2001 (s1qk97c)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 7

How many received in 2001 (paid for)?

## number of gd 8 language textbooks in 2001 (s1qk98a)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 8

How many do you have?

## number of gd 8 language texts received for free in 2001 (s1qk98b)

File: S1Kv3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 208

Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 8

How many received for free in 2001?

## number of gd 8 language texts paid for by school in 2001 (s1qk98c)

File: S1Kv3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-999

Valid cases: 208  
Invalid: 6

**Pre question**

How many textbooks do you have at each grade level – and how many did you get in 2001?

**Literal question**

Language - Grade 8

How many received in 2001 (paid for)?

## name of interviewer (d1q1)

File: D1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 12

Valid cases: 19  
 Invalid: 0

**Literal question**

Name of Interviewer

## questionnaire number (d1q2)

File: D1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 10

Valid cases: 19  
 Invalid: 0

**Literal question**

Questionnaire number

## province (d1q3)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-8

Valid cases: 19  
 Invalid: 0

**Literal question**

Province

## district (d1q4)

File: D1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 19  
 Invalid: 0

**Literal question**

District

## why dea unavailable (d1q5)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

## why dea unavailable (d1q5)

File: D1v3

**Literal question**

If interview with DEA cannot be done ...  
Why is DEA unavailable?

**Post question**

[END OF QUESTIONING]

## interview date (d1q6)

File: D1v3

**Overview**

Type: Discrete  
Format: character  
Width: 10

Valid cases: 19  
Invalid: 0

**Pre question**

[IF DEA AVAILABLE FOR INTERVIEW THEN CONTINUE...]

**Literal question**

Interview Date

## name of dea (d1q7)

File: D1v3

**Overview**

Type: Discrete  
Format: character  
Width: 12

Valid cases: 19  
Invalid: 0

**Literal question**

Name of DEA

## gender (d1q8)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 19  
Invalid: 0

**Literal question**

Gender of DEA

## age (d1q9)

File: D1v3

**Overview**

age (d1q9)

File: D1v3

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 32-54

Valid cases: 19  
 Invalid: 0  
 Minimum: 32  
 Maximum: 54  
 Mean: 43.4  
 Standard deviation: 7

**Literal question**

Age of DEA

born in disrict (d1q10)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

DEA born in this district?

born in province (d1q11)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

DEA born in this province?

total years as dea (d1q12)

File: D1v3

**Overview**

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

Valid cases: 19  
 Invalid: 0

**Literal question**

Number of years as District Education Administrator

years as dea in this district (d1q13)

File: D1v3

**Overview**

## years as dea in this district (d1q13)

File: D1v3

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

Valid cases: 19  
 Invalid: 0

**Literal question**

Number of years as District Education Administrator in this district

## substantive position (d1q14)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Is this a substantive or acting position

## highest education level (d1q15)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-6

Valid cases: 19  
 Invalid: 0

**Literal question**

Highest education level completed

## specialist training (d1q16)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-6

Valid cases: 19  
 Invalid: 0

**Literal question**

What kind of specialist training do you have for this position?

## allocated house in district (d1q17)

File: D1v3

**Overview**



## allocated house in district (d1q17)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Have you been allocated a house in this District?

## establishment of dea office (d1q18)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-17

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the established number of positions for the District Education office?

## all positions filled (d1q19)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Are all established positions filled at present?

## number unfilled (d1q20)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If No, how many positions are unfilled?

## number of deas in past five years (d1q21)

File: D1v3

**Overview**

## number of deas in past five years (d1q21)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-4

Valid cases: 19  
 Invalid: 0

**Literal question**

How many DEAs have there been in the past five years in this District?

## visited each school in district in 2001 (d1q22)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Were you able to visit each school in the district at least once in 2001?

## percentage not visited (d1q23)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If No, what percentage of schools were you unable to visit?

## reasons for not visiting (d1q24)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

Why were you unable to visit all of them?

## vehicle provision (d1q25a)

File: D1v3

**Overview**

## vehicle provision (d1q25a)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Literal question**

Are you provided with any of the following as part of your job: A vehicle

## office space provision (d1q25b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Literal question**

Are you provided with any of the following as part of your job: Personal office space

## computer provision (d1q25c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Literal question**

Are you provided with any of the following as part of your job: Computer

## telephone provision (d1q25d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Literal question**

Are you provided with any of the following as part of your job: Telephone

## vhf provision (d1q25e)

File: D1v3

**Overview**

## vhf provision (d1q25e)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

Are you provided with any of the following as part of your job: VHF

## dea office has separate bank account (d1q26)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Does the DEA office operate a separate bank account?

## major expenditure one (d1q27a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, what are the major items of expenditure from that account?

## major expenditure two (d1q27b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 2-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, what are the major items of expenditure from that account?

## major expenditure three (d1q27c)

File: D1v3

**Overview**

## major expenditure three (d1q27c)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 3-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, what are the major items of expenditure from that account?

## major expenditure four (d1q27d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 999-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, what are the major items of expenditure from that account?

## sources of revenue one (d1q28a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the sources of revenue for that account?

## sources of revenue two (d1q28b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the sources of revenue for that account?

## sources of revenue three (d1q28c)

File: D1v3

**Overview**

## sources of revenue three (d1q28c)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the sources of revenue for that account?

## sources of revenue four (d1q28d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 999-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the sources of revenue for that account?

## use of personal account (d1q29)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Bank facilities in some parts of a Province can be difficult and funds are sometimes transferred through Inspector and DEA personal accounts.

Did you ever have to use your personal bank account during 2001 to manage spending on education business?

## number high schools 2000 (d1q30aa)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 19  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools are there in this District in 2000

## number high schools 2001 (d1q30ab)

File: D1v3

## number high schools 2001 (d1q30ab)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 19  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools are there in this District in 2001

## number high schools 2002 (d1q30ac)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 19  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools are there in this District in 2002

## number primary schools 2000 (d1q30ba)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many primary schools are there in this District in 2000

## number primary schools 2001 (d1q30bb)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many primary schools are there in this District in 2001

## number primary schools 2002 (d1q30bc)

File: D1v3

**Overview**

## number primary schools 2002 (d1q30bc)

File: D1v3

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-43

Valid cases: 19  
 Invalid: 0  
 Minimum: 1  
 Maximum: 43  
 Mean: 13.9  
 Standard deviation: 12.6

**Literal question**

How many primary schools are there in this District in 2002

## number community schools 2000 (d1q30ca)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-146

Valid cases: 19  
 Invalid: 0

**Literal question**

How many community schools are there in this District in 2000

## number community schools 2001 (d1q30cb)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-143

Valid cases: 19  
 Invalid: 0

**Literal question**

How many community schools are there in this District in 2001

## number community schools 2002 (d1q30cc)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-135

Valid cases: 19  
 Invalid: 0

**Literal question**

How many community schools are there in this District in 2002

## number elementary schools 2000 (d1q30da)

File: D1v3

**Overview**



## number elementary schools 2000 (d1q30da)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 6-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many elementary schools are there in this District in 2000

## number elementary schools 2001 (d1q30db)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 6-105

Valid cases: 19  
 Invalid: 0

**Literal question**

How many elementary schools are there in this District in 2001

## number elementary schools 2002 (d1q30dc)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 2-113

Valid cases: 19  
 Invalid: 0

**Literal question**

How many elementary schools are there in this District in 2002

## number high schools closed today (d1q31a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many schools in this District are suspended or closed today? Provincial high/Secondary schools

## number primary schools closed today (d1q31b)

File: D1v3

**Overview**

## number primary schools closed today (d1q31b)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many schools in this District are suspended  
 or closed today? Primary schools

## number community schools closed today (d1q31c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many schools in this District are suspended  
 or closed today? Community schools

## number elementary schools closed today (d1q31d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

How many schools in this District are suspended  
 or closed today? Elementary schools

## total established teacher positions for district in 2002 (d1q32)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 96-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the total number of established teacher positions in community and primary schools in this District in 2002?

## number primary/community teachers short today (d1q33)

File: D1v3

## number primary/community teachers short today (d1q33)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How many community and primary teachers are you short in the District today?

## number male community head teachers 2000 (d1q34a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this District in 2000 - Male

## number female community head teachers 2000 (d1q34b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this District in 2000 - Female

## number male community head teachers 2001 (d1q34c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this District in 2001 - Male

## number female community head teachers 2001 (d1q34d)

File: D1v3

**Overview**

## number female community head teachers 2001 (d1q34d)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this District in 2001 - Female

## number male community head teachers 2002 (d1q34e)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this District in 2002 - Male

## number female community head teachers 2002 (d1q34f)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this District in 2002 - Female

## number male primary head teachers 2000 (d1q35a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this District in 2000 - Male

## number female primary head teachers 2000 (d1q35b)

File: D1v3

**Overview**

## number female primary head teachers 2000 (d1q35b)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this District in 2000 - Female

## number male primary head teachers 2001 (d1q35c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this District in 2001 - Male

## number female primary head teachers 2001 (d1q35d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this District in 2001 - Female

## number male primary head teachers 2002 (d1q35e)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this District in 2002 - Male

## number female primary head teachers 2002 (d1q35f)

File: D1v3

**Overview**

## number female primary head teachers 2002 (d1q35f)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this District in 2002 - Female

## dea board exits (d1q36)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Is there a District Education Board?

## times met 2001 (d1q37)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How many times did it meet in 2001?

## times met 2002 (d1q38)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How many times has it meet in 2002?

## major functions one (d1q39a)

File: D1v3

**Overview**

## major functions one (d1q39a)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are its major functions?

## major functions two (d1q39b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are its major functions?

## major functions three (d1q39c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are its major functions?

## major functions four (d1q39d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 999-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are its major functions?

## effectiveness of deb (d1q40)

File: D1v3

**Overview**

## effectiveness of deb (d1q40)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How do you rate the effectiveness of the DEB?

## number members on deb (d1q41)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 6-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How many people are on the District Education Board of the District?

## number of male members (d1q42a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 6-999

Valid cases: 19  
 Invalid: 0

**Pre question**

List the members of the District Education Board

**Literal question**

Representing males (e.g. local politician, Church, parents, teachers, district)

## number of female members (d1q42b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

List the members of the District Education Board

**Literal question**

Representing females (e.g. local politician, Church, parents, teachers, district)



## level of priority for education (d1q43)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-5

Valid cases: 19  
 Invalid: 0

**Literal question**

What level of priority does Education have in this District?

## budget prepared for dp &amp; bpc (d1q44)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Did you prepare a budget to be presented to the District Planning and Budget Priorities Committee (DP&BPC) for 2002?

## month budget submitted (d1q45)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, what month was it submitted to the DP&BPC?

## llg seeks advice on budget preparation (d1q46)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If No, did LLGs seek your advice during their budget preparations?

## advice makes difference (d1q47)

File: D1v3

**Overview**

## advice makes difference (d1q47)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If they sought your advice, did your advice make a difference to their budget submission?

## member of dp &amp; bpc (d1q48)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Are you a member of the DP&BPC?

## provide copy of district budget (d1q49)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

Can you provide me with a copy, or at least a summary, of the 2001 budget submission?

## dea reviews school financial accounts (d1q50)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

Does the DEA ever review school financial accounts?

## number of reviews in 2001 (d1q51)

File: D1v3

**Overview**

## number of reviews in 2001 (d1q51)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, how many schools were reviewed in 2001?

## number of reviews in 2002 (d1q52)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How many schools in 2002?

## action taken by dea in case of irregularities (d1q53)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 58  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What actions are taken by DEA if irregularities are found?

## pdoe reviews school financial accounts (d1q54)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

Does the PDOE ever review school financial accounts in this District?

## number of schools reviewed in 2001 (d1q55)

File: D1v3

**Overview**

## number of schools reviewed in 2001 (d1q55)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, how many schools in 2001?

## number of schools reviewed in 2002 (d1q56)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

How many schools in 2002?

## action taken by pdoe in case of irregularities (d1q57)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 45  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What actions are taken by PDOE staff if irregularities are found?

## lower primary subsidy 2000 (d1q58aa)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 20-99

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?  
 Lower primary - Subsidy set by National Government per child

## lower primary parent contribution 2000 (d1q58ab)

File: D1v3

**Overview**

## lower primary parent contribution 2000 (d1q58ab)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?  
 Lower primary - Maximum parent contribution set by Province per child

## lower primary project fee 2000 (d1q58ac)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?  
 Lower primary - Maximum project fee set by Province per child

## lower primary subsidy 2001 (d1q58ad)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 30-99

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?  
 Lower primary - Subsidy set by National Government per child

## lower primary parent contribution 2001 (d1q58ae)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?  
 Lower primary - Maximum parent contribution set by Province per child

## lower primary project fee 2001 (d1q58af)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Lower primary - Maximum project fee set by Province per child

## lower primary subsidy 2002 (d1q58ag)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Lower primary - Subsidy set by National Government per child

## lower primary parent contribution 2002 (d1q58ah)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Lower primary - Maximum parent contribution set by Province per child

## lower primary project fee 2002 (d1q58ai)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Lower primary - Maximum project fee set by Province per child

## upper primary subsidy 2000 (d1q59aa)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 50-250

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Subsidy set by National Government per child

## upper primary parent contribution 2000 (d1q59ab)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-300

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Maximum parent contribution set by Province per child

## upper primary project fee 2000 (d1q59ac)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-250

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Maximum project fee set by Province per child

## upper primary subsidy 2001 (d1q59ad)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 70-250

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Subsidy set by National Government per child

## upper primary parent contribution 2001 (d1q59ae)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-300

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Maximum parent contribution set by Province per child

## upper primary project fee 2001 (d1q59af)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Maximum project fee set by Province per child

## upper primary subsidy 2002 (d1q59ag)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-250

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Subsidy set by National Government per child

## upper primary parent contribution 2002 (d1q59ah)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?

Upper primary - Maximum parent contribution set by Province per child



## upper primary project fee 2002 (d1q59ai)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What is the fee structure set by Governments?  
 Upper primary - Maximum project fee set by Province per child

## percentage of schools receiving first subsidy 2001 (d1q60a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-100

Valid cases: 19  
 Invalid: 0

**Literal question**

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q1

## percentage of schools receiving second subsidy 2001 (d1q60b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-100

Valid cases: 19  
 Invalid: 0

**Literal question**

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q2

## percentage of schools receiving third subsidy 2001 (d1q60c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-100

Valid cases: 19  
 Invalid: 0

**Literal question**

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q3

## percentage of schools receiving fourth subsidy 2001 (d1q60d)

File: D1v3

## percentage of schools receiving fourth subsidy 2001 (d1q60d)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-100

Valid cases: 19  
 Invalid: 0

**Literal question**

What percentage of schools in this District received each quarterly subsidy payment in 2001? Q4

## percentage of full subsidy received first quarter (d1q61a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q1

## percentage of full subsidy received second quarter (d1q61b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q2

## percentage of full subsidy received third quarter (d1q61c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q3

## percentage of full subsidy received fourth quarter (d1q61d)

File: D1v3

**Overview**

## percentage of full subsidy received fourth quarter (d1q61d)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

For those that received a subsidy payment, what percentage of the full subsidy did they receive? Q4

## action taken for non-receipt (d1q62)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 27  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What actions did you take if a school did not receive a subsidy payment?

## use other district funds to make up shortfall (d1q63)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

Did the District try to locate other resources to fill any shortfall?

## success in locating other resources (d1q64)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, how successful was it in locating other resources?

## kind of resources one (d1q65a)

File: D1v3

**Overview**

## kind of resources one (d1q65a)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What kinds of resources were located?

## kind of resources two (d1q65b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What kinds of resources were located?

## kind of resources three (d1q65c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 999-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What kinds of resources were located?

## supplementary funding for disadvantaged schools (d1q66)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 19  
 Invalid: 0

**Literal question**

If a school in your District is disadvantaged, does the District assist it directly through supplementary funding arrangements?

## nature of supplementary assistance (d1q67)

File: D1v3

**Overview**

## nature of supplementary assistance (d1q67)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

If Yes, what were the arrangements?

## use of funds in 2001 (d1q68a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-360000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Provincial and Local Level Administration Grant - Amount requested?

## use of funds in 2001 (d1q68b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-360000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Provincial and Local Level Administration Grant - Amount Approved?

## use of funds in 2001 (d1q68c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Provincial and Local Level Administration Grant - How was it used?

## use of funds in 2001 (d1q69a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-60000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Provincial Infrastructure Grant - Amount requested?

## use of funds in 2001 (d1q69b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-8000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Provincial Infrastructure Grant - Amount Approved?

## use of funds in 2001 (d1q69c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Provincial Infrastructure Grant - How was it used?

## use of funds in 2001 (d1q70a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-50000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

## use of funds in 2001 (d1q70a)

File: D1v3

**Literal question**

Local Level Government and Village Services Grant - Amount requested?

## use of funds in 2001 (d1q70b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-50000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Local Level Government and Village Services Grant - Amount Approved?

## use of funds in 2001 (d1q70c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Local Level Government and Village Services Grant - How was it used?

## use of funds in 2001 (d1q71a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-6000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Town and Urban Services Grant - Amount requested?

## use of funds in 2001 (d1q71b)

File: D1v3

## use of funds in 2001 (d1q71b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Town and Urban Services Grant - Amount Approved?

## use of funds in 2001 (d1q71c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Town and Urban Services Grant - How was it used?

## use of funds in 2001 (d1q72a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-300000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

District Support Grant - Amount requested?

## use of funds in 2001 (d1q72b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-50000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?



## use of funds in 2001 (d1q72b)

File: D1v3

**Literal question**

District Support Grant - Amount Approved?

## use of funds in 2001 (d1q72c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

District Support Grant - How was it used?

## use of funds in 2001 (d1q73a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-640000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Rural Development Fund - Amount requested?

## use of funds in 2001 (d1q73b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-640000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Rural Development Fund - Amount Approved?

## use of funds in 2001 (d1q73c)

File: D1v3

## use of funds in 2001 (d1q73c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Rural Development Fund - How was it used?

## use of funds in 2001 (d1q74a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-20000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Other (specify) - Amount requested?

## use of funds in 2001 (d1q74b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-20000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

**Literal question**

Other (specify) - Amount Approved?

## use of funds in 2001 (d1q74c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

## use of funds in 2001 (d1q74c)

File: D1v3

**Literal question**

Other (specify) - How was it used?

## use of funds in 2001 (d1q75a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 18  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

## use of funds in 2001 (d1q75b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

## use of funds in 2001 (d1q75c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following government sources in 2001?

## purpose of funds (d1q76a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

## purpose of funds (d1q76a)

File: D1v3

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Purpose

## purpose of funds (d1q76b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Purpose

## purpose of funds (d1q76c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Purpose

## how paid (d1q77a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-3200000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How much was paid by cheque or bank transfer?

how paid (d1q77b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-68000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How much was paid by cheque or bank transfer?

how paid (d1q77c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How much was paid by cheque or bank transfer?

in kind payment (d1q78a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-100000

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How much of this subsidy did you receive in any other form, e.g. books materials?

in kind payment (d1q78b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

in kind payment (d1q78b)

File: D1v3

**Literal question**

How much of this subsidy did you receive in any other form, e.g. books materials?

in kind payment (d1q78c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 0-999

Valid cases: 19  
Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How much of this subsidy did you receive in any other form, e.g. books materials?

payment to following account (d1q79a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Were funds paid into an account held by ...

payment to following account (d1q79b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Were funds paid into an account held by ...

payment to following account (d1q79c)

File: D1v3

## payment to following account (d1q79c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Were funds paid into an account held by ...

## dea is signatory to account (d1q80a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Are you a signatory to this account?

## dea is signatory to account (d1q80b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

Are you a signatory to this account?

## dea is signatory to account (d1q80c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

dea is signatory to account (d1q80c)

File: D1v3

**Literal question**

Are you a signatory to this account?

how are funds acquitted (d1q81a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How are the funds acquitted?

how are funds acquitted (d1q81b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How are the funds acquitted?

how are funds acquitted (d1q81c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

Did Education in this District receive any funding from the following non-government sources in 2001?

**Literal question**

How are the funds acquitted?

amount to be spent on education in district (d1q82a)

File: D1v3



## amount to be spent on education in district (d1q82a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the amount to be spent on education in this district - Most say

## else (d1q82b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the amount to be spent on education in this district - Who else has a say?

## you (d1q82c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the amount to be spent on education in this district - How much say do you have?

## how to spend funds in district (d1q83a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

## how to spend funds in district (d1q83a)

File: D1v3

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend those funds in this district - Most say

## else (d1q83b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend those funds in this district - Who else has a say?

## you (d1q83c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend those funds in this district - How much say do you have?

## teaching methods (d1q84a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this district - Most say

else (d1q84b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this district - Who else has a say?

you (d1q84c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this district - How much say do you have?

who enrolls (d1q85a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls in this district - Most say

else (d1q85b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (d1q85b)

File: D1v3

**Literal question**

According to you, who has the most say in deciding who enrolls in this district - Who else has a say?

you (d1q85c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls in this district - How much say do you have?

class size (d1q86a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this district - Most say

else (d1q86b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this district - Who else has a say?

you (d1q86c)

File: D1v3

you (d1q86c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this district - How much say do you have?

assessing students (d1q87a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this district - Most say

else (d1q87b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this district - Who else has a say?

you (d1q87c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

you (d1q87c)

File: D1v3

**Literal question**

According to you, who has the most say in assessing students in this district - How much say do you have?

policy for assessing students (d1q88a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Most say

else (d1q88b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - Who else has a say?

you (d1q88c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students - How much say do you have?

appointing teachers (d1q89a)

File: D1v3

## appointing teachers (d1q89a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to schools in this district - Most say

## else (d1q89b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to schools in this district - Who else has a say?

## you (d1q89c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to schools in this district - How much say do you have?

## assessing teachers (d1q90a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## assessing teachers (d1q90a)

File: D1v3

**Literal question**

According to you, who has the most say in assessing teachers in this district - Most say

## else (d1q90b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this district - Who else has a say?

## you (d1q90c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this district - How much say do you have?

## policy for assessing teachers (d1q91a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - Most say

## else (d1q91b)

File: D1v3



else (d1q91b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers- Who else has a say?

you (d1q91c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers - How much say do you have?

teacher promotion (d1q92a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Most say

else (d1q92b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (d1q92b)

File: D1v3

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - Who else has a say?

you (d1q92c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted - How much say do you have?

discipline action against teachers (d1q93a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this district - Most say

else (d1q93b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this district - Who else has a say?

you (d1q93c)

File: D1v3

you (d1q93c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this district - How much say do you have?

dismissing a teacher (d1q94a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from schools in this district - Most say

else (d1q94b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from schools in this district - Who else has a say?

you (d1q94c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

you (d1q94c)

File: D1v3

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from schools in this district - How much say do you have?

selection for inservice (d1q95a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Most say

else (d1q95b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - Who else has a say?

you (d1q95c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training - How much say do you have?

## level of parent contribution to school fee (d1q96a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the parent contribution to the school fee in this district - Most say

## else (d1q96b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the parent contribution to the school fee in this district - Who else has a say?

## you (d1q96c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the parent contribution to the school fee in this district - How much say do you have?

## level of project fees (d1q97a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

## level of project fees (d1q97a)

File: D1v3

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - Most say

## else (d1q97b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - Who else has a say?

## you (d1q97c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees - How much say do you have?

## how to spend project fees (d1q98a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Most say

else (d1q98b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - Who else has a say?

you (d1q98c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees - How much say do you have?

spending school subsidy (d1q99a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidies - Most say

else (d1q99b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (d1q99b)

File: D1v3

**Literal question**

According to you, who has the most say in deciding how to spend school subsidies - Who else has a say?

you (d1q99c)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidies - How much say do you have?

upgrading school (d1q100a)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Most say

else (d1q100b)

File: D1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-13

Valid cases: 19  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - Who else has a say?

you (d1q100c)

File: D1v3



you (d1q100c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school - How much say do you have?

maintenance provision (d1q101a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in schools in this district - Most say

else (d1q101b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in schools in this district - Who else has a say?

you (d1q101c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

you (d1q101c)

File: D1v3

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in schools in this district - How much say do you have?

constructing classrooms (d1q102a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in schools in this district - Most say

else (d1q102b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in schools in this district - Who else has a say?

you (d1q102c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in schools in this district - How much say do you have?

## organising pnc activites (d1q103a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - Most say

## else (d1q103b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - Who else has a say?

## you (d1q103c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing PNC activities - How much say do you have?

## organising community activites (d1q104a)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## organising community activities (d1q104a)

File: D1v3

**Literal question**

According to you, who has the most say in organizing activities between schools and communities - Most say

## else (d1q104b)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-13

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities between schools and communities - Who else has a say?

## you (d1q104c)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 19  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities between schools and communities - How much say do you have?

## strength one (d1q105aa)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 45  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting the delivery of education services in this District?

## strength two (d1q105ab)

File: D1v3

**Overview**

## strength two (d1q105ab)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 45  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting the delivery of education services in this District?

## strength three (d1q105ac)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 45  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting the delivery of education services in this District?

## weakness one (d1q105ba)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting the delivery of education services in this District?

## weakness two (d1q105bb)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting the delivery of education services in this District?

## weakness three (d1q105bc)

File: D1v3

**Overview**

## weakness three (d1q105bc)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting the delivery of education services in this District?

## strength one (d1q106aa)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting students learning at schools in this District?

## strength two (d1q106ab)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 34  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting students learning at schools in this District?

## strength three (d1q106ac)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 18  
 Invalid: 1

**Literal question**

What are the three major strengths and weakness affecting students learning at schools in this District?

## weakness one (d1q106ba)

File: D1v3

**Overview**

## weakness one (d1q106ba)

File: D1v3

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting students learning at schools in this District?

## weakness two (d1q106bb)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting students learning at schools in this District?

## weakness three (d1q106bc)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 19  
 Invalid: 0

**Literal question**

What are the three major strengths and weakness affecting students learning at schools in this District?

## (District)

File: D1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-19

Valid cases: 18  
 Invalid: 1

## name of interviewer (p2q1)

File: P2v3

**Overview**

Type: Discrete  
Format: character  
Width: 10

Valid cases: 8  
Invalid: 0

**Literal question**

Name of Interviewer

## questionnaire number (p2q2)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 2-2

Valid cases: 8  
Invalid: 0

**Literal question**

Questionnaire number

## Province (p2q3)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-8

Valid cases: 8  
Invalid: 0

## interview date (p2q4)

File: P2v3

**Overview**

Type: Discrete  
Format: character  
Width: 10

Valid cases: 8  
Invalid: 0

**Literal question**

Interview Date

## respondents name (p2q5)

File: P2v3

**Overview**

Type: Discrete  
Format: character  
Width: 20

Valid cases: 8  
Invalid: 0

**Literal question**

Respondent's name



## gender (p2q6)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 8  
 Invalid: 0

**Literal question**

Gender

## highest education level (p2q7)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-5

Valid cases: 8  
 Invalid: 0

**Literal question**

Highest education level completed?

## specialist training (p2q8)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-6

Valid cases: 8  
 Invalid: 0

**Literal question**

What kind of specialist training do you have for this position?

## number of peas in past five years (p2q9)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 8  
 Invalid: 0

**Literal question**

How many PEAs have there been in the past five years in this Province?

## all positions filled (p2q10)

File: P2v3

**Overview**

## all positions filled (p2q10)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 8  
 Invalid: 0

**Literal question**

Are all of those positions filled at present?

## number unfilled (p2q11)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, how many positions are unfilled?

## most disadvantaged district (p2q12)

File: P2v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 20

Valid cases: 8  
 Invalid: 0

**Literal question**

Which district is the most disadvantaged educationally in your Province?

## additional resources allocated to district (p2q13)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 8  
 Invalid: 0

**Literal question**

Do you provide additional resources to it?

## nature of additional resources (p2q14)

File: P2v3

**Overview**

## nature of additional resources (p2q14)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If Yes, what kind of resources?

## number districts with dea (p2q15)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

How many of your districts have a DEA in place?

## number districts with deb (p2q16)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

How many of your districts have a DEB in place?

## length of time chairperson for education has held position (p2q17)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-3

Valid cases: 8  
 Invalid: 0

**Literal question**

How long has Chairperson for Education been in that position?

## how often pea meets with chairperson (p2q18)

File: P2v3

**Overview**

## how often pea meets with chairperson (p2q18)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

How often do you meet with Chairperson to discuss educational matters?

## number chairpersons in past five years (p2q19)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

How many Chairpersons have there been in the past five years in this Province?

## who has most influence over education decisions (p2q20a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-11

Valid cases: 8  
 Invalid: 0

**Literal question**

Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?

## who has most influence over education decisions (p2q20b)

File: P2v3

**Overview**

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

Valid cases: 8  
 Invalid: 0

**Literal question**

Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?

## who has most influence over education decisions (p2q20c)

File: P2v3

## who has most influence over education decisions (p2q20c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-10

Valid cases: 8  
 Invalid: 0

**Literal question**

Rank in order the three people/agencies that are likely to have the most influence over educational decisions in this Province?

## does peb exist (p2q21)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 8  
 Invalid: 0

**Literal question**

Is there a Provincial Education Board?

## number times met 2001 (p2q22)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 3-10

Valid cases: 8  
 Invalid: 0

**Literal question**

How many times did it meet in 2001?

## number times met 2002 (p2q23)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 8  
 Invalid: 0

**Literal question**

How many times did it meet in 2001?

## major functions of peb (p2q24a)

File: P2v3

## major functions of peb (p2q24a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-8

Valid cases: 8  
 Invalid: 0

## major functions of peb (p2q24b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-8

Valid cases: 8  
 Invalid: 0

## major functions of peb (p2q24c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-8

Valid cases: 8  
 Invalid: 0

## major functions of peb (p2q24d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 29  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

## effectiveness of peb (p2q25)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-3

Valid cases: 8  
 Invalid: 0

**Literal question**

How do you rate the effectiveness of the PEB?

## number members on peb (p2q26)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 9-18

Valid cases: 8  
 Invalid: 0

**Literal question**

How many people are on the PEB?

## total number of males (p2q27a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-17

Valid cases: 8  
 Invalid: 0

**Pre question**

List the members of the Provincial Education Board

**Literal question**

Representing males (e.g. politicians, public servants, Church, parents, teachers, districts)

## total number of females (p2q27b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-2

Valid cases: 8  
 Invalid: 0

**Pre question**

List the members of the Provincial Education Board

**Literal question**

Representing females (e.g. politicians, public servants, Church, parents, teachers, districts)

## number high schools 2000 (p2q28aa)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 5-11

Valid cases: 8  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools are there in this Province in 2000

## number high schools 2001 (p2q28ab)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 5-11

Valid cases: 8  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools are there in this Province in 2001

## number high schools 2002 (p2q28ac)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 5-11

Valid cases: 8  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools are there in this Province in 2002

## number primary schools 2000 (p2q28ba)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 4-120

Valid cases: 8  
 Invalid: 0

**Literal question**

How many primary schools are there in this Province in 2000

## number primary schools 2001 (p2q28bb)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 18-130

Valid cases: 8  
 Invalid: 0

**Literal question**

How many primary schools are there in this Province in 2001

## number primary schools 2002 (p2q28bc)

File: P2v3

**Overview**



## number primary schools 2002 (p2q28bc)

File: P2v3

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 25-139

Valid cases: 8  
 Invalid: 0  
 Minimum: 25  
 Maximum: 139  
 Mean: 59.6  
 Standard deviation: 39.2

**Literal question**

How many primary schools are there in this Province in 2002

## number community schools 2000 (p2q28ca)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-285

Valid cases: 8  
 Invalid: 0

**Literal question**

How many community schools are there in this Province in 2000

## number community schools 2001 (p2q28cb)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-275

Valid cases: 8  
 Invalid: 0

**Literal question**

How many community schools are there in this Province in 2001

## number community schools 2002 (p2q28cc)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-265

Valid cases: 8  
 Invalid: 0

**Literal question**

How many community schools are there in this Province in 2002

## number elementary schools 2000 (p2q28da)

File: P2v3

**Overview**

## number elementary schools 2000 (p2q28da)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 40-292

Valid cases: 8  
 Invalid: 0

**Literal question**

How many elementary schools are there in this Province in 2000

## number elementary schools 2001 (p2q28db)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 40-292

Valid cases: 8  
 Invalid: 0

**Literal question**

How many elementary schools are there in this Province in 2001

## number elementary schools 2002 (p2q28dc)

File: P2v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 41-297

Valid cases: 8  
 Invalid: 0  
 Minimum: 41  
 Maximum: 297  
 Mean: 168.9  
 Standard deviation: 81.6

**Literal question**

How many elementary schools are there in this Province in 2002

## number high schools closed today (p2q29a)

File: P2v3

**Overview**

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

Valid cases: 8  
 Invalid: 0

**Literal question**

How many provincial high/Secondary schools in this Province are suspended or closed today?

## number primary schools closed today (p2q29b)

File: P2v3

## number primary schools closed today (p2q29b)

File: P2v3

**Overview**

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

Valid cases: 8  
 Invalid: 0

**Literal question**

How many primary schools in this Province are suspended or closed today?

## number community schools closed today (p2q29c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

How many community schools in this Province are suspended or closed today?

## number elementary schools closed today (p2q29d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 8  
 Invalid: 0

**Literal question**

How many elementary schools in this Province are suspended or closed today?

## total established teacher positions for province in 2002 (p2q30)

File: P2v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 756-2782

Valid cases: 8  
 Invalid: 0  
 Minimum: 756  
 Maximum: 2782  
 Mean: 1289.3  
 Standard deviation: 705.5

**Literal question**

What is the total number of established teacher positions in community and primary schools in this Province in 2002?

## number primary/community teachers short in province today (p2q31)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-276

Valid cases: 8  
 Invalid: 0

**Literal question**

How many community and primary teachers are you short in the Province today?

## number male community head teachers 2000 (p2q32a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this Province in 2000 - Number of males

## number female community head teachers 2000 (p2q32b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this Province in 2000 - Number of females

## number male community head teachers 2001 (p2q32c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this Province in 2001 - Number of males

## number female community head teachers 2001 (p2q32d)

File: P2v3

**Overview**

## number female community head teachers 2001 (p2q32d)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this Province in 2001 - Number of females

## number male community head teachers 2002 (p2q32e)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this Province in 2002 - Number of males

## number female community head teachers 2002 (p2q32f)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in community schools in this Province in 2002 - Number of females

## number male primary head teachers 2000 (p2q33a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 26-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this Province in 2000 - Number of males

## number female primary head teachers 2000 (p2q33b)

File: P2v3

**Overview**

## number female primary head teachers 2000 (p2q33b)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 2-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this Province in 2000 - Number of females

## number male primary head teachers 2001 (p2q33c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 17-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this Province in 2001 - Number of males

## number female primary head teachers 2001 (p2q33d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this Province in 2001 - Number of females

## number male primary unity head teachers 2002 (p2q33e)

File: P2v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 24-91

Valid cases: 8  
 Invalid: 0  
 Minimum: 24  
 Maximum: 91  
 Mean: 46.8  
 Standard deviation: 25.6

**Literal question**

What is the gender of head teachers in primary schools in this Province in 2002 - Number of males

## number female primary head teachers 2002 (p2q33f)

File: P2v3

**Overview**

## number female primary head teachers 2002 (p2q33f)

File: P2v3

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

Valid cases: 8  
 Invalid: 0

**Literal question**

What is the gender of head teachers in primary schools in this Province in 2002 - Number of females

## level of priority for education (p2q34)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-6

Valid cases: 8  
 Invalid: 0

**Literal question**

What level of priority does Education have in this Province?

## month budget prepared (p2q35)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

When do you start preparing your Divisional budget?

## month budget submitted (p2q36)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

When is it submitted to Provincial Treasury?

## item included in budget one (p2q37a)

File: P2v3

**Overview**

item included in budget one (p2q37a)

File: P2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

item included in budget two (p2q37b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

item included in budget three (p2q37c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

item included in budget four (p2q37d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

item included in budget five (p2q37e)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

constraints that affect budget preparation (p2q38)

File: P2v3



## constraints that affect budget preparation (p2q38)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 24  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the constraints that affect your ability to prepare your budget?

## how are cuts made (p2q39)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

If cuts are made how are they usually done?

## what items are more likely to be cut (p2q40)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

If answer is 2, which particular items are more likely to be cut?

## attend jpp and bpc meetings (p2q41)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Do you ever attend Joint Provincial Planning and Budget Priority Committee meetings?

## pdoe ever asked to resubmit budget (p2q42)

File: P2v3

**Overview**

## pdoe ever asked to resubmit budget (p2q42)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Has the Division of Education ever been asked by the Provincial Treasury to resubmit the education budget?

## reasons (p2q43)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If 'Yes', what was the reason(s) for the resubmission?

## quarterly budgets reviews carried out in 2001 (p2q44)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Did the Province carry out quarterly budget reviews in 2001?

## how much additional funds received 2001 (p2q45)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-400000

Valid cases: 8  
 Invalid: 0

**Literal question**

What amount of additional funds did Education receive from the review in 2001?

## provide copy of 2001 budget (p2q46)

File: P2v3

**Overview**

## provide copy of 2001 budget (p2q46)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Can you give me a copy or at least a summary of the 2001 budget submission?

## lower primary subsidy 2000 (p2q47aa)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 35-99

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Subsidy set by National Government per child in 2000

## lower primary parent contribution 2000 (p2q47ab)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 30-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Maximum parent contribution set by Province per child in 2000

## lower primary project fee 2000 (p2q47ac)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Maximum project fee set by Province  
 per child in 2000

## lower primary subsidy 2001 (p2q47ad)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 20-99

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Subsidy set by National Government per child in 2001

## lower primary parent contribution 2001 (p2q47ae)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 50-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Maximum parent contribution set by Province per child in 2001

## lower primary project fee 2001 (p2q47af)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Maximum project fee set by Province  
 per child in 2001

## lower primary subsidy 2002 (p2q47ag)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 50-99

Valid cases: 8  
 Invalid: 0

**Pre question**

## lower primary subsidy 2002 (p2q47ag)

File: P2v3

What is the fee structure set by Governments?

**Literal question**

Lower primary - Subsidy set by National Government per child in 2002

## lower primary parent contribution 2002 (p2q47ah)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Maximum parent contribution set by Province per child in 2002

## lower primary project fee 2002 (p2q47ai)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 50-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Lower primary - Maximum project fee set by Province per child in 2002

## upper primary subsidy 2000 (p2q48aa)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-350

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - Subsidy set by National Government per child in 2000

## upper primary parent contribution 2000 (p2q48ab)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 60-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Maximum parent contribution set by Province per child in 2000

## upper primary project fee 2000 (p2q48ac)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Maximum project fee set by Province  
 per child in 2000

## upper primary subsidy 2001 (p2q48ad)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 80-350

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Subsidy set by National Government per child in 2001

## upper primary parent contribution 2001 (p2q48ae)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 60-999

Valid cases: 8  
 Invalid: 0

**Pre question**

## upper primary parent contribution 2001 (p2q48ae)

File: P2v3

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Maximum parent contribution set by Province per child in 2001

## upper primary project fee 2001 (p2q48af)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Maximum project fee set by Province per child in 2001

## upper primary subsidy 2002 (p2q48ag)

File: P2v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 100-250

Valid cases: 8  
 Invalid: 0  
 Minimum: 100  
 Maximum: 250  
 Mean: 231.3  
 Standard deviation: 53

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Subsidy set by National Government per child in 2002

## upper primary parent contribution 2002 (p2q48ah)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Maximum parent contribution set by Province per child in 2002

## upper primary project fee 2002 (p2q48ai)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 50-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What is the fee structure set by Governments?

**Literal question**

Upper primary - - Maximum project fee set by Province  
 per child in 2002

## how was q1 national government subsidy 2000 received by province (p2q49a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Pre question**

In the past, the national government has been responsible for allocating subsidies to schools in the 1st and 3rd quarters. There has been a change in 2002 and the national government has provided subsidies for 1st and 2nd quarters to date.

**Literal question**

How has the national government subsidy been received in this Province? 2000, Q1

## how was q3 national government subsidy 2000 received by province (p2q49b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

How has the national government subsidy been received in this Province? 2000, Q3

## how was q1 national government subsidy 2001 received by province (p2q49c)

File: P2v3

**Overview**



how was q1 national government subsidy 2001 received by province  
(p2q49c)

File: P2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

How has the national government subsidy been received in this Province? 2001, Q1

how was q3 national government subsidy 2001 received by province  
(p2q49d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

How has the national government subsidy been received in this Province? 2001, Q3

how was q1 national government subsidy 2002 received by province  
(p2q49e)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-6

Valid cases: 8  
Invalid: 0

#### Literal question

How has the national government subsidy been received in this Province? 2002, Q1

how was q2 national government subsidy 2002 received by province  
(p2q49f)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-6

Valid cases: 8  
Invalid: 0

#### Literal question

How has the national government subsidy been received in this Province? 2002, Q2

who handed over national government subsidy payment q1 2000 to province (p2q50a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q1

who handed over national government subsidy payment q3 2000 to province (p2q50b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2000, Q3

who handed over national government subsidy payment q1 2001 to province (p2q50c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q1

who handed over national government subsidy payment q3 2001 to province (p2q50d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2001, Q3

who handed over national government subsidy payment q1 2002 to province (p2q50e)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 8  
Invalid: 0

#### Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q1

who handed over national government subsidy payment q2 2002 to province (p2q50f)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 8  
Invalid: 0

#### Literal question

If answer is 5 or 6, who handed out the subsidy cheques? 2002, Q2

amount of national government subsidy received by province q1 2000 (p2q51a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-1200000

Valid cases: 8  
Invalid: 0

#### Literal question

How much did you receive for each quarter? 2000, Q1

amount of national government subsidy received by province q3 2000 (p2q51b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-1200000

Valid cases: 8  
Invalid: 0

#### Literal question

How much did you receive for each quarter? 2000, Q3

## amount of national government subsidy received by province q1 2001 (p2q51c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-1200000

Valid cases: 8  
Invalid: 0

### Literal question

How much did you receive for each quarter? 2001, Q1

## amount of national government subsidy received by province q3 2001 (p2q51d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-865900

Valid cases: 8  
Invalid: 0

### Literal question

How much did you receive for each quarter? 2001, Q3

## amount of national government subsidy received by province q1 2002 (p1q51e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-3000000

Valid cases: 8  
Invalid: 0

### Literal question

How much did you receive for each quarter? 2002, Q1

## amount of national government subsidy received by province q2 2002 (p2q51f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-3000000

Valid cases: 8  
Invalid: 0

### Literal question

How much did you receive for each quarter? 2002, Q2

amount of national government subsidy consistent with estimation q1  
2000 (p2q52a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? 2000, Q1

amount of national government subsidy consistent with estimation q3  
2000 (p2q52b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? 2000, Q3

amount of national government subsidy consistent with estimation q1  
2001 (p2q52c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? 2001, Q1

amount of national government subsidy consistent with estimation q3  
2001 (p2q52d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? 2001, Q3

## amount of national government subsidy consistent with estimation q1 2002 (p2q52e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

Was this figure consistent with your estimation? 2002, Q1

## amount of national government subsidy consistent with estimation q2 2002 (p2q52f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

Was this figure consistent with your estimation? 2002, Q2

## amount of national government subsidy shortfall q1 2000 (p2q53a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what was difference? 2000, Q1

## amount of national government subsidy shortfall q3 2000 (p2q53b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what was difference? 2000, Q3

## amount of national government subsidy shortfall q1 2001 (p2q53c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? 2001, Q1

## amount of national government subsidy shortfall q3 2001 (p2q53d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? 2001, Q3

## amount of national government subsidy shortfall q1 2002 (p2q53e)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? 2002, Q1

## amount of national government subsidy shortfall q2 2002 (p2q53f)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? 2002, Q2

## month national government subsidy q1 2000 received in province (p2q54a)

File: P2v3

## month national government subsidy q1 2000 received in province (p2q54a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

What month did you receive the subsidy in the Province? 2000, Q1

## month national government subsidy q3 2000 received in province (p2q54b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

What month did you receive the subsidy in the Province? 2000, Q3

## month national government subsidy q1 2001 received in province (p2q54c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

What month did you receive the subsidy in the Province? 2001, Q1

## month national government subsidy q3 2001 received in province (p2q54d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

What month did you receive the subsidy in the Province? 2001, Q3



## month national government subsidy q1 2002 received in province (p2q54e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-12

Valid cases: 8  
Invalid: 0

### Literal question

What month did you receive the subsidy in the Province? 2002, Q1

## month national government subsidy q2 2002 received in province (p2q54f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-12

Valid cases: 8  
Invalid: 0

### Literal question

What month did you receive the subsidy in the Province? 2002, Q2

## month national government subsidy q1 2000 passed on to schools (p2q55a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 19  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

When was it passed on to schools? 2000, Q1

## month national government subsidy q3 2000 passed on to schools (p2q55b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 19  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

When was it passed on to schools? 2000, Q3

## month national government subsidy q1 2001 passed on to schools (p2q55c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

When was it passed on to schools? 2001, Q1

## month national government subsidy q3 2001 passed on to schools (p2q55d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

When was it passed on to schools? 2001, Q3

## month national government subsidy q1 2002 passed on to schools (p2q55e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-4

Valid cases: 8  
Invalid: 0

### Literal question

When was it passed on to schools? 2002, Q1

## month national government subsidy q2 2002 passed on to schools (p2q55f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-4

Valid cases: 8  
Invalid: 0

### Literal question

When was it passed on to schools? 2002, Q2

all schools received national government subsidy q1 2000 at same time (p2q56a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

Did all schools receive their subsidy at the same time? 2000, Q1

all schools received national government subsidy q3 2000 at same time (p2q56b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

Did all schools receive their subsidy at the same time? 2000, Q3

all schools received national government subsidy q1 2001 at same time (p2q56c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Did all schools receive their subsidy at the same time? 2001, Q1

all schools received national government subsidy q3 2001 at same time (p2q56d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

Did all schools receive their subsidy at the same time? 2001, Q3

all schools received national government subsidy q1 2002 at same time (p2q56e)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 8  
Invalid: 0

#### Literal question

Did all schools receive their subsidy at the same time? 2002, Q1

all schools received national government subsidy q2 2002 at same time (p2q56f)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 8  
Invalid: 0

#### Literal question

Did all schools receive their subsidy at the same time? 2002, Q2

percentage of schools receiving national government subsidy q1 2000 late (p2q57a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If No, what percentage of schools received it later than the majority? 2000, Q1

percentage of schools receiving national government subsidy q3 2000 late (p2q57b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If No, what percentage of schools received it later than the majority? 2000, Q3

## percentage of schools receiving national government subsidy q1 2001 late (p2q57c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage of schools received it later than the majority? 2001, Q1

## percentage of schools receiving national government subsidy q3 2001 late (p2q57d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage of schools received it later than the majority? 2001, Q3

## percentage of schools receiving national government subsidy q1 2002 late (p2q57e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage of schools received it later than the majority? 2002, Q1

## percentage of schools receiving national government subsidy q2 2002 late (p2q57f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage of schools received it later than the majority? 2002, Q2

## schools likely to receive national government subsidy q1 2000 late (p2q58a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Which schools are likely to receive it later than most? 2000, Q1

## schools likely to receive national government subsidy q3 2000 late (p2q58b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Which schools are likely to receive it later than most? 2000, Q3

## schools likely to receive national government subsidy q1 2001 late (p2q58c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Which schools are likely to receive it later than most? 2001, Q1

## schools likely to receive national government subsidy q3 2001 late (p2q58d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Which schools are likely to receive it later than most? 2001, Q3

## schools likely to receive national government subsidy q1 2002 late (p2q58e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Which schools are likely to receive it later than most? 2002, Q1

## schools likely to receive national government subsidy q2 2002 late (p2q58f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Which schools are likely to receive it later than most? 2002, Q2

## national government q3 subsidy is adjusted based on q1 subsidy 2000 (p2q59a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

Was the Q3 subsidy for 2000 and 2001 adjusted based on calculations used in Q1?

## national government q3 subsidy is adjusted based on q1 subsidy 2001 (p2q59b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

national government q3 subsidy is adjusted based on q1 subsidy 2001  
(p2q59b)

File: P2v3

Was the Q3 subsidy for 2000 and 2001 adjusted  
based on calculations used in Q1?

means of knowing that schools received national government subsidy  
q1 2000 (p2q60a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 27  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q1

means of knowing that schools received national government subsidy  
q3 2000 (p2q60b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 27  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2000, Q3

means of knowing that schools received national government subsidy  
q1 2001 (p2q60c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 27  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q1

means of knowing that schools received national government subsidy  
q3 2001 (p2q60d)

File: P2v3



means of knowing that schools received national government subsidy  
q3 2001 (p2q60d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2001, Q3

means of knowing that schools received national government subsidy  
q1 2002 (p2q60e)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q1

means of knowing that schools received national government subsidy  
q2 2002 (p2q60f)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

How does the Department of Education know that the schools have received the subsidy cheques? 2002, Q2

amount of provincial subsidy received q2 2000 (p2q61a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 99-1800000

Valid cases: 8  
Invalid: 0

#### Literal question

How much did you receive for Q2, 2000

## amount of provincial subsidy received q4 2000 (p2q61b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-1800000

Valid cases: 8  
 Invalid: 0

**Literal question**

How much did you receive for Q4, 2000

## amount of provincial subsidy received q2 2001 (p2q61c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-2000000

Valid cases: 8  
 Invalid: 0

**Literal question**

How much did you receive for Q2, 2001

## amount of provincial subsidy received q4 2001 (p2q61d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-2000000

Valid cases: 8  
 Invalid: 0

**Literal question**

How much did you receive for Q4, 2001

## amount of provincial subsidy received consistent with estimation for q2 2000 (p2q62a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Was this figure consistent with your estimation? Q2, 2000

amount of provincial subsidy received consistent with estimation for  
q4 2000 (p2q62b)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? Q4, 2000

amount of provincial subsidy received consistent with estimation for  
q2 2001 (p2q62c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? Q2, 2001

amount of provincial subsidy received consistent with estimation for  
q4 2001 (p2q62d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

Was this figure consistent with your estimation? Q4, 2001

amount of provincial subsidy shortfall q2 2000 (p2q63a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

If No, what was difference? Q2, 2000

## amount of provincial subsidy shortfall q4 2000 (p2q63b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? Q4, 2000

## amount of provincial subsidy shortfall q2 2001 (p2q63c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? Q2, 2001

## amount of provincial subsidy shortfall q4 2001 (p2q63d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what was difference? Q4, 2001

## month provincial subsidy received q2 2000 (p2q64a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What month did you receive the subsidy? Q2, 2000

## month provincial subsidy received q4 2000 (p2q64b)

File: P2v3

**Overview**

## month provincial subsidy received q4 2000 (p2q64b)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What month did you receive the subsidy? Q4, 2000

## month provincial subsidy received q2 2001 (p2q64c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What month did you receive the subsidy? Q2, 2001

## month provincial subsidy received q4 2001 (p2q64d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

What month did you receive the subsidy? Q4, 2001

## means by which provincial subsidy paid to schools q2 2000 (p2q65a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

How is the provincial government subsidy paid to schools? Q2, 2000

## means by which provincial subsidy paid to schools q4 2000 (p2q65b)

File: P2v3

**Overview**

means by which provincial subsidy paid to schools q4 2000 (p2q65b)

File: P2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

How is the provincial government subsidy paid to schools? Q4, 2000

means by which provincial subsidy paid to schools q2 2001 (p2q65c)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 59  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

How is the provincial government subsidy paid to schools? Q2, 2001

means by which provincial subsidy paid to schools q4 2001 (p2q65d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 59  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

How is the provincial government subsidy paid to schools? Q4, 2001

time taken to pass on provincial subsidy to schools q2 2000 (p2q66a)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

#### Literal question

When was it passed on to schools? Q2, 2000

time taken to pass on provincial subsidy to schools q4 2000 (p2q66b)

File: P2v3

#### Overview

## time taken to pass on provincial subsidy to schools q4 2000 (p2q66b)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

When was it passed on to schools? Q4, 2000

## time taken to pass on provincial subsidy to schools q2 2001 (p2q66c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 19  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

When was it passed on to schools? Q2, 2001

## time taken to pass on provincial subsidy to schools q4 2001 (p2q66d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 19  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

When was it passed on to schools? Q4, 2001

## reasons (p2q67)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

If it takes longer than one week, why?

## provincial subsidy passed on in full q2 2000 (p2q68a)

File: P2v3

**Overview**

## provincial subsidy passed on in full q2 2000 (p2q68a)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Was each school's subsidy passed on in full to the school? Q2, 2000

## provincial subsidy passed on in full q4 2000 (p2q68b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Literal question**

Was each school's subsidy passed on in full to the school? Q4, 2000

## provincial subsidy passed on in full q2 2001 (p2q68c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

Was each school's subsidy passed on in full to the school? Q2, 2001

## provincial subsidy passed on in full q4 2001 (p2q68d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

Was each school's subsidy passed on in full to the school? Q4, 2001

## percentage of provincial subsidy retained by province q2 2000 (p2q69a)

File: P2v3

**Overview**



## percentage of provincial subsidy retained by province q2 2000 (p2q69a)

File: P2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 25-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage was retained by the Provincial Education Office? Q2, 2000

## percentage of provincial subsidy retained by province q4 2000 (p2q69b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 25-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage was retained by the Provincial Education Office? Q4, 2000

## percentage of provincial subsidy retained by province q2 2001 (p2q69c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 25-999

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage was retained by the Provincial Education Office? Q2, 2001

## percentage of provincial subsidy retained by province q4 2001 (p2q69d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 25-999

Valid cases: 8  
Invalid: 0

### Literal question

## percentage of provincial subsidy retained by province q4 2001 (p2q69d)

File: P2v3

If No, what percentage was retained by the Provincial Education Office? Q4, 2001

## how were retained funds spent by province q2 2000 (p2q70a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

What was that money used for? Q2, 2000

## how were retained funds spent by province q4 2000 (p2q70b)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

What was that money used for? Q4, 2000

## how were retained funds spent by province q2 2001 (p2q70c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

### Literal question

What was that money used for? Q2, 2001

## how were retained funds spent by province q4 2001 (p2q70d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

how were retained funds spent by province q4 2001 (p2q70d)

File: P2v3

**Literal question**

What was that money used for? Q4, 2001

all schools properly acquit q2 2000 funds (p2q71a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

**Literal question**

Do all schools properly acquit school subsidies? Q2, 2000

all schools properly acquit q4 2000 funds (p2q71b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

**Literal question**

Do all schools properly acquit school subsidies? Q4, 2000

all schools properly acquit q2 2001 funds (p2q71c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

**Literal question**

Do all schools properly acquit school subsidies? Q2, 2001

all schools properly acquit q4 2001 funds (p2q71d)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

**Literal question**

## all schools properly acquit q4 2001 funds (p2q71d)

File: P2v3

Do all schools properly acquit school subsidies? Q4, 2001

## percentage of schools failing to properly acquit q2 2000 funds (p2q72a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 15-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what percentage of schools did not acquit funds? Q2, 2000

## percentage of schools failing to properly acquit q4 2000 funds (p2q72b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 15-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what percentage of schools did not acquit funds? Q4, 2000

## percentage of schools failing to properly acquit q2 2001 funds (p2q72c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 15-99

Valid cases: 8  
 Invalid: 0

**Literal question**

If No, what percentage of schools did not acquit funds? Q2, 2001

## percentage of schools failing to properly acquit q4 2001 funds (p2q72d)

File: P2v3

**Overview**

## percentage of schools failing to properly acquit q4 2001 funds (p2q72d)

File: P2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 15-99

Valid cases: 8  
Invalid: 0

### Literal question

If No, what percentage of schools did not acquit funds? Q4, 2001

## reasons for failing to acquit funds (p2q73)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

What are the reasons why schools have difficulty acquitting funds?

## actions taken by province when schools fail to properly acquit funds (p2q74)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 28  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

### Literal question

List all the actions usually taken in these circumstances?

## province set lower primary project fee 2000 (p2q75a)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## province set upper primary project fee 2000 (p2q75b)

File: P2v3

### Overview

## province set upper primary project fee 2000 (p2q75b)

File: P2v3

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## province set lower primary project fee 2001 (p2q75c)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## province set upper primary project fee 2001 (p2q75d)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## province set lower primary project fee 2002 (p2q75e)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## province set upper primary project fee 2002 (p2q75f)

File: P2v3

### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## amount of lower primary project fee 2000 (p2q76a)

File: P2v3

## amount of lower primary project fee 2000 (p2q76a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 40-999

Valid cases: 8  
 Invalid: 0

## amount of upper primary project fee 2000 (p2q76b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 60-999

Valid cases: 8  
 Invalid: 0

## amount of lower primary project fee 2001 (p2q76c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 40-999

Valid cases: 8  
 Invalid: 0

## amount of upper primary project fee 2001 (p2q76d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 60-999

Valid cases: 8  
 Invalid: 0

## amount of lower primary project fee 2002 (p2q76e)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 40-999

Valid cases: 8  
 Invalid: 0

## amount of upper primary project fee 2002 (p2q76f)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 60-999

Valid cases: 8  
 Invalid: 0

## who is responsible for setting lower primary project fee 2000 (p2q77a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

## who is responsible for setting upper primary project fee 2000 (p2q77b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

## who is responsible for setting lower primary project fee 2001 (p2q77c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

## who is responsible for setting upper primary project fee 2001 (p2q77d)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0



## who is responsible for setting lower primary project fee 2002 (p2q77e)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

## who is responsible for setting upper primary project fee 2002 (p2q77f)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

## how is lower primary project fee 2000 spent (p2q78a)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## how is upper primary project fee 2000 spent (p2q78b)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

## how is lower primary project fee 2001 spent (p2q78c)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

how is upper primary project fee 2001 spent (p2q78d)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 0

how is lower primary project fee 2002 spent (p2q78e)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

how is upper primary project fee 20002spent (p2q78f)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

does ndoe audit provincial subsidy account (p2q79)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 8  
Invalid: 0

#### Literal question

Does the National Department of Education audit the subsidy account?

how often are audits carried out (p2q80)

File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-4

Valid cases: 8  
Invalid: 0

#### Literal question

If Yes, how often are audits carried out?

## number of audits in 2001 (p2q81)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 8  
 Invalid: 0

**Literal question**

How many audits were carried out in 2001?

## value of ndeo audits (p2q82)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 8  
 Invalid: 0

**Literal question**

The NDOE audits are ...

## does provincial treasury audit provincial subsidy account (p2q83)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

Does Provincial Treasury carry out audits of your financial accounts?

## how often are audits carried out (p2q84)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

If Yes, how often are audits carried out?

## number of audits in 2001 (p2q85)

File: P2v3

**Overview**

## number of audits in 2001 (p2q85)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Literal question**

How many audits were carried out in 2001?

## value of provincial treasury audits (p2q86)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

The Provincial Treasury audits are ...

## amount requested from pllag in 2001 (p2q87a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-900000

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Provincial and Local Level Administration Grant  
 Amount requested?

## amount approved by pllag in 2001 (p2q87b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-159000

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Provincial and Local Level Administration Grant  
 Amount Approved?

## use of funds in 2001 (p2q87c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Provincial and Local Level Administration Grant  
 How was it used?

## amount requested from pig in 2001 (p2q88a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-1000000

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Provincial Infrastructure Grant  
 Amount requested?

## amount approved by pig in 2001 (p2q88b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-336000

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Provincial Infrastructure Grant  
 Amount Approved?

## use of funds in 2001 (p2q88c)

File: P2v3

**Overview**

## use of funds in 2001 (p2q88c)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Provincial Infrastructure Grant  
 How was it used?

## amount requested from llgvsg in 2001 (p2q89a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Local Level Government and Village Services Grant  
 Amount requested?

## amount approved by llgvsg in 2001 (p2q89b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-482500

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Local Level Government and Village Services Grant  
 Amount Approved?

## use of funds in 2001 (p2q89c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

## use of funds in 2001 (p2q89c)

File: P2v3

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Local Level Government and Village Services Grant

How was it used?

## amount requested from tusg in 2001 (p2q90a)

File: P2v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-99

Valid cases: 8

Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Town and Urban Services Grant

Amount requested?

## amount approved by tusg in 2001 (p2q90b)

File: P2v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-999

Valid cases: 8

Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Town and Urban Services Grant

Amount Approved?

## use of funds in 2001 (p2q90c)

File: P2v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 99-999

Valid cases: 8

Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Town and Urban Services Grant

How was it used?

## amount requested from dsg in 2001 (p2q91a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

District Support Grant  
 Amount requested?

## amount approved by dsg in 2001 (p2q91b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

District Support Grant  
 Amount Approved?

## use of funds in 2001 (p2q91c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

District Support Grant  
 How was it used?

## amount requested from rdf in 2001 (p2q92a)

File: P2v3

**Overview**



## amount requested from rdf in 2001 (p2q92a)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Rural Development Fund  
 Amount requested?

## amount approved by rdf in 2001 (p2q92b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Rural Development Fund  
 Amount Approved?

## use of funds in 2001 (p2q92c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Rural Development Fund  
 How was it used?

## amount requested from other in 2001 (p2q93a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 8  
 Invalid: 0

**Pre question**

## amount requested from other in 2001 (p2q93a)

File: P2v3

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Other (specify)

Amount requested?

## amount approved by other in 2001 (p2q93b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Other (specify)

Amount Approved?

## use of funds in 2001 (p2q93c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 99-999

Valid cases: 8  
 Invalid: 0

**Pre question**

Did Provincial Education receive any funding from the following government sources in 2001?

**Literal question**

Other (specify)

How was it used?

## source of funds from ngo 2001 (p2q94a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-4

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Source of Funds

## source of funds from ngo 2001 (p2q94b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Source of Funds

## source of funds from ngo 2001 (p2q94c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Source of Funds

## purpose of funds (p2q95a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-6

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Purpose

## purpose of funds (p2q95b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

## purpose of funds (p2q95b)

File: P2v3

**Literal question**

Purpose

## purpose of funds (p2q95c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Purpose

## how paid (p2q96a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-12260000

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

How much was paid by cheque or bank transfer?

## how paid (p2q96b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-1300000

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

How much was paid by cheque or bank transfer?

## how paid (p2q96c)

File: P2v3

## how paid (p2q96c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

How much was paid by cheque or bank transfer?

## in kind payment (p2q97a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-200000

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

How much of this subsidy did you receive in any other form, e.g. books materials?

## in kind payment (p2q97b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

How much of this subsidy did you receive in any other form, e.g. books materials?

## in kind payment (p2q97c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

in kind payment (p2q97c)

File: P2v3

**Literal question**

How much of this subsidy did you receive in any other form, e.g. books materials?

payment to following account (p2q98a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Were funds paid into an account held by ...

payment to following account (p2q98b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Were funds paid into an account held by ...

payment to following account (p2q98c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Were funds paid into an account held by ...

dea is signatory to account (p2q99a)

File: P2v3

## dea is signatory to account (p2q99a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Are you a signatory to this account?

## dea is signatory to account (p2q99b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Are you a signatory to this account?

## dea is signatory to account (p2q99c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

What other sources of government and non-government funding does PDOE receive in this Province?

**Literal question**

Are you a signatory to this account?

## how are funds acquitted (p2q100a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## how are funds acquitted (p2q100a)

File: P2v3

**Literal question**

How are the funds acquitted?

## how are funds acquitted (p2q100b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

How are the funds acquitted?

## how are funds acquitted (p2q100c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

How are the funds acquitted?

## amount to be spent on education in province (p2q101a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the amount to be spent on education in this Province? - Most say

## else (p2q101b)

File: P2v3



else (p2q101b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the amount to be spent on education in this Province? - Who else has a say?

you (p2q101c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the amount to be spent on education in this Province? - How much say do you have?

how to spend funds in this province (p2q102a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend those funds in this Province? - Most say

else (p2q102b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

else (p2q102b)

File: P2v3

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend those funds in this Province? - Who else has a say?

you (p2q102c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend those funds in this Province? - How much say do you have?

teaching methods (p2q103a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this Province? - Most say

else (p2q103b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this Province? - Who else has a say?

you (p2q103c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on teaching methods used in this Province? - How much say do you have?

who enrolls (p2q104a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls in this Province? - Most say

else (p2q104b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls in this Province? - Who else has a say?

you (p2q104c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

you (p2q104c)

File: P2v3

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who enrolls in this Province? - How much say do you have?

class size (p2q105a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this Province? - Most say

else (p2q105b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this Province? - Who else has a say?

you (p2q105c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding class size in this Province? - How much say do you have?

## assessing students (p2q106a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this Province? - Most say

## else (p2q106b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this Province? - Who else has a say?

## you (p2q106c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing students in this Province? - How much say do you have?

## policy for assessing students (p2q107a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## policy for assessing students (p2q107a)

File: P2v3

**Literal question**

According to you, who has the most say in setting the policy for assessing students? - Most say

## else (p2q107b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students? - Who else has a say?

## you (p2q107c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing students? - How much say do you have?

## appointing teachers (p2q108a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to schools in this Province? - Most say

## else (p2q108b)

File: P2v3

else (p2q108b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to schools in this Province? - Who else has a say?

you (p2q108c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in appointing a teacher to schools in this Province? - How much say do you have?

assessing teachers (p2q109a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this Province? - Most say

else (p2q109b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (p2q109b)

File: P2v3

**Literal question**

According to you, who has the most say in assessing teachers in this Province? - Who else has a say?

you (p2q109c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in assessing teachers in this Province? - How much say do you have?

policy for assessing teachers (p2q110a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers? - Most say

else (p2q110b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers? - Who else has a say?

you (p2q110c)

File: P2v3



you (p2q110c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in setting the policy for assessing teachers? - How much say do you have?

teacher promotion (p2q111a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted? - Most say

else (p2q111b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding which teachers get promoted? - Who else has a say?

you (p2q111c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

you (p2q111c)

File: P2v3

**Literal question**

According to you, who has the most say in deciding which teachers get promoted? - How much say do you have?

discipline action against teacher (p2q112a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Most say

else (p2q112b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this Province? - Who else has a say?

you (p2q112c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in taking disciplinary action against a teacher in this Province? - How much say do you have?

dismissing a teacher (p2q113a)

File: P2v3

## dismissing a teacher (p2q113a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from schools in this Province? - Most say

## else (p2q113b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from schools in this Province? - Who else has a say?

## you (p2q113c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in dismissing a teacher from schools in this Province? - How much say do you have?

## selection for inservice (p2q114a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

## selection for inservice (p2q114a)

File: P2v3

**Literal question**

According to you, who has the most say in deciding who attends in-service training? - Most say

## else (p2q114b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training? - Who else has a say?

## you (p2q114c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding who attends in-service training? - How much say do you have?

## level of parent contribution to school fee (p2q115a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Most say

## else (p2q115b)

File: P2v3

else (p2q115b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - Who else has a say?

you (p2q115c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the parent contribution to the school fee in this Province? - How much say do you have?

level of project fees (p2q116a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees? - Most say

else (p2q116b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

else (p2q116b)

File: P2v3

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees? - Who else has a say?

you (p2q116c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding the level of project fees? - How much say do you have?

how to spend project fees (p2q117a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees? - Most say

else (p2q117b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees? - Who else has a say?

you (p2q117c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend project fees? - How much say do you have?

spending school subsidy (p2q118a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidies? - Most say

else (p2q118b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding how to spend school subsidies? - Who else has a say?

you (p2q118c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

you (p2q118c)

File: P2v3

**Literal question**

According to you, who has the most say in deciding how to spend school subsidies? - How much say do you have?

upgrading school (p2q119a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school? - Most say

else (p2q119b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school? - Who else has a say?

you (p2q119c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to upgrade a community school to a primary school? - How much say do you have?



## maintenance provision (p2q120a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in schools in this Province? - Most say

## else (p2q120b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in schools in this Province? - Who else has a say?

## you (p2q120c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on maintenance work in schools in this Province? - How much say do you have?

## constructing classrooms (p2q121a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

## constructing classrooms (p2q121a)

File: P2v3

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Most say

## else (p2q121b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in schools in this Province? - Who else has a say?

## you (p2q121c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding to build a new classroom in schools in this Province? - How much say do you have?

## organizing pnc activities (p2q122a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing pnc activities? - Most say

else (p2q122b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing pnc activities? - Who else has a say?

you (p2q122c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing pnc activities? - How much say do you have?

organizing community activities (p2q123a)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities between schools and communities? - Most say

else (p2q123b)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 32  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

else (p2q123b)

File: P2v3

**Literal question**

According to you, who has the most say in organizing activities between schools and communities? - Who else has a say?

you (p2q123c)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 14  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in organizing activities between schools and communities? - How much say do you have?

deciding on a fete or fundraising (p2q124a)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on a fete or fundraising? - Most say

else (p2q124b)

File: P2v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 32  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on a fete or fundraising? - Who else has a say?

you (p2q124c)

File: P2v3

you (p2q124c)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Pre question**

We are interested in who influences education decision making.

**Literal question**

According to you, who has the most say in deciding on a fete or fundraising? - How much say do you have?

strength of delivery of education services in this province (p2q125aa)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-11

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major strengths supporting the delivery of education services in this Province?

strength of delivery of education services in this province (p2q125ab)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-10

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major strengths supporting the delivery of education services in this Province?

strength of delivery of education services in this province (p2q125ac)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 45  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major strengths supporting the delivery of education services in this Province?

## weakness of delivery of education services in this province (p2q125ba)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 38  
Decimals: 0  
Range: 1-12

Valid cases: 8  
Invalid: 0

#### Literal question

What are the three major weakness affecting students learning at schools in this Province?

## weakness of delivery of education services in this province (p2q125bb)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-11

Valid cases: 8  
Invalid: 0

#### Literal question

What are the three major weakness affecting students learning at schools in this Province?

## weakness of delivery of education services in this province (p2q125bc)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 38  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### Literal question

What are the three major weakness affecting students learning at schools in this Province?

## factors supporting student learning in this province (p2q126aa)

### File: P2v3

#### Overview

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-10

Valid cases: 8  
Invalid: 0

#### Literal question

What are the three major strengths supporting students learning at schools in this Province?

## factors supporting student learning in this province (p2q126ab)

### File: P2v3

#### Overview

## factors supporting student learning in this province (p2q126ab)

File: P2v3

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major strengths supporting students learning at schools in this Province?

## factors supporting student learning in this province (p2q126ac)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 31  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major strengths supporting students learning at schools in this Province?

## factors affecting student learning in this province (p2q126ba)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major weakness affecting students learning at schools in this Province?

## factors affecting student learning in this province (p2q126bb)

File: P2v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 33  
 Decimals: 0  
 Range: 1-999

Valid cases: 8  
 Invalid: 0

**Literal question**

What are the three major weakness affecting students learning at schools in this Province?

## factors affecting student learning in this province (p2q126bc)

File: P2v3

**Overview**

## factors affecting student learning in this province (p2q126bc)

### File: P2v3

Type: Discrete  
Format: numeric  
Width: 33  
Decimals: 0  
Range: 1-999

Valid cases: 8  
Invalid: 0

#### **Literal question**

What are the three major weakness affecting students learning at schools in this Province?



(id)

File: H1v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-214

Valid cases: 214  
 Invalid: 0  
 Minimum: 1  
 Maximum: 214  
 Mean: 107.5  
 Standard deviation: 61.9

name of school (school)

File: H1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 30

Valid cases: 214  
 Invalid: 0

province (province)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-8

Valid cases: 214  
 Invalid: 0

**Literal question**

Province

district (district)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-20

Valid cases: 214  
 Invalid: 0

**Literal question**

District

census unit identifier (census)

File: H1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 15

Valid cases: 211  
 Invalid: 0

**Literal question**

Census enumeration area

school code (code)

File: H1v3

**Overview**

Type: Discrete  
Format: character  
Width: 10

Valid cases: 214  
Invalid: 0

(weight)

File: H1v3

**Overview**

Type: Continuous  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0.217999994754791-1.65900003910065

Valid cases: 214  
Invalid: 0  
Minimum: 0.2  
Maximum: 1.7  
Mean: 1  
Standard deviation: 0.4

name of interviewer (h1q1)

File: H1v3

**Overview**

Type: Discrete  
Format: character  
Width: 30

Valid cases: 117  
Invalid: 0

**Literal question**

Name of Interviewer

name of facility (h1q3)

File: H1v3

**Overview**

Type: Discrete  
Format: character  
Width: 40

Valid cases: 117  
Invalid: 0

**Literal question**

Name of Health Facility

type of facility (h1q4)

File: H1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 0-4

Valid cases: 117  
Invalid: 97

**Literal question**

Type of facility

village (h1q7)

File: H1v3

**Overview**

Type: Discrete  
Format: character  
Width: 30

Valid cases: 117  
Invalid: 0

interview date (h1q9)

File: H1v3

**Overview**

Type: Discrete  
Format: character  
Width: 20

Valid cases: 117  
Invalid: 0

**Literal question**

Interview Date

time of interview (h1q10)

File: H1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-3

Valid cases: 117  
Invalid: 97

**Literal question**

Time of interview

gender (h1q11)

File: H1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 117  
Invalid: 97

**Literal question**

Gender of Respondent

facility visited by research team (h1q12)

File: H1v3

**Overview**

Type: Discrete  
Format: numeric  
Width: 9  
Decimals: 0  
Range: 1-2

Valid cases: 117  
Invalid: 97

**Literal question**

## facility visited by research team (h1q12)

File: H1v3

Did you visit the facility?

## associated school code (h1q13)

File: H1v3

**Overview**

Type: Discrete

Format: character

Width: 8

Valid cases: 117

Invalid: 0

**Literal question**

School code (for associated school)

## agency type (h1q14)

File: H1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-5

Valid cases: 117

Invalid: 97

**Literal question**

Agency Type

## number of days open each week (h1q15)

File: H1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 0-7

Valid cases: 117

Invalid: 97

**Literal question**

How many days a week is the facility open?

## open all day (h1q16)

File: H1v3

**Overview**

Type: Discrete

Format: numeric

Width: 9

Decimals: 0

Range: 1-2

Valid cases: 117

Invalid: 97

**Literal question**

Are you open all day on each of those days?

## facility open today (h1q17)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

Is the facility open for patient visits today?

## reasons for closure of clinic today (h1q18)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If No, why not?

## time opened today (h1q19)

File: H1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 14

Valid cases: 117  
 Invalid: 0

**Literal question**

If yes: What time did you open today?

## closing time today (h1q20)

File: H1v3

**Overview**

Type: Discrete  
 Format: character  
 Width: 14

Valid cases: 117  
 Invalid: 0

**Literal question**

What time will you close today?

## number patients in a typical day (h1q21)

File: H1v3

**Overview**

## number patients in a typical day (h1q21)

File: H1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 3-400

Valid cases: 117  
 Invalid: 97

**Literal question**

How many patients are seen in a typical day at this facility?

## number patients today (h1q22)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How many patients have visited the facility today?

## number of patients yesterday (h1q23)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How many patients visited the facility yesterday?

## cost per visit (h1q24)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 15  
 Decimals: 0  
 Range: 1-4

Valid cases: 117  
 Invalid: 97

**Literal question**

How much do patients pay for each visit?

## approved staff establishment for facility (h1q25)

File: H1v3

**Overview**

## approved staff establishment for facility (h1q25)

File: H1v3

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-39

Valid cases: 117  
 Invalid: 97  
 Minimum: 0  
 Maximum: 39  
 Mean: 5  
 Standard deviation: 6.1

**Literal question**

How many staff are posted to this facility?

## number supposed to be present (h1q26)

File: H1v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-39

Valid cases: 117  
 Invalid: 97  
 Minimum: 0  
 Maximum: 39  
 Mean: 4.4  
 Standard deviation: 5.6

**Literal question**

How many of these staff are supposed to be present now?

## number staff present (h1q27)

File: H1v3

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-26

Valid cases: 117  
 Invalid: 97  
 Minimum: 0  
 Maximum: 26  
 Mean: 3.5  
 Standard deviation: 4.6

**Literal question**

How many of those staff are present at the facility now?

## reasons for staff absences on day of interview (h1q28)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If No, why are some staff absent now?

## staff at refresher courses (h1q29)

File: H1v3

## staff at refresher courses (h1q29)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

In 2001, how many staff attended refresher courses?

## number of doctor visits in 2002 (h1q30)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How often has a doctor visited this facility in 2002?

## number of extension officer visits in 2002 (h1q31)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How often has a Health Extension Officer visited in 2002?

## source of supplies (h1q32)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 25  
 Decimals: 0  
 Range: 1-5

Valid cases: 117  
 Invalid: 97

**Literal question**

Where do you get your medical supplies?

## diarrhoea treatment (h1q33)

File: H1v3

**Overview**



## diarrhoea treatment (h1q33)

File: H1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-5

Valid cases: 117  
 Invalid: 97

**Literal question**

If a child is brought to the facility with diarrhea, what are the different actions you would take?

## availability (h1q34aa)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Panadol - Available?

## free (h1q34ab)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Panadol - Is it free to the patient?

## cost (h1q34ac)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Panadol - If no, how much would a patient normally pay?

## number weeks unavailable (h1q34ad)

File: H1v3

**Overview**

## number weeks unavailable (h1q34ad)

File: H1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Panadol - In 2001, what was the longest number of weeks this medicine was unavailable?

## availability (h1q34ba)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Fansidar - Available?

## free (h1q34bb)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Fansidar - Is it free to the patient?

## cost (h1q34bc)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Fansidar - If no, how much would a patient normally pay?

## number of weeks unavailable (h1q34bd)

File: H1v3

## number of weeks unavailable (h1q34bd)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 0-99

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Fansidar - In 2001, what was the longest number of weeks this medicine was unavailable?

## availability (h1q34ca)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Camoquine - Available?

## free (h1q34cb)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Camoquine - Is it free to the patient?

## cost (h1q34cc)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Camoquine - If no, how much would a patient normally pay?

## number weeks unavailable (h1q34cd)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-99

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Camoquine - In 2001, what was the longest number of weeks this medicine was unavailable?

## availability (h1q34da)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? TB blister packs - Available?

## free (h1q34db)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? TB blister packs - Is it free to the patient?

## cost (h1q34dc)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? TB blister packs - If no, how much would a patient normally pay?

## number weeks unavailable (h1q34dd)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? TB blister packs - In 2001, what was the longest number of weeks this medicine was unavailable?

## availability (h1q34ea)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Condoms - Available?

## free (h1q34eb)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Condoms - Is it free to the patient?

## cost (h1q34ec)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Condoms - If no, how much would a patient normally pay?

## number weeks unavailable (h1q34ed)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Condoms - In 2001, what was the longest number of weeks this medicine was unavailable?

## availability (h1q34fa)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Liniment - Available?

## free (h1q34fb)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-2

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Liniment - Is it free to the patient?

## cost (h1q34fc)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Liniment - If no, how much would a patient normally pay?

## number weeks unavailable (h1q34fd)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 0-99

Valid cases: 117  
 Invalid: 97

**Literal question**

If a person needed the following today, would the facility be able to provide them? Liniment - In 2001, what was the longest number of weeks this medicine was unavailable?

## distance (h1q35aa)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest aid post/Health Center to this one? Distance: How many kilometers?

## means of transport (h1q35ab)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-99

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest aid post/Health Center to this one? How would you get there?

## days (h1q35ac)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest aid post/Health Center to this one? How long does it take to get there (days)?

## hours (h1q35ad)

File: H1v3

hours (h1q35ad)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest aid post/Health Center to this one? How long does it take to get there (hours)?

minutes (h1q35ae)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 3-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest aid post/Health Center to this one? How long does it take to get there (minutes)?

distance (h1q35ba)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest hospital? Distance: How many kilometers?

means of transport (h1q35bb)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest hospital? How would you get there?

days (h1q35bc)

File: H1v3

**Overview**



days (h1q35bc)

File: H1v3

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest hospital? How long does it take to get there (days)?

hours (h1q35bd)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest hospital? How long does it take to get there (hours)?

minutes (h1q35be)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 5-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest hospital? How long does it take to get there (minutes)?

distance (h1q35ca)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? Distance: How many kilometers?

means of transport (h1q35cb)

File: H1v3

**Overview**

## means of transport (h1q35cb)

File: H1v3

Type: Discrete  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How would you get there?

## days (h1q35cc)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 1-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (days)?

## hours (h1q35cd)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 0-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (hours)?

## minutes (h1q35ce)

File: H1v3

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 9  
 Decimals: 0  
 Range: 2-999

Valid cases: 117  
 Invalid: 97

**Literal question**

How far is the closest source of commercially available drugs (e.g. Pharmacy, Shop that sells medicines)? How long does it take to get there (minutes)?