

CODEBOOK AND STATISTICAL REPORT¹

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¹ A codebook documents key aspects of surveys and usually contains a study description, a copy of the questionnaire used in the study and a codelist. We have combined the codelist (a list of all variables in the survey) with the marginal totals. We have also included relevant extracts from the enumerator manual.

TITLE OF STUDY: NATIONAL AUDIT OF ECD PROVISIONING

ABSTRACT:

In May 2000, the South African National Department of Education undertook a Nation-wide Audit of ECD Provisioning. In a period of approximately two months, 23,482 sites, employing 54,503 educators and providing services to 1,030,473 learners, were audited. Data concerning a range of aspects of ECD provisioning was collected. At the ECD facility level key categories include registration of the facility and with whom, the geographical location of the site, basic infrastructural information (access to roads, electricity, toilets, water) and special equipment. Other facility level topics covered include the financial base of the site, the nature of the site (school-based, home-based or community based), its sustainability (how long it has been operating), its operating hours as well as key aspects of the educational activities at the site. At the educator level, the audit covered basic information about the number of designations of all educators at the site, their age, highest qualification, gender, race, highest school grade, monthly salary and teaching experience. Extensive information was also gathered about the learners at each site including the total number of learners disaggregated by age group, race and gender. Data was also captured about the number of learners with disabilities and the nature of such disabilities.

KEYWORDS: Early childhood provisioning, pre-school education, learners, educators.

UNIVERSE: For the purposes of the audit, an ECD site was defined as any public or private, formal or informal ECD location wherein educare is offered to groups of six or more learners. Existing databases within the Departments of Education, Health and Welfare, as well as those of training institutions (including those identified during the postal survey) were accessed. NGOs, CBOs, funding organisations and any other possible sources of site information were also asked to submit site lists.

An initial unverified list of 30,101 sites was compiled using agencies in the nine provinces. Of these 4,673 were subsequently deleted by the provincial agencies as being duplicates, non-existent or closed, resulting in a revised total of 25,428. Site information was ultimately assimilated on 23,482 sites (92%).

DATE OF RESEARCH: May and June 2000

EXTENT OF COLLECTION: 2 data files + electronic documentation

FILE SPECIFICATIONS²:

Number of cases:	File 1 (Facility Data) 23 483 File 2 (Educator Data) 54 503
Number of records per case:	1
Number of variables:	File 1 = 361 File 2 = 24
Number of kilobytes	File 1 = 11.7 KB
Number of kilobytes:	File 2 = 2.8 KB

FIELDWORK:

Core trainers from each provincial agency were trained by the national consortium in Pretoria in the administration of the instrument and the training of provincial enumerators. An enumerator manual was provided by the national consortium. The final version of this manual was made available in English, with translations of key sections in the other ten official languages.

The provincial agencies were required to select suitable and appropriate enumerators to conduct the audit in their regions. A total of eight hundred and fifty four enumerators were trained on during the first week of May. They were drawn predominantly from the ECD sector: many were trainers and fieldworkers from training organisations, others were unemployed ECD educators, a small number were community workers with relevant experience (like teaching), while still others were post-graduate social science students with research experience.

Provincial agencies were supplied with letters of introduction and posters for visited sites. Data collection commenced on the 8th May 2000. While the provincial agencies were responsible for supervising the enumerators, the process was also monitored by a national consortium, the Provincial Steering Committees and the Research and Publications Committee. The audit was initially intended to proceed for five weeks, however given the scope of the process and some inevitable delays in site visits, fieldwork was extended until 30th June 2000.

² The data is stored in two files labelled FACILITYDATA and EDUCATORDATA. Both files are stored in two formats: as a SPSS datafile (.sav) and a SPSS portable file (.por). The latter format allows for easier portability to programmes other than SPSS (e.g. Excel).

Feedback from supervisors and monitors was that the process proceeded remarkably smoothly, with largely positive support and co-operation from the sites. In the few cases where access to sites was denied (n < 80), objections were raised to what was perceived to be yet another Departmental exercise or “government intrusion’ into their private affairs. The task of the enumerators was often an extremely daunting one. Physically locating sites was a major headache, with some having only a name and no further identifying information. There were also very long distances to be travelled, often on extremely poor roads, sometimes only to find that the site no longer existed.

A random sample of 2% (n = 465) of sites was selected for verification and the selected sites visited to ascertain whether they had in fact been audited and whether the information was correctly recorded. Verification of the information on the instruments was carried out by the Department of Education and the national consortium. The verification process established that all sites selected had in fact been audited and that all vital data had been recorded properly. Minor discrepancies were evident with respect to the more subjective items on the instrument. The data was then captured by the on MS Access. Instruments with missing or obviously incorrect data (n = 163) were returned to the provincial agencies for completion. In this process of cross-checking of the collected data, no major or consistent patterns of errors were detected, and the very few inaccuracies that were discovered were either corrected prior to data analysis or otherwise excluded.

THE ENUMERATOR MANUAL (Abridged version)

The following general instructions were given to all enumerators:

- *Study all the definitions and guide to specific questions before your visit.*
- ***Every** question must be completed, as instructed, even if all you can record is that there was no response or the respondent didn’t know or the question is not applicable. Complete only the relevant blocks of each question.*

*Where the question is not applicable mark the whole block clearly with N/A.
e.g. where there is no fax or phone.*

Do not make additional comments on the questionnaire

Use a tick (✓) and keep it within the block. Do not use a cross(x) as it may look like a crossed out tick.

If you make a mistake on the questionnaire, cross it out and use Tippex if necessary.

*Fill in the questionnaire in **black pen**.*

- *You will need a notebook for jotting down details in different parts of the site. A pocket calculator would be useful.*

In addition, take with you photostat copies of C1 (to be used if there are more than 7 educators at a single site) and D14 (to be used if there are more than 8 separate groups of learners).

- *Conduct the interview in the **preferred language** of the educators at the site. Some key sections and words are provided in translation boxes.*
- *Questions about population group, gender, age, qualifications, salaries and HIV/AIDS can be sensitive. If you are asked why this is necessary, explain that it is needed for targeting services to the most under-served, for redress and to help plan for training needs.*
- *To complete the form you will need to have a **tour around the site**, time to **observe** and time to **study records** and time to **interview** the most senior educator present at the site.*

Onsite enumeration was divided into three stages: the arrival, tour of the site, observation of the pedagogical programmes, consulting all available records, interviewing the head of the facility and departure. Instructions with regard to each were as follows:

1. ARRIVAL

*The best time to see most programme activities at ECD sites is in the morning. Preferably arrange to arrive at the sites in the early part of the day. **Note your name, enumerator code and time of arrival in the space provided at the beginning of the questionnaire.***

Introduce yourself to the head of the site and show her/him your official letter of introduction. If you have been unable to make contact previously, cover the points in 1 above. If the ECD site is part of a public school first report to the Principal's office.

Spend a few minutes explaining the different things you will be auditing – contact details, information about the learners, information about the educators, the sites, funding sources and the programme of activities learners do. If the head of the site would prefer to look at the questionnaire him or herself show it to her/him. Organise a time when you can interview her/him.

2. TOUR OF THE SITE

*Ask for a guided tour around the site – all the indoor and outdoor areas that are used by learners – and on route to be introduced to all the educational staff. Explain that **YOU** will be filling in the questionnaire. If the head wishes to fill in the questionnaire explain that enumerators have been trained to do so in a standardised way.*

During this tour complete the following:

- *Physical provision and any special equipment for learners with disabilities (B3)*
- *Place in which the site operates (D2)*
- *Type and condition of the building (D 6)*
- *Total area of outdoor playgrounds (D7)*
If there is more than one playground, make a note of the area of each separate one and put the total of all the playgrounds in the block provided.
- *Water (D8 a and b)*
- *Power and Energy (D9)*
- *Enclosure (D10)*
- *Toilets (D11a and b)*
- *Condition of sanitation, hygiene and safety (D12)*
- *Cooking Area and fuel (D13)*

3. OBSERVATION OF PROGRAMME

Spend at least one hour observing the programme in action.

If there is more than one group of learners and an educator, spend at least 15 -20 minutes observing each group.

During this observation complete the following questions:

- *Physical count of learners in each group (B2)*
- *The area of the space used by each group of learners (D14)*
- *Equipment available, sufficiency in terms of the numbers of learners and condition (E1)*
- *Improvised equipment (E2)*
- *Programme of activities being followed (F3)*
- *Variety of activities and types of activities (F4)*
- *Whether learners' work is displayed (F5)*
- *Freedom to explore and experiment with activities and equipment provided (F6)*
- *Encouragement to ask questions (F7)*
- *Learners' interest and involvement (F8)*

For E 1 and 2 and F3, 4, 5, 6, 7 and 8, the response box you tick should be for the site as a whole. If there is more than one group, jot down notes as you go and then after the last group, tick the category which, in your opinion, best fits the site as a whole.

4. RECORDS

During your meeting with the head or most senior person available at the time of your visit, check:

- *The attendance register for enrolment (B1)*
 - *Fees register for how much the fees are (D16) and what percentage pay them (D17)*
 - *Programme planning records for evidence of a planned programme (F3).*
- Many sites have no written records and in this case complete the questions by asking the person you are interviewing.*

5. INTERVIEW WITH HEAD

- *Check or complete all identifying details of the ECD site (A1 – A15)*
- *Ask about the specific disabilities learners have (B3)*
- *Complete the number of HIV positive learners and those with AIDS (B4)*
If there are no HIV positive/learners with AIDS fill in 0
- *The home languages of all the learners enrolled (B5)*
The total learners in B5 should equal B1
- *Complete the details of educators (C1)*
Note anything that the head cannot complete for checking with the educator in question

Complete all details to do with operation and financing of site

- *Who provides the ECD service (D1)*
- *How long the site has been in operation (D3)*
- *How often site operates (D4)*
- *Time site opens and hours of operation (D5 a and b)*
- *The division of learners, their age and the number of enrolled educators in each group (D14). This total should equal B1.*
- *How most learners get to site and distances they walk if applicable (D15a and b)*
- *Sources of income/support (D18)*
- *Support and/or monitoring visits (D19)*
- *Whether there is a management committee (D20)*

- *Meals served (F1)*
- *Languages of teaching and learning (F2)*
- *Any special circumstances affecting completion of the questionnaire (F9)*

6. DEPARTURE

Before you depart check:

- *Did you visit all the areas of the site indoor and outdoor and record the square meters?*
 - *Did you spend time observing every group of learners ?*
- *Have you recorded an answer to every question, even if it was don't know or indicated that it was non applicable ?*

IF NOT, GO BACK AND COMPLETE IT NOW

Thank all those you spoke with, ask the interviewee to sign and date the questionnaire as a true record of your visit, sign and date the questionnaire yourself and note the time of your departure.

COPY OF QUESTIONNAIRE

EARLY CHILDHOOD DEVELOPMENT PROVISIONING

Unique site number
(for office use)

Audit control number
(for office use)

Name of Enumerator		Time arrived at site	(time)							
A1 Name of ECD site	(official name of the site or school)	as on	(date)							
A2 Province	(where site is based)									
A3 City/Town/Village	(or nearest town/village in rural areas)									
A4 Physical Address	(centre or building)									
	(street no)	(street name)								
	(suburb)									
	(town)	(postal code)								
A5 Postal Address	(centre or building or p.o. box)									
	(street no)	(street name)								
	(suburb)									
	(town)	(postal code)								
A6 Location of site (please tick ✓)	Urban - formal	<input type="checkbox"/>	Rural: commercial farm	<input type="checkbox"/>						
	Urban - informal	<input type="checkbox"/>	Rural: other	<input type="checkbox"/>						
A7 Contact person	(name and surname of contact person at / or owner of the site)									
A8 Telephone + code	(code)	(number)								
A9 Cellphone	(number)									
A10 Fax + code	(code)	(number)								
A11 e - Mail										
A12 Where is the nearest telephone or cellphone?	(please tick ✓)									
	In the building	<input type="checkbox"/>	<input type="checkbox"/>							
	Within 5 minutes walk away	<input type="checkbox"/>	<input type="checkbox"/>							
	More than 5 minutes walk away	<input type="checkbox"/>	<input type="checkbox"/>							
A13 Are you registered as a ECD service provider?	Yes	No	With whom is the site registered? (please tick ✓)							
	<input type="checkbox"/>	<input type="checkbox"/>								
			Department of Education	<input type="checkbox"/>						
			Department of Welfare	<input type="checkbox"/>						
			Local Authority	<input type="checkbox"/>						
			Other (specify)	<input type="checkbox"/>						
				<input type="checkbox"/>						
A14 Access road to the site (please tick ✓)	Tar road		Dirt road		Foot path		Distance +/-km			
	G	A	I	G	A	I	G	A	I	
	G = Good, A = Adequate or I = Inadequate and Distance from main route									
A15 Name of nearest Primary school and distance	Name of primary school						Distance +/-km			

B1 Total number of learners enrolled

B2 Number of learners present at the day of audit.
(Population group refers to the previous classifications: African, Coloured, Indian or White)

Age group	Gender		Population group					Learners with disabilities
	M	F	African	Coloured	Indian	White	Unspecified	
Under 3 years								
3 and 4 years								
5 and 6 years								
7 years and over								
Total								

B3 If there are learners with disabilities in the site, please complete the following.

Type of disability	Number	Special Equipment		Physical provision for learners with disabilities at the site		
		Yes	No	Good	Adequate	Inadequate
Physical (movement) disability						
Severe hearing impairment / Deaf						
Severe visual impairment / Blind						
Mental disability						
Cerebral palsied						
Severe behaviour disorder						
Autistic						
Epileptic						
Multiple disability						
Other						
Don't know						

B4 Is the educator aware of any learners who are HIV positive or have AIDS?
If so, how many learners are HIV positive / have AIDS?

B5 List the numbers of learners (per age group) with different home languages at the site.

Age group	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Sepeidi	Sesotho	Setswana	SiSwati	Tshivenda	Xitsonga	Other
Under 3 years												
3 and 4 years												
5 and 6 years												
7 years and over												
Total												

C1 Fill in this table for all educators who are responsible for teaching the learners or for supervision of their learning. (Population group refers to the previous classifications: A = African, C = Coloured, I = Indian, W = White and U = Unspecified)

Designation or job title	Age	Male	Female	Population group					Highest school grade achieved	Highest ECD qualification achieved	Number of years ECD experience	Monthly salary						
				A	C	I	W	U				less than R500	R501 to R1500	R1501 to R3000	more than R3000	Don't know		
1																		
2																		
3																		
4																		
5																		
6																		
7																		

D1 Who provides the ECD services? (please tick ✓)

Department of Education	
Employer	
Welfare or service organisation	
Private owner	
Community organisation	
Church, mosque, temple etc	
Other (specify)	
Don't know	

D2 Is the ECD site:- (please tick ✓)

Attached to a primary school?	
A class in a primary school?	
A separate, freestanding site?	
At a private home?	
Housed in a multipurpose building such as a community centre or church hall?	
Other	

D3 How long has the site been operating? (✓)

Less than one year	
1 to 2 years	
3 to 4 years	
5 years and over	
Don't know	

D4 How often does the site operate ? (✓)

5 days a week	
4 days a week	
3 days a week	
2 days a week	
1 day a week	
Seasonally	

D5a Hours open per day? Starting at (time)

Less than 3 hours	
3 to 4 hours	
5 to 6 hours	
8 to 10 hours	
10 to 12 hours	
24 hours when needed	

D5b Are there boarding facilities for learners?

Yes	No

D6 Type and condition of building in which the site operates (please tick ✓)

Type of building	Good	Adequate	Inadequate
Conventional - brick or block walls with tile or zinc roof			
Traditional - mortar or mud walls with zinc or thatch roof			
Shipping container			
Prefab			
Other (specify)			

D7 Area of learners' play grounds (measure or pace off)

Outdoors	meter sq.
Learner play ground	

D8a Water availability (please tick ✓)

Tapped water	
Communal tap outside the site grounds	
Not within walking distance	
Other (specify)	

D8b Water source (please tick ✓)

Piped / reservoir	
Borehole	
Tanks	
Dams/river	
Other (specify)	
None	

D9 Power and energy supply (please tick ✓)

Wired and supplied with electricity	
Wired but not supplied with electricity	
Not wired and/or supplied with electricity	
Generators	
Other (specify)	

D10 Is the site enclosed? (please tick ✓)

High wall, hedge, fence with gate (> 1,8m)	
Low wall, hedge, fence with gate (1 - 1,8m)	
Wall, hedge or fence but no gate	
No wall, hedge or fence	
Other (specify)	

D11a Type of toilets (please tick ✓)

Flush system to main sewer	
Flush system to septic tank	
Ventilated improved pit (VIP) latrine	
Pit latrine	
Bucket system	
None	

D11b Number of toilets

Type	Number available	Number not working
Staff toilets		
Learner toilets		
Disabled toilets		
Potties		

D12 General condition of sanitation, hygiene and safety in and around the site (please tick ✓)

	Good	Adequate	Inadequate
Outdoors - learner play area			
Indoors - learner spaces			
Toilets			
Hand washing facilities			
Kitchen			

D13 Is there a separate kitchen or cooking area and what fuel is used? (please tick ✓)

Yes	No	Electricity	Gas	Paraffin	Wood or coal	No cooking

D14 Division of learners and number of educators for the usual groups (Area of learners spaces - indoors)

Room or separated area	Number of learners	Age range of learners	Number of educators	Area meter sq.
1				
2				
3				
4				
5				
6				
7				
8				

D15a How do most learners get to the site?

	Number
Walk	
Public/private transport	
Transport provided by the site	
Don't know	

D15b If they walk, what distance do most of them walk? (please tick ✓)

Less than 1 kilometer	
1 to 2 kilometers	
More than 2 kilometers	
Don't know	

D16 What do learners pay in monthly fees? (please tick ✓)

	Less than R25	R26 to R50	R51 to R75	More than R75
Learners up to three years				
Learners three years and over				

D17 What percentage of learners/parents pay their own fees regularly?

0 - 25 %	26 - 50%	51- 75 %	76 - 100%	Don't know

D18 What other sources of income, support does the site have? (please rank up to four)	Department of Welfare - creche subsidies	
	Department of Welfare - programme funding	
	Department of Education	
	Department of Health - food	
	Local Authority	
	Fundraising	
	Private sector grant	
	Donations	
	Other	
	No other sources	
Don't know		

D19 Tick if and at what intervals the site receives visits for support and/or monitoring from

	Clinic/health personnel	Department of Education	Welfare Department	Local Authority health inspection	NGO	Other
Monthly						
Quarterly						
Half-yearly						
Annually						
Never						
Don't know						

D20 Does the site have a management committee comprising educators and parents/community members?

(please tick ✓)

Yes	No

E1 Did you observe the following items? (please tick ✓)

	Yes	No	Sufficient		Adequate condition	
			Yes	No	Yes	No
LARGE EQUIPMENT						
First aid box						
Mattresses (or something) to rest on						
Chairs/benches, boxes, cushions to sit on						
Tables or other surfaces to work on						
Shelving/storage						
Comfortable floor covering for sitting on						
Outdoor equipment						
LEARNER SUPPORT MATERIALS						
Children's books and print material						
Construction equipment (blocks, interlocking toys)						
Puzzles and concept toys						
Make-believe equipment e.g. dressing up, house corner						
Paper						
Crayons						
Paint and brushes						
Scissors (child size)						
Glue						
Posters, charts on walls						

E2 How much of the materials and equipment was improvised, made from waste, used local materials? e.g. mud for modelling, for paint, stones for counting. (please tick ✓)

None at all	A little	About half	More than half	Most

F1 Indicate which meals are provided and by whom? (please tick ✓)

Meal	Site staff	Brought from home
Breakfast		
Morning snack		
Lunch		
Afternoon snack		
Other		

F2 What is the language/s of learning and teaching? (please tick ✓)

Afrikaans	English	isiNdebele	isiXhosa	isiZulu	Sepedi	Sesotho	Setswana	SiSwati	Tshivenda	Xitsonga	Other

F3 Did you observe a programme of activities being followed? If yes, is there evidence of advance planning for this programme of activities and at what intervals? (please tick ✓)

Yes	No	Day of the visit	Weekly	Monthly/Quarterly	Annually

F4 During the visit was there a variety of other activities for learners to do? If yes, which of the following types of activities did you observe? (please tick ✓)

Yes	No	Routine times like toilet routine, rest, meals	
		Large group activities like games, music, story	
		Outdoor play activities	
		Individual or small group activities	

F5 Is the learners work displayed? (please tick ✓) Yes No

F6 Were the learners given freedom to explore and experiment with the equipment and activities provided? (please tick ✓)

Not at all		Some of the time		Most of the time	

F7 Did the educators actively encourage the learners to ask questions during most of the activities? (please tick ✓)

Not at all		Some of the time		Most of the time	

F8 Did the programme activities keep the learners interested and involved? (please tick ✓)

Not at all		Some of the time		Most of the time	

F9 Were there any special circumstances on the day of the audit which affected the completion of this questionnaire?

Yes	No	If yes, what?

Person/s at the site who supplied the information:			
Name	Position	Signature	Date
Signature of Enumerator		Time completed site audit	
		(time)	

Name of Data Capturer	Signature	Date
(office use)	(office use)	(office use)
Time started data capturing (office use)	Time completed data capturing (office use)	

GENERAL DEFINITIONS AND GUIDE TO SPECIFIC QUESTIONS

Early childhood development (ECD) ECD is used to refer to the physical, social, emotional, intellectual, spiritual processes of development in young children aged 0 – 9 years.

An ECD site is a place where a group of 6 or more children below school going age are regularly provided with services – this could be in a home, at a hospital, under a tree, at a school, in a community hall, or in building designed for the purpose.

Educators any person providing for the education and supervision of learners at an ECD site is referred to as an educator. This would include teachers and their assistants, nurses but not administrators, cooks, ground-staff unless they work directly with children on a regular basis etc.

Learners children of all ages who receive the ECD service at the site

Section A

A3 Village: If a village is only identifiable as part of a district, fill in a block as follows, e.g. Emambatheni, district of Mahlabatini.

A4 Physical Address of Building: If the site is free-standing leave this line blank.

It is for situations where

- Site operates from another building e.g. Masisebenzani Community Resource Centre, St Mary's Church etc
- Stand numbers
- Geographical indications such as Along the Cintsa River

Postal codes: Some small towns do not have postal codes. Fill in code for nearest town.

A5 If the ECD site has a P. O. Box number fill this in too.

A6 Urban Formal - ordinary town or city areas with mostly formal dwellings
Urban Informal - ordinary town or city area with predominantly informal dwellings, e.g. squatter camp

Rural - commercial farms (run as a business)

Rural other - villages and rural resettlement areas – isolated, no infrastructure, subsistence agriculture, traditional housing and/or formal dwellings (houses, huts).

A13 Sites can be registered in more than one category. Other refers only to government departments e.g. Public Works, Agriculture

A14 Access road: Tick only the box that refers to the immediate access to the site. Distance is the distance between the site and the point to which a vehicle has access. In many cases this will be 0 kilometers.

A kilometer is approximately an 8 to 10 minute walk for an adult

Section B

B1 and B2 the totals for these two questions will not necessarily be the same i.e. B1 will be the number in the register and B2 is the physical count of the number of learners on the day

B3 Disabilities: This refers to the total number of learners with disabilities enrolled and may not be the same as those reflected in B2. Each learner with a disability should only be recorded once. Record learners who are deaf, blind or cerebral palsied in these categories even if they have multiple disabilities. If a learner is disabled but has not been diagnosed use the category: Don't Know.

Enumerators are not expected to be able to categorise disabilities. The information below is help them label what the educator tells them, if educators do not use the words on the questionnaire.

Physical, movement disability This includes learners with paralysed or deformed body parts or parts of the body that they can't control, weak or underdeveloped muscles (e.g. muscular dystrophy) and balance problems.

Severe Hearing Impairment/Deaf This is identified by noting that the child

- Does not turn to sounds or when spoken to
- Does not pay attention
- Has delayed speech development

Severe Visual impairment/Blind Signs of seeing problems include

- Pupils look grey or white
- Eyes do not follow objects

- Child may be clumsy and accident prone
- Child holds head very close to work
- Eyes squint, cross or move separately

Mental disability Learners with mental disabilities are not able to think as well as other learners and will experience delays in their development. Some common conditions associated with mental disability are given below.

Down Syndrome is the most common form of mental disability. Signs of it are:

- Eyes are upward slanting
- Ears are small and low set
- Mouth is small with protruding tongue
- Hands have single crease across the palm
- Feet have a gap between the first and second toe
- Low muscle tone - floppy

Foetal Alcohol Syndrome Signs are

- **Small eyes**
- Sunken bridge of the nose
- Flat area between nose and mouth
- Long smooth upper lip
- May have congenital abnormalities

Cerebral Palsy This is the name given to a group of conditions in which there are problems associated with movement and posture because of damage to the developing brain. The damage occurs before, during or after birth and the signs do not usually show until the infant is a few months old. Signs are:

- Muscle stiffness or spasticity – limbs are stiff and difficult to move; one or more limbs may be affected
- Uncontrolled movement
- Poor balance
- Some children may have uncontrolled face muscles and dribble

Severe behaviour disorder These would include severe and ongoing aggression towards others; ongoing self –injury, damage to property, severe hyperactivity (learners who are on the go all the time and cannot settle or concentrate for more than a few seconds).

Autism This affects communication and social emotional development. Characteristics include

- Poor social interaction
- Impaired communication – verbal, non-verbal and symbolic play
- Stereotyped, repetitive movement patterns

Epilepsy Epilepsy is a condition that regularly causes sudden, usually brief periods of unconsciousness or changes in mental condition with seizures/convulsions/fits.

Multiple disability A number of impairments, often both physical and mental in the same learner.

Special Equipment

This refers to equipment provided at the site and not to equipment such as wheelchairs, crutches, hearing aids etc that learners bring with them. This covers any bought or improvised equipment to assist learners. This would include something to help learners move independently, something to keep them steady when they stand or sit. Examples include a broad support strap to help learners sit in chairs; a special cup to reduce spills and messing when eating; picture/communication boards to help learners with a hearing impairment to communicate etc. Ask the educators to show you any equipment and how they use it.

Physical Provision

<i>Physical</i>	Good:	Special provision made Key health and safety issues addressed Easy unaided access to all areas of site No changes in level or changes in level have ramps with manageable gradient/slope (1:20), are protected with handrails and have tactile warnings. Doors, access routes all have minimum 900mm width
	Adequate:	Some provision made Key health and safety issues addressed

Easy access to most of site
Inadequate access only to spaces irregularly/never used by user.

Changes of level have ramps but without adequate safety/warning features.

Doors, access routes all have minimum 900mm width

Inadequate: No provision made

Poor access to commonly used areas of site.

Steps and large changes in level

Doors, access routes less than 900mm wide.

Visual

Good: Special provision made for visual impairment

Key health and safety issues addressed

Good contrast between walls, floors, ceilings, doors, windows, and objects in rooms. Good, even lighting

Good physical access (as above)

Adequate: Some provision made for visually impairment

Key health and safety issues addressed

Some contrast used

Good physical access (as above)

Inadequate: No provision for visually impaired

Numerous hazards

Hearing

Good: Special provision made

Key health and safety issues addressed

Surfaces that absorb sounds such as carpeting, acoustic ceilings, wall coverings.

No or little background sound from equipment and use of furniture.

Key health and safety issues addressed

Adequate: Some provision made

Key health and safety issues addressed

Finishes limit sound transmission: some absorbent surfaces such as lino and carpeting,

Limited sound from equipment and use of furniture.

Site in quiet environment

Inadequate: No provision made

Finishes and furniture don't absorb sound and background noise.

Site in highly noisy environment.

B5 Fill in the number of enrolled learners according to each home language category in the relevant age groups. Record **only one** dominant home language for each learner. Ensure totals in B5 add to B1. Check this at the time of the interview and ask the educator for assistance if necessary.

Section C

C1 Educator Details

Highest School Grade Passed

No Education	0
Sub A	Grade 1
Sub B	Grade 2
Standard 1	Grade 3
Standard 2	Grade 4
Standard 3	Grade 5
Standard 4	Grade 6
Standard 5	Grade 7
Standard 6	Grade 8
Standard 7	Grade 9
Standard 8	Grade 10
Standard 9	Grade 11
Standard 10	Grade 12

On the questionnaire list the **grade** number only.

Highest ECD qualification by code as follows.

Enter the appropriate code number for each ECD qualification into column on the table.

Qualification	Code
ECD Level 1	1
ECD Level 2	2
ECD Level 3	3
ECD Level 1 Draft Unit Standards	4
ECD Level 4 Draft Unit Standards	5
ECD Level 5 Draft Unit Standards	6
Diploma in Education (3 years)	7
Higher Diploma in Education	8
Bachelor in Pre-primary Education	9
N2 – NIC in Educare	10
N3 – NSC in Educare	11
N4 – Certificate in Educare	12
N5 – Certificate in Educare	13
N6 – Certificate in Educare	14
Diploma in Education(N6 plus practical)	15
Masters/Phd in Early Childhood	16
Primary Teachers Diploma	17
Primary Teachers Certificate	18
Nursery School Teachers Certificate	19
Nursery School Assistants Certificate	20
Pre-primary Teachers Certificate	21
Qualification in Social Work	22
Qualification in Nursing	23
Unisa Reception Year Certificate	24
Other	25
None	26
Don't know	27

- *Codes 1,2, 3, 4, 5 and 6* refer to courses offered by the non-governmental ECD training agencies. Levels 1, 2, and 3 were older courses while Level 1, 4 and 5 have been introduced in the last three years as part of the National ECD Pilot Project though other agencies may be using them.

Code responses such as Basic Level training, Babycare, Homebased as Level 1.

- Codes 7, 8 and 15 refer to courses at Colleges of Education
- Codes 9 and 16 are offered by a University
- Codes 10, 11, 12, 13 and 14 are technical college courses
NIC is the National Interim Certificate, NSC, National Senior Certificate
- Code 17 and 18 refers to the old Primary Teachers Certificate a Standard 8 plus 2 year certificate. Other names for this level of qualification include Lower Primary Teachers Certificate and Higher Primary Teachers Certificate
- Codes 19, 21 Refer to Pre-primary Training courses which were Standard 8 plus two years
- Code 20 was a Standard 8 plus 18 month certificate
- Code 25 Other would include among others, courses such as au pair training, Intec and other correspondence courses which do not have a level to them and overseas courses that are neither Diploma nor Degree.

Educators may refer to particular institutions where they received training but simply find out the level of the course and complete the column. If they cannot answer use Code 27 - Don't Know.

Codes 4 (ECD Level 1 Draft Unit Standards) was only introduced in 1998. If there is doubt as to which Level 1 has been done, ask when the educator was trained.

Years ECD experience – give and number to the nearest year e.g. 1, 3, and 6

Salaries: If the site refuses to disclose salaries, record this as Don't Know.

Section D

D1 Who provides the ECD service ?

Tick only one category

- *Department of Education* e.g. Special school or Grade R class at a primary school
- *Employer* Service is provided by employer as part of services to staff e.g. farm crèche, Parliament crèche, university crèche, business or factory run site

- *Welfare or service organisation* The ECD service is provided by a Welfare Organisation (e.g. Child Welfare/ Sunshine Villages/ACVV) or a Service Organisation (e.g. an NGO or a Service Club such as Rotary or Round Table, Church Aid in Need, Kindernothilfe, Union of Jewish Women, Islamic Early Learning Foundation etc)
- *Private owner* The ECD site is the property of an individual who provides a service for personal profit/gain.
- *Community Organisation* The ECD service is owned by a group of people, usually parents within a particular community. This may be an informal grouping or a locally based organisation.
- *Church, mosque, temple etc* The ECD service is provided by a particular religious congregation.
- *Other* e.g. independent (private) school

D2 attached means next to the school in the grounds, or part of the school buildings

D4 seasonally – this applies to sites catering for learners during e.g. fruit picking, farm workers during planting or harvesting and fishing season

D5a give the starting time e.g. 7H00, 14H00

D6 If there is more than one building on the site (e.g. a conventional brick/block structure and a prefab) fill in the question for the main structure

Condition	Good	good condition and structurally sound
	Adequate	reasonable condition – may require minor repairs and maintenance
	Inadequate	bad condition and structurally unsound – large cracks. Requires major repairs and maintenance.

D 7 Outdoor playgrounds

The area/s where learners can play and excludes buildings.

If it is not enclosed, ask the educator to show you the point to which learners are allowed to play and pace this.

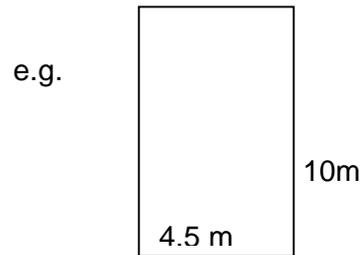
Square meter(m²) an area measuring 1 meter long by 1 meter wide

If there is more than one playground add the square meters. If there is no outdoor playground fill in 0 in the square meter box.

Some Examples for calculating the square meters:

➤ **A RECTANGULAR OR SQUARE AREA**

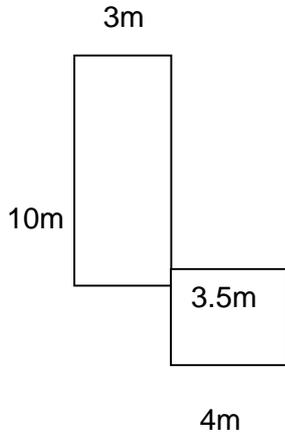
Place out length and then breadth. Multiply length by breadth to get the area.



$$\text{AREA: } 10\text{m} \times 4.5\text{m} = 45\text{m}^2$$

➤ **AN L SHAPE**

Calculate the larger part of the L and then the other piece and add the two.



$$\text{AREA } 10 \times 3 + 3.5 \times 4 = 44 \text{ m}^2$$

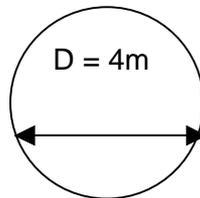
➤ **A CIRCULAR AREA (E.G A RONDAWEL)**

Place the widest part (the diameter or D)

To get an estimate of the area multiply $\frac{1}{2} D \times \frac{1}{2} D \times 3$

e.g.

$$\text{AREA } 2 \times 2 \times 3 = 12 \text{ m}^2$$



D8a Tapped water refers to tap on site

If there is no water note this in the other, specify box.

D10 Enclosed by a fence with a gate, walls with a door, hedge with a gate or some other means to provide protection from passing traffic, animals and strangers.

D11 Number of toilets

If there is no separate toilet for staff fill in the learner toilet block.

A urinal counts as one toilet.

D12 Sanitation, Hygiene and Safety

This question should be completed in relation to the context and resources available to the site.

Good: Healthy and clean environment

Adequate: Could present a health risk e.g. food uncovered

Inadequate: Unhygienic and health risk e.g. floors dirty and/or wet, no provision handwashing, broken equipment.

Safety of outdoor area

Good: No dangerous items, clean and hygienic, no rubbish, safe from strangers, traffic, animals, all equipment in good order.

Adequate: E.g. some unlevel ground etc

Inadequate: presents risk of injury and or illness e.g dirty water, animal droppings, broken equipment, dangerous objects such as jagged stones, glass etc

D13 If No cooking is done, the other blocks should not be completed.

D14 Age of enrolled learners – give a range e.g.<1year, 2-3 years etc

The total learners should equal B1

The first column is not to be filled in, it simply gives the number of groups.

D15a Public/Private transport eg car, bicycle, donkey cart, bus, taxi, train

D15b If no children walk mark this question, not applicable.

D16 If the fees are given for a quarter divide by three

If weekly fees are given multiply by four.

If no fees are paid write not applicable

D17 If no fees are paid write not applicable

D18 Sources of Income

This question refers to the capital – building and equipment and running costs of the site and not to training and support services offered to the site.

Fill in **up to four** ranked according to how much income they contribute. One for the highest, four for the lowest.

NB Many different names may be used for government grants. If you are not sure what the educator means, ask which department they applied to/get their grant from.

➤ *Department of welfare: crèche subsidy:* learners qualify on the basis of parents' income. It is a different amount in different provinces and in some provinces a site may get one of three rates depending on what level of standards it meets.

- *Department of Welfare programme/development funding:* poverty alleviation funds, the Flagship programme, Working for Water support to ECD
- *Department of Education:* Departments of Education fund on the basis of salaried posts and/ or per capita grants. Responses such as grant in aid, pilot subsidy etc should be coded in this category. Not all classes at primary schools receive support from the Department of Education – many are community managed.
- *Department of Health:* This is food subsidy money - learners in preprimary classes at primary schools may receive food under the Primary School Nutrition Programme. Other responses in this category may include NNSDP, Integrated Nutrition Programme, food aid etc
- *Local authority:* some local authorities supply buildings free and some subsidise the running costs of ECD programmes. Support from Regional Support services to be coded in this category.
- *Fundraising Activities* involving parents undertaken by site e.g. cake sales, big walks etc
- *Private sector grant:* cash donations from a charitable group such as Nelson Mandela Children's Fund, Ithuba, Transitional National Development Trust
- *Donations:* These would be in kind e.g. equipment, toy boxes such as those provided by Woolworths or the Nelson Mandela Children's Fund toy trolleys, feeding scheme. This does not include irregular, small donations in kind.
- *Other:* e.g Public Works, Department of Agriculture

D19 Quarterly = 4 times a year or every three months

Half yearly = twice a year, once in 6 months

Annually = once a year

Never includes less often than once a year

D20 The management committee is accountable and responsible for overseeing the running of the site especially the financial management and staffing.

Section E

Learner support material refers to any objects, educational games and toys, books, worksheets, teacher guides, print and other material which are used as aids to learning.

E1

➤ ***First Aid Kit***

A basic First Aid Kit should include a pair of scissors/ tweezers/ plasters/ bandages/ cotton wool/ eye bath/ medicine spoon/ baking soda/disposable plastic gloves/ gauze/a triangular piece of material for arm slings/ Mercurochrome/Dettol /needle/ thermometer or fever strip and a first aid booklet.

➤ ***Floor covering***

Any covering on floor to make it warm to sit on e.g. carpets or carpet offcuts, blanket, pieces of cardboard, newspaper, woven mats, cork, matted grass.

➤ ***Outdoor equipment***

Sandpit, water container, buckets, spades, scoops, climbing frames, swings, slides, see saw, balancing beams, bats, balls, skipping ropes, hoops, bean bags, bicycles, tricycles, cars, hoops, skittles, tyres.

➤ ***Children's Books and print material***

Bought books, improvised books, magazines, cards .

➤ ***Construction Equipment***

Construction games are building activities. Equipment includes a variety of different types of blocks, interlocking toys (things that can be fitted together to make something like lego or Constructo, straws) and stacking tins or objects.

➤ ***Puzzles and concept toys***

Concept games and activities help learners learn about colour, size, shape, number, pattern, sorting, matching, ordering, similarities and differences. Equipment includes puzzles, threading beads, peg boards, card games (eg Heads and tails), counting games (eg Dominoes) and sorting trays.

➤ ***Make-believe Play Equipment***

Dressing up clothes (eg hats, handbags, jewellery, walking sticks), child-sized furniture (eg stove, bed, dresser, cot, pram) and household equipment (cutlery, crockery, pots, pans, kettle, iron, broom), things for playing shop shop, clinic etc

Sufficient: There should be something for each learner to sit on and sleep on. For other equipment learners may share especially if there is a choice of more than one activity at a time. If educators limit the number of learners doing a particular popular activity at one time but there are other things to do, this could still be rated as sufficient.

Adequate Condition means that play materials are cleaned regularly, not torn, rough or broken, that there are sufficient pieces of the construction toys and blocks with which to build something, crayons are long enough for learners to hold properly, books should not have loose or torn pages (could be mended).

Section F

F2 Language of learning and teaching is the language or languages in which the educator interacts with the learners. Tick all languages used.

F3 Many sites will have a programme displayed on the wall or educators will have a written programme. This question refers to whether you saw a programme of activities being followed.

The second part of the question refers to planning records which would be evidence of planning.

Weekly	once a week
Quarterly	4 times/year or every 3 months
Annually	once a year

F4 Were there several activities for learners to do ?

This question refers to activities in all the playrooms and outdoors.

Outdoor play activities – refers both to supervised free play out of doors or organised outdoor games such as on-on, ndize ndize/hide and seek, impuku nekati/cat and mouse, ball games.

F5 Children’s work includes their group or individual drawings, paintings, cut and stick pictures, plasticine or clay models and sewing, weavings etc.

F 6 Explore/experiment means to try out/do /handle things and activities in different ways

F7 Questions relate to getting information, thinking about things and not questions asking permission to do things

F9 Special circumstances which might dramatically have affected the building, programme, attendance should be entered here e.g. violence in the area, storm damage, a severe outbreak of childhood illness, a recent theft of large amounts of equipment etc

If a site refuses to participate note this point here.

Constructed variables

In addition to a number of variables that were recoded - mainly to simplify and collapse categories - four indices were also constructed. These indices provide composite summaries of key aspects of provisioning. They are labelled: infrastructure, support, programme, and educator. Each index was constructed using relevant items and sub-items from the instrument. The infrastructure index included items such as: the type of buildings; the availability of electricity, toilets and water; the learning and play areas available to learners; the existence of a kitchen etc. Each item within the index contained sub items such as, within the “type of buildings” item, conventional brick, traditional mortar, shipping container, prefab, etc. Each sub-item was assigned an intuitive weighting which contributed to the overall index score. Scores on these items were given different weightings and added up to make a total score which a site could achieve on any one of the four indices. Three categories of scores were then calculated using the nationally generated median as the reference. One standard deviation at either side of the median was defined as “average”. More than one standard deviation above or below the median was defined as “above average” or “below average” respectively. For example, in the infrastructure index, the maximum score possible was 34, the median was 26 and the standard deviation equalled 9.7. All sites scoring between 0 and 17 are grouped as “below average”, those between 18 and 26 as “average”, and those above 26 as “above average”. Using the nationally generated median as the reference, allows for very useful and informative comparative analysis at provincial level and with respect to key variables. Using the nationally generated median also minimises the effects of subjectivity.

VARIABLE LIST

FILE 1: FACILITY DATA (n = 23482)

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
Unique site number	id	Facility ID	N = 23 482	
A2	a2_prov	Province		
		1 = Eastern Cape	3 231	13.8%
		2 = Free State	1 665	7.1%
		3 = Gauteng	5 308	22.6%
		4 = KwaZulu-Natal	5 684	24.2%
		5 = Mpumalanga	1 367	5.8%
		6 = Northern Cape	422	1.8%
		7 = Northern Province	1 987	8.5%
		8 = Northwest Province	1 174	5.0%
		9 = Western Cape	2 644	11.3%
		Total	23 482	100.0%
A3	a3_town	TownID	N = 23 470	
A6	a6	Location		
		1 = Urban - formal	11 225	47.8%
		2 = Urban - informal	2 565	10.9%
		3 = Rural - commercial farm	1 170	5.0%
		4 = Rural - other	7 954	33.9%
		Missing	568	2.4%
		Total	23 482	100.0%
	a6recode	Geographical location of facility*		
		1 = Urban (formal)	11 225	47.8%
		2 = Urban (informal)	2 565	10.9%
		3 = Rural	9 124	38.9%
		Missing	568	2.4%
		Total	23 482	100.0%
A12	a12	Nearest Phone		
		1 = In the building	12 541	53.4%
		2 = Within 5 minutes' walk	3 828	16.3%
		3 = More than 5 minutes' walk	4 661	19.8%
		Missing	2 452	10.4%
		Total	23 482	100.0%
A13	a13a	ECD Registered		
		1 = Yes	14 898	63.4%
		2 = No	8 584	36.6%
		Total	23 482	100.0%

* Collapsing categories 3 & 4 into 3.

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
A13 (Cont)	a13b	With whom is the site registered?		
		1 = Department of Education	5 753	24.5%
		2 = Department of Welfare	6 642	28.3%
		3 = Local Authority	1 999	8.5%
		4 = Other	1 023	4.4%
		Missing	8 065	34.3%
		Total	23 482	100.0%
A14	a14tar	Access Road Condition Tar		
		1 = Good	8 938	38.1%
		2 = Adequate	2 278	9.7%
		3 = Inadequate	264	1.1%
		Missing	12 002	51.1%
	Total	23 482	100.0%	
	a14dirt	Access Road Condition Dirt		
		1 = Good	1 820	7.8%
		2 = Adequate	5 737	24.4%
		3 = Inadequate	2 724	11.6%
		Missing	13 201	56.2%
	Total	23 482	100.0%	
	a14foot	Access Road Condition Foot		
1 = Good		218	0.9%	
2 = Adequate		762	3.2%	
3 = Inadequate		532	2.3%	
Missing		21 970	93.6%	
Total	23 482	100.0%		
a14dist	Access Road Distance (km)			
		N = 23 424		
		Mean = 1.11		
A15	a15a	Nearest Primary School		N = 23 195
	a15dist	Distance To School (km)		N = 23 402
				Mean = 1.40
	a15brec	Distance to nearest primary school		
	1 = Less than 1 km	16 723	71.2%	
2 = Between 1 and 3 kms	4 626	19.7%		
3 = Between 3 and 5 kms	1 246	5.3%		
4 = More than 5 kms	807	3.4%		
Missing	80	0.3%		
Total	23 482	100.0%		
B1	b1	Total number of learners enrolled		N = 23 376
				Sum = 1 030 473
B2	b2a1_nrm	Male learners < 3 years		N = 23 317
				Sum = 71 916
	b2a2_nrm	Male learners 3-4 years		N = 23 317
				Sum = 140 791

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY
B2 (Cont)	b2a3_nrm	Male learners 5-6 years	N = 23 317 Sum = 217 414
	b2a4_nrm	Male learners 7+ years	N = 23 317 Sum = 10 118
	b2t1_tot	Total male learners	N = 23 317 Sum = 439 876
	b2b1_nrf	Female learners < 3 years	N = 23 317 Sum = 71 333
	b2b2_nrf	Female learners 3-4 years	N = 23 317 Sum = 145 118
	b2b3_nrf	Female learners 5-6 years	N = 23 317 Sum = 220 823
	b2b4_nrf	Female learners 7+	N = 23 317 Sum = 9 165
	b2t2_tot	Total female learners	N = 23 317 Sum = 446 219
	b2t9_tot	Gender total < 3 years	N = 23 317 Sum = 143 249
	b2t10_to	Gender total 3-4 years	N = 23 317 Sum = 285 909
	b2t11_to	Gender total 5-6 years	N = 23 317 Sum = 438 237
	b2t12_to	Gender total 7+ years	N = 23 317 Sum = 19 283
	b2t17_to	Gender total - all age groups	N = 23 317 Sum = 885 999
	b2c1_nra	African learners < 3 years	N = 23 317 Sum = 104 673
	b2c2_nra	African learners 3-4 years	N = 23 317 Sum = 207 382
	b2c3_nra	African learners 5-6 years	N = 23 317 Sum = 312 560
	b2c4_nra	African learners 7+ years	N = 23 317 Sum = 12 646
	b2t3_tot	Total African learners	N = 23 315 Sum = 637 280
	b2d1_nrc	Coloured learners < 3 years-	N = 23 317 Sum = 12 728

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY
B2 (Cont)	b2d2_nrc	Coloured learners 3-4 years	N = 23 317 Sum = 27 289
	b2d3_nrc	Coloured learners 5-6 years	N = 23 317 Sum = 47 229
	b2d4_nrc	Coloured learners 7+ years	N = 23 317 Sum = 2 212
	b2t4_tot	Total Coloured learners	N = 23 317 Sum = 89 458
	b2e1_nri	Indian learners <3 years	N = 23 317 Sum = 1 142
	b2e2_nri	Indian learners 3-4 years	N = 23 317 Sum = 4 293
	b2e3_nri	Indian learners 5-6 years	N = 23 317 Sum = 12 660
	b2e4_nri	Indian learners 7+ years	N = 23 317 Sum = 457
	b2t5_tot	Total Indian learners	N = 23 317 Sum = 18 552
	b2f1_nrw	White learners <3 years	N = 23 317 Sum = 22 626
	b2f2_nrw	White learners 3-4 years	N = 23 317 Sum = 40 111
	b2f3_nrw	White learners 5-6 years	N = 23 317 Sum = 50 979
	b2f4_nrw	White learners 7+ years	N = 23 317 Sum = 3 054
	b2t6_tot	Total white learners	N = 23 317 Sum = 116 770
	b2g1_nru	Race unspecified learners <3 years	N = 23 317 Sum = 452
	b2g2_nru	Race unspecified learners 3-4 years	N = 23 317 Sum = 1 361
	b2g3_nru	Race unspecified learners 5-6 years	N = 23 317 Sum = 2 330
	b2g4_nru	Race unspecified learners 7+ years	N = 23 317 Sum = 5 193
	b2t7_tot	Total race unspecified learners	N = 23 317 Sum = 9 336

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY
B2 (Cont)	b2t13_to	Race total <3 years	N = 23 317 Sum = 141 621
	b2t14_to	Race total 3-4 years	N = 23 317 Sum = 280 436
	b2t15_to	Race total 5-6 years	N = 23 317 Sum = 425 758
	b2t16_to	Race total 7+ years	N = 23 317 Sum = 23 563
	b2t18_to	Race total - all age groups	N = 23 317 Sum = 871 378
	class80	Dominant race of learners (80% cut-off point) 0 = Mixed 1 = 80%+ African 2 = 80%+ Coloured 3 = 80%+ Indian 4 = 80%+ White Missing Total	1 950 8.3% 17 128 72.9% 1 574 6.7% 211 0.9% 1 891 8.1% 728 3.1% 23 482 100.0%
	b2h1_nrw	Learners with disabilities < 3 years	N = 23 317 Sum = 892
	b2h2_nrw	Learners with disabilities 3-4 years	N = 23 317 Sum = 1 534
	b2h3_nrw	Learners with disabilities 5-6 years	N = 23 317 Sum = 2 437
	b2h4_nrw	Learners with disabilities 7+ years	N = 23 317 Sum = 2 240
	lsumdisb	Total nr of learners with disabilities	N = 23 317 Sum = 7 103
	l3yrs	Sites with learners younger than 3 years old 1 = No learners 2 = One and more learners Total	8 652 36.8% 14 830 63.2% 23 482 100.0%
	lyrs3_4	Sites with learners 3 and 4 yrs old 1 = No learners 2 = One and more learners Total	3 821 16.3% 16 661 83.7% 23 482 100.0%
	lyrs5_6	Sites with learners 5 and 6 years old 1 = No learners 2 = One and more learners Total	2 276 9.7% 21 206 90.3% 23 482 100.0%
	lyrs7	Sites with learners 7 years and older 1 = No learners 2 = One and more learners Total	21 331 90.8% 2 151 9.2% 23 482 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY								
B2 (Cont)	b2tot3yr	Learners younger than 3 yrs	N = 23 317 Sum = 143 249								
	b2tot3_4	Learners aged 3 and 4	N = 23 317 Sum = 285 909								
	b2tot5_6	Learners aged 5 and 6	N = 23 317 Sum = 438 237								
	b2tot7	Learners older than 7	N = 23 317 Sum = 19 283								
	lrns_att	Learners in attendance	N = 23 317 Sum = 886 131								
B3	b3a	Number physical (movement) disability (disabled)	N = 1 280 Sum = 2 365								
	b3b	Number hearing impairment / deaf (disabled)	N = 599 Sum = 1 173								
	b3c	Number w visual impairment / blind (disabled)	N = 471 Sum = 651								
	b3d	Number mental disability (disabled)	N = 805 Sum = 3 356								
	b3e	Number cerebral palsied (disabled)	N = 186 Sum = 717								
	b3f	Number Severe Behaviour Disorder (disabled)	N = 223 Sum = 555								
	b3g	Number of Autistic (disabled)	N = 114 Sum = 273								
	b3h	Number Epileptic (disabled)	N = 294 Sum = 698								
	b3i	Number multiple disability (disabled)	N = 277 Sum = 1 200								
	b3j	Number Other disabled (disabled)	N = 453 Sum = 791								
	b3k	Number Don't Know (disabled)	N = 69 Sum = 79								
	b3l	Special Equipment - Phys (Movement) disabled 1 = Yes 2 = No Missing Total	<table style="border-collapse: collapse; width: 100%;"> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">201</td> <td style="padding-left: 10px;">0.9%</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">3 026</td> <td style="padding-left: 10px;">12.9%</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">20 255</td> <td style="padding-left: 10px;">86.3%</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">23 482</td> <td style="padding-left: 10px;">100.0%</td> </tr> </table>	201	0.9%	3 026	12.9%	20 255	86.3%	23 482	100.0%
201	0.9%										
3 026	12.9%										
20 255	86.3%										
23 482	100.0%										

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
B3 (Cont)	b3m	Special Equipment - Deaf		
		1 = Yes	64	0.3%
		2 = No	3 163	13.5%
		Missing	20 255	86.3%
		Total	23 482	100.0%
	b3n	Special Equipment - Blind		
		1 = Yes	44	0.2%
		2 = No	3 183	13.6%
		Missing	20 255	86.3%
		Total	23 482	100.0%
	b3o	Physical Provision for Phys (Movement) disabled		
		1 = Good	140	0.6%
2 = Adequate		156	0.7%	
3 = Inadequate		465	2.0%	
Missing		22 721	96.8%	
Total		23 482	100.0%	
b3p	Physical Provision for Deaf			
	1 = Good	47	0.2%	
	2 = Adequate	42	0.2%	
	3 = Inadequate	204	0.9%	
	Missing	23 189	98.8%	
	Total	23 482	100.0%	
b3q	Physical Provision for Blind			
	1 = Good	36	0.2%	
	2 = Adequate	48	0.2%	
	3 = Inadequate	221	0.9%	
	Missing	23 177	98.7%	
	Total	23 482	100.0%	
disabl1	B3_1 (Physical movement disability) Recoded			
	1 = No learners with disabilities	23 368	99.5%	
	2 = Learners with disabilities	114	0.5%	
	Total	23 482	100.0%	
disabl2	B3_2 (Deaf) Recoded			
	1 = No learners with disabilities	23 011	98.0%	
	2 = Learners with disabilities	471	2.0%	
	Total	23 482	100.0%	
disabl3	B3_3 (Blind) Recoded			
	1 = No learners with disabilities	23 296	99.2%	
	2 = Learners with disabilities	186	0.8%	
	Total	23 482	100.0%	
disabl4	B3_4 (Mental) Recoded			
	1 = No learners with disabilities	22 883	97.4%	
	2 = Learners with disabilities	599	2.6%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY		
B3 (Cont)	disabl5	B3_5 (Cerebral palsied) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	23 188 294 23 482	98.7% 1.3% 100.0%	
	disabl6	B3_6 (Severe behavior disorder) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	23 205 277 23 482	98.8% 1.2% 100.0%	
	disabl7	B3_7 (Autistic) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	22 677 805 23 482	96.6% 3.4% 100.0%	
	disabl8	B3_8 (Epileptic) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	22 202 1 280 23 482	94.5% 5.5% 100.0%	
	disabl9	B3_9 (Multiple) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	23 029 453 23 482	98.1% 1.9% 100.0%	
	disabl10	B3_10 (Other) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	23 259 223 23 482	99.1% 0.9% 100.0%	
	disabl11	B3_11 (DK) Recoded 1 = No learners with disabilities 2 = Learners with disabilities Total	23 413 69 23 482	99.7% 0.3% 100.0%	
	B4	b4a	Aware of leaners with HIV/AIDS? 1 = Yes 2 = No Missing Total	39 23 341 102 23 482	0.2% 99.4% 0.4% 100.0%
		b4b	Number of HIV/AIDS learners	N = 23 376 Sum = 89	
	B5	b5a1_nra	Afrikaans learners <3 years	N = 23 317 Sum = 21 885	
		b5a2_nra	Afrikaans learners 3-4 years	N = 23 317 Sum = 45 027	
b5a3_nra		Afrikaans learners 5-6 years	N = 23 317 Sum = 72 864		
b5a4_nra		Afrikaans learners 7+ years	N = 23 317 Sum = 4 174		

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY
B5 (Cont)	b5t5_tot	Total Afrikaans learners	N = 23 317 Sum = 143 950
	b5b1_nre	English learners <3 years	N = 23 317 Sum = 19 112
	b5b2_nre	English learners 3-4 years	N = 23 317 Sum = 38 469
	b5b3_nre	English learners 5-6 years	N = 23 317 Sum = 59 955
	b5b4_nre	English learners 7+ years	N = 23 317 Sum = 2 923
	b5t6_tot	Total English learners	N = 23 317 Sum = 120 459
	b5c1_nri	IsiNdebele learners <3 years	N = 23 317 Sum = 2 038
	b5c2_nri	IsiNdebele learners 3-4 years	N = 23 317 Sum = 4 153
	b5c3_nri	IsiNdebele learners 5-6 years	N = 23 317 Sum = 5 859
	b5c4_nri	IsiNdebele learners 7+ years	N = 23 317 Sum = 251
	b5t7_tot	Total IsiNdebele learners	N = 23 317 Sum = 12 301
	b5d1_nri	IsiXhosa learners <3 years	N = 23 317 Sum = 36 778
	b5d2_nri	IsiXhosa learners 3-4 years	N = 23 317 Sum = 68 770
	b5d3_nri	IsiXhosa learners 5-6 years	N = 23 317 Sum = 79 217
	b5d4_nri	IsiXhosa learners 7+ learners	N = 23 317 Sum = 4 448
	b5t8_tot	Total IsiXhosa learners	N = 23 317 Sum = 189 213
	b5e1_nri	IsiZulu learners <3 years	N = 23 317 Sum = 36 727
	b5e2_nri	IsiZulu learners 3-4 years	N = 23 317 Sum = 70 763
	b5e3_nri	IsiZulu learners 5-6 years	N = 23 317 Sum = 128 941

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY
B5 (Cont)	b5e4_nri	IsiZulu learners 7+ years	N = 23 317 Sum = 4 614
	b5t9_tot	Total IsiZulu learners	N = 23 317 Sum = 241 045
	b5f1_nrs	Sepedi learners <3 years	N = 23 317 Sum = 11 646
	b5f2_nrs	Sepedi learners 3-4 years	N = 23 317 Sum = 26 284
	b5f3_nrs	Sepedi learners 5-6 years	N = 23 317 Sum = 37 116
	b5f4_nrs	Sepedi learners 7+ years	N = 23 317 Sum = 1 583
	b5t10_to	Total Sepedi learners	N = 23 317 Sum = 76 629
	b5g1_nrs	Sesotho learners <3 years	N = 23 317 Sum = 16 420
	b5g2_nrs	Sesotho learners 3-4 years	N = 23 317 Sum = 28 365
	b5g3_nrs	Sesotho learners 5-6 years	N = 23 317 Sum = 45 589
	b5g4_nrs	Sesotho learners 7+ years	N = 23 317 Sum = 2 991
	b5t11_to	Total Sesotho learners	N = 23 317 Sum = 93 365
	b5h1_nrs	Setswana learners <3 years	N = 23 317 Sum = 8 486
	b5h2_nrs	Setswana learners 3-4 years	N = 23 317 Sum = 22 380
	b5h3_nrs	Setswana learners 5-6 years	N = 23 317 Sum = 37 919
	b5h4_nrs	Setswana learners 7+ years	N = 23 317 Sum = 1 707
	b5t12_to	Total Setswana learners	N = 23 317 Sum = 70 491
	b5i1_nrs	Siswati learners <3 years	N = 23 317 Sum = 2 919
	b5i2_nrs	Siswati learners 3-4 years	N = 23 317 Sum = 7 243

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY
B5 (Cont)	b5i3_nrs	Siswati learners 5-6 years	N = 23 317 Sum = 11 436
	b5i4_nrs	Siswati learners 7+ years	N = 23 317 Sum = 727
	b5t13_to	Total SiSwati learners	N = 23 317 Sum = 22 325
	b5j1_nrt	Tshivenda learners <3 years	N = 23 317 Sum = 2 888
	b5j2_nrt	Tshivenda learners 3-4 years	N = 23 317 Sum = 4 877
	b5j3_nrt	Tshivenda learners 5-6 years	N = 23 317 Sum = 5 510
	b5j4_nrt	Tshivenda learners 7+ years	N = 23 317 Sum = 174
	b5t14_to	Total Tshivenda learners	N = 23 317 Sum = 13 449
	b5k1_nrx	Xitsonga learners <3 years	N = 23 317 Sum = 5 190
	b5k2_nrx	Xitsonga learners 3-4 years	N = 23 317 Sum = 8 038
	b5k3_nrx	Xitsonga learners 5-6 years	N = 23 317 Sum = 10 588
	b5k4_nrx	Xitsonga learners 7+ years	N = 23 317 Sum = 285
	b5t15_to	Total Xitsonga learners	N = 23 317 Sum = 24 101
	b5l1_nro	Other language learners <3 years	N = 23 317 Sum = 797
	b5l2_nro	Other language learners 3-4 years	N = 23 317 Sum = 1 866
	b5l3_nro	Other language learners 5-6 years	N = 23 317 Sum = 2 752
	b5l4_nro	Other language learners 7+ years	N = 23 317 Sum = 167
	b5t16_to	Total other language learners	N = 23 317 Sum = 5 582
C1	c1male	Number of male educators	N = 452 Sum = 484

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY																
C1 (Cont)	c1fem	Number of female educators	N = 23 227 Sum = 54 009																
	c1nogend	Number of gender-unknown educators	N = 4 Sum = 5																
	c1r_a	Number of Educators Popgroup A (Aggregate Data)	N = 17 988 Sum = 36 233																
	c1r_c	Number of Educators Popgroup C (Aggregate Data)	N = 2 469 Sum = 5 951																
	c1r_i	Number of Educators Popgroup I (Aggregate Data)	N = 595 Sum = 1 051																
	c1r_w	Number of Educators Popgroup W (Aggregate Data)	N = 3 700 Sum = 10 371																
	c1r_u	Number of Educators Popgroup Unspecified (Aggregate Data)	N = 478 Sum = 895																
	c1inca	Number of educators earning <R500	N = 13 080 Sum = 22 798																
	c1incb	Number of Educators Earning R501-R1500 (Aggregate Data)	N = 7 371 Sum = 15 139																
	c1incc	Number of Educators Earning R1501-R3000 (Aggregate Data)	N = 3 927 Sum = 7 253																
	c1incd	Number of Educators Earning >R3000 (Aggregate Data)	N = 2 951 Sum = 5 368																
	c1ince	Number of Educators Unspecified, Don't know marked (Aggregate Data)	N = 1 687 Sum = 2 967																
	c1totg	Number of educators	N = 23 265 Sum = 54 498																
	c1incu	Number of Educators Unspecified, Don't know NOT marked (Aggregate Data)	N = 573 Sum = 981																
	ratiolrn	Ratio of learners to educator	N = 23 267 Mean = 20.58																
D1	d1	Who provides the ECD services? 1 = Department of Education 2 = Employer 3 = Welfare or Service Organisation 4 = Private Owner 5 = Community Organisation 6 = Church, mosque, temple etc. 7 = Other 8 = Don't Know	<table border="0"> <tr> <td>3 640</td> <td>15.5%</td> </tr> <tr> <td>646</td> <td>2.8%</td> </tr> <tr> <td>3 110</td> <td>13.2%</td> </tr> <tr> <td>7 347</td> <td>31.3%</td> </tr> <tr> <td>5 742</td> <td>24.5%</td> </tr> <tr> <td>800</td> <td>3.4%</td> </tr> <tr> <td>1 020</td> <td>4.3%</td> </tr> <tr> <td>0</td> <td>0.0%</td> </tr> </table>	3 640	15.5%	646	2.8%	3 110	13.2%	7 347	31.3%	5 742	24.5%	800	3.4%	1 020	4.3%	0	0.0%
3 640	15.5%																		
646	2.8%																		
3 110	13.2%																		
7 347	31.3%																		
5 742	24.5%																		
800	3.4%																		
1 020	4.3%																		
0	0.0%																		

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
		Missing Total	1 177 23 482	5.0% 100.0%
D1 (Cont)	d1_other	Other value (Who provides the ECD services?)	N = 780	
D2	d2	What Building 1 = Attached to a primary school 2 = A class in a primary school 3 = A separate, freestanding site 4 = At a private home 5 = Housed in multipurpose building 6 = Other Missing Total	2 018 1 605 8 181 7 453 2 635 268 1 322 23 482	8.6% 6.8% 34.8% 31.7% 11.2% 1.1% 5.6% 100.0%
	d2_other	Other value (Building)	N =157	
	d2recode	Nature of site 1 = School-based 2 = Community-based 3 = Home-based Missing Total	3 623 10 816 7 453 1 590 23 482	15.4% 46.1% 31.7% 6.8% 100.0%
D3	d3	How long has the site been operating? 1 = Less than 1 year 2 = 1 to 2 years 3 = 3 to 4 years 4 = 5 years and over 5 = Don't know Missing Total	1 490 2 531 3 976 14 017 74 1 394 23 482	6.3% 10.8% 16.9% 59.7% 0.3% 5.9% 100.0%
D4	d4	How often does the site operate? 1 = 5 days a week 2 = 4 days a week 3 = 3 days a week 4 = 2 days a week 5 = 1 day a week 6 = Seasonally Missing Total	22 041 42 58 14 12 0 1 315 23 482	93.9% 0.2% 0.2% 0.1% 0.1% 0.0% 5.6% 100.0%
D5a	d5a1	Starting time	N = 22 037	
	d5a2	Hours open per day 1= Less than 3 hours 2 = 3 to 4 hours 3 = 5 to 6 hours 4 = 8 to 10 hours 5 = 10 to 12 hours 6 = 24 hours when needed Missing Total	40 2 484 6 588 8 147 4 261 144 1 818 23 482	0.2% 10.6% 28.1% 34.7% 18.1% 0.6% 7.7% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY		
D5b	d5b	Are there boarding facilities?			
		1 = Yes	209	0.9%	
		2 = No	21 053	89.7%	
		Missing	2 220	9.5%	
		Total	23 482	100.0%	
D6	d6a	Type of building			
		1 = Conventional	17 401	74.1%	
		2 = Traditional	1 993	8.5%	
		3 = Shipping container	390	1.7%	
		4 = Prefab	897	3.8%	
		5 = Other	1 417	6.0%	
			Missing	1 384	5.9%
			Total	23 482	100.0%
		d6b	Condition of building		
			1 = Good	14 360	61.2%
		2 = Adequate	5 395	23.0%	
		3 = Inadequate	2 015	8.6%	
		Missing	1 712	7.3%	
		Total	23 482	100.0%	
	d6_other	Other value (Type of building)	N = 1 293		
D7	d7	Area of learners' play ground	N = 22 369 Mean = 636.50		
	ratio1	Ratio of play area by learners present	N = 22 223 Mean = 23.88		
	ratioadj	Ratio of play area by learners present (adjusted)	N = 22 016 Mean = 15.92		
	ratio_2		Ratio categories (median)		
			0 = Less than 7.1 sq ms	11 016	46.9%
1 = More than 7.1 sq ms			11 011	46.9%	
Missing			1 455	6.2%	
		Total	23 482	100.0%	
D8a	d8a	Water Availability			
		1 = Tapped	17 514	74.6%	
		2 = Communal tap outside site	2 000	8.5%	
		3 = Not within walking distance	1 466	6.2%	
		4 = Other	986	4.2%	
		Missing	1 516	6.5%	
		Total	23 482	100.0%	
	d8a_oth	Other value (Water availability)	N = 632		
D8b	d8b1	Piped water			
		1 = Yes	16 936	72.2%	
		2 = No	5 468	23.3%	
		Missing	1 051	4.5%	
		Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY		
D8b (Cont)	d8b2	Borehole 1 = Yes 2 = No Missing Total	1 270 21 161 1 051 23 482	5.4% 90.1% 4.5% 100.0%	
	d8b3	Tanks 1 = Yes 2 = No Missing Total	1 874 20 557 1 051 23 482	8.0% 87.5% 4.5% 100.0%	
	d8b4	Dams/river 1 = Yes 2 = No Missing Total	1 768 20 663 1 051 23 482	7.5% 88.0% 4.5% 100.0%	
	d8b5	Other 1 = Yes 2 = No Missing Total	216 22 215 1 051 23 482	0.9% 94.6% 4.5% 100.0%	
	d8b6	None 1 = Yes 2 = No Missing Total	113 22 318 1 051 23 482	0.5% 95.0% 4.5% 100.0%	
	d8b_oth		N = 300		
	nwater	Water source (recoded) 0 = No piped water 1 = Piped water Missing Total	2 052 20 040 1 390 23 482	8.7% 85.3% 5.9% 100.0%	
	D9	d9	Power/Energy supply 1 = Wired & supplied 2 = Wired, not supplied 3 = Neither wired nor supplied 4 = Generators 5 = Other Missing Total	14 775 1 451 4 686 78 757 1 735 23 482	62.9% 6.2% 20.0% 0.3% 3.2% 7.4% 100.0%
		d9_oth	Other value (power supply)	N = 635	
		power	Power (recoded) 1 = Power 2 = No power Total	14 775 8 707 23 482	62.9% 37.1% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
D10	nresourc	Three resources 0 = None 1 = Power only 2 = Flushing toilets only 3 = Piped water only 4 = Power & flushing toilets 5 = Power & piped water 6 = Piped water & flushing toilets 7 = All three Missing Total	1 685 252 20 4 783 95 2 498 1 031 11 728 1 390 23 482	7.2% 1.1% 0.1% 20.4% 0.4% 10.6% 4.4% 49.9% 5.9% 100.0%
	d10	Is the site enclosed? 1 = High barrier & gate (>1.8m) 2 = Low barrier & gate (1-1.8m) 3 = Barrier, no gate 4 = No barrier 5 = Other Missing Total	11 712 5 486 1 166 3 407 321 1 390 23 482	49.9% 23.4% 5.0% 14.5% 1.4% 5.9% 100.0%
D11a	d10_oth	Other value (Is the site enclosed?)	N = 282	
	d11a	Type of toilets 1 = Flush to main sewer 2 = Flush system to septic tank 3 = Ventilated improved pit (VIP) 4 = Pit latrine 5 = Bucket system 6 = None Missing Total	12 696 387 1 064 5 936 678 1 377 1 344 23 482	54.1% 1.6% 4.5% 25.3% 2.9% 5.9% 5.7% 100.0%
	toilet	Toilets (recoded) 1 = Flushing toilets 2 = Non-flushing toilets Total	13 083 10 399 23 482	55.7% 44.3% 100.0%
D11b	d11b1	Number of staff toilets	N = 22 279 Sum = 28 594	
	d11b2	Number of learner toilets	N = 22 268 Sum = 74 118	
	d11b3	Number of disabled toilets	N = 21 267 Sum = 620	
	d11b4	Number of potties	N = 21 498 Sum = 31 236	
	d11b5	Number of staff toilets not working	N = 21 282 Sum = 1 201	
	d11b6	Number of learner toilets not working	N = 21 326 Sum = 2 566	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
D11b (Cont)	d11b7	Number of disabled toilets not working	N = 21 257 Sum = 64	
D12	d12a	General condition - Outdoors 1 = Good 2 = Adequate 3 = Inadequate Missing Total	9 561 7 471 4 235 2 215 23 482	40.7% 31.8% 18.0% 9.4% 100.0%
	d12b	General condition - Indoors 1 = Good 2 = Adequate 3 = Inadequate Missing Total	11 119 7 379 2 952 2 032 23 482	47.4% 31.4% 12.6% 8.7% 100.0%
	d12c	General condition - toilets 1 = Good 2 = Adequate 3 = Inadequate Missing Total	10 087 6 692 3 605 3 098 23 482	43.0% 28.5% 15.4% 13.2% 100.0%
	d12d	General condition - hand washing facilities 1 = Good 2 = Adequate 3 = Inadequate Missing Total	10 731 7 234 3 008 2 509 23 482	45.7% 30.8% 12.8% 10.7% 100.0%
	d12e	General condition - kitchen 1 = Good 2 = Adequate 3 = Inadequate Missing Total	9 138 4 621 2 385 7 338 23 482	38.9% 19.7% 10.2% 31.2% 100.0%
D13	d13a	Is there a separate kitchen? 1 = Yes 2 = No Missing Total	14 540 7 892 1 050 23 482	61.9% 33.6% 4.5% 100.0%
	d13b	Electricity used (kitchen)? 1 = Yes 2 = No Missing Total	9 958 12 474 1 050 23 482	42.4% 53.1% 4.5% 100.0%
	d13c	Gas used (kitchen)? 1 = Yes 2 = No Missing Total	2 415 20 017 1 050 23 482	10.3% 85.2% 4.5% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY		
D14	d13d	Paraffin used (kitchen)? 1 = Yes 2 = No Missing Total	2 763 19 669 1 050 23 482	11.8% 83.8% 4.5% 100.0%	
	d13e	Wood or coal used (kitchen)? 1 = Yes 2 = No Missing Total	1 990 20 442 1 050 23 482	8.5% 87.1% 4.5% 100.0%	
	d13f	No cooking 1 = Yes 2 = No Missing Total	6 475 15 957 1 050 23 482	27.6% 68.0% 4.5% 100.0%	
	d14ratio	Area per learner	N = 16 282 Mean = 3.27		
	d14cat	Area per learner (categories) 0 = Less than 1.5 sq ms 1 = More than 1.5 sq ms Missing Total	6 779 9 482 7 221 23 482	28.9% 40.4% 30.8% 100.0%	
	D15a	d15a1	Number walk	N = 23 221 Sum = 662 880	
		d15a2	Number public/private transport	N = 22 568 Sum = 263 461	
		d15a3	Number site-provided transport	N = 22 218 Sum = 27 427	
		d15a4	Number unknown transport	N = 22 210 Sum = 2 737	
D15b	d15b	Distance to walk 1 = Less than 1 km 2 = 1 to 2 kms 3 = More than 2 kms 4 = Don't know Missing Total	12 359 5 657 2 337 408 2 721 23 482	52.6% 42.1% 10.0% 1.7% 11.6% 100.0%	
D16	d16a	Fees - Learners up to 3 years 1 = Less than R25 2 = R26 to R50 3 = R51 to R75 4 = More than R75 Missing Total	5 399 3 802 1 881 6 841 5 559 23 482	23.0% 16.2% 8.0% 29.1% 23.7% 100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
D16 (Cont)	d16b	Fees - Learners 3 & over		
		1 = Less than R25	7 079	3 0.1%
		2 = R26 to R50	4 980	21.2%
		3 = R51 to R75	2 305	9.8%
		4 = More than R75	6 870	29.3%
		Missing	2 248	9.6%
		Total	23 482	100.0%
D17	d17	Learners/parents regularly paying their own fees		
		1 = 0-25%	6 345	27.0%
		2 = 26-50%	5 891	25.1%
		3 = 51-75%	4 332	18.4%
		4 = 76-100%	6 187	26.3%
		5 = Don't Know	92	0.4%
		Missing	635	2.7%
		Total	23 482	100.0%
D18	d18a	Funding from Department of Welfare - creche subsidies (rank)		
		1	2 175	9.3%
		2	270	1.1%
		3	104	0.4%
		4	173	0.7%
		Missing	20 760	88.4%
		Total	23 482	100.0%
	d18b	Funding from Department of Welfare - programme funding (rank)		
		1	1 131	48.0%
		2	218	0.9%
		3	63	0.3%
		4	151	0.6%
		Missing	21 919	93.3%
		Total	23 482	100.0%
	d18c	Funding from Department of Education (rank)		
		1	2 215	9.4%
		2	477	2.0%
3		140	0.6%	
4		239	1.0%	
Missing		20 411	86.9%	
Total		23 482	100.0%	
d18d	Funding from Department of Health - food (rank)			
	1	1 477	6.3%	
	2	517	2.2%	
	3	155	0.7%	
	4	190	0.8%	
	Missing	21 143	90.0%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
D18 (Cont)	d18e	Funding from Local Authority (rank)		
		1	798	3.4%
		2	324	1.4%
		3	170	0.7%
		4	190	0.8%
		Missing	22 000	93.7%
		Total	23 482	100.0%
	d18f	Funding from fundraising activities (rank)		
		1	4 391	18.7%
		2	2 483	10.6%
		3	756	3.2%
		4	335	1.4%
		Missing	15 517	66.1%
		Total	23 482	100.0%
	d18g	Funding from private sector (rank)		
		1	333	1.4%
		2	225	1.0%
		3	122	0.5%
		4	186	0.8%
		Missing	22 616	96.3%
		Total	23 482	100.0%
	d18h	Funding from Donations (rank)		
		1	1 866	7.9%
		2	1 472	6.3%
		3	901	3.8%
		4	410	1.7%
		Missing	18 833	80.2%
		Total	23 482	100.0%
d18i	Funding from Other (rank)			
	1	1 532	6.5%	
	2	487	2.1%	
	3	253	1.1%	
	4	315	1.3%	
	Missing	20 895	89.0%	
	Total	23 482	100.0%	
d18j	Funding from No Other Sources (rank)			
	1	6 344	27.0%	
	2	322	1.4%	
	3	192	0.8%	
	4	262	1.1%	
	Missing	16 362	69.7%	
	Total	23 482	100.0%	
d18k	Funding from Don't know (rank)			
	1	304	1.3%	
	2	16	0.1%	
	3	20	0.1%	
	4	39	0.2%	
	Missing	23 103	98.4%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
D19	d19a	Visits from Clinic/Health Personnel		
		1 = Monthly	2 669	11.4%
		2 = Quarterly	3 468	14.8%
		3 = Half-yearly	2 588	11.0%
		4 = Annually	4 586	19.5%
		5 = Never	6 828	29.1%
		6 = Don't Know	196	0.8%
		Missing	3 147	13.4%
		Total	23 482	100.0%
	d19b	Visits from Department of Education		
		1 = Monthly	612	2.6%
		2 = Quarterly	1 403	6.0%
		3 = Half-yearly	904	3.8%
		4 = Annually	1 807	7.7%
		5 = Never	12 765	54.4%
		6 = Don't Know	258	1.1%
		Missing	5 733	24.4%
		Total	23 482	100.0%
	d19c	Visits from Welfare Department		
		1 = Monthly	1 644	7.0%
2 = Quarterly		1 904	8.1%	
3 = Half-yearly		1 395	5.9%	
4 = Annually		2 785	11.9%	
5 = Never		10 708	45.6%	
6 = Don't Know		227	1.0%	
Missing		4 819	20.5%	
	Total	23 482	100.0%	
d19d	Visits from Local Authority health inspection			
	1 = Monthly	1 181	5.0%	
	2 = Quarterly	1 463	6.2%	
	3 = Half-yearly	1 294	5.5%	
	4 = Annually	3 002	12.8%	
	5 = Never	10 753	45.8%	
	6 = Don't Know	275	1.2%	
	Missing	5 514	23.5%	
	Total	23 482	100.0%	
d19e	Visits from NGO			
	1 = Monthly	1 565	6.7%	
	2 = Quarterly	1 831	7.8%	
	3 = Half-yearly	699	3.0%	
	4 = Annually	987	4.2%	
	5 = Never	11 968	51.0%	
	6 = Don't Know	269	1.1%	
	Missing	6 163	26.2%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
D19 (Cont)	d19f	Visits from Other		
		1 = Monthly	700	3.0%
		2 = Quarterly	211	0.9%
		3 = Half-yearly	100	0.4%
		4 = Annually	215	0.9%
		5 = Never	6 787	28.9%
		6 = Don't Know	186	0.8%
		Missing	15 283	65.1%
	Total	23 482	100.0%	
visita	D19_1 (Health personnel) Recoded	0 = Not visited	6 828	29.1%
		1 = Visited	13 311	56.7%
		Missing	3 343	14.2%
		Total	23 482	100.0%
visitb	D19_2 (DoE) Recoded	0 = Not visited	12 765	54.4%
		1 = Visited	4 726	20.1%
		Missing	5 991	25.5%
		Total	23 482	100.0%
visitc	D19_3 (DWelfare) Recoded	0 = Not visited	10 708	45.6%
		1 = Visited	7728	32.9%
		Missing	5046	21.5%
		Total	23 482	100.0%
visitd	D19_4 (Local Authority) Recoded	0 = Not visited	10 753	45.8%
		1 = Visited	6 940	29.6%
		Missing	5 789	24.7%
		Total	23 482	100.0%
visite	D19_5 (NGO) Recoded	0 = Not visited	11 968	51.0%
		1 = Visited	5 082	21.6%
		Missing	6 432	27.4%
		Total	23 482	100.0%
visitf	D19_6 (Other) Recoded	0 = Not visited	6 787	28.9%
		1 = Visited	1 226	5.2%
		Missing	15 469	65.9%
		Total	23 482	100.0%
d20	d20	Management Committee		
		1 = Yes	18 155	77.3%
		2 = No	5 323	22.7%
		Missing	4	0.0%
		Total	23 482	100.0%
E1	e1a1	Observed first aid box		
		1 = Yes	13 434	57.2%
		2 = No	9 907	42.2%
		Missing	141	0.6%
		Total	23 482	100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
E1 (Cont)	e1a2	Observed mattresses 1 = Yes 2 = No Missing Total	12 619 10 722 141 23 482	53.7% 45.7% 0.6% 100.0%
	e1a3	Observed chairs/benches 1 = Yes 2 = No Missing Total	18 449 4 892 141 23 482	78.6% 20.8% 0.6% 100.0%
	e1a4	Observed tables 1 = Yes 2 = No Missing Total	15 962 7 379 141 23 482	68.0% 31.4% 0.6% 100.0%
	e1a5	Observed shelving 1 = Yes 2 = No Missing Total	12999 10342 141 23 482	55.4% 44.0% 0.6% 100.0%
	e1a6	Observed floor covering 1 = Yes 2 = No Missing Total	16 635 6 706 141 23 482	70.8% 28.6% 0.6% 100.0%
	e1a7	Observed outdoor equipment 1 = Yes 2 = No Missing Total	14 096 9 245 141 23 482	60.0% 39.4% 0.6% 100.0%
	e1a8	Observed books & printed material 1 = Yes 2 = No Missing Total	17 672 5 669 141 23 482	75.3% 24.1% 0.6% 100.0%
	e1a9	Observed construction equipment 1 = Yes 2 = No Missing Total	16 293 7 048 141 23 482	69.4% 30.0% 0.6% 100.0%
	e1a10	Observed puzzles 1 = Yes 2 = No Missing Total	16 408 6 933 141 23 482	69.9% 29.5% 0.6% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
E1 (Cont)	e1a11	Observed make-believe equipment		
		1 = Yes	14 373	61.2%
		2 = No	8 968	38.2%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1a12	Observed paper		
		1 = Yes	19 816	84.4%
		2 = No	3 525	15.0%
		Missing	141	0.6%
		Total	23 482	100.0%
e1a13	Observed crayons			
	1 = Yes	20 040	85.3%	
	2 = No	3 301	14.1%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1a14	Observed paint & brushes			
	1 = Yes	16 752	71.3%	
	2 = No	5 589	28.1%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1a15	Observed scissors			
	1 = Yes	16 554	70.5%	
	2 = No	6 787	28.9%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1a16	Observed glue			
	1 = Yes	15 869	67.6%	
	2 = No	7 472	31.8%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1a17	Observed posters & charts			
	1 = Yes	19 240	81.9%	
	2 = No	4 101	17.5%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1b1	Sufficient first aid box			
	1 = Yes	8 554	36.4%	
	2 = No	14 787	63.0%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1b2	Sufficient mattresses			
	1 = Yes	8 245	35.1%	
	2 = No	15 096	64.3%	
	Missing	141	0.6%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
E1 (Cont)	e1b3	Sufficient chairs/benches 1 = Yes 2 = No Missing Total	12 875 10 466 141 23 482	54.8% 44.6% 0.6% 100.0%
	e1b4	Sufficient tables 1 = Yes 2 = No Missing Total	11 346 15 096 141 23 482	48.3% 51.1% 0.6% 100.0%
	e1b5	Sufficient shelving 1 = Yes 2 = No Missing Total	9 408 13 933 141 23 482	40.1% 59.3% 0.6% 100.0%
	e1b6	Sufficient floor covering 1 = Yes 2 = No Missing Total	11 602 11 739 141 23 482	49.4% 50.0% 0.6% 100.0%
	e1b7	Sufficient outdoor equipment 1 = Yes 2 = No Missing Total	8 167 15 174 141 23 482	34.8% 64.6% 0.6% 100.0%
	e1b8	Sufficient books & printed material 1 = Yes 2 = No Missing Total	11 177 12 164 141 23 482	47.6% 51.8% 0.6% 100.0%
	e1b9	Sufficient construction equipment 1 = Yes 2 = No Missing Total	10 446 12 895 141 23 482	44.5% 54.9% 0.6% 100.0%
	e1b10	Sufficient puzzles 1 = Yes 2 = No Missing Total	10 425 12 916 141 23 482	44.4% 55.0% 0.6% 100.0%
	e1b11	Sufficient make-believe equipment 1 = Yes 2 = No Missing Total	9 163 14 178 141 23 482	39.0% 60.4% 0.6% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
E1 (Cont)	e1b12	Sufficient paper		
		1 = Yes	14 167	60.3%
		2 = No	9 174	39.1%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1b13	Sufficient crayons		
		1 = Yes	13 746	58.5%
		2 = No	9 595	40.9%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1b14	Sufficient paint & brushes		
		1 = Yes	11 405	48.6%
		2 = No	11 936	50.8%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1b15	Sufficient scissors		
		1 = Yes	10 892	46.4%
		2 = No	12 449	53.0%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1b16	Sufficient glue		
		1 = Yes	11 211	47.7%
		2 = No	12 130	51.7%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1b17	Sufficient posters & charts		
		1 = Yes	12 892	54.9%
		2 = No	10 449	44.5%
Missing		141	0.6%	
Total		23 482	100.0%	
e1c1	Adequate condition first aid box			
	1 = Yes	9 801	41.7%	
	2 = No	13 540	57.7%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1c2	Adequate condition mattresses			
	1 = Yes	9 207	39.2%	
	2 = No	14 134	60.2%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1c3	Adequate condition chairs/benches			
	1 = Yes	14 017	59.7%	
	2 = No	9 324	39.7%	
	Missing	141	0.6%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
E1 (Cont)	e1c4	Adequate condition tables 1 = Yes 2 = No Missing Total	12 349 10 992 141 23 482	52.6% 46.8% 0.6% 100.0%
	e1c5	Adequate condition shelving 1 = Yes 2 = No Missing Total	10 064 13 277 141 23 482	42.9% 56.5% 0.6% 100.0%
	e1c6	Adequate condition floor covering 1 = Yes 2 = No Missing Total	12 084 11 257 141 23 482	51.5% 47.9% 0.6% 100.0%
	e1c7	Adequate condition outdoor equipment 1 = Yes 2 = No Missing Total	9 790 13 551 141 23 482	41.7% 57.7% 0.6% 100.0%
	e1c8	Adequate condition books & printed material 1 = Yes 2 = No Missing Total	12 619 10 722 141 23 482	53.7% 45.7% 0.6% 100.0%
	e1c9	Adequate condition construction equipment 1 = Yes 2 = No Missing Total	11 917 11 424 141 23 482	50.7% 48.7% 0.6% 100.0%
	e1c10	Adequate condition puzzles 1 = Yes 2 = No Missing Total	11 924 11 417 141 23 482	50.8% 48.6% 0.6% 100.0%
	e1c11	Adequate condition make-believe equipment 1 = Yes 2 = No Missing Total	10 398 12 943 141 23 482	44.3% 55.1% 0.6% 100.0%
	e1c12	Adequate condition paper 1 = Yes 2 = No Missing Total	14 734 8 607 141 23 482	62.7% 36.7% 0.6% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
E1 (Cont)	e1c13	Adequate condition crayons		
		1 = Yes	14 411	61.4%
		2 = No	8 930	38.0%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1c14	Adequate condition paint & brushes		
		1 = Yes	12 345	52.6%
		2 = No	10 996	46.8%
		Missing	141	0.6%
		Total	23 482	100.0%
	e1c15	Adequate condition scissors		
		1 = Yes	12 392	52.8%
		2 = No	10 949	46.6%
		Missing	141	0.6%
		Total	23 482	100.0%
e1c16	Adequate condition glue			
	1 = Yes	12 014	51.2%	
	2 = No	11 327	48.2%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
e1c17	Adequate condition posters & charts			
	1 = Yes	14 112	60.1%	
	2 = No	9 229	39.3%	
	Missing	141	0.6%	
	Total	23 482	100.0%	
E2	e2	How much equipment was improvised?		
		1= None at all	5 532	23.6%
		2 = A little	8 098	34.5%
		3 = About half	4 884	20.8%
		4 = More than half	2 291	9.8%
		5 = Most	2 230	9.5%
		Missing	447	1.9%
		Total	23 482	100.0%
	f1a	Breakfast		
		1 = Provided by site staff	12 376	52.7%
		2 = Brought from home	4 809	20.5%
		3 = Both	77	0.3%
		Missing	6 220	26.5%
	Total	23 482	100.0%	
	f1b	Morning Snack		
1 = Provided by site staff		6 866	29.2%	
2 = Brought from home		7 138	30.4%	
3 = Both		158	0.7%	
Missing		9 320	39.7%	
Total	23 482	100.0%		

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
F1 (Cont)	f1c	Lunch		
		1 = Provided by site staff	14 025	59.7%
		2 = Brought from home	6 681	28.5%
		3 = Both	116	0.5%
		Missing	2 660	11.3%
		Total	23 482	100.0%
	f1d	Afternoon snack		
		1 = Provided by site staff	7 671	32.7%
		2 = Brought from home	3 591	15.3%
		3 = Both	64	0.3%
Missing		12 156	51.8%	
	Total	23 482	100.0%	
f1e	Other meals			
	1 = Provided by site staff	455	1.9%	
	2 = Brought from home	292	1.2%	
	3 = Both	5	0.0%	
	Missing	22 730	96.8%	
	Total	23 482	100.0%	
F2	f2a	Afrikaans used		
		1 = Yes	4 200	17.9%
		2 = No	19 282	82.1%
		Total	23 482	100.0%
	f2b	English used		
		1 = Yes	19 411	82.7%
		2 = No	4 071	17.3%
		Total	23 482	100.0%
	f2c	IsiNdebele used		
		1 = Yes	179	0.8%
2 = No		23 303	99.2%	
	Total	23 482	100.0%	
f2d	IsiXhosa used			
	1 = Yes	3 885	16.5%	
	2 = No	19 597	83.5%	
	Total	23 482	100.0%	
f2e	IsiZulu used			
	1 = Yes	7 492	31.9%	
	2 = No	15 990	68.1%	
	Total	23 482	100.0%	
f2f	Sepedi used			
	1 = Yes	2035	8.7%	
	2 = No	21 447	91.3%	
	Total	23 482	100.0%	
f2g	Sesotho used			
	1 = Yes	3 167	13.5%	
	2 = No	20 315	86.5%	
	Total	23 482	100.0%	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
F2 (Cont)	f2h	Setswana used 1 = Yes 2 = No Total	1 859 21 623 23 482	7.9% 92.1% 100.0%
	f2i	Siswati used 1 = Yes 2 = No Total	547 22 935 23 482	2.3% 97.7% 100.0%
	f2j	TshiVenda used 1 = Yes 2 = No Total	373 23 109 23 482	1.6% 98.4% 100.0%
	f2k	Xitsonga used 1 = Yes 2 = No Total	559 22 923 23 482	2.4% 97.6% 100.0%
	f2l	Other language used 1 = Yes 2 = No Total	69 23 413 23 482	0.3% 99.7% 100.0%
	F3	f3a	Programme of activities being followed? 1 = Yes 2 = No Total	19 898 3 584 23 482
f3b		Interval of advance planning of activities 1 = Day of the visit 2 = Weekly 3 = Monthly / Quaterly 4 = Annually Total	7 049 13 864 1 362 1 207 23 482	30.0% 59.0% 5.8% 5.1% 100.0%
F4	f4a	Was there a variety of other activities for learners to do? 1 = Yes 2 = No Total	20 836 2 646 23 482	88.7% 11.3% 100.0%
	f4b	Routine times 1 = Yes 2 = No Total	14 757 8 725 23 482	62.8% 37.2% 100.0%
	f4c	Large group activities 1 = Yes 2 = No Total	14 170 9 312 23 482	60.3% 39.7% 100.0%
	f4d	Outdoor play activities 1 = Yes 2 = No Total	12 859 10 623 23 482	54.8% 45.2% 100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
F4 (Cont)	f4e	Individual / small group activities 1 = Yes 2 = No Total	10 382 13 100 23 482	44.2% 55.8% 100.0%
F5	f5	Is the learners' work displayed? 1 = Yes 2 = No Total	16 840 6 642 23 482	71.7% 28.3% 100.0%
F6	f6	Freedom to explore & experiment 1 = Not at all 2 = Some of the time 3 = Most of the time Total	2 192 9 454 11 836 23 482	9.3% 40.3% 50.4% 100.0%
F7	f7	Encourage to ask questions? 1 = Not at all 2 = Some of the time 3 = Most of the time Total	2 446 9 073 11 963 23 482	10.4% 38.6% 50.9% 100.0%
F8	f8	Activities keep learners interested & involved? 1 = Not at all 2 = Some of the time 3 = Most of the time Total	1 785 7 894 13 803 23 482	7.6% 33.6% 58.8% 100.0%
F9	f9a	Special circumstances on day of audit? 1 = Yes 2 = No Total	608 22 874 23 482	2.6% 97.4% 100.0%
	f9b	Special circumstances (if yes, what?)	N = 643	
Date	dateofau	Date of Audit	N = 23 384	
Time completed site audit	timeofau	Time site audit completed	N = 23 069	
Indices	i_prog	Programme index score	N = 23 482 Mean = 14.25	
	i_infra	Infrastructure index score	N = 23 412 Mean = 23.39	
	i_supp	Support index score	N = 23 482 Mean = 11.55	
	i_edprof	Educator profile (mean score on educator index per facility)	N = 23 265 Mean = 7.64	
	i_grand	Overall index score	N = 23 482 Mean = 49.12	

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
Indices	iprocat	Educational Programme Index (categories)		
		1 = Below average	2 709	11.5%
		2 = Average	18 671	79.5%
		3 = Above average	2 102	9.0%
		Total	23 482	100.0%
	iinfrcat	Infrastructure Index (categories)		
		1 = Below average	4 293	18.3%
		2 = Average	14 570	62.0%
		3 = Above average	4 549	19.4%
		Missing	70	0.3%
	Total	23 482	100.0%	
	isuppcat	Support Index (categories)		
1 = Below average		2 884	12.3%	
2 = Average		16 169	68.9%	
3 = Above average		4 429	18.9%	
Total		23 482	100.0%	

VARIABLE LIST

FILE 2: EDUCATOR DATA (n = 54503)

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
Unique site number	id	Facility ID	N = 54 503	
A2	prov	Province		
		1 = Eastern Cape	6 354	11.7%
		2 = Free State	3 964	7.3%
		3 = Gauteng	15 052	27.6%
		4 = KwaZulu-Natal	10 603	19.5%
		5 = Mpumalanga	2 658	4.9%
		6 = Northern Cape	844	1.5%
		7 = Northern Province	3 615	6.6%
		8 = Northwest Province	2 910	5.3%
		9 = Western Cape	8 503	15.6%
		Total	54 503	100.0%
A6	newlocat	Geographical location of facility		
		1 = Urban (formal)	31 999	58.7%
		2 = Urban (informal)	5 865	10.8%
		3 = Rural	15 405	28.3%
		Missing	1 234	2.3%
		Total	54 503	100.0%
A13	a13a	ECD Registered		
		1 = Yes	37 450	68.7%
		2 = No	17 053	31.3%
		Total	54 503	100.0%
	a13b	With whom is the site registered?		
		1 = Department of Education	14 967	27.5%
		2 = Department of Welfare	16 808	30.8%
		3 = Local Authority	4 323	7.9%
		4 = Other	2 424	4.4%
		Missing	15 981	29.3%
		Total	54 503	100.0%
C1	designat	Designation or job title	N = 53 742	
	age	Age	N = 52 972	
			Mean = 37.91	
	newage	Age recoded (between 16 and 80)*	N = 52 945	
			Mean = 37.91	

* Age scores of educators younger than 16 and older than 80 have been deleted, as they are likely to be data capturing errors.

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
C1 (Cont)	agecat	Age categories		
		1 = Less than 20 years	397	0.7%
		2 = 20 - 24 years	3 939	7.2%
		3 = 25 - 29 years	7 779	14.3%
		4 = 30 - 34 years	9 701	17.8%
		5 = 35 - 39 years	9 700	17.8%
		6 = 40 - 44 years	8 078	14.8%
		7 = 45 - 49 years	5 525	10.1%
		8 = 50 - 54 years	3 864	7.1%
		9 = 55 - 59 years	2 129	3.9%
10 = 60 years and older	1 833	3.4%		
Missing	1 558	2.9%		
Total	5 4503	100.0%		
agerec	Age categories recoded	1 = 29 and younger	12 131	22.3%
		2 = Between 30 and 39	19 401	35.6%
		3 = Between 40 and 49	13 603	25.0%
		4 = 50 and older	7 837	14.4%
		Missing	1 531	2.8%
		Total	5 4503	100.0%
ageintvl	Age intervals	1 = Below 20 years	413	0.8%
		2 = 21 - 29 years	11 718	21.5%
		3 = 30 - 39 years	19 401	35.6%
		4 = 40 - 49 years	13 603	25.0%
		5 = 50 - 59 years	5 993	11.0%
		6 = 60 years and older	1 844	3.4%
		Missing	1 531	2.8%
Total	5 4503	100.0%		
gender	Gender	1 = Male	484	0.9%
		2 = Female	54 014	99.1%
		Missing	5	0.0%
		Total	5 4503	100.0%
race	Race	1 = African	36 239	66.5%
		2 = Coloured	5 953	10.9%
		3 = Indian	1 051	1.9%
		4 = White	10 365	19.0%
		Missing	895	1.6%
		Total	5 4503	100.0%
schoolgr	Highest school grade achieved	N = 53 832		
graderec	School grade (categories)	1 = No school grade	132	0.2%
		2 = Grades 1 to 8	8 476	15.6%
		3 = Grades 9 - 11	16 826	30.9%
		4 = Grade 12	28 251	51.8%
		Missing	818	1.5%
		Total	54 503	100.0%

QUESTION NUMBER	VARIABLE NAME IN SPSS	VARIABLE LABEL IN SPSS	FREQUENCY	
C1 (Cont)	ecdquali	Highest ECD qualification received	N = 48 597	
	qualif	Qualification (recode)		
		1 = No qualification	11 033	20.2%
		2 = NGO training	20 730	38.0%
		3 = Underqualified	7 563	13.9%
		4 = Qualified	5 620	10.3%
		5 = Other	3 615	6.6%
		Missing	5 942	10.9%
		Total	54 503	100.0%
		qualif2	Qualification (recode)	
	1 = No qualification	11 033	20.2%	
	2 = NGO training	20 730	38.0%	
	3 = Underqualified	7 563	13.9%	
	4 = Qualified	5 620	10.3%	
	Missing	9 557	17.5%	
	Total	54 503	100.0%	
	nryearse	Number of years ECD experience	N = 54 448	
			Mean = 6.64	
	exprec	Teaching experience (categories)		
		1 = Less than 2 years	9 708	17.8%
		2 = 2 years and more but less than 5	15 548	28.5%
		3 = 5 years and more but less than 10	16 437	30.2%
		4 = 10 years and more	12 755	23.4%
		Missing	55	0.1%
		Total	54 503	100.0%
	monthsal	Monthly salary (category)		
		1 = Less than R500	22 803	41.8%
		2 = R501 to R1500	15 131	27.8%
		3 = R1501 to R3000	7 253	13.3%
		4 = More than R3000	5 368	9.8%
		5 = Don't know	2 967	5.4%
		6 = No information	981	1.8%
		Total	54 503	100.0%
	sumlrner	Total number of learners at facility	N = 54 381	
			Sum = 2 916 032	
	d2recode	Nature of site		
		1 = School-based	6 828	12.5%
		2 = Community-based	29 157	53.5%
		3 = Home-based	15 497	28.5%
		Missing	3 021	5.5%
		Total	54 503	100.0%
	ieducat	Educator Profile Index (categories)		
		1 = Below average	6 675	12.2%
		2 = Average	38 590	70.8%
		3 = Above average	9 234	16.9%
		Missing	4	
		Total	53 503	100.0%
