

# RESULTS OF THE ESCUELA NUEVA BASELINE SURVEY

**FOR 5 SCHOOLS IN REGION 1 AND  
7 SCHOOLS IN REGION 9**



## **PART 3: QUESTIONNAIRES**

**UNICEF – GUYANA WORKING PAPER SERIES**

**René van Dongen  
March 2002**

# RESULTS OF THE ESCUELA NUEVA BASELINE SURVEY

FOR 5 SCHOOLS IN REGION 1 AND  
7 SCHOOLS IN REGION 9

PART 3:  
QUESTIONNAIRES

René van Dongen

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**Introduction**

This is Part 3 of the “Results of the Escuela Nueva Baseline Survey”.

All the questionnaires that were used to gather the information for the baseline survey for 5 schools in Region 1 and 7 schools in Region 9, are compiled in this report.

René van Dongen  
March 2002

**QUESTIONNAIRES A: SCHOOL ADMINISTRATION**

<b>TOPIC: GI 1.1 ENROLMENT</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.1.1:

For EACH CLASS, indicate the number of boys and girls enrolled and the average age of the boys and the girls at the first school day of October 1995, 1997, 1999 and 2001.

YEAR	Prep A				Prep B				Standard 1				Standard 2				Standard 3				Standard 4				
	Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1995																									
1997																									
1999																									
2001																									

COMMENTS:

<b>TOPIC: GI 1.2 ATTENDANCE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.2.1: For the period 1995 till 2001, indicate the monthly enrollment and attendance figures for boys and girls per class for 1995/1996.

### MONTHLY ENROLMENT AND ATTENDACE FOR PUPILS FOR SCHOOL YEAR 1995/1996

Month	Sessions	Prep A				Prep B				Standard 1				Standard 2				Standard 3				Standard 4			
		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
SEP																									
OCT																									
NOV																									
DEC																									
JAN																									
FEB																									
MAR																									
APR																									
MAY																									
JUN																									
JUL																									
<b>In case of low attendance, state reasons</b>																									

<b>TOPIC: GI 1.2 ATTENDANCE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.2.1: For the period 1995 till 2001, indicate the monthly enrollment and attendance figures for boys and girls per class for 1997/1998.

### MONTHLY ENROLMENT AND ATTENDACE FOR PUPILS FOR SCHOOL YEAR 1997/1998

Month	Sessions	Prep A				Prep B				Standard 1				Standard 2				Standard 3				Standard 4			
		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
SEP																									
OCT																									
NOV																									
DEC																									
JAN																									
FEB																									
MAR																									
APR																									
MAY																									
JUN																									
JUL																									
<b>In case of low attendance, state reasons</b>																									

<b>TOPIC: GI 1.2 ATTENDANCE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.2.1: For the period 1995 till 2001, indicate the monthly enrollment and attendance figures for boys and girls per class for 1999/2000.

### MONTHLY ENROLMENT AND ATTENDANCE FOR PUPILS IN SCHOOL YEAR 1999/2000

Month	Sessions	Prep A				Prep B				Standard 1				Standard 2				Standard 3				Standard 4			
		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.		Enrol.		Attend.	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
SEP																									
OCT																									
NOV																									
DEC																									
JAN																									
FEB																									
MAR																									
APR																									
MAY																									
JUN																									
JUL																									
<b>In case of low attendance, state reasons</b>																									

<b>TOPIC: GI 1.3 REPETITION RATE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.3.1:

Indicate the number of boys and girls repeating per class, measured at the first school day of October for 1995, 1997, 1999 and 2001.

YEAR	NUMBER OF STUDENTS REPEATING, MEASURED AT THE <u>FIRST SCHOOL DAY OF OCTOBER</u> FOR THE YEARS INDICATED											
	Prep A		Prep B		Standard 1		Standard 2		Standard 3		Standard 4	
	M	F	M	F	M	F	M	F	M	F	M	F
1995												
1997												
1999												
2001												
Comments	State the most important reasons why children are repeating a class:											

<b>TOPIC: GI 1.4 PROLONGED ABSENCE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.4.1:

Indicate for each class the total number of boys and girls who did not attend school for a complete term or more during the school years indicated below:

SCHOOL YEAR	NUMBER OF STUDENTS WHO DID NOT ATTEND SCHOOL FOR A COMPLETE TERM OR MORE FOR THE SCHOOL YEARS INDICATED											
	Prep A		Prep B		Standard 1		Standard 2		Standard 3		Standard 4	
	M	F	M	F	M	F	M	F	M	F	M	F
1995/1996												
1997/1998												
1999/2000												

Indicate here the main reasons why children did not attend school for a complete term or more:

<b>TOPIC: GI 1.5 COMPLETING PRIMARY CYCLE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.5.1:

Indicate in the table below for each Standard 4 Class for the years indicated, the total number of boys and girls in the class and the number of boys and girls who spent their ENTIRE PRIMARY SCHOOL LIFE (Prep A till Standard 4) in your school:

YEAR	Number of boys and girls enrolled at <u>the end of the school year</u> in Standard 4		Number of boys and girls of Standard 4 who spent their ENTIRE primary school life in this school	
	M	F	M	F
1995/1996				
1997/1998				
1999/2000				
Comments				

<b>TOPIC: GI 1.6 TEACHERS – GENERAL INFO</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.6.1:

Indicate in the table below for the period 1995-2001 the total number of teachers attached to the Primary School (measured at the first school day of October for the years indicated) and their qualifications.

Year	Total number of teachers	Number of Males/ Females		Number of teachers trained/ untrained		In this section, group the teachers in your school according to the <u>highest level of education</u> they have completed													
		M	F	Trained	Untrained	Prim.	CP	Sec. SSPE	Sec CXC	Sec. A-lev.	CPCE Prim.	CPCE Sec.	Voc. Trai. <sup>1</sup>	Univ. Cert.	Univ. Dipl.	Univ. Bach.	Univ. Mast.	Other:	
1995																			
1997																			
1999																			
2001																			

<sup>1</sup> Vocational Training: GTI, GITC, GSA, Burrowes School of Art, Carnegie School of Home Economics, New Amsterdam Technical Institute

<b>TOPIC: GI 1.6 TEACHERS – GENERAL INFO</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question GI 1.6.2: For the school years 1995/1996, 1997/1998 and 1999/2000 indicate the monthly enrollment and attendance figures for **all teachers** for the whole school.

**MONTHLY ENROLLMENT AND ATTENDANCE FIGURE FOR ALL TEACHERS IN THE SCHOOL FOR THE SCHOOL YEARS 1995/1996, 1997/1998 and 1999/2000**

Month	Number of Sessions 1995/1996	SCHOOL YEAR 1995/1996				Number of Sessions 1997/1998	SCHOOL YEAR 1997/1998				Number of Sessions 1999/2000	SCHOOL YEAR 1999/2000				
		No.		Attend.			No.		Attend.			No.		Attend.		
		M	F	M	F		M	F	M	F		M	F	M	F	
SEP																
OCT																
NOV																
DEC																
JAN																
FEB																
MAR																
APR																
MAY																
JUN																
JUL																

<b>TOPIC: CF 2.1 ESCUELA NUEVA FURNITURE</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question CF 2.1.1:

In Escuela Nueva, the standard unit of furniture is a table shaped like in figure a) on the right, with three seats on the short sides of the table. The complete unit can be made in three sizes: small, medium (med.) or large.

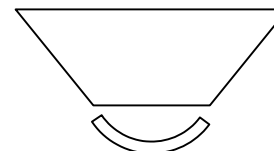


Figure a) An Escuela Nueva Furniture (ENF) Unit

Indicate in the table below, (per class for the first school day in October 2001), the number of Escuela Nueva Furniture (ENF) Units (small, medium or large) present, the number painted and unpainted, the number in good, moderate or bad condition and the number placed individually, in rows, in groups or otherwise.

	Prep A			Prep B			Standard 1			Standard 2			Standard 3			Standard 4		
	Small	Med.	Large	Small	Med.	Large	Small	Med.	Large	Small	Med.	Large	Small	Med.	Large	Small	Med.	Large
<b>TOTAL NUMBER of ENF units</b>																		
	<b>Prep A</b>			<b>Prep B</b>			<b>Standard 1</b>			<b>Standard 2</b>			<b>Standard 3</b>			<b>Standard 4</b>		
<b>Number of ENF units PAINTED</b>																		
<b>Number of ENF units UNPAINTED</b>																		
	<b>Prep A</b>			<b>Prep B</b>			<b>Standard 1</b>			<b>Standard 2</b>			<b>Standard 3</b>			<b>Standard 4</b>		
<b>Number of ENF units in GOOD CONDITION</b>																		
<b>Number of ENF units in MODERATE CONDITION</b>																		
<b>Number of ENF units in BAD CONDITION</b>																		
	<b>Prep A</b>			<b>Prep B</b>			<b>Standard 1</b>			<b>Standard 2</b>			<b>Standard 3</b>			<b>Standard 4</b>		
<b>Number of ENF units PLACED INDIVIDUALLY</b>																		
<b>Number of ENF units PLACED IN ROWS</b>																		
<b>Number of ENF units PLACED IN GROUPS</b>																		

<b>TOPIC: CF 2.2 LIBRARY – GENERAL</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Questions section CF 2.2: Please answer the questions below (situation first school day October 2001)

1. Does the school have a library/libraries? If YES, go on to question 2. If NO, then this section is finished for you.	<b>YES / NO</b>	
2. What is the total number of books in the library?		
3. How many books in the library are suited for the <u>subjects</u> listed on the right?  Estimate percentages using the following scale: 0-25% of books suitable 26-50% of books suitable 51-75% of books suitable 76-100% of books suitable  In the list on the right, indicate the % of books suitable for each subject.	%	<b>Mathematics</b>
	%	<b>English</b>
	%	<b>Science</b>
	%	<b>Social Studies</b>
	%	<b>Arts</b>
4. What is the number of books suited for the following <u>grade levels</u> listed on the right?  Estimate percentages using the following scale: 0-25% of books suitable 26-50% of books suitable 51-75% of books suitable 76-100% of books suitable  In the list on the right, indicate the % of books suitable for each class.	%	<b>Prep A</b>
	%	<b>Prep B</b>
	%	<b>Standard 1</b>
	%	<b>Standard 2</b>
	%	<b>Standard 3</b>
	%	<b>Standard 4</b>
5. <u>Where</u> is the library or are the libraries of your school located?  In the list on the right, place an X in front of all places which have a library		<b>In a separate room in the school</b>
		<b>In the Prep A classroom</b>
		<b>In the Prep B classroom</b>
		<b>In the Standard 1 classroom</b>
		<b>In the Standard 2 classroom</b>
		<b>In the Standard 3 classroom</b>
		<b>In the Standard 4 classroom</b>
		<b>Outside the school building</b>
	<b>Other:</b>	

Questions section CF 2.2 continued:

6. Is it possible for students in wheelchairs to move around in the library? (encircle the answer of your choice)		YES / NO
7. How often are the children from the different classes allowed to borrow books <u>to take home</u> ?  Possible answers: 1. Never 2. Less than once a week 3. 1 time per week 4. Several times per week 5. Almost every day		Prep A
		Prep B
		Standard 1
		Standard 2
		Standard 3
		Standard 4
8. How often are the children from the different classes allowed to borrow books <u>to use in the school</u> ?  Possible answers: 1. Never 2. Less than once a week 3. 1 time per week 4. Several times per week 5. Almost every day		Prep A
		Prep B
		Standard 1
		Standard 2
		Standard 3
		Standard 4
9. Who is/are in charge of the library/libraries?  Nobody Teacher(s) (number) Student(s) (number) Trained librarian(s) (number) Parent(s) (number) Other: .....		Nobody
		Teacher(s) (indicate number)
		Student(s) (indicate number)
		Trained librarian (indicate number)
		Parent(s) (indicate number)
		Other: .....
<b>REMARKS:</b>		
If there is anything else you want to remark about the library or libraries in your school, please write it in this box:		

<b>TOPIC: CF 2.4 WATER, SANITATION etc.</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Questions section CF 2.4: Please, answer the questions below.

**TOILETS**

1. What is the number and condition of toilets in the school (per type)  Indicate the situation in October 1997 and October 2001.	Situation first school day October 1997				Situation first school day October 2001			
	NONE	Number in good condition	Number in average condition	Number in bad condition	NONE	Number in good condition	Number in average condition	Number in bad condition
<b>(ORDINARY) PIT LATRINE</b>								
<b>VENTILATED IMPROVED PIT (VIP) LATRINE</b>								
<b>FLUSH TOILET</b>								
<b>OTHER:</b> .....								

**DRINKING WATER/SOLID WASTE (questions 2, 3 and 4 pertain to the present situation).**

2. What is the main source of drinking water for the children in school at present?	
3. At present, Is it possible for the students to wash their hands after they have used the toilet?  Describe the facilities for each class:	Prep A
	Prep B
	Std. 1
	Std. 2
	Std. 3
4. At present, how does the school dispose of <u>solid waste</u> ?  Tick the appropriate box(es) on the right	PIT (how many?)
	BURN (how often?; by whom?)
	BURY (where?)
	RUBBISH BINS (how many?)
	OTHER:

<b>TOPIC: CF 2.4 WATER, SANITATION etc.</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

**WATER SOURCES OF THE SCHOOL**

5. Where does the school get its water from and what is the quality of the water?  For each source, tick the appropriate box and indicate the storage capacity in gallons:	Situation first school day October 1997				Situation first school day October 2001			
	QUALITY OF THE WATER SOURCE				QUALITY OF THE WATER SOURCE			
	NOT a source	Good Quality	Average Quality	Bad Quality	NOT a source	Good Quality	Average Quality	Bad Quality
<b>RAIN WATER</b>								
<b>Storage capacity:</b>								
<b>RIVER WATER</b>								
<b>Storage capacity:</b>								
<b>CREEK WATER</b>								
<b>Storage capacity:</b>								
<b>WATER FROM HAND DUG WELL</b>								
<b>Storage capacity:</b>								
<b>WATER FROM BOREHOLE</b>								
<b>Storage capacity:</b>								
<b>WATER FROM POND</b>								
<b>Storage capacity:</b>								
<b>OTHER:</b>								
.....								
<b>Storage capacity:</b>								

<b>TOPIC: CF 2.4 WATER, SANITATION etc.</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

**SOURCES OF ELECTRICAL ENERGY**

6. What sources of electrical energy does the school have?  What is the capacity and condition of the system providing electricity?	Situation first school day October 1997				Situation first school day October 2001			
	NONE	Good condition	Average condition	Bad condition	NONE	Good condition	Average condition	Bad condition
<b>HYDROPOWER</b>								
Indicate voltage and condition								
<b>GENERATOR</b>								
Indicate capacity (kWh) and condition								
<b>SOLAR PANEL</b>								
Indicate condition and <u>total capacity</u> in Watts								
<b>OTHER</b> .....								
Indicate power or number and condition								

7. What electrical equipment does the school have?  List the type and number in the boxes on the right:	TYPE OF EQUIPMENT	NUMBER

<b>TOPIC: CF 2.4 WATER, SANITATION etc.</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

**PLAY FIELD AND INSTRUMENTS**

8. What type of instruments does your school have for the children to play with?  Indicate the number and condition of each for October 1997 and October 2001.	<b>Situation first school day October 1997</b>				<b>Situation first school day October 2001</b>			
	<b>NONE</b>	<b>Number in good condition</b>	<b>Number in average condition</b>	<b>Number in bad condition</b>	<b>NONE</b>	<b>Number in good condition</b>	<b>Number in average condition</b>	<b>Number in bad condition</b>
9. What is the total size of the play area available for the children <u>to play</u> ?  Indicate the total size of the play area in the box on the right in m <sup>2</sup>	.....m <sup>2</sup>							

**FUTURE PLANS**

10. Are there any plans to build more toilets?  If yes, WHAT are the plans? WHO is responsible?	
11. Are there any plans to improve the system to dispose of solid waste?  If yes, WHAT are the plans? WHO is responsible?	
12. Are there any plans to improve the availability of water in the school?  If yes, WHAT are the plans? WHO is responsible?	

<b>TOPIC: CF 2.5 CLASSROOM SIZE.</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question section CF 2.5: In the table below, indicate the length, width and total area of the space allocated to each class (present situation).

	<b>Length of classroom In meters</b>	<b>Width of classroom In meters</b>	<b>Total area of classroom In m<sup>2</sup></b>	<b>Total number of students in classroom (present situation)</b>
<b>Prep A</b>				
<b>Prep B</b>				
<b>Standard 1</b>				
<b>Standard 2</b>				
<b>Standard 3</b>				
<b>Standard 4</b>				
<b>Whole school</b>				

<b>TOPIC: SG 3.1 STUDENT GOVERNMENT - GENERAL</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SG 3.1.1: Indicate in the table below whether the school has a student government at present. Indicate when the government was established and the give the designation of the students involved and the class they attend. Also list the number of teachers involved. If there are other student governments in your school (for instance at class level), you can indicate that in the box at the bottom of the page.

**STUDENT GOVERNMENT (sometimes called “STUDENT COUNCIL”)**

	YES/ NO	When established	List the students involved in the government according to their designation (president, secretary etc.).  Also indicate for each member of the government the class the student is attending				Number of teachers (T), parents (P) or community members (CM) involved	
			Male		Female		Male	Female
			Designation	From class:	Designation	From class:		
Whole school								
In case individual classes have their own student governments, please list here:								

Question SG 3.1.1: Does the school have working committees (or ministries) at present? Indicate in the table below whether there are committees for the whole school and/or for each individual class. For each committee, indicate what type of committee (ministry) it is, when it was established and the number of students and teachers involved. If there are individual classes with their own committees/ministries, you can indicate that in the box at the bottom of the page.

**WORKING COMMITTEES (sometimes called “MINISTRIES”)**

	IF YES, indicate TYPE OF COMMITTEE(s) or MINISTRY  If NONE, write NO	When established?	How often does the committee / ministry meet?	Number of students involved and from which class they are		Number of teachers involved	
				Male	Female	Male	Female
Whole school							
In case individual classes have their own committees, please list here:							

<b>TOPIC: LG 6.1 TEXTBOOKS AND LEARNING GUIDES – GENERAL</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question 6.1.1:

Indicate in the table below for each class, the number of textbooks and learning guides for Mathematics, English, Science, Social Studies and Arts on the first school day of October 2001.

**NUMBER OF TEXTBOOKS/LEARNING GUIDES IN SCHOOL FOR MATHS AND ENGLISH**

	Prep A		Prep B		Standard 1		Standard 2		Standard 3		Standard 4	
	Title	No.	Title	No.	Title	No.	Title	No.	Title	No.	Title	No.
<b>MATHS</b>												
Textbooks												
Learning guides												
<b>ENGLISH</b>												
Textbooks												
Learning guides												

Question 6.1.1 Continued:

**NUMBER OF TEXTBOOKS/LEARNING GUIDES IN SCHOOL FOR SCIENCE, SOCIAL STUDIES and ARTS**

	Prep A		Prep B		Standard 1		Standard 2		Standard 3		Standard 4	
	Title	No.	Title	No.	Title	No.	Title	No.	Title	No.	Title	No.
<b>SCIENCE</b>												
Textbooks												
Learning guides												
<b>SOCIAL STUDIES</b>												
Textbooks												
Learning guides												
<b>ARTS</b>												
Textbooks												
Learning guides												

<b>TOPIC: LG 6.2 TEXTBOOKS AND LEARNING GUIDES – TEACHERS’ OPINION</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

<p>6.2.1 Was anybody from the school involved in the writing of the learning guides? YES / NO</p>		
<p>6.2.2 If YES, who were the persons and describe the contribution made in the box on the right:</p>	<b>Name</b>	<b>Contribution made</b>
<p>6.2.3 How many teachers were trained in the use of learning guides?  When and for how long did the training take place?</p>		
<p>6.2.4 In your opinion, how could the learning guides be improved?</p>		
<p>6.2.5 Feel free to put any other comments pertaining to the learning guides in the box on the right:</p>		

<b>TOPIC: TT 7.3 TEACHER TRAINING IN SCHOOL – EN SPECIFIC</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question TT 7.3.1:

Indicate in the table below how many staff development sessions on Escuela Nueva were organized, what were the topics discussed and how many teachers attended?

**ESCUELA NUEVA STAFF DEVELOPMENT SESSIONS**

Date of EN Staff development sessions	Topics discussed and who delivered the training?	How many teachers attended?	How useful was the training?		
			Very useful	Useful	Not very useful

<b>TOPIC: SP 8.1 STUDENT ATTAINMENT</b>	<b>Questions in this section to be answered by: SCHOOLADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SP 8.1.1: What were the end of year percentage pass rates for the subjects listed below per class for the school years 1995/1996, 1997/1998 and 1999/2000?

Please note that a pass is defined here as a score of 50% and above.

**END OF YEAR PERCENTAGE PASS RATES PER SUBJECT PER CLASS FOR THREE DIFFERENT SCHOOL YEARS**

Subject	Prep A		Prep B		Std 1		Std 2		Std 3		Std 4	
	M	F	M	F	M	F	M	F	M	F	M	F
ENGLISH												
1995/1996												
1997/1998												
1999/2000												
MATHS												
1995/1996												
1997/1998												
1999/2000												
SCIENCE												
1995/1996												
1997/1998												
1999/2000												

<b>TOPIC: SP 8.1 STUDENT ATTAINMENT</b>	<b>Questions in this section to be answered by: SCHOOLADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SP 8.1.2:

Indicate in the table below, which places were awarded to students who wrote their common entrance exam over the period 1995 till 2000.

**PLACES AWARDED TO COMMON ENTRANCE STUDENTS**

YEAR	Total students entered		Number of students who wrote exams		Number of students awarded Junior Secondary School <sup>2</sup>		Number of students awarded Senior Secondary School <sup>3</sup>		Number of students awarded CHS <sup>4</sup>		Number of students awarded Primary Tops	
	M	F	M	F	M	F	M	F	M	F	M	F
1995												
1997												
1999												

<sup>2</sup> A Junior Secondary School offers education from Forms 1 to 5

<sup>3</sup> A Senior Secondary School offers education from Forms 1 to 6

<sup>4</sup> CHS = Community High School

<b>TOPIC: SC 9.1 SCHOOL AND COMMUNITY – GENERAL</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SC 8.3.1:

Indicate in the table below, what activities have been organized by the school to involve the community in school events for **the last completed school year (2000/2001)**.

Also indicate how often these events took place, who was responsible for them, the average number of people who attended and the contributions made by the parents.

**INTERACTIONS BETWEEN THE SCHOOL AND THE COMMUNITY IN THE SCHOOL YEAR 2000/2001**

Event	How often/ year	Number of persons responsible per event			Number of people who attended per event	ASSISTANCE PROVIDED BY PARENTS/COMMUNITY <sup>5</sup> PER EVENT				
		Number of teachers	Number of students	Number of parents		Fin.	Ped.	Man.	Infra str.	Cult.
PTA or CTA meeting										
Accomplishment day (open day)										
Workshop organized by community for the school										
Workshop organized by the school, for the community										
Informal talk by community members (about health, agriculture, other)										
Field trip (in- or outside the community)										
Community celebration, bazaar, party or fundraising										
Sport day										

<sup>5</sup> Fin. = financial; Ped. = pedagogical; Man. = managerial; Infrastr. = infrastructural; Cult. = cultural/social

<b>TOPIC: SC 9.2 SCHOOL AND COMMUNITY – SPECIFIC</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SC9.2.1:

Indicate in the table below for each classroom, whether the following attributes are present in the classroom at this moment in time. HOW were the materials produced and WHO assisted in the production.

Tick the appropriate boxes by putting an “A”, if the information is present in Prep A, and a “B” if the information is present in Prep B, mark “B”. If the information is present in Standard 1, 2, 3 and 4, mark “1”, “2”, “3”, “4” respectively.

**INFORMATION ABOUT THE COMMUNITY PRESENT IN THE CLASSROOM - PRESENT SITUATION**

Attribute	Present in which class(es)?	HOW PRODUCED <sup>6</sup>					ASSISTANCE PROVIDED BY PARENTS/COMMUNITY <sup>7</sup> (indicate numbers)			
		Part. obs.	Pers. int.	Group int.	Survey	Other	Tea.	Stud.	Par.	Other. Com.
Community map										
Family data sheet/ family record										
Agricultural calendar										

<sup>6</sup> Part. obs. = participatory observation; Pers. int. = personal interviews; Group Int. = group interviews;

<sup>7</sup> Tea. = teachers; Stud. = students; Par. = parents; Other. Com. = other community members

<b>TOPIC: SC 9.2 SCHOOL AND COMMUNITY – SPECIFIC</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SC9.2.1 (CONTINUED): Which class in school has a community monograph containing information about the aspects listed below? Use the same coding system as in the first part of this section.

### INFORMATION ABOUT THE COMMUNITY PRESENT IN THE CLASSROOM - PRESENT SITUATION

	Present in which class(es)?	HOW PRODUCED <sup>8</sup>					ASSISTANCE PROVIDED BY PARENTS/COMMUNITY <sup>9</sup> (indicate numbers)			
		Part. obs.	Pers. int.	Group int.	Survey	Other	Tea.	Stud.	Par.	Other. Com.
Historic aspects										
Geographic aspects										
Cultural aspects										
Occupational aspects										
Aspects of domestic life										
Organizational aspects of the community										

<sup>8</sup> Part. obs. = participatory observation; Pers. int. = personal interviews; Group Int. = group interviews;

<sup>9</sup> Tea. = teachers; Stud. = students; Par. = parents; Other. Com. = other community members

Health aspects										
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**QUESTIONNAIRES B: FOCUS GROUP MEETINGS**

<b>TOPIC: SG 3.3 STUDENT GOVERNMENT – WHAT THE STUDENTS THINK</b>	<b>Questions in this section to be answered by: FACILITATOR AND STUDENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SG 3.3:

What do the students think of Escuela Nueva in general and the student government in particular?

<b>TOTAL NUMBER OF PEOPLE PRESENT:</b>	<b>NUMBER OF MALES:</b>
	<b>NUMBER OF FEMALES:</b>

1.  
Activity a focus group meeting with students facilitated by a teacher/parent or student. Ask the group to reflect on the following questions (write the answers of the group in the column on the right).

For each of the questions, try to prioritise the answers (mention the most important things first).

**ESCUELA NUEVA**

<p>1.1 What do you like about <b>Escuela Nueva</b>?</p> <p>(What makes you happy about the Escuela Nueva?)</p> <p><u>Prioritise/rank the reactions.</u></p>	
<p>1.2 Is there anything you do not like <b>about Escuela Nueva</b>?</p> <p>(What makes you sad about Escuela Nueva?)</p> <p><u>Prioritise/rank the reactions.</u></p>	

Question SG 3.3 (continued):

<p>1.3 Do the participants have any advice / recommendations for the <b>Escuela Nueva Project</b>?</p> <p><u>Prioritise/rank the reactions.</u></p>	
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**STUDENT GOVERNMENT**

<p>1.4 What do you like about the <b>student government</b></p> <p>(What makes you happy about the student government?)</p> <p><u>Prioritise/rank the reactions.</u></p>	
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Question SG 3.3 (continued)

<p>1.5 Is there anything you do not like about the <b>student government</b>?</p> <p>(What makes you sad about the student government?)</p> <p><u>Prioritise/rank the reactions.</u></p>	
<p>1.6 Can you give any recommendations (advice) to the <b>student government</b>?</p> <p><u>Prioritise/rank the reactions.</u></p>	

**SCHOOL AND COMMUNITY**

<p>1.7 What does the school do for or contribute to the community?</p> <p>Put the most important thing first.</p>	
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Question SG 3.3 (continued)

<p>1.8 Could the school do more for the community?</p> <p>If yes, list the activities:</p>	
<p>1.9 What does the community do to support the school?</p> <p>Put the most important thing first.</p>	
<p>1.10 Could the community do more to support the school?</p> <p>If yes, list the activities:</p>	

<b>TOPIC: SG 3.4 STUDENT GOVERNMENT – WHAT THE PARENTS and WIDER COMMUNITY THINK</b>	<b>Questions in this section to be answered by: FACILITATOR AND PARENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SG 3.4:

What do the parents and other community members think of Escuela Nueva in general and the student government in particular?

TOTAL NUMBER OF PEOPLE PRESENT:	NUMBER OF MALES:
	NUMBER OF FEMALES:

1. Activity, in a focus group meeting with parents and community representatives facilitated by a teacher/parent or student. Ask the group to reflect on the following questions:

For each of the questions, try to prioritise the answers (list the most important things first).

**ESCUELA NUEVA**

<p>1.1 What do you like about <b>Escuela Nueva</b>?</p> <p>(What makes you happy about the Escuela Nueva?)</p> <p><u>Prioritise/rank the reactions.</u></p>	
<p>1.2 Is there anything you do not like <b>about Escuela Nueva</b>?</p> <p>(What makes you sad about Escuela Nueva?)</p> <p><u>Prioritise/rank the reactions.</u></p>	

Question SG 3.4 (continued):

<p>1.3 Do the participants have any advice / recommendations for the <b>Escuela Nueva Project</b>?</p> <p><u>Prioritise/rank the reactions.</u></p>	
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**STUDENT GOVERNMENT**

<p>1.4 What do you like about the <b>student government</b></p> <p>(What makes you happy about the student government?)</p> <p><u>Prioritise/rank the reactions.</u></p>	
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Question SG 3.4 (continued):

<p>1.5 Is there anything you do not like about the <b>student government</b>?</p> <p>(What makes you sad about the student government?)</p> <p><u>Prioritise/rank the reactions.</u></p>	
<p>1.6 Can you give any recommendations (advice) to the <b>student government</b>?</p> <p><u>Prioritise/rank the reactions.</u></p>	

**SCHOOL AND COMMUNITY**

<p>1.7 What does the school do for or contribute to the community?</p> <p>Put the most important thing first.</p>	
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Question SG 3.4 (continued)

<p>1.8 Could the school do more for the community?</p> <p>If yes, list the activities:</p>	
<p>1.9 What does the community do to support the school?</p> <p>Put the most important thing first.</p>	
<p>1.10 Could the community do more to support the school?</p> <p>If yes, list the activities:</p>	

<b>TOPIC: SG 3.4 STUDENT GOVERNMENT – WHAT THE PARENTS and WIDER COMMUNITY THINK</b>	<b>Questions in this section to be answered by: FACILITATOR/INTERVIEWER</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SG 3.3.1:

What do key informants think of Escuela Nueva in general and the student government in particular?

1. Open question for key informant interviews.	
NAME OF PERSON INTERVIEWED:  MALE / FEMALE (encircle)	DESIGNATION OF PERSON INTERVIEWED:

**ABOUT ESCUELA NUEVA IN GENERAL**

1.1 Do you know about the <b>Escuela Nueva</b> Project?  What do you like about the project?  Mention the most important things first.	
1.2 List the things you don't like about the <b>Escuela Nueva</b> Project.  Mention the most important things first.	
1.3 Do you have any ideas how the <b>Escuela Nueva</b> project could be improved?  Mention the most important things first.	

Question SG 3.3.1 (continued)

**ABOUT THE STUDENT GOVERNMENT**

<p>1.4 What do you know about the student government?</p> <p>Do you have contact with the <b>student government</b> of the school?</p>	
<p>1.5 What do you like about the <b>student government</b></p> <p>(What makes you happy about the student government?)</p> <p>Mention the most important things first.</p>	
<p>1.6 Is there anything you do not like about the <b>student government</b>?</p> <p>(What makes you sad about the student government?)</p> <p>Mention the most important things first.</p>	
<p>1.7 Can you give any recommendations (advice) to the <b>student government</b>?</p> <p>Mention the most important things first.</p>	

<b>TOPIC: SC 9.4 SCHOOL AND COMMUNITY – KEY INFORMANT INTERVIEWS</b>	<b>Questions in this section to be answered by: FACILITATORS/KEY INFORMANTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question section SC 9.4: Open questions for key informant interviews.

NAME OF PERSON INTERVIEWED:		DESIGNATION OF PERSON INTERVIEWED:
MALE	FEMALE	
1.1 What are the most important days/events you celebrate in your community?		
2. Does the school get involved in these events?  In what way?		
3. Should the school be more involved?  How?		
4. Is the school assisting in the development of the community?  If yes, how?  If no, why not?		
5. Is the community helping to improve the school?  If yes, how?  If no, why not?		

## QUESTIONNAIRES C: PARENTS' OPINIONS

<b>TOPIC: SC 9.3 SCHOOL AND COMMUNITY – PARENTS' OPINIONS</b>	<b>Questions in this section to be answered by: PARENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below. Thank you.

1. Are you <b>MAN</b> / <b>WOMAN</b> (encircle right answer)	2. What is your age? ..... years
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		Almost every week (5)	Several times per month (4)	1 time per month (3)	Less than once a month (2)	Never (WHY?) (1)
3.	How often do you visit the school?					
4.	How often do you help out <u>in</u> the classroom?					
5.	How often do you do self-help for the school?					
6.	How often do you help with fund-raising activities of the school?					

		All the time (4)	Most of the time (3)	Sometimes (2)	Never (1)
7.	Are the teachers friendly, whenever you visit the school?				
8.	Are people from the school administration friendly whenever you visit the school?				
9.	Whenever you visit the school, do you feel welcome?				

		Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
10.	It is okay to take my child out of school, whenever there is a lot of work to be done on the farm.				
11.	The school should close when the community is celebrating an important event (e.g. Heritage Day).				
12.	There is no future for my child in our village.				
13.	Children should learn more about our culture in school.				

		Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
14.	I send my child to school because I want my child to learn how to become a better farmer.				
15.	I send my child to school because I want my child to be able to develop our village.				
16.	The school should help to keep our culture and traditions alive.				
17.	I send my child to school because I want my child to be able to find work outside the village.				

The following questions (18 to 20) should be answered by parents who **HELP OUT IN the classroom**.

So only answer the following questions if you **HELP OUT IN THE CLASSROOM**. If you are not helping out in the classroom, this questionnaire is finished for you. Thank you!

		All the time (4)	Most of the time (3)	Sometimes (2)	Never (1)
18.	Do you enjoy helping out in the classroom?				
19.	Do you feel the teacher likes it when you are helping out in the classroom?				

20.  
What are some of the activities you help with when you are in the classroom? List the things you do in the classroom in the box next to the subject you help with.

SUBJECT	ACTIVITY	HOW OFTEN?			
		Almost every week (4)	Several times per month (3)	1 time per month (2)	Less than once a month (1)
English					
Maths					
Social Studies					
Science					
Art/craft					
Other: .....					

**QUESTIONNAIRES D: STUDENTS' OPINIONS**

<b>TOPIC: CF 2.3 LIBRARY STUDENTS' OPINION</b>	<b>Questions in this section to be answered by: STUDENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>
<b>ARE YOU A BOY OR A GIRL?</b>	<b>What is your age?</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>YES</b>	<b>NO</b>	<b>Don't know</b>
1	I like reading books.			
2	My school has a library.			
3	My parents like it when I read a book at home.			
4	I often read a book in school.			
5	It is easy to borrow a book from the library in school.			
6	The library in school has enough books for everyone.			
7	It is difficult to read a book at home.			
8	My teacher likes it when I read a book in class.			
9	My teacher is angry when I read in school.			
10	My school has many libraries.			

<b>TOPIC: CF 2.7 CLASSROOM ATMOSPHERE – STUDENTS’ OPINION</b>	<b>Questions in this section to be answered by: STUDENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>YES</b>	<b>NO</b>	<b>DON'T KNOW</b>
11	I love my teacher.			
12	My teacher is often angry (vexed).			
13	My teacher likes me.			
14	If I had a choice, I would stay home every day.			
15	My teacher understands me.			
16	My teacher beats me.			
17	I learn a lot in school.			
18	I like to go to school.			
19	My teacher helps me with my work.			
20	My teacher uses the whip in class.			
21	I often feel sleepy in school.			
22	When my teacher is vexed, she talks to us.			

Topic 2.7.1: Does the child feel respected and appreciated?

<b>TOPIC: IM 5.4 INST. METH – STUDENTS’ OPINIONS</b>	<b>Questions in this section to be answered by: STUDENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>YES</b>	<b>NO</b>	<b>DON'T KNOW</b>
23	My teacher likes it when I help somebody else with his/her work.			
24	When I want to help somebody, I have to ask the teacher first.			
25	I enjoy working with other children in class.			
26	In class, we listen to the teacher most of the day.			
27	In my class, we often work in groups.			
28	My teacher gets angry (vexed) when I help another child in class.			
29	My teacher talks a lot in class.			
30	When I don't understand something in class, I can ask a friend to help me.			
31	In my class, learning is fun.			
32	When the teacher is not in the class, the children stop doing their work.			

Section 5.4.1: Instructional methods – students' opinions

<b>TOPIC: SC 9.6 SCHOOL AND COMMUNITY - STUDENTS' OPINIONS</b>	<b>Questions in this section to be answered by: STUDENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>YES</b>	<b>NO</b>	<b>DON'T KNOW</b>
33	When I am big, I want to work in my village.			
34	When I am big, I want to work in Georgetown.			
35	In school I learn how to be a better farmer.			
36	In school I learn how to be a better fisherman.			
37	In school I learn how I can make my village a better place.			
38	I like it when I can do something for my village.			
39	I like my village.			
40	I feel I am wasting a lot of time in school.			
41	In school we learn how we can help other people.			
42	My village is not nice. There is little to do.			

Section 9.6.1: School and community – students' opinion

**QUESTIONNAIRES E: TEACHERS' OPINIONS**

<b>TOPIC: GI 1.6 TEACHERS – GENERAL INFO</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>
<b>Are you male/female?</b>	<b>What is your age?</b>

Please answer the questions below:

1.6.1 Place an X in front of the subject(s) you teach, in the list on the right:	<input type="checkbox"/>	<b>English Language</b>
	<input type="checkbox"/>	<b>Mathematics</b>
	<input type="checkbox"/>	<b>Science</b>
	<input type="checkbox"/>	<b>Social Studies</b>
	<input type="checkbox"/>	<b>Art and Craft</b>
	<input type="checkbox"/>	<b>Physical Education</b>
	<input type="checkbox"/>	<b>Other:</b>
1.6.2 Place an X in front of the class(es) in which you teach in the list on the right:	<input type="checkbox"/>	<b>Prep A</b>
	<input type="checkbox"/>	<b>Prep B</b>
	<input type="checkbox"/>	<b>Standard 1</b>
	<input type="checkbox"/>	<b>Standard 2</b>
	<input type="checkbox"/>	<b>Standard 3</b>
	<input type="checkbox"/>	<b>Standard 4</b>

1.6.3 Where you in school during last term?      YES / NO (encircle your answer)
If yes, go on to question 4. If no, then this question is finished for you.
1.6.4 How many days were you absent from school during last term?
1.6.5 What were the main reasons why you were absent?
1.6.6 How many days did you arrive <u>more than 15 minutes late</u> in school during last term?
1.6.7 What were the main reasons why you were late? Name the most important one first.

<b>TOPIC: CF 2.6 CLASSROOM ATMOSPHERE – TEACHERS’ OPINION</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>All the time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
1	I am sharing the classroom with other teachers.				
2	I have a classroom of my own.				
3	My classroom is noisy.				
4	My classroom is hot and uncomfortable.				
5	I like being in my classroom with the students.				
6	Children complain about the heat in the classroom.				
7	I make an effort to make my classroom nice.				
8	My classroom has a pleasant atmosphere, suitable for learning.				
9	Colleagues tell me I have a nice classroom.				
10	Children complain about the noise in the classroom.				
11	There is enough space in my classroom for all students to move around freely.				
12	I enjoy being in my classroom.				

Topic 2.6.2: classroom atmosphere.

<b>TOPIC: CF 2.6 CLASSROOM ATMOSPHERE – TEACHERS’ OPINION</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
13	Each child has something to contribute to my class.				
14	When things get out of hand, I use the whip.				
15	I want children to respect me as a teacher.				
16	I want children to respect each other.				
17	Corporal punishment is okay in my class.				
18	I like to see children helping each other in class.				
19	If I make a mistake in class, I apologize to the students.				
20	Children have rights.				
21	Beating is good for a child.				
22	I have to show respect to the students in my class.				
23	As a teacher, I have to listen to the students and find out what their problems are.				
24	I ask my students to correct me whenever I make a mistake in class.				

Topic 2.6.3: Does the child feel respected and appreciated?

<b>TOPIC: LC 4.3 LEARNING CORNERS – TEACHERS’ OPINIONS</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below:

<p>4.3.1 Does your classroom have learning corners?</p> <p>If yes, which ones? Continue with question 2.</p> <p>If NO, list the reasons why your classroom does not have learning corners:</p>	<p>YES or NO</p> <p>YES:</p> <p>NO, because:</p>
<p>4.3.2 Name two things that you like about the learning corners in your classroom.</p>	<p>1.</p> <p>2.</p>
<p>4.3.3 Name two ways in which you would like to improve your learning corners.</p>	<p>1.</p> <p>2.</p>
<p>4.3.4 What aspects of the local culture and environment are represented in the learning corners?</p> <p>Give examples:</p>	

<b>TOPIC: IM 5.3 – INS. METH. TEACHERS’ OPINIONS</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>		
<b>Type of information: QUALITATIVE</b>			
<b>Name of school:</b>	<b>Region number:</b>		
<b>Questionnaire completed by:</b>	<b>Date:</b>		

Please answer the questions below:

5.3.1 Did you receive training in new methods of teaching or “modern teaching methods”?	YES / NO		
5.3.2 If YES, list the techniques you received training about in the box on the right.  Also indicate WHEN you were trained and for HOW LONG.	Technique	When trained	Trained for how long
	1		
	2		
	3		
	4		

Please answer the questions below by placing an X in the box of your choice:

		Strongly agree	Agree	Disagree	Strongly disagree
25	Teaching should be child-centered.				
26	As a teacher, I have the knowledge and therefore the children have to listen to me.				
27	Children are able to work in groups by themselves.				
28	Whenever children work in groups, it creates a lot of noise in the classroom.				
29	If something is unclear to a student, he/she should ask the teacher first.				
30	I like it when children help each other in class.				
31	Children can be taught to help each other in class.				
32	The most important thing in teaching is to finish the book in time.				
33	In my class, children never have to spend more than 30 minutes on the same activity.				
34	I like it when children do things for themselves in class.				

<b>TOPIC: TT 7.1 TEACHERS PERCEPTION OF THEIR ROLE</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		Strongly agree	Agree	Disagree	Strongly disagree
35	The teacher is the main source of information for the students.				
36	The teacher gives guidance to the students.				
37	The teacher has to keep discipline and order.				
38	The teacher has to be in charge of everything that goes on in the classroom.				
39	The teacher facilitates students to learn at their own pace.				
40	The teacher supervises the students at work.				
41	The teacher has to allow students to share their views.				
42	I want students to be able to memorise most of what they have learnt.				
43	Students have to be able to apply what they have learnt.				
44	Students have to be able to find the information they need themselves.				

Section 7.1.1: How do teachers perceive their own role in the class?

<b>TOPIC: TT 7.1 TEACHERS PERCEPTION OF THEIR ROLE</b>	<b>Questions in this section to be answered by: TEACHERS – INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		Strongly agree	Agree	Disagree	Strongly disagree
45	The purpose of education is to finish the book in time.				
46	The purpose of education is to teach morals and values.				
47	The purpose of education is to prepare students for society at large.				
48	The purpose of education is to pass the exam.				
49	As a teacher, I make the rules in my class.				
50	As a teacher I have to try to understand my students and where they are from.				
51	It is important to praise a student whenever he or she has achieved something.				
52	As a teacher, it is my job to resolve conflicts in class.				
53	Each child in my class has unique abilities.				
54	Students learn a lot when they assist other students to do their schoolwork.				
55	As a teacher, I pay extra attention to the weaker and slower students.				
56	It is important to address the children by their first name.				

Section 7.1.1 How do teachers perceive their own role in the class?

<b>TOPIC: TT 7.2 TEACHER TRAINING IN SCHOOL – GENERAL</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Indicate in the table below, in what way you learn on the job.  
How often do these activities take place?

<b>Ways teachers learn in school:</b>	<b>Never (1)</b>	<b>Less than once a month (2)</b>	<b>Once per month (3)</b>	<b>2 or 3 times per month (4)</b>	<b>Every week (5)</b>
I ask colleagues for advice.					
Colleagues criticize my teaching.					
I ask colleagues to observe me in class and give feedback.					
I attend professional development sessions in school.					
I ask my students to comment on my classes.					
As teachers we come together regularly and learn from each other (e.g. “micro-centers” or “learning circles”).					
I know my own weaknesses and strengths and work on them in the classroom.					
Other: ....					

Question TT 7.2.1

<b>TOPIC: TT 7.2 TEACHER TRAINING IN SCHOOL – GENERAL</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Indicate in the table below (by placing an X) HOW USEFUL the above mentioned activities are for you as a teacher.

<b>Ways in which teachers learn:</b>	<b>ARE THE ACTIVITIES LISTED ON THE LEFT USEFUL?</b>			
	<b>Always (4)</b>	<b>Usually (3)</b>	<b>Sometimes (2)</b>	<b>Never (1)</b>
I ask colleagues for advice.				
Colleagues criticize my teaching.				
I ask colleagues to observe me in class and give feedback.				
I attend professional development sessions in school.				
I ask my students to comment on my classes.				
As teachers we come together regularly and learn from each other (e.g. “micro-centers” or “learning circles”).				
I know my own weaknesses and strengths and work on them in the classroom.				
Other: ....				

Question TT 7.2.2.

<b>TOPIC: SC 9.5 SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS</b>	<b>Questions in this section to be answered by: TEACHERS - INDIVIDUAL</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
57	I want my students to stay and work in the village after they have graduated.				
58	There is nothing to do for young people in this village after they have left school.				
59	Education in this village is preparing the young people for a life outside the community.				
60	Students can make a valuable contribution to the development of the community after they have left school.				
61	After graduation, young people should try to get work outside the village.				
62	It is more important for students to know about the community in which they live, than to know about life on the coast or in Georgetown.				
63	The only way for a student to make it in life is by leaving the village after graduation.				
64	When students graduate from school, they know very little about their own communities.				
65	Our school is preparing students to become productive citizens in their own communities.				
66	A good teacher uses examples from the community and the students’ environment in class.				
67	I think it is okay to take a student out of school, whenever there is a lot of work to be done on the farm.				
68	The school should close when the community is celebrating an important event (e.g. Heritage Day).				
69	Children should learn more about their culture in school.				
70	The school should help to keep our culture and traditions alive.				

**QUESTIONNAIRES F: TEACHERS THROUGH INTERVIEWER**

<b>TOPIC: CF 2.6 CLASSROOM ATMOSHPERE – GENERAL</b>	<b>Questions in this section to be answered by: TEACHERS – thru INTERVIEWER</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question CF 2.6.1:

Indicate in the table below, for each class (for the present situation) whether the items listed are present and the number of items present.

ITEMS	Prep A		Prep B		Standard 1		Standard 2		Standard 3		Standard 4	
	Present Yes/No	Number	Present Yes/No	Number	Present Yes/No	Number	Present Yes/No	Number	Present Yes/No	Number	Present Yes/No	Number
Drawings made by the students												
Drawings made by the teachers												
Drawings made by others												
Written work of the students												
Posters made by the teacher												
Poster(s) made by a group of students												
Poster(s) donated by a Government Ministry												
Clippings from newspapers or magazines												
Objects made by the students												
Objects made by the parents												
Objects made by the teacher												
Objects bought in a shop or donated to the school												

<b>TOPIC: SG 3.2 STUDENT GOVERNMENT – SPECIFIC</b>	<b>Questions in this section to be answered by: TEACHER(S) INVOLVED IN SCHOOL GOVERNMENT - thru INTERVIEWER</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Questions section SG 3.2:

If your school has a student government for the whole school, then please answer the questions below.

The class teacher or teacher responsible for the student government is asked to complete the questions after discussing the questions with members of the student government.

	<b>Things the student government does:</b>
1. During the last term, what activities did the student government organise?	<b>1</b>
	<b>2</b>
	<b>3</b>
	<b>4</b>
2. How often does the student government meet?	
3. How was the student government elected?	
4. Does the school have general student assemblies?  How often?  What is the role of the general student assembly?  Are the students from the student government involved in assembly?  If yes, how are the students involved?	

<p>5. What do the students learn while part of the student government?</p>	<p><b>Things students learn while part of the student government:</b></p>	
	1	
	2	
	3	
	4	
	5	
<p>6. Which of tools listed on the right, does the student government in your school use?  How often are they used?</p>	<p>Name of tools:</p>	<p>Used how often:</p>
	<p><b>Journal of personal thoughts</b> (individual student)  Used by student government or in class? YES / NO / DON'T KNOW WHAT THIS IS (encircle your answer)</p>	
	<p><b>Attendance self-control</b> (by individual student or by whole class)  Used by student government or in class? YES / NO / DON'T KNOW WHAT THIS IS (encircle your answer)</p>	
	<p><b>Suggestion box</b> (in classroom)  Used by student government or in class? YES / NO / DON'T KNOW WHAT THIS IS (encircle your answer)</p>	
	<p><b>Participation book</b> (individual student)  Used by student government or in class? YES / NO / DON'T KNOW WHAT THIS IS (encircle your answer)</p>	
	<p><b>Commitment box</b> (in classroom)  Used by student government or in class? YES / NO / DON'T KNOW WHAT THIS IS (encircle your answer)</p>	
	<p><b>Accomplishment days</b>  Used by student government or in class? YES / NO / DON'T KNOW WHAT THIS IS (encircle your answer)</p>	

<b>TOPIC: LC 4.1 LEARNING CORNERS – GENERAL</b>	<b>Questions in this section to be answered by: TEACHERS thru INTERVIEWER</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question LC 4.1.1:

Indicate in the table below the type and number of materials present in the different learning corners at this moment in time. If each classroom has individual learning corners, then please indicate for each classroom what is present. If the whole school shares the learning corners, then please complete the rows marked “whole school”.

**MATERIALS PRESENT IN LEARNING CORNERS**

Name of learning corner	Whole school or class	Indicate the number of different materials present in the different learning corners:						
		Books (fiction)	Books (non-fiction)	Bought equipment	Materials made by teacher	Materials made by students	Materials made by parents	Other:
Mathematics	Whole school							
	Prep A							
	Prep B							
	Standard 1							
	Standard 2							
	Standard 3							
	Standard 4							
Language	Whole school							
	Prep A							
	Prep B							
	Standard 1							
	Standard 2							
	Standard 3							
	Standard 4							
Science	Whole school							
	Prep A							
	Prep B							
	Standard 1							
	Standard 2							
	Standard 3							
	Standard 4							

Question LC 4.1.2

Does the school have any other learning corners? If yes, WHICH ONES?

If not, WHY NOT?

<b>TOPIC: LC 4.2 USE OF LEARNING CORNERS</b>	<b>Questions in this section to be answered by: TEACHERS thru INTERVIEWER</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

**(ONLY TO BE ANSWERED BY SCHOOLS WITH LEARNING CORNERS)**

Question LC 4.2.1:

Estimate in the table below for each class, how much time the children spend in the different learning corners for curriculum specific and recreational activities at present.

**USE OF LEARNING CORNERS**

<b>Learning corners</b>	<b>Use for curriculum specific activities (hours per week for each class)</b>						<b>Use for recreational activities (hours per week for each class)</b>					
	Prep A	Prep B	Std 1	Std 2	Std 3	Std 4	Prep A	Prep B	Std 1	Std 2	Std 3	Std 4
<b>Natural Science Corner</b>												
<b>Social Studies Corner</b>												
<b>Language Corner</b>												
<b>Mathematics Corner</b>												
<b>Arts Corner</b>												
<b>Other:</b> .....												

<b>TOPIC: IM 5.1 IM USED IN ENGLISH</b>	<b>Questions in this section to be answered by: TEACHERS OF PREP B, STD 2 and STD4 Thru INTERVIEWER</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

**Question IM 5.1.1:**

Indicate in the table below (for Prep B, Standard 2 and Standard 4) HOW OFTEN the different instructional methods are used in the classroom during English Language at present.

Use the following scale to rate the frequency on:

1. Never
2. Less than once a week
3. 1 time per week
4. Several times per week
5. Almost every day

<b>INSTRUCTIONAL METHODS</b>	<b>PREP B</b>	<b>STANDARD 2</b>	<b>STANDARD 4</b>
<b>Teacher explaining on black-board</b>			
<b>Teacher reading to students</b>			
<b>Library use</b>			
<b>Text reading by students</b> (all students read the same book in class)			
<b>Free reading by students</b> (students read a book of their own choice in class)			
<b>Directed composition</b>			
<b>Free composition</b>			
<b>Dramatization</b>			
<b>Pair work</b>			
<b>Group work</b>			
<b>Student presentations</b>			

<b>TOPIC: IM 5.2 IM USED IN MATHEMATICS</b>	<b>Questions in this section to be answered by: TEACHERS OF PREP B, STD 2 and STD4 Thru INTERVIEWER</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question IM 5.2..1:

Indicate in the table below (for Prep B, Standard 2 and Standard 4) HOW OFTEN the different instructional methods are used in the classroom during Mathematics at present.

Use the following scale to rate the frequency on:

1. Never
2. Less than once a week
3. 1 time per week
4. Several times per week
5. Almost every day

<b>INSTRUCTIONAL METHODS</b>	<b>PREP B</b>	<b>STANDARD 2</b>	<b>STANDARD 4</b>
<b>Teacher explains on black board</b>			
<b>Teacher solves problems on blackboard</b>			
<b>Students solve problems Individually</b>			
<b>Students solve problems on the blackboard</b>			
<b>Students explore outside the classroom</b>			
<b>Students solve problems in a group</b>			
<b>Students work with objects</b>			
<b>Other:</b>			

<b>TOPIC: LG 6.1 TEXTBOOKS AND LEARNING GUIDES – GENERAL</b>	<b>Questions in this section to be answered by: TEACHERS thru INTERVIEWER</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Questions section 6.1.2:

Indicate in the table below HOW OFTEN the textbooks/learning guides are being used in the classroom for ENGLISH and MATHEMATICS at present. Indicate the frequency of textbook use for each of the listed instructional methods.

Score the answers for each method and for each class, using the following scale:

1. Never
2. Less than once a week
3. 1 time per week
4. Several times per week
5. Almost every day

<b>MATHS</b>	<b>Prep A</b>		<b>Prep B</b>		<b>Standard 1</b>		<b>Standard 2</b>		<b>Standard 3</b>		<b>Standard 4</b>	
	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide
Self study												
Group work												
Chalk and talk by teacher												

<b>ENGLISH</b>	<b>Prep A</b>		<b>Prep B</b>		<b>Standard 1</b>		<b>Standard 2</b>		<b>Standard 3</b>		<b>Standard 4</b>	
	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide	Textbook	Learning Guide
Self study												
Group work												
Chalk and talk by teacher												

<b>TOPIC: SP 8.2 STUDENT MONITORING</b>	<b>Questions in this section to be answered by: TEACHERS thru INTERVIEWER</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SP 8.2.1:

In the table below, indicate the frequency with which you are using the different assessment methods (listed on the left in the table) in the classroom at this moment in time.

Score the answers for each method and for each class, using the following scale:

1. Never
2. Less than once a week
3. 1 time per week
4. Several times per week
5. Almost every day

**USE OF DIFFERENT ASSESSMENT TECHNIQUES FOR ENGLISH LANGUAGE, PER CLASS**

<b>Assessment methods for English</b>	<b>FREQUENCY WITH WHICH THE METHODS ARE BEING USED IN THE FOLLOWING CLASSES</b>					
	<b>Prep A</b>	<b>Prep B</b>	<b>Standard 1</b>	<b>Standard 2</b>	<b>Standard 3</b>	<b>Standard 4</b>
<b>Writing vocabulary</b>						
<b>Spelling tests</b>						
<b>Worksheets</b>						
<b>Dictations</b>						
<b>Written tests (essay type questions)</b>						
<b>Written tests (short answer questions)</b>						
<b>Written tests (free writing)</b>						
<b>Oral presentations</b>						
<b>Peer assessment (students assessing each other)</b>						
<b>Portfolio assessment (assessment of a project)</b>						
<b>Informal reading/writing evaluation (checking students' books)</b>						
<b>Learning logs and journals</b>						

**QUESTIONNAIRES G: STAKEHOLDER INFORMATION**

<b>TOPIC: OM 10.1 EN MONITORING AND EVALUATION</b>	<b>Questions in this section to be answered by: REPRESENTATIVES OF THE DIFFERENT AGENCIES RESPONSIBLE FOR THE DESIGN, IMPLEMENTATION and MONITORING of the EN PROGRAM</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of organization:</b>	<b>Date:</b>
<b>Questionnaire completed by:</b>	

Questions Section OM10.1

1. In the box on the right, indicate which organization you represent:		<b>Ministry of Education</b>
		<b>Regional Democratic Council</b>
		<b>GoG UNICEF Amazon Programme</b>
		<b>OTHER (indicate):</b>
2. For each year mentioned on the right, indicate what <u>financial inputs</u> were made into the Escuela Nueva project by your organization?	<b>1997</b>	
	<b>1998</b>	
	<b>1999</b>	
	<b>2000</b>	
	<b>2001</b>	
3. What <u>other inputs</u> were made by your organization into the Escuela Nueva project?	<b>1997</b>	
	<b>1998</b>	
	<b>1999</b>	
	<b>2000</b>	
	<b>2001</b>	

Questions Section OM10.1 (continued)

<p>4. How many <u>monitoring trips</u> were organized by your organization, to assess the Escuela Nueva project?</p> <p>Were reports produced for these trips? Where can the reports be found?</p>	<b>1997</b>	
	<b>1998</b>	
	<b>1999</b>	
	<b>2000</b>	
	<b>2001</b>	
<p>5. In your own opinion, what are some of the strengths of the Escuela Nueva Project?</p> <p>List the most important strengths first:</p>		
<p>6. What are some of the weaknesses of the Escuela Nueva Project?</p> <p>List the most important weaknesses first:</p>		
<p>7. What should be done to make the Escuela Nueva Project more effective?</p> <p>List the most important recommendations first:</p>		

**OTHER QUESTIONS (PERTAINING TO LEARNING GUIDES)**

<b>TOPIC: LG 6.3 TEXTBOOKS AND LEARNING GUIDES – STUDENTS’ OPINIONS</b>	<b>Questions in this section to be answered by: STUDENTS</b>
<b>Type of information: QUALITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Please answer the questions below by placing an X in the box of your choice:

		<b>YES</b>	<b>NO</b>	<b>DON'T KNOW</b>
1	The learning guides are difficult to understand.			
2	I like the drawings in the learning guides.			
3	I like the stories in the learning guides.			
4	The learning guides are fun to work with.			
5	The learning guides are too simple for me.			
6	I like the activities in the learning guides.			
7	The learning guides help me to understand what goes on in my village.			
8	The learning guides help me to learn faster.			
9	I need a lot of help from my teacher when I am using the learning guides.			
10	The learning guides are boring.			

LG 6.3.1: Do the learning guides help the students to learn more effectively?

<b>TOPIC: SP 8.3 STUDENT PROMOTION</b>	<b>Questions in this section to be answered by: SCHOOL ADMINISTRATION</b>
<b>Type of information: QUANTITATIVE</b>	
<b>Name of school:</b>	<b>Region number:</b>
<b>Questionnaire completed by:</b>	<b>Date:</b>

Question SP 8.3.1:

For EACH ESCUELA NUEVA LEARNING GUIDE LEVEL, indicate the number of boys and girls enrolled and the average age of the boys and the girls at the first school day of October for the years that the learning guides have been in use.

**NUMBER OF BOYS AND GIRLS ENROLLED AND AVERAGE AGES OF BOYS AND GIRLS  
PER LEARNING GUIDE LEVEL**

YEAR	LEARNING GUIDE LEVEL 1				LEARNING GUIDE LEVEL 2				LEARNING GUIDE LEVEL 3				LEARNING GUIDE LEVEL 4				LEARNING GUIDE LEVEL 5				LEARNING GUIDE LEVEL 6							
	Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age		Enrol.		Av. Age					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				