

Chapter 11 – Additional tables

Table 11.1. Percentages and sampling errors for pupil and school head responses to whether pupils are permitted to borrow books from a classroom or a school library (SACMEQ I and SACMEQ II)

[illegible]

Notes: (1) The asterisks means that it is not possible to make direct comparisons between SACMEQ I and SACMEQ II variable,
(2) There is no accordance between pupils' report and the school head's report because the nature of questions were not the same (see questions below).

SACMEQ I variables: XPBORROW*, XSBORROW.

PQ21. Are you allowed to have books from the **school library** on an overnight loan?

(Please tick only one box.)

PSCHLIBR

(1)

There are no library books at school.

(2)

No

(3)

Yes

SHQ 34. Do pupils borrow books from **the school library** to take them to their homes?
(Please tick only one box.)

☐
(1)

We have no school library.

SBORROW

☐
(2)

No

☐
(3)

Yes

SACMEQ II variables: ZPBORROW* , ZSBORROW.

PQ20. Are you allowed to take library books home from school, that is, from the **school library** and/or a **class library, book corner or book box**? (Please tick only one box.)

☐
(1)

There are no library books at school or in the class.

PBORROW

☐
(2)

No

☐
(3)

Yes

SHQ39. Can pupils borrow books from the **school library** to take them to their homes?
(Please tick only one box.)

SBORROW

☐
(1)

We have no school library.

☐
(2)

No

☐
(3)

Yes

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded variable	Question N°	Original Variable	Recoded variable
PQ21	PSCHLIBR (1=no school library ; 2=no ; 3=yes)	XPBORROW (1=sysmis) (2=0) (3=1)	—	—	—
SQ34	SBORROW (1=no school library ; 2=no ; 3=yes)	XSBORROW (1=sysmis) (2=0) (3=1)	SQ39	SBORROW (1=no school library ; 2=no ; 3=yes)	ZSBORROW (1=sysmis) (2=0) (3=1)
—	—	—	PQ20	PBORROW (1=no school library ; 2=no ; 3=yes)	ZPBORROW (1=sysmis) (2=0) (3=1)

Table 11.2(a). Means and sampling errors for the type and amount of livestock at reading teachers' homes (SACMEQ II)

Region	Type of livestock											
	Cattle		Sheep		Goats		Horses/ Donkeys		Pigs		Chickens	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1												
Region 2												
Region 3												
Region 13												
National												

SACMEQ II variables: ZXLIVS1, ZXLIVS2, ZXLIVS3, ZXLIVS45, ZXLIVS6, ZXLIVS7.

SACMEQ II			
	Original Variable	Recoded Variable	Linked to Constructs
TQ28.1	XLIVS1	ZXLIVS1 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.2	XLIVS2	ZXLIVS2 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.3	XLIVS3	ZXLIVS3 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.4	XLIVS4	ZXLIVS4 (0 thru 500=Copy) (501 thru 9997=500)	IF (ZYLIVS4>0 OR ZYLIVS5>0), then ZYLIVS45 = MAX (ZYLIVS4, ZYLIVS5)
TQ28.5	XLIVS5	ZXLIVS5 (0 thru 500 =Copy) (501 thru 9997=500)	
TQ28.6	XLIVS6	ZXLIVS6 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.7	XLIVS7	ZXLIVS7 (0 thru 500=Copy) (501 thru 9997=500)	

Table 11.2(b). Means and sampling errors for the type and amount of livestock at mathematics teachers' homes (SACMEQ II)

Region	Type of livestock											
	Cattle		Sheep		Goats		Horses/ Donkeys		Pigs		Chickens	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1												
Region 2												
Region 3												
Region 13												
National												

SACMEQ II variables: ZYLIVS1, ZYLIVS2, ZYLIVS3, ZYLIVS45, ZYLIVS6, ZYLIVS7.

SACMEQ II			
	Original Variable	Recoded Variable	Linked to Constructs
TQ28.1	YLIVS1	ZYLIVS1 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.2	YLIVS2	ZYLIVS2 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.3	YLIVS3	ZYLIVS3 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.4	YLIVS4	ZYLIVS4 (0 thru 500=Copy) (501 thru 9997=500)	IF (ZYLIVS4>0 OR ZYLIVS5>0), then ZYLIVS45 = MAX (ZYLIVS4, ZYLIVS5)
TQ28.5	YLIVS5	ZYLIVS5 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.6	YLIVS6	ZYLIVS6 (0 thru 500=Copy) (501 thru 9997=500)	
TQ28.7	YLIVS7	ZYLIVS7 (0 thru 500=Copy) (501 thru 9997=500)	

Table 11.3(a).¹ Percentages and sampling errors for the type of lighting in reading teacher' homes (SACMEQ II)

Region	Type of lighting							
	No light		Candle/Oil Lamp		Gas lamp		Electric lighting	
	%	SE	%	SE	%	SE	%	SE
Region 1								
Region 2								
Region 3								
Region 13								
National								

SACMEQ II variable: ZXLIGHT.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
TQ29	XLIGHT (1=candle; 2=paraffin or oil lamp; 3= gas lamp; 4=electric light)	ZXLIGHT (missing=1) (1,2=2) (3=3) (4=4)	—

¹ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

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SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
TQ29	YLIGHT (1=candle; 2=paraffin or oil lamp; 3= gas lamp; 4=electric light)	ZYLIGHT (missing=1) (1,2=2) (3=3) (4=4)	—

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Table 11.3(r).³ Percentages and sampling errors for the type of lighting in classroom teacher' homes (SACMEQ II)

Region	Type of lighting							
	No light		Candle/Oil Lamp		Gas lamp		Electric lighting	
	%	SE	%	SE	%	SE	%	SE
Region 1								
Region 2								
Region 3								
Region 13								
National								

SACMEQ II variable: ZXLIGHT.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
TQ29	XLIGHT (1=candle; 2=paraffin or oil lamp; 3= gas lamp; 4=electric light)	ZXLIGHT (missing=1) (1,2=2) (3=3) (4=4)	—

³ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

Table 11.4.⁴ Means and sampling errors for the periods and time spent on teaching per week (SACMEQ I and SACMEQ II)

Region	SACMEQ I				SACMEQ II							
	Reading teacher				Reading teacher				Mathematics teacher			
	Periods per week		Hours per week		Periods per week		Hours per week		Periods per week		Hours per week	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1												
Region 2												
Region 3												
Region 13												
National												

SACMEQ I variables: TNPERIOD, XTHRTEAC.

SACMEQ II variables: XPERIODS, ZXHRTEAC, YPERIODS, ZYHRTEAC.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Linked to construct
TQ11	TNPERIOD	—	TQ14	XPERIODS (reading) and YPERIODS (maths)	ZXHRTEAC (reading)= (XPERIODS* XMINUTES)/60
TQ12	TMINTEAC	XTHRTEAC = TMINTEAC / 60	TQ15	XMINUTES (reading) and YMINUTES (math)	ZYHRTEAC (maths)= (YPERIODS*YMINUTES)/60

⁴ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.4(r).⁵ Means and sampling errors for the periods and time spent on teaching per week (SACMEQ I and SACMEQ II)

Region	SACMEQ I				SACMEQ II			
	Periods per week		Hours per week		Periods per week		Hours per week	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1								
Region 2								
Region 3								
Region 13								
National								

SACMEQ I variables: TNPERIOD, XTHRTEAC.

SACMEQ II variables: XPERIODS, ZXHRTEAC.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Linked to construct
TQ11	TNPERIOD	—	TQ14	XPERIODS	ZXHRTEAC = (XPERIODS* XMINUTES)/60
TQ12	TMINTEAC	XTHRTEAC = TMINTEAC / 60	TQ15	XMINUTES	

⁵ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

Table 11.5. Percentages and sampling errors for the frequency of a specific section in pupil school report for reading and mathematics (SACMEQ I and SACMEQ II)

Region	SACMEQ I		SACMEQ II			
	Reading section		English section		Mathematics section	
	%	SE	%	SE	%	SE
Region 1						
Region 2						
Region 3						
Region 13						
National						

SACMEQ I variable: XTRPTCOM.

SACMEQ II variables: ZTREPENG, ZTREPMAT.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ22	TRPTCOMM (1=no; 2=yes)	XTRPTCOM (1=0) (2=1)	TQ31	TREPENGL (1=no; 2=yes)	ZTREPENG (1=0) (2=1)
—	—	—	TQ39	TREPMATH (1=no; 2=yes)	ZTREPMAT (1=0) (2=1)

Table 11.6.⁶ Percentages and sampling errors of parents meeting teachers each year (SACMEQ II)

Region	Parents meet reading teacher		Parents meet mathematics teacher	
	%	SE	%	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

SACMEQ II variables: XMEEUSUA, YMEEUSUA.

SACMEQ II		
Question N°	Original Variable	Recoded Variable
TQ18	XMEEUSUA (reading) and YMEEUSUA (maths)	—

⁶ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.6(r).⁷ Percentages and sampling errors of parents meeting teachers each year (SACMEQ II)

Region	Parents meet classroom teacher	
	%	SE
Region 1		
Region 2		
Region 3		
Region 13		
National		

SACMEQ II variable: XMEEUSUA.

SACMEQ II		
Question N°	Original Variable	Recoded Variable
TQ18	XMEEUSUA	—

⁷ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

Table 11.7. Percentages and sampling errors of teachers asking parents to sign homework (SACMEQ I and SACMEQ II)

Region	SACMEQ I		SACMEQ II			
	Sign reading homework		Sign reading homework		Sign mathematics homework	
	%	SE	%	SE	%	SE
Region 1						
Region 2						
Region 3						
Region 13						
National						

SACMEQ I variable: XTSIGNHM.

SACMEQ II variables: ZTSIGNEN, ZTSIGNMA.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ16	TSIGNHM (1=no; 2=yes)	XTSIGNHM (1=0) (2=1)	TQ34	TSIGNENG (1=no; 2=yes)	ZTSIGNEN (1=0) (2=1)
—	—	—	TQ42	TSIGNMAT (1=no; 2=yes)	ZTSIGNMA (1=0) (2=1)

Table 11.8. Means and sampling errors of class library books per pupil (SACMEQ I and SACMEQ II)

Class library books per pupil				
Region	SACMEQ I		SACMEQ II	
	Mean	SE	Mean	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

SACMEQ I variable: XTBOOKRA.

SACMEQ II variable: ZXYBKPUP.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Linked to Constructs	Question N°	Original Variable	Linked to Constructs
TQ1	TCLASP	XTBOOKRA			
TQ8	TBOOKCLS	=TBOOKCLS/TCLASP	TQ10	XCLBOOKS (reading) and YCLBOOKS (maths)	ZXYCLBKS= (XCLBOOKS +YCLBOOKS) /2 ZXYBKPUP= ZXYCLBKS/XCLSIZE

Table 11.9. Percentages and sampling errors of reading teachers with teaching aids in the school (SACMEQ II)

Region	Teaching aids									
	For teaching reading						For teaching mathematics			
	Map		English dictionary		Teacher's guide		Geometrical instruments		Teacher's guide	
	%	SE	%	SE	%	SE	%	SE	%	SE
Region 1										
Region 2										
Region 3										
Region 13										
National										

SACMEQ II variables: ZXACCES1, ZXACCES2, ZXACCES4, ZYACCES3, ZYACCES5.

SACMEQ II		
Question N°	Original Variable	Recoded Variable
TQ13.1	XACCESS1 (1=no; 2=yes)	ZXACCES1 (1=0) (2=1)
TQ13.2	XACCESS2 (1=no; 2=yes)	ZXACCES2 (1=0) (2=1)
TQ13.3	YACCESS3 (1=no; 2=yes)	ZYACCES3 (1=0) (2=1)
TQ13.4	XACCESS4 (1=no; 2=yes)	ZXACCES4 (1=0) (2=1)
TQ13.5	YACCESS5 (1=no; 2=yes)	ZYACCES5 (1=0) (2=1)

Table 11.10(a).⁸ Percentages and sampling errors of reading teacher's purposes for using the resource centre (SACMEQ II)

Region	Reading teacher									
	Don't use		Borrow material		Make material		Training		Speak with teachers/staff	
	%	SE	%	SE	%	SE	%	SE	%	SE
Region 1										
Region 2										
Region 3										
Region 13										
National										

SACMEQ II variables: ZXRESUSE, ZXREUS1, ZXREUS2, ZXREUS3, ZXREUS45.

SACMEQ II		
Question N°	Original Variable	Linked to Constructs
TQ24	XRESUSED (1= no education resource centre; 2=not used; 3= used)	ZXRESUSE (1=sysmis) (2=1) (3=0)
TQ24.1	XRESUSE1 (1=no; 2=yes)	ZXREUS1 (1=0) (2=1)
TQ24.2	XRESUSE2 (1=no; 2=yes)	ZXREUS2 (1=0) (2=1)
TQ24.3	XRESUSE3 (1=no; 2=yes)	ZXREUS3 (1=0) (2=1)
TQ24.4	XRESUSE4 (1=no; 2=yes)	ZXREUS45 = 1 if (XRESUSE4=2 or XRESUSE5=2) else 0
TQ24.5	XRESUSE5 (1=no; 2=yes)	

⁸ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.10(b).⁹ Percentages and sampling errors of reading teachers' purposes for using the resource centre (SACMEQ II)

Region	Mathematics teacher									
	Don't use		Borrow material		Make material		Training		Speak with teachers/staff	
	%	SE	%	SE	%	SE	%	SE	%	SE
Region 1										
Region 2										
Region 3										
Region 13										
National										

SACMEQ II variables: ZYRESUSE, ZYREUS1, ZYREUS2, ZYREUS3, ZYREUS45.

SACMEQ II		
Question N°	Original Variable	Linked to Constructs
TQ24	YRESUSED (1= no education resource centre; 2=not used; 3= used)	ZYRESUSE (1=sysmis) (2=1) (3=0)
TQ24.1	YRESUSE1 (1=no; 2=yes)	ZYREUS1 (1=0) (2=1)
TQ24.2	YRESUSE2 (1=no; 2=yes)	ZYREUS2 (1=0) (2=1)
TQ24.3	YRESUSE3 (1=no; 2=yes)	ZYREUS3 (1=0) (2=1)
TQ24.4	YRESUSE4 (1=no; 2=yes)	ZYREUS45 = 1 if (YRESUSE4=2 or YRESUSE5=2) else 0
TQ24.5	YRESUSE5 (1=no; 2=yes)	

⁹ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.10(r).¹⁰ Percentages and sampling errors of teacher's purposes for using the resource centre (SACMEQ II)

Region	Don't use		Borrow material		Make material		Training		Speak with teachers/staff	
	%	SE	%	SE	%	SE	%	SE	%	SE
Region 1										
Region 2										
Region 3										
Region 13										
National										

SACMEQ II variables: ZXRESUSE, ZXREUS1, ZXREUS2, ZXREUS3, ZXREUS45.

SACMEQ II		
Question N°	Original Variable	Linked to Constructs
TQ24	XRESUSED (1= no education resource centre; 2=not used; 3= used)	ZXRESUSE (1=sysmis) (2=1) (3=0)
TQ24.1	XRESUSE1 (1=no; 2=yes)	ZXREUS1 (1=0) (2=1)
TQ24.2	XRESUSE2 (1=no; 2=yes)	ZXREUS2 (1=0) (2=1)
TQ24.3	XRESUSE3 (1=no; 2=yes)	ZXREUS3 (1=0) (2=1)
TQ24.4	XRESUSE4 (1=no; 2=yes)	ZXREUS45 = 1 if (XRESUSE4=2 or XRESUSE5=2) else 0
TQ24.5	XRESUSE5 (1=no; 2=yes)	

¹⁰ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

Table 11.11.¹¹ Percentages and sampling errors for teacher ratings of reasons for job satisfaction being the ‘most important’. (SACMEQ I and SACMEQ II) –*Alternative of Table 9.1*

Reason given	SACMEQ I		SACMEQ II			
	Reading teacher		Reading teacher		Mathematics teacher	
	%	SE	%	SE	%	SE
Travel distance to school						
Location of school *						
Quality of the school buildings						
Availability of teacher housing						
Quality of teacher housing						
Availability of classroom furniture *						
Quality of classroom furniture						
Level of teacher salary						
Timely payment of salaries						
Seeing pupils learn						
Availability of classroom supplies *						
Quality of school management and administration						
Amicable working relationships						
Good relationships with the community						
Expanded opportunities for promotion						
Opportunities for professional development						

* only in SACMEQ II

SACMEQ I variable: TSAT.

SACMEQ II variable: XSATMOST, YSATMOST.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ27	TSAT	—	TQ26	XSATMOST (reading) and YSATMOST (maths)	—

¹¹ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.11(r).¹² Percentages and sampling errors for teacher ratings of reasons for job satisfaction being the ‘most important’. (SACMEQ I and SACMEQ II) –*Alternative of Table 9.1*

Reason given	SACMEQ I		SACMEQ II	
	%	SE	%	SE
Travel distance to school				
Location of school *				
Quality of the school buildings				
Availability of teacher housing				
Quality of teacher housing				
Availability of classroom furniture *				
Quality of classroom furniture				
Level of teacher salary				
Timely payment of salaries				
Seeing pupils learn				
Availability of classroom supplies *				
Quality of school management and administration				
Amicable working relationships				
Good relationships with the community				
Expanded opportunities for promotion				
Opportunities for professional development				

* only in SACMEQ II

SACMEQ I variable: TSAT.

SACMEQ II variable: XSATMOST.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
TQ27	TSAT	—	TQ26	XSATMOST	—

¹² ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

**** Table 11.12(a).** Years of academic education of school heads (SACMEQ I)

Region	School head academic education	
	Mean	SE
Region 1		
Region 2		
Region 3		
Region 13		
National		

Note: The asterisks mean that it is not possible to make a direct comparison between Table 11.12(a) and Tables 11.12(b).

SACMEQ I variable: XSQYRSED.

SACMEQ I			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
SQ3.1	SQPRIMAR	—	XSQYRSED = SQPRIMAR + SQSECOND + SQPOSTSE
SQ3.2	SQSECOND	—	
SQ3.3	SQPOSTSE	—	

**** Table 11.12(b).** Level of academic education of school heads (SACMEQ II)

[illegible]

Note: The asterisks mean that it is not possible to make a direct comparison between Table 11.12(a) and Tables 11.12(b).

SACMEQ II variable: SQACADEM.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
SQ3	SQACADEM (1=primary; 2=junior sec; 3=senior sec; 4=A-level; 5=tertiary)	—	—

Table 11.13. Means and sampling errors of school heads' years of experience as a school head (SACMEQ I and SACMEQ II)

Region	SACMEQ I				SACMEQ II			
	This school		Altogether		This school		Altogether	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1								
Region 2								
Region 3								
Region 13								
National								

SACMEQ I variables: SYRHEAD, SYRHEAD.A.

SACMEQ II variables: SEXPTHIS, SEXPALL.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
SQ8	SYRHEAD	—	SQ9	SEXPTHIS	—
SQ9	SYRHEAD.A	—	SQ10	SEXPALL	—

Table 11.14. Means and sampling errors of the frequency of school inspection over 3 years (SACMEQ II)

Region	Numbers of inspections over 3 years	
	Mean	SE
Region 1		
Region 2		
Region 3		
Region 13		
National		

SACMEQ II variable: SINS1998

SACMEQ II		
Question N°	Original Variable	Recoded Variable
SQ24	SINS1998	—

Table 11.15(a). Equity of human resource allocation as assessed by (a) variation among schools within regions, and (b) variation among regions (SACMEQ I)

Human resources	Variation among schools within regions													Variation among regions (rho x 100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Reading teacher prof. qualif.														
Reading teacher experience														
School head prof. qualif.														
School head experience														
Inspectors/advisors visits														
Pupil/teacher ratio														

Note: 1= , 2=.....

SACMEQ I variables: XTQPROFE, TNUMYRS, XSQPROFE, SYRTEACH, XTINSTOT, XSPTRATI.

Table 11.15(b).¹³ Equity of human resource allocation as assessed by (a) variation among schools within regions, and (b) variation among regions (SACMEQ II)

Human resources	Variation among schools within regions													Variation among regions (rho x 100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Reading teacher prof. qualif.														
Reading teacher experience														
Math. teacher prof. qualif.														
Math. teacher experience														
School head prof. qualif.														
School head experience														
Inspectors/advisors visits for reading teacher														
Inspectors/advisors visits for mathematics teacher														
Pupil/teacher ratio														

Note: 1= , 2=.....

SACMEQ II variables: ZXQPROF, XEXPER, ZYQPROF, YEXPER, ZSQTT, SEXPTCH, ZXINSTOT, ZYINSTOT, ZSPTRATI.

¹³ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.15(br).¹⁴ Equity of human resource allocation as assessed by (a) variation among schools within regions, and (b) variation among regions (SACMEQ II)

Human resources	Variation among schools within regions													Variation among regions (rho x 100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Classroom teacher prof. qualif.														
Classroom teacher experience														
School head prof. qualif.														
School head experience														
Inspectors/advisors visits														
Pupil/teacher ratio														

Note: 1= , 2=.....

SACMEQ II variables: ZXQPROF, XEXPER, ZSQTT, SEXPTCH, ZXINSTOT, ZSPTRATI.

¹⁴ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

SACMEQ I				SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to construct	Question N°	Original Variable	Recoded Variable	Linked to construct
TQ5	TQPROFES (1=no TT; 2=LT 1yr; 3=1 year; 4=2 years; 5=3 years; 6=3+ yrs)	XTQPROFE (1=0) (2=0.5) (3=1) (4=2) (5=3) (6=4)	—	TQ5	XQPROF & YQPROF (1=no TT; 2=LT 1yr; 3=1 year; 4=2 years; 5=3 years; 6=3+ yrs)	ZXQPROF (Reading) & ZYQPROF (Math) (1=0) (2=0.5) (3=1) (4=2) (5=3) (6=4)	—
TQ6	TNUMYRS	—	—	TQ6	XEXPER & YEXPER	—	—
SQ4	SQPROFES (1=no TT; 2=LT 1yr; 3=1 year; 4=2 years; 5=3 years; 6=3+ yrs)	XSQPROFE (1=0) (2=0.5) (3=1) (4=2) (5=3) (6=4)	—	SQ4	SQTT (1=no TT; 2=LT 1yr; 3=1 year; 4=2 years; 5=3 years; 6=3+ yrs)	ZSQTT (1=0) (2=0.5) (3=1) (4=2) (5=3) (6=4)	—
SQ5	SYRTEACH	—	—	SQ6	SEXPTCH	—	—
TQ23.1	TINSPV95	XTINSP5 (1 thru 4= copy) (5 thru 97 =4)	XTINSTOT= XTINSP5+ XTINSP4+ XTINSP3+	TQ19.1	XINS98 and YINS98 (alpha)	ZXINS98 and ZYINS98 (numerical)	ZXINS8=ZXINS98+ZXADV98 (1 thru 4= copy) (5 thru 97 =4)
TQ23.2	TINSPV94	XTINSP4 (1 thru 4= copy) (5 thru 97 =4)		TQ19.2	XADV98 and YADV98 (alpha)	ZXADV98 and ZYADV98 (numerical)	
TQ23.3	TINSPV93	XTINSP3 (1 thru 4= copy) (5 thru 97 =4)		TQ19.1	XINS99 and YINS99 (alpha)	ZXINS99 and ZYINS99 (numerical)	
—	—	—	—	TQ19.2	XADV99 and YADV99 (alpha)	ZXADV99 and ZYADV99 (numerical)	ZXINS0=ZXINS00+ZXADV00 (1 thru 4= copy) (5 thru 97 =4)
—	—	—	—	TQ19.1	XINS00 and YINS00 (alpha)	ZXINS00 and ZYINS00 (numerical)	
—	—	—	—	TQ19.2	XADV00 and YADV00 alpha)	ZXADV00 and ZYADV00 (numerical)	
							ZXINSTOT= ZXINSP8+ ZXINSP9+ ZXINSP0 And ZYINS8=ZYINS98+ZYADV98 (1 thru 4= copy) (5 thru 97 =4) ZYINS9=ZYINS99+ZYADV99 (1 thru 4= copy) (5 thru 97 =4) ZYINS0=ZYINS00+ZYADV00 (1 thru 4= copy) (5 thru 97 =4) ZYINSTOT= ZYINSP8+ ZYINSP9+ ZYINSP0
SQ13.1	SMALETC	—	XSTEACH= SMALETC+	SQ15.7	STCHTOT1	—	—
SQ13.2	SFEMATCH	—	SFEMATCH				
SQ18.1	SENRLBOY	—	XSTOTENR= SENRLBOY +	—	—	—	—
SQ18.2	SENRLGIR	—	SENRLGIR	—	—	—	—
—	—	—	XSPTRATI= XSTOTENR/ XSTEACH	—	—	—	ZSPTRATI= SFENROL/STCHTOT1

Table 11.16(a). Equity of material resource distribution to schools as assessed by (a) variation among schools within regions, and (b) variation among regions (SACMEQ I)

Material resources	Variation among schools within regions												Variation among regions (rho x 100)
	1	2	3	4	5	6	7	8	9	10	11	12	13
Classroom furniture index													
Toilets per pupil													
Classroom library													
Classroom space per pupil													
Teacher housing quality													
School resources index													

Note: 1= , 2=.....

SACMEQ I variables: XTCLFURN, XSTRATIO, TRESCLIB, XSAPRATI, XTCONDLI, XSRTOT22.

Table 11.16(b).¹⁵ Equity of material resource allocation as assessed by (a) variation among schools within regions, and (b) variation among regions (SACMEQ II)

Material resources	Variation among schools within regions													Variation among regions (rho x 100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Classroom furniture index by reading teacher														
Classroom furniture index by mathematics teacher														
Toilets per pupil														
Classroom library by reading teacher														
Classroom library by mathematics teacher														
Classroom space per pupil														
Reading teacher housing quality														
Mathematics teacher housing quality														
School resources index														

Note: 1= , 2=.....

SACMEQ II variables: ZXCLFURN, ZYCLFURN, ZSTRATIO, ZXCRES6, ZYCRES6, ZSSPACE, ZXLIVING, ZYLIVING, ZSRTOT22.

¹⁵ ONLY for Group B Countries : Kenya, Malawi, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda and Zanzibar.

Table 11.16(br).¹⁶ Equity of material resource allocation as assessed by (a) variation among schools within regions, and (b) variation among regions (SACMEQ II)

Material resources	Variation among schools within regions													Variation among regions (rho x 100)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Classroom furniture index														
Toilets per pupil														
Classroom library														
Classroom space per pupil														
Teacher housing quality														
School resources index														

Note: 1= , 2=.....

SACMEQ II variables: ZXCLFURN, ZSTRATIO, ZXCRES6, ZSSPACE, ZXLIVING, ZSRTOT22.

¹⁶ ONLY for Group A Countries : Botswana, Lesotho, Mauritius and Zambia.

SACMEQ I				SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to construct	Question N°	Original Variable	Recoded Variable	Linked to construct
TQ10.01	TRESCKBD (1=no ; 2=yes)	—	XCLFURN= TRESCKBD+	TQ12.1	XCRES1 & YCRES1 (1=no ; 2=yes)	—	ZXCLFURN= XCRES1+ XCRES4 +
TQ10.07	TRESCPBD(1=no ; 2=yes)	—	TRESCPBD+ TRESBKSH+	TQ12.4	XCRES4 & YCRES4 (1=no ; 2=yes)	—	XCRES5+XCRES7 + XCRES8 –5.
TQ10.08	TRESBKSH (1=no ; 2=yes)	—	TRESTTAB+ TRESTCHR –5.	TQ12.5	XCRES5 & YCRES5 (1=no ; 2=yes)	—	ZYCLFURN= YCRES1+ YCRES4 + YCRES5+YCRES7 + YCRES8 –5.
TQ10.11	TRESTTAB (1=no ; 2=yes)	—	(max.5)	TQ12.7	XCRES7 & YCRES7 (1=no ; 2=yes)	—	
TQ10.12	TRESTCHR (1=no ; 2=yes)	—		TQ12.8	XCRES8 & YCRES8 (1=no ; 2=yes)	—	
SQ30.1	STOILETB	—	XSTOITOT =STOILETB	—	—	—	—
SQ30.2	STOILETG	—	+STOILETG	—	—	—	—
—	—	—	—	SQ37.1	STOIBOYA	—	ZSTOITOT =
—	—	—	—	SQ37.1	STOIBOYB	—	STOIBOYA+
—	—	—	—	SQ37.1	STOIBOYC	—	STOIBOYB+
—	—	—	—	SQ37.2	STOIGIRA	—	STOIBOYC+
—	—	—	—	SQ37.2	STOIGIRB	—	STOIGIRA+
—	—	—	—	SQ37.2	STOIGIRC	—	STOIGIRB+
—	—	—	—	—	—	—	STOIGIRC
—	—	—	XSTRATIO = BIGSHIFT / XSTOITOT	—	—	—	ZSTRATIO = BIGSHIFT / ZSTOITOT
TQ 10.09	TRESCLIB (1=no ; 2=yes)	XTRESCLI (1=0) (2=1)	—	TQ12.6	XCRES6 & YCRES6 (1=no ; 2=yes)	ZXCRES6 & ZYCRES6 (1=0) (2=1)	—
SQ28.1	SAREAPER	—	XSARETOT= SAREAPER+	SQ35.1	SAREAPER	—	ZSARETOT= SAREAPER+
SQ28.2	SAREATEM	—	SAREATEM	SQ35.2	SAREATEM	—	SAREATEM
—	—	—	XSAPRATI= XSARETOT/ bigshift	—	—	—	ZSSPACE= ZSARETOT/ bigshift
TQ31	TCONDLIV (1=generally poor; 2=major repair; 3=minor repair; 4=generally good)	XTCONDLI (1 thru 2=0) (3 thru 4=1)	—	TQ30	XLIVING & YLIVING (1=generally poor; 2=major repair; 3=minor repair; 4=generally good)	ZXCONDLI (Reading) and ZYCONDLI (Math) (1 thru 2=0) (3 thru 4=1)	—
SQ31.01	SRESLIBR (1=no;2=yes)	XSR01 (1=0) (2=1)	XSR01+XSRTOT22=	SQ38.01	SRES01 (1=no; 2=yes)	ZSRES01 (1=0) (2=1)	ZSRTOT22=
SQ31.02	SRESHALL (1=no; 2=yes)	XSR02 (1=0) (2=1)	XSR02+	SQ38.02	SRES02 (1=no; 2=yes)	ZSRES02 (1=0) (2=1)	ZSRES01+ ZSRES02+
SQ31.03	SRESSTAF (1=no; 2=yes)	XSR03 (1=0) (2=1)	XSR03+	SQ38.03	SRES03 (1=no; 2=yes)	ZSRES03 (1=0) (2=1)	ZSRES03+ ZSRES04+
SQ31.04	SRESHEAD(1=no; 2=yes)	XSR04 (1=0) (2=1)	XSR04+	SQ38.04	SRES04 (1=no; 2=yes)	ZSRES04 (1=0) (2=1)	ZSRES05+ ZSRES06+
SQ31.06	SRESSTOR (1=no; 2=yes)	XSR06 (1=0) (2=1)	XSR06+	SQ38.05	SRES05 (1=no; 2=yes)	ZSRES05 (1=0) (2=1)	ZSRES07+ ZSRES08+
SQ31.07	SRESFAID (1=no; 2=yes)	XSR07 (1=0) (2=1)	XSR07+	SQ38.06	SRES06 (1=no; 2=yes)	ZSRES06 (1=0) (2=1)	ZSRES09+ ZSRES10+
SQ31.08	SRESSPOR (1=no; 2=yes)	XSR0809 (if SRESSPOR=2 or SRESPLAY=2 then XSR0809=1, else XSR0809=0)	XSR0809+ XSR1011+	SQ38.07	SRES07 (1=no; 2=yes)	ZSRES07 (1=0; 2=1)	ZSRES11+ ZSRES12+
SQ31.09	SRESPLAY (1=no; 2=yes)	—	XSR12+ XSR13+ XSR14+	—	—	—	ZSRES13+ ZSRES14+
SQ31.10	SRESWATR (1=no; 2=yes)	XSR1011 (if SRESWATR=2 or SRESWELL=2 then XSR1011=1, else XSR1011=0)	XSR15+ XSR16+	SQ38.08	SRES08 (1=no; 2=yes)	ZSRES08 (1=0; 2=1)	ZSRES15+ ZSRES16+
SQ31.11	SRESWELL (1=no; 2=yes)	—	XSR17+ XSR18+ XSR19+	—	—	—	ZSRES17+ ZSRES18+
SQ31.12	SRESELEC (1=no; 2=yes)	XSR12 (1=0) (2=1)	XSR20+ XSR21+	SQ38.09	SRES09 (1=no; 2=yes)	ZSRES09 (1=0) (2=1)	ZSRES19+ ZSRES20+
SQ31.13	SRESTELE (1=no; 2=yes)	XSR13 (1=0) (2=1)	XSR23+ XSR24+	SQ38.10	SRES10 (1=no; 2=yes)	ZSRES10 (1=0) (2=1)	ZSRES21+ ZSRES23
SQ31.14	SRESFAX (1=no; 2=yes)	XSR14 (1=0) (2=1)	XSR25+	SQ38.11	SRES11 (1=no; 2=yes)	ZSRES11 (1=0) (2=1)	(Max 22)
SQ31.15	SRESGARD (1=no; 2=yes)	XSR15 (1=0) (2=1)	XSR26	SQ38.12	SRES12 (1=no; 2=yes)	ZSRES12 (1=0) (2=1)	
SQ31.16	SRESTYPE (1=no; 2=yes)	XSR16 (1=0) (2=1)	(Max22)	SQ38.13	SRES13 (1=no; 2=yes)	ZSRES13 (1=0) (2=1)	
SQ31.17	SRESDUPL (1=no; 2=yes)	XSR17 (1=0) (2=1)	—	SQ38.14	SRES14 (1=no; 2=yes)	ZSRES14 (1=0) (2=1)	
SQ31.18	SRESRADI (1=no; 2=yes)	XSR18 (1=0) (2=1)	—	SQ38.15	SRES15 (1=no; 2=yes)	ZSRES15 (1=0) (2=1)	
SQ31.19	SRESTAPE (1=no; 2=yes)	XSR19 (1=0) (2=1)	—	SQ38.16	SRES16 (1=no; 2=yes)	ZSRES16 (1=0) (2=1)	
SQ31.20	SRESOHP (1=no; 2=yes)	XSR20 (1=0) (2=1)	—	SQ38.17	SRES17 (1=no; 2=yes)	ZSRES17 (1=0) (2=1)	
SQ31.21	SRESTV (1=no; 2=yes)	XSR21 (1=0) (2=1)	—	SQ38.18	SRES18 (1=no; 2=yes)	ZSRES18 (1=0) (2=1)	
SQ31.23	SRESVCR (1=no; 2=yes)	XSR23 (1=0) (2=1)	—	SQ38.19	SRES19 (1=no; 2=yes)	ZSRES19 (1=0) (2=1)	
SQ31.24	SRESPHOT (1=no; 2=yes)	XSR24 (1=0) (2=1)	—	SQ38.20	SRES20 (1=no; 2=yes)	ZSRES20 (1=0) (2=1)	
SQ31.25	SRESCOMP (1=no; 2=yes)	XSR25 (1=0) (2=1)	—	SQ38.21	SRES21 (1=no; 2=yes)	ZSRES21 (1=0) (2=1)	
SQ31.26	SRESCAFE (1=no; 2=yes)	XSR26 (1=0) (2=1)	—	SQ38.23	SRES23 (1=no; 2=yes)	ZSRES23(1=0) (2=1)	

Table 11.17(a). Means, percentages, and sampling errors for pupil personal and home-related characteristics (SACMEQ I) - *Replacement of table 3.1(a)*

Region	Age (months)		Sex (female)		Books at home (number)		Possessions at home (index)		Meals (index)		Parent education	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1												
Region 2												
Region 3												
Region 13												
National												

SACMEQ I Variables: XPAGEMON, XPSEX, XPBOOKSH, XPTOTP13, XPREGME, XPFMEDMN.

SACMEQ I			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
PQ2	PBDAY PBMONTH PBYEAR	—	$XPAGEMON = (testyear * 12 + testmonth) - (PBYEAR * 12 + PBMONTH)$
PQ3	PSEX (1=boy; 2=girl)	XPSEX (1=0) (2=1)	—
PQ6	PBOOKSHM (1=no books; 2=1-10; 3=11-50; 4=51-100; 5=101-200; 6=201+)	XPBOOKSH (1=0) (2=5) (3=30) (4=75) (5=150) (6=250)	—
PQ8.01	PPOSNEWS (1=no; 2=yes)	—	$XPTOTP13 = PPOSNEWS + PPOSMAG + PPOSRAD + PPOSTV + PPOSVCR + POSCAS + PPOSTELE + PPOSCAR + PPOSMOT + PPOSBIC + PPOSWAT + PPOSELEC + PPOSTAB - 13$ (Max. 13)
PQ8.02	PPOSMAG (1=no; 2=yes)	—	
PQ8.03	PPOSRAD (1=no; 2=yes)	—	
PQ8.04	PPOSTV (1=no; 2=yes)	—	
PQ8.05	PPOSVCR (1=no; 2=yes)	—	
PQ8.06	PPOSCAS (1=no; 2=yes)	—	
PQ8.07	PPOSTELE (1=no; 2=yes)	—	
PQ8.09	PPOSCAR (1=no; 2=yes)	—	
PQ8.10	PPOSMOT (1=no; 2=yes)	—	
PQ8.11	PPOSBIC (1=no; 2=yes)	—	
PQ8.12	PPOSWAT (1=no; 2=yes)	—	
PQ8.13	PPOSELEC (1=no; 2=yes)	—	
PQ8.14	PPOSTAB (1=no; 2=yes)	—	
PQ18.1	PMEAL1 (1=not at all; 2=1or2 /week; 3=3or4/week; 4=every day)	—	$XPREGME = PMEAL1 + PMEAL2 + PMEAL3$ (Max. 12)
PQ18.2	PMEAL2 (1=not at all; 2=1or2 /week; 3=3or4 /week; 4=every day)	—	
PQ18.3	PMEAL3 (1=not at all; 2=1or2 /week; 3=3or4/week; 4=every day)	—	
PQ9	PMOTHER (1=no school; 2=some primary; 3=all primary; 4=some sec; 5=all sec; 6=after sec; 7=don't know; 8=don't have)	XPMOTHER (1 thru 6=copy) 7 and 8 were recoded for the mode within the pupils with the same PFATHER value and criterion scaling using possessions.	$XPFMEDMN = (XPMOTHER + XPFATHER)/2$
PQ10	PFATHER (1=no school; 2=some primary; 3=all primary; 4=some sec; 5=all sec; 6=after sec; 7=don't know; 8=don't have)	XPFATHER (1 thru 6=copy) 7 and 8 were recoded for the mode within the pupils with the same PMOTHER value and criterion scaling using possessions.	

Table 11.17(b). Means, percentages, and sampling errors for pupil personal and home-related characteristics (SACMEQ II) *Replacement of table 3.1(b)*

Region	Age (months)		Sex (female)		Books at home (number)		Possessions at home (index)		Meals (index)		Parent education	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Region 1												
Region 2												
Region 3												
Region 13												
National												

SACMEQ II Variables: ZPAGEMON, ZPSEX, ZPBOOKSH, ZPTOTP13, ZPREGME, ZPFMEDMN.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to Constructs
PQ2	PBDAY PBMONTH PBYEAR	—	ZPAGEMON = (<i>testyear</i> * 12 + <i>testmonth</i>) – (PBYEAR * 12 + PBMONTH)
PQ3	PSEX (1=boy; 2=girl)	ZPSEX (1=0) (2=1)	—
PQ6	PBOOKSHM (1=no books; 2=1-10; 3=11-50; 4=51-100; 5=101-200; 6=201+)	ZPBOOKSH (1=0) (2=5) (3=30) (4=75) (5=150) (6=250)	—
PQ7.01	PPOS01 (1=no tick; 2=tick)	—	ZPTOTP13 = PPOS01 + PPOS02 + PPOS03 + PPOS04 + PPOS05 + PPOS06 + PPOS07 + PPOS09 + PPOS10 + PPOS11 + PPOS12 + PPOS13 + PPOS14 – 13 (Max. 13)
PQ7.02	PPOS02 (1=no tick; 2=tick)	—	
PQ7.03	PPOS03 (1=no tick; 2=tick)	—	
PQ7.04	PPOS04 (1=no tick; 2=tick)	—	
PQ7.05	PPOS05 (1=no tick; 2=tick)	—	
PQ7.06	PPOS06 (1=no tick; 2=tick)	—	
PQ7.07	PPOS07 (1=no tick; 2=tick)	—	
PQ7.09	PPOS09(1=no tick; 2=tick)	—	
PQ7.10	PPOS10 (1=no tick; 2=tick)	—	
PQ7.11	PPOS11(1=no tick; 2=tick)	—	
PQ7.12	PPOS12 (1=no tick; 2=tick)	—	
PQ7.13	PPOS13 (1=no tick; 2=tick)	—	
PQ7.14	PPOS14 (1=no tick; 2=tick)	—	
PQ10.1	PMEAL1 (1=not at all; 2=1or2 /week; 3=3or4/week; 4=every day)	—	ZPREGME = PMEAL1 + PMEAL2 + PMEAL3 (Max. 12)
PQ10.2	PMEAL2 (1=not at all; 2=1or2 /week; 3=3or4/week; 4=every day)	—	
PQ10.3	PMEAL3 (1=not at all; 2=1or2 /week; 3=3or4/week; 4=every day)	—	
PQ11	PMOTHER (1=no school; 2=some primary; 3=all primary; 4=some sec; 5=all sec; 6=some post-sec; 7=university; 8=don't know; 9=don't have)	ZPMOTHER (1 thru 6=copy) (7=6) 8 and 9 to be recoded for the mode within the pupils with the same PFATHER value and criterion scaling using possessions.	ZPFMEDMN = (ZPMOTHER +ZPFATHER)/2
PQ12	PFATHER (1=no school; 2=some primary; 3=all primary; 4=some sec; 5=all sec; 6=some post-sec; 7=university; 8=don't know; 9=don't have)	ZPFATHER (1 thru 6=copy) (7=6) 8 and 9 to be recoded for the mode within the pupils with the same PMOTHER value and criterion scaling using possessions.	

Table 11.18. Percentages, means and sampling errors for the qualifications of the school staff (SACMEQ II)

Region	Post-secondary academic education		Teacher training (years)	
	%	SE	Mean	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

SACMEQ II variables: ZSTCHACA, ZSTCHYR

SACMEQ II		
Question N°	Original Variable	Linked to Constructs
SQ16.3	STCHTERT	ZSTCHACA= (STCHTERT*100)/ STCHTOT2
SQ16.4	STCHTOT2	
SQ17.1	STCHNOTT	ZSTCHYR= ((0.5*STCHSHOR) + (1*STCH1YR) + (2*STCH2YR) + (3*STCH3YR) + (4*STCHMORE)) / STCHTOT3
SQ17.2	STCHSHOR	
SQ17.3	STCH1YR	
SQ17.4	STCH2YR	
SQ17.5	STCH3YR	
SQ17.6	STCHMORE	
SQ17.7	STCHTOT3	

Table 11.19. Means and sampling errors of the classroom space available for pupils (SACMEQ II)

Region	Classroom space	
	Mean	SE
Region 1		
Region 2		
Region 3		
Region 13		
National		

SACMEQ II variable: ZSSPACE.

SACMEQ II		
Question N°	Original Variable	Linked to Constructs
SQ22	SSESS1P	ZSSPACE= (SAREAPER+ SAREATEM) / BIGSHIFT BIGSHIFT=max (SSESS1P, SSESS2P, SSESS3P, SSESS4P, SSESS5P, SSESS6P)
SQ22	SSESS2P	
SQ22	SSESS3P	
SQ22	SSESS4P	
SQ22	SSESS5P	
SQ22	SSESS6P	
SQ35.1	SAREAPER	
SQ35.2	SAREATEM	

Table 11.20. Percentages and sampling errors for schools being visited by staff of the education resource centre (SACMEQ II).

Region	Have not visited		Have visited	
	%	SE	%	SE
Region 1				
Region 2				
Region 3				
Region 13				
National				

SACMEQ II Variable: ZSCNTR.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to construct
SQ26	SCNTR 1=no ED centre; 2=not visited; 3= visited	ZSCNTR= (1=sysmis) (2=0) (3=1)	—

Table 11.21. Means and sampling errors of number of schools served by the education resource centre (SACMEQ II).

Region	Number of schools served by the centre	
	Means	SE
Region 1		
Region 2		
Region 3		

National

SACMEQ II variable: ZSCNTRSR.

SACMEQ II			
Question N°	Original Variable	Recoded Variable	Linked to construct
SQ26	SCNTRSRV 1=no ED 2=1-5; 3= 6-10; 4=11-15; 5=16 or more	ZSCNTRSR (1=0) (2=3) (3=8) (4=13) (5=20)	—

Table 11.22. Percentages and sampling errors for the enrolment of girls in schools and in Grade 6 in schools (SACMEQ I and SACMEQ II)

Region	Enrolment of girls in schools							
	SACMEQ I				SACMEQ II			
	Girls		Grade 6 girls		Girls		Grade 6 girls	
	%	SE	%	SE	%	SE	%	SE
Region 1								
Region 2								
Region 3								

National

SACMEQ I variables: XSENRLGI, XSENRGI6.

SACMEQ II variables: ZSPUPGIR, ZSPUPGI6.

SACMEQ I			SACMEQ II		
Question N°	Original Variable	Recoded Variable	Question N°	Original Variable	Recoded Variable
SQ18.2	SENRLGIR	XSENRLGI=SENRLGIR/XSTOTENR	SQ18.2	SPUPGIRL	ZSPUPGIR=SPUPGIRL/(SPUPGIRL+SPUPBOY)
SQ19.2	SENRGIR6	XSENRGI6=SENRGIR6/(SENRGIR6+SENRBOY6)	SQ19.2	SPUPGIRL6	ZSPUPGI6=SPUPGIR6/(SPUPGIR6+SPUPBOY6)

