

RESULTS OF THE ESCUELA NUEVA BASELINE SURVEY

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



PART 1: BACKGROUND, SUMMARY AND CONCLUSIONS

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 1:

BACKGROUND
DESCRIPTION OF RESULTS
AND
CONCLUSIONS

René van Dongen

The material in this document has been commissioned by UNICEF-Guyana. The contents are the responsibility of the author and do not necessarily reflect the policies or views of UNICEF or the Government of Guyana.

Published by UNICEF-Guyana
March 2002

CONTENTS

CONTENTS	1
Abbreviations	3
Acknowledgements	3
List of Tables	4
List of figures	6
Summary of conclusions	7
Summary of recommendations	12
1.0 Aim and objectives of this study	14
1.1 Introduction to Escuela Nueva	15
1.2 Escuela Nueva in Guyana	17
2.0 Identification of EN indicators and Key Questions	20
2.1 Research tools	28
2.1.1 Overview of quantitative tools	28
2.1.2 Overview of qualitative tools	28
2.2 Organisation of the baseline survey	29
3.0 Escuela Nueva Baseline Survey: Results and Analysis of Results	31
3.1 GENERAL INFORMATION ABOUT THE SCHOOL, STUDENTS and TEACHERS (GI)	31
3.1.1 ENROLMENT	31
3.1.2 ATTENDANCE	35
3.1.3 ATTENDANCE PILOT SCHOOLS VS. THE OTHER SCHOOLS	40
3.1.4 TEACHER ATTENDANCE	44
3.1.5 REPETITION RATE	48
3.1.6 REPETITION RATE PILOT SCHOOLS vs. OTHER SCHOOLS	50
3.1.7 PROLONGED ABSENCE FROM SCHOOL	53
3.1.8 NUMBER OF CHILDREN COMPLETING THE PRIMARY CYCLE	55
3.1.9 NUMBER OF TEACHERS IN THE SCHOOL AND THEIR QUALIFICATIONS	56
3.2. CHILD-FRIENDLY SCHOOL AND CLASSROOM ENVIRONMENT	57
3.2.1 CLASSROOM SIZE	57
3.2.2 FURNITURE	58
3.2.3 LIBRARY - GENERAL	60
3.2.4 LIBRARY - STUDENTS' OPINION	61
3.2.4 LIBRARY STUDENTS' OPINIONS: PILOT SCHOOLS vs. OTHER SCHOOLS	61
3.2.5 WATER, SANITATION and ELECTRICITY - GENERAL	63
3.2.6 CLASSROOM ATMOSPHERE – GENERAL	67
3.2.7 CLASSROOM ATMOSPHERE - TEACHERS' OPINION	68
3.2.8 CLASSROOM ATMOSPHERE – TEACHERS' OPINION PILOT SCHOOLS VS. OTHER SCHOOLS	68
3.2.9 CLASSROOM ATMOSPHERE - STUDENTS' OPINION	71
3.3 STUDENT GOVERNMENT (SG)	74
3.3.1 STUDENT GOVERNMENT - GENERAL	74
3.3.2 STUDENT GOVERNMENT – SPECIFIC	75
3.3.3 STUDENT GOVERNMENT – WHAT THE STUDENTS THINK	76
3.3.4 STUDENT GOVERNMENT – WHAT THE PARENTS and WIDER COMMUNITY THINK	78
3.4 LEARNING CORNERS (LC)	83
3.4.1 LEARNING CORNERS – GENERAL	83
3.4.2 USE OF LEARNING CORNERS	84
3.5 INSTRUCTIONAL METHODS and USE OF COOPERATIVE LEARNING STRATEGIES (IM)	87
3.5.1 INSTRUCTIONAL METHODS USED IN ENGLISH IN PREP B, ST2 and ST4	87
3.5.2 INSTRUCTIONAL METHODS USED IN MATHEMATICS IN PREP B, ST2 and ST4	87
3.5.3 INSTRUCTIONAL METHODS – TEACHERS' OPINIONS	88
3.5.4 INSTRUCTIONAL METHODS – TEACHERS' OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS	88
3.5.5 INSTRUCTIONAL METHODS – STUDENTS' OPINIONS	89

3.5.6	INSTRUCTIONAL METHODS – STUDENTS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS	90
3.6	TEXTBOOKS AND LEARNING GUIDES (LG).....	93
3.6.1	TEXTBOOKS AND LEARNING GUIDES – GENERAL.....	93
3.6.2	TEXTBOOKS AND LEARNING GUIDES – TEACHERS’ OPINIONS	93
3.7	TEACHER TRAINING (TT).....	95
3.7.1	TEACHERS’ PERCEPTIONS OF THEIR ROLE	95
3.7.2	TEACHERS’ PERCEPTIONS OF THEIR ROLE – PILOT VS. OTHER SCHOOLS	96
3.7.3	TEACHER TRAINING IN SCHOOL - GENERAL	99
3.7.4	TEACHER TRAINING IN SCHOOL – PILOT SCHOOLS VS. OTHER SCHOOLS	100
3.7.5	TEACHER TRAINING IN SCHOOL – EN SPECIFIC	102
3.8	STUDENT ATTAINMENT, MONITORING & PROMOTION (SP)	103
3.8.1	STUDENT ATTAINMENT	103
3.8.2	STUDENT MONITORING: ASSESSMENT TECHNIQUES USED FOR ENGLISH	105
3.8.3	STUDENT PROMOTION.....	105
3.9	SCHOOL AND COMMUNITY (SC) - (SCHOOL PARTICIPATION IN AND ORGANIZATION OF COMMUNITY EVENTS).....	106
3.9.1	SCHOOL AND COMMUNITY – GENERAL.....	106
3.9.2	SCHOOL AND COMMUNITY – SPECIFIC	107
3.9.3	SCHOOL AND COMMUNITY – PARENTS’ OPINIONS	107
3.9.4	SCHOOL AND COMMUNITY – PARENTS’ OPINIONS PILOT SCHOOLS vs. OTHER SCHOOLS.....	107
3.9.5	SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS.....	110
3.9.6	SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS	110
3.9.6	SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS.....	112
3.9.7	SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS.....	112
3.10	OVERALL EN MONITORING OF EN PROGRAM (OM).....	115
3.10.1	EN MONITORING AND EVALUATION	115
3.11	RESULTS OF FOCUS GROUP MEETINGS WITH TEACHERS	117
4.0	Escuela Nueva Index (ENI)	120
4.1	Results for indicator 1: Students’ Opinions.....	121
4.2	Results for indicator 2: Opinions of the Parents and the Wider Community	123
4.3	Results for indicator 3: Teachers’ Opinions.....	124
4.4	Results for indicator 4: Child-friendly schools.....	126
4.5	Results for indicator 5: Instructional Methods.....	127
4.6	Results for indicator 6: Textbooks and Learning Guides.....	130
4.7	Results for indicator 7: Learning Corners	131
4.8	Results for indicator 8: Teacher Training.....	133
4.9	Results for indicators 9: Student Government.....	135
4.10	Results for indicator 10: General Student Info.....	137
4.11	Summary of the Escuela Nueva Index for all 12 schools	138
4.12	Conclusions EN Index	139
	Food for Thought	140
	Bibliography	141
	Annex 1 Summary of interviews with key informants to determine EN indicators.	142
	Annex 2 List of participants of workshops in Region 1 and 9.....	144

Abbreviations

DfID	Department for International Development (UK)
EN	Escuela Nueva
GoG	Government of Guyana
MoE	Ministry of Education
MSSI	Managing Social and Sensitive Issues
UNICEF	United Nations Children’s Fund
SG	Student Government

Acknowledgements

This report would not have been possible without the help of the persons listed below:

- From UNICEF: Dr. S. Gururaja, Barbara Atherly and Dr. Mary Thompson for continuous support and guidance.
- From the Ministry of Education: Mr. R. Tewari, Mrs. E. Hamilton and Mr. Edward Jarvis for logistical and other support.
- Nicola Warrinna for the compilation of the data for sections 1.1, 1.2, 1.3, 1.4, 1.5, 2.1 and 8.1 of part 2 of this report.
- All teachers in Regions 1 and 9 who assisted with the gathering of the information.
- Mr. Valenzuela, Mrs. Baharally, Mr. Chetram and Mr. Foo for logistical support in Regions 1 and 9.
- Hillary Rodrigues and Annabel Joseph from the Amerindian Hostel for the use of the radiophone.
- Sanna-Leena Rautanen for her kind help with the collection of the questionnaires.

Thank you all very much!

René van Dongen
March 2002

**“Would you tell me please, which way I ought to go from here?” said Alice.
“That depends a good deal on where you want to get to”, said the Cat.**

Lewis Carroll, *Alice in Wonderland*

List of Tables

PRIMARY SCHOOLS PART OF PHASE 1 OF THE EN PROJECT (UNICEF/MoE, 2000).....	17
HIGHLIGHTS OF ESCUELA NUEVA IN GUYANA – AN OVERVIEW.....	18
OVERVIEW OF THE KEY QUESTIONS OF THE BASELINE SURVEY.....	21
ENROLMENT SUMMARY 1995-2001.....	31
ENROLMENT SUMMARY 1995-2001.....	31
PUPIL ATTENDANCE – SUMMARY REGION 1-1995.....	35
PUPIL ATTENDANCE – SUMMARY REGION 9-1995.....	35
PUPIL ATTENDANCE – SUMMARY REGION 1-1997.....	35
PUPIL ATTENDANCE – SUMMARY REGION 9-1997.....	36
PUPIL ATTENDANCE – SUMMARY REGION 1-1999.....	36
PUPIL ATTENDANCE – SUMMARY REGION 9-1999.....	36
SUMMARY ATTENDANCE BOYS AND GIRLS REGION 1 AND 9.....	37
PILOT vs. REST COMPARISON ATTENDANCE – 1995.....	40
PILOT vs. REST COMPARISON ATTENDANCE – 1997.....	41
PILOT vs. REST COMPARISON ATTENDANCE – 1999.....	42
SUMMARY TEACHER ATTENDANCE REGION 1 FOR THREE SCHOOL YEARS.....	44
SUMMARY TEACHER ATTENDANCE REGION 9 FOR THREE SCHOOL YEARS.....	44
SUMMARY TEACHER ATTENDANCE ALL 12 SCHOOLS.....	45
NUMBER OF DAYS ABSENT AND LATE – TEACHERS PILOT SCHOOLS VS REST.....	47
SUMMARY OF REPETITION RATES FOR FOUR SCHOOL YEARS.....	49
SUMMARY REPETITION RATES 1995/1996.....	50
SUMMARY REPETITION RATES 1997/1998.....	50
SUMMARY REPETITION RATES 1999/2000.....	51
SUMMARY REPETITION RATES 2001/2002.....	51
SUMMARY OF SQUARE METERS AVAILABLE PER STUDENT.....	57
SUMMARY OF EN FURNITURE UNITS PRESENT IN SANTA ROSA AND SURAMA PRIMARY SCHOOLS.....	58
OVERVIEW OF NUMBER OF STUDENTS WITH EN FURNITURE IN SANTA ROSA AND SURAMA PRIMARY SCHOOLS.....	59
FREQUENCY WITH WHICH CHILDREN ARE ALLOWED TO USE BOOKS IN SCHOOL OR TAKE HOME – SUMMARY.....	60
PILOT vs. REST - STUDENTS RESPONSES - LIBRARY USE – POSITIVE EN INDICATORS.....	61
PILOT vs. REST – STUDENTS RESPONSES - LIBRARY USE – NEGATIVE EN INDICATORS.....	62
NUMBER OF STUDENTS PER TOILET IN REGION 1 and 9: SITUATION 1997 AND 2001.....	63
SOURCES OF WATER FOR SCHOOLS IN REGION 1 FOR 1997 AND 2001.....	65
SOURCES OF WATER FOR SCHOOLS IN REGION 9 FOR 1997 AND 2001.....	65
SUMMARY OF TOTAL NUMBER OF OBJECTS PER STUDENT.....	67
PILOT VS. REST – TEACHERS’ RESPONSES – CLASSROOM ATMOSPHERE – POSITIVE EN INDICATORS.....	68
PILOT VS. REST – TEACHERS’ RESPONSES – CLASSROOM ATMOSPHERE – NEGATIVE EN INDICATORS.....	69
PILOT VS. REST – DOES THE CHILD FEEL RESPECTED AND APPRECIATED? - TEACHERS’ RESPONSES – POSITIVE EN INDICATORS.....	70
PILOT vs. REST – STUDENTS RESPONSES - DOES CHILD FEEL RESPECTED? – POSITIVE EN INDICATORS.....	72
PILOT vs. REST – STUDENTS RESPONSES - DOES CHILD FEEL RESPECTED? – NEGATIVE EN INDICATORS.....	73
NUMBER OF BOYS AND GIRLS, TEACHERS AND PARENTS INVOLVED IN STUDENT GOVERNMENT.....	74
ACTIVITIES ORGANISED BY STUDENT GOVERNMENT.....	75
THINGS STUDENTS LEARN WHILE IN STUDENT GOVERNMENT.....	75
TOOLS USED BY STUDENT GOVERNMENT.....	76
SUMMARY OF WHAT STUDENTS LIKE AND DON’T LIKE ABOUT EN.....	76
SUMMARY OF WHAT STUDENT LIKE AND DON’T LIKE ABOUT STUDENT GOVERNMENT.....	77
SCHOOL AND COMMUNITY – A SUMMARY STUDENTS’ OPINIONS.....	77
SUMMARY OF WHAT PARENTS LIKE AND DON’T LIKE ABOUT EN.....	78
SUMMARY OF WHAT PARENTS LIKE AND DON’T LIKE ABOUT STUDENT GOVERNMENT.....	78
SCHOOL AND COMMUNITY – A SUMMARY PARENTS’ OPINIONS.....	79
SUMMARY OF WHAT KEY INFORMANTS LIKE AND DON’T LIKE ABOUT EN.....	79
SUMMARY OF WHAT KEY INFORMANTS LIKE AND DON’T LIKE ABOUT STUDENT GOVERNMENT.....	80
SCHOOL AND COMMUNITY – A SUMMARY KEY INFORMANTS’ OPINIONS.....	80
OVERVIEW OF LEARNING CORNERS PRESENT IN THE DIFFERENT SCHOOLS.....	83
SUMMARY OF THINGS TEACHERS LIKE ABOUT THEIR LEARNING CORNERS.....	83
SUMMARY OF ASPECTS OF LOCAL CULTURE PRESENT IN THE LEARNING CORNERS.....	84
AVERAGE TIME (HOURS PER WEEK) CURRICULUM SPECIFIC USE OF LEARNING CORNERS.....	84
AVERAGE TIME (HOURS PER WEEK) RECREATIONAL USE OF LEARNING CORNERS.....	84
SUMMARY OF INSTRUCTIONAL METHODS USED IN ENGLISH IN PREP B, ST2 and ST4 (ranked from most frequently used to less frequently used).....	87
SUMMARY OF INSTRUCTIONAL METHODS USED IN MATHEMATICS IN PREP B, ST2 and ST4 (ranked from most frequently used to less frequently used).....	87
PILOT VS. REST – INSTRUCTIONAL METHODS IN THE CLASSROOM - TEACHERS’ RESPONSES – POSITIVE EN INDICATORS.....	88
PILOT VS. REST – INSTRUCTIONAL METHODS IN THE CLASSROOM - TEACHERS’ RESPONSES – NEGATIVE EN INDICATORS.....	89
PILOT vs. REST – STUDENTS RESPONSES - INSTRUCTIONAL METHODS USED - POSITIVE EN INDICATORS.....	90
NUMBER OF TEXTBOOKS PER SUBJECT PER SCHOOL.....	93
PILOT VS. REST – HOW DO TEACHERS PERCEIVE THEIR ROLE? - TEACHERS’ RESPONSES – POSITIVE EN INDICATORS.....	96

PILOT VS. REST – HOW DO TEACHERS PERCEIVE THEIR ROLE? - TEACHERS' RESPONSES – NEGATIVE EN INDICATORS	98
SUMMARY OF FREQUENCY OF TECHNIQUES USED BY TEACHERS TO LEARN AND THEIR USEFULNESS.....	99
PILOT VS. REST – THE WAY TEACHERS LEARN – FREQUENCY - TEACHERS' RESPONSES.....	100
EXAM PASS RATES 1995, 1997 AND 1999 – SUMMARY 7 SCHOOLS.....	103
EXAM PASS RATES 3 PILOT SCHOOLS VS. THE OTHER SCHOOLS.....	103
SUMMARY OF PLACES AWARDED TO STUDENTS WHO WROTE SSEE IN 1995, 1997 AND 1999.....	104
ASSESSMENT TECHNIQUES USED FOR ENGLISH – RANKED PER CLASS.....	105
SUMMARY OF INTERACTIONS BETWEEN SCHOOL AND COMMUNITY (2000/2001).....	106
AN OVERVIEW OF IMPORTANT EVENTS CELEBRATED IN THE COMMUNITIES.....	106
PILOT VS. REST – PARENTS' RESPONSES – SCHOOL AND COMMUNITY – POSITIVE EN INDICATORS.....	108
PILOT VS. REST – PARENTS' RESPONSES – SCHOOL AND COMMUNITY – NEGATIVE EN INDICATORS.....	109
PILOT VS. REST – SCHOOL AND COMMUNITY - TEACHERS' RESPONSES – POSITIVE EN INDICATORS.....	110
PILOT VS. REST – SCHOOL AND COMMUNITY - TEACHERS' RESPONSES – NEGATIVE EN INDICATORS.....	111
PILOT vs. REST – STUDENTS' RESPONSES - SCHOOL AND COMMUNITY - POSITIVE EN INDICATORS.....	112
PILOT vs. REST – STUDENTS' RESPONSES - SCHOOL AND COMMUNITY – NEGATIVE EN INDICATORS.....	113
An overview of teachers' responses ranked according to number of times mentioned.....	117
Results of Training Needs Analysis amongst 15 teachers from Moruca.....	118
Results of Training Needs Analysis amongst 21 teachers from the South Rupununi.....	119
INDICATOR 4 = (score of 4a) + (score of 4b) + (score of 4c).....	126
RESULTS FOR INDICATOR 4 FOR SCHOOLS IN REGION 1.....	126
RESULTS FOR INDICATOR 4 FOR SCHOOLS IN REGION 9.....	126
VALUES FOR INDICATOR 5 FOR SCHOOLS IN REGION 1.....	128
VALUES FOR INDICATOR 5 FOR SCHOOLS IN REGION 9.....	129
SUMMARY OF INDICATOR 6.....	130
SUMMARY OF SCORES OF INDICATOR 7 FOR ALL SCHOOLS.....	132
SCORING TABLE TEACHER TRAINING.....	133
SCORE FOR INDICATOR 8 FOR THE FIVE SCHOOLS IN REGION 1 (info from part 2 of this report).....	134
SCORE FOR INDICATOR 8 FOR THE SEVEN SCHOOLS IN REGION 9 (info from part 2 of this report).....	134
SCORE FOR INDICATOR 9 FOR THE FIVE SCHOOLS IN REGION 1 (info from part 2 of this report).....	135
SCORE FOR INDICATOR 9 FOR THE SEVEN SCHOOLS IN REGION 9 (info from part 2 of this report).....	136
SCORE FOR INDICATOR 10 FOR THE FIVE SCHOOLS IN REGION 1 (info from part 3.1.2 of this report).....	137
SCORE FOR INDICATOR 10 FOR THE SEVEN SCHOOLS IN REGION 9 (info from part 3.1.2 of this report).....	137
SUMMARY OF 10 EN INDICATORS FOR ALL SCHOOLS.....	138

List of figures

[Figure 3.1.1a Enrolment boys – summary for all 12 schools over 4 school years](#)32

[Figure 3.1.1b Enrolment girls – summary for all 12 schools over 4 school years](#).....32

[Figure 3.1.1c Enrolment for boys and girls in Region 1 and 9 compared for all 12 schools](#).....32

[Figure 3.1.1c Enrolment for boys and girls in Region 1 and 9 compared for all 12 schools](#)33

[Figure 3.1.1d Summary total enrolment boys and girls for 5 schools in Region 1 and 7 schools in Region 9](#) 33

[Figure 3.1.2a Student attendance 5 schools Region 1](#)37

[Figure 3.1.2b Student attendance 7 Schools Region 9](#).....37

[Figure 3.1.2c Student attendance Region 1 and 9 compared](#).....38

[Figure 3.1.2d Student attendance boys and girls compared](#).....38

[Figure 3.1.3a Pupil attendance of 3 pilot schools compared with the other schools](#).....43

[Figure 3.1.4a Attendance male and female teachers – Region 1 and 9 compared](#).....46

[Figure 3.1.4b Teacher attendance over three school years – results for all schools](#).....46

[Figure 3.1.5a Repetition rates boys and girls – results for all 12 schools](#).....48

[Figure 3.1.5b Number of students repeating – number of students per class per school year](#).....48

[Figure 3.1.5c Total number of students repeating- summary for four school years for 12 schools](#).....48

[Figure 3.1.6a Repetition rates boys – pilot schools vs. other schools](#).....52

[Figure 3.1.6b Repetition rates boys – pilot schools vs. other schools](#).....52

[Figure 3.1.7a Prolonged absence of boys and girls from school. Results for all schools surveyed](#).....54

[Figure 3.1.7b Number of students prolonged absent. Results per class](#).....54

[Figure 3.1.7c Prolonged absence of boys and girls from school. Region 1 and 9 compared](#).....54

[Figure 3.1.8a Percentage of students completing the Primary Cycle in the same school](#).....55

[Figure 3.1.8b Percentage of students completing the Primary Cycle in the same school. Region 1 and 9 compared](#).....55

[Figure 3.1.9a Percentage of teachers trained in Region 1 and 9 and results for all schools](#).....56

[Figure 3.1.9b Number of teachers and their highest level of education completed](#).....56

[Figure 3.2.5a Number of toilets in Region 1 – 1997 and 2001](#).....64

[Figure 3.2.5b Number of school toilets in Region 9 – 1997 and 2001](#).....64

[Figure 3.2.5c Sources of water for the schools in Region 1 – situation 1997 and 2001](#).....65

[Figure 3.2.5d Sources of water for the schools in Region 9 – situation 1997 and 2001](#).....66

[Figure 3.4.2a Average time \(hours per week\) spend in learning corners \(curriculum specific use\)](#)85

[Figure 3.4.2b Average time students spend in the learning corners \(recreational use\)](#).....85

[Figure 3.8.1a Places awarded to students who wrote SSEE in 1995, 1997 and 1999](#).....104

Summary of conclusions

<u>CONCLUSIONS ENROLMENT</u>	34
<u>More boys than girls were enrolled for all school years surveyed.</u>	34
<u>Total student enrolment for boys and girls in the schools surveyed increased by 6% and 11% respectively.</u>	34
<u>There seems to be a trend of decreasing enrolment figures from Prep A to Standard 4: approximately 4% for boys and 3.5% for girls. This might be caused by migration or school drop out.</u>	34
<u>CONCLUSIONS STUDENT ATTENDANCE</u>	39
<u>Average attendance for the five schools in Region 1 was 62% and 89% for the 7 schools in Region 9.</u>	39
<u>Attendance for girls was higher than for boys for all three school years.</u>	39
<u>After 1997, school attendance seems to have decreased slightly (2% for girls and 4% for boys). This might have been caused by the after effects of the El Nino event.</u>	39
<u>CONCLUSIONS ATTENDANCE PILOT SCHOOLS VS. OTHER SCHOOLS</u>	43
<u>Although the average attendance values for the pilot schools are higher than the average attendance values for the other schools, there is no significant difference detectable (using T test for independent means).</u>	43
<u>CONCLUSIONS TEACHER ATTENDANCE</u>	47
<u>Average teacher attendance (for three school years) was 87% for the 5 schools in Region 1 and 91% for the seven schools in Region 9.</u>	47
<u>Teacher attendance for male teachers increased, whereas for female teachers attendance decreased slightly between 1997/1998 and 1999/2000.</u>	47
<u>Teachers in the pilot schools were (on average) absent for 4.8 days per term, as against 3.5 days for teachers in the other schools.</u>	47
<u>Teachers gave illness, family problems and having to attend workshops as the main reasons for being absent from school.</u>	47
<u>CONCLUSIONS REPETITION RATES</u>	49
<u>Average repetition rates between 1995 and 2001 were 13.6% for boys and 8.6% for girls.</u>	49
<u>Repetition rates for boys increased considerably between 1997 and 2001, whereas repetition rates for girls slightly decreased during the same period. This might have been caused by the disruptive effects following the El Nino event (August 1997 till May 1998).</u>	49
<u>The largest number of repeaters can be found in Standard 1, Standard 4 and Prep A.</u>	49
<u>CONCLUSIONS REPETITION RATES PILOT SCHOOLS vs. OTHER SCHOOLS</u>	52
<u>Average repetition rates for the pilot schools were lower for the four school years surveyed.</u>	52
<u>Only for one school year (1999/2000) these differences were statistically significant.</u>	52
<u>CONCLUSION PROLONGED ABSENCE</u>	53
<u>On average, rates of prolonged absence are between 3 to 4 % for the schools in this survey.</u>	53
<u>1997/1998 was an extreme year, with especially high rates (8-12%) of prolonged absence for the schools in Region 1. This might have been caused by the after effects of the El Nino event (August 1997 till May 1998).</u>	53
<u>Most of the children absent from school for a longer period of time are from Prep A and B and to a lesser extent, Std 2 and Std 4.</u>	53
<u>CONCLUSIONS CHILDREN COMPLETING THE PRIMARY CYCLE IN THE SAME SCHOOL</u>	55
<u>About 78% to 91% of the boys complete the Primary Cycle in the same school. For the girls in the school surveyed, this figure ranges from 78% to 84%.</u>	55
<u>CONCLUSIONS NUMBER OF TEACHERS AND THEIR QUALIFICATIONS</u>	56
<u>Between 1997 and 1999, the number of trained teachers in the schools surveyed in Region 1 increased by 20%. For the schools in Region 9, this was 10%.</u>	56
<u>The number of teachers with a degree from CPCE and passes in the CXC exam increased, whereas the number of teachers with CP or SSPE qualifications decreased.</u>	56
<u>CONCLUSIONS CHILD FRIENDLY SCHOOL AND CLASSROOM ENVIRONMENT</u>	57
<u>CLASSROOM SIZE:</u>	57
<u>Eight out of the twelve schools (67%) surveyed in this study were too small for the number of students they were holding and scored below the Government norm of 1.3 square meter (14 square feet) per child.</u>	57
<u>CONCLUSIONS FURNITURE:</u>	59
<u>Three out of the twelve schools surveyed had EN furniture units in their schools.</u>	59
<u>In Surama Primary School, 95% of the students had EN furniture at the beginning of the school year in 2001. In Santa Rosa this was 38%.</u>	59
<u>CONCLUSIONS LIBRARY</u>	62
<u>Nine out of the twelve schools surveyed (75%) had at least one library in the school.</u>	62
<u>Students are allowed to use books from the library in the school at least once a week.</u>	62
<u>Students are allowed to take books home less frequently (less than once a week).</u>	62
<u>91% of the students interviewed like reading books.</u>	62
<u>86% of the students were aware of the presence of a library in the school.</u>	62
<u>30% of the students find it difficult to borrow a book from the library.</u>	62

<u>Students in the pilot schools are more aware of the existence of libraries in their schools and seem to be using books more often than students in the other schools.</u>	62
<u>CONCLUSIONS TOILETS:</u>	66
<u>The total number of toilets increased by 200% for the 5 schools in Region 1. The number of students using one toilet decreased and was 31 in 2001.</u>	66
<u>The total number of toilets for the seven schools in Region 7 increased only slightly. The number of students per toilet increased and was 40 in 2001.</u>	66
<u>CONCLUSIONS WATER:</u>	66
<u>The main sources of water for the schools in Region 1 are rain, river and creek water. Overall quality of the rainwater is good, and the quality of the creek water is average to bad.</u>	66
<u>The main sources of water for the schools in Region 9 are water from dug wells and boreholes. Overall quality is good to average.</u>	66
<u>CONCLUSIONS ELECTRICITY:</u>	66
<u>All seven schools surveyed in Region 9 had solar panels installed in 2001.</u>	66
<u>In Region 1, no school had electricity in 2001.</u>	66
<u>CONCLUSION CLASSROOM ATMOSPHERE GENERAL</u>	67
<u>The schools with the highest number of objects per student present in the classroom are Kamwatta, Surama and Santa Rosa.</u>	67
<u>CONCLUSION CLASSROOM ATMOSPHERE: TEACHERS' OPINIONS</u>	73
<u>Asked whether the teachers would use the whip or other techniques of corporal punishment in the class, the average response of the teachers was: "sometimes".</u>	73
<u>Teachers in the pilot schools feel stronger about showing respect to their students, finding out what their problems are and making sure students help each other in class.</u>	73
<u>Teachers in the pilot schools feel (significantly) more negative about using the whip in the classroom or using corporal punishment in general (both 5% probability level).</u>	73
<u>CONCLUSIONS CLASSROOM ATMOSPHERE STUDENTS' OPINIONS</u>	73
<u>Over 90% of the students interviewed love their teacher, like to go to school and feel they learn a lot in school.</u>	73
<u>56% of the students interviewed stated their teacher uses the whip in class or beats them (43%).</u>	73
<u>30% of the students interviewed stated their teacher does not help them with their work.</u>	73
<u>Students in the pilot schools are significantly more negative about the use of the whip in class.</u>	73
<u>CONCLUSIONS STUDENT GOVERNMENT (GENERAL):</u>	81
<u>Eleven out of the 12 school surveyed have Student Governments established.</u>	81
<u>Two thirds of the students involved in Student Government are girls.</u>	81
<u>Nearly two thirds of the teachers involved in Student Government are female.</u>	81
<u>Only 41% of the students involved in Student Government are from the Primary Level. The majority of the students involved in Student Government are from Forms 1 to 4.</u>	81
<u>Hardly any parents are involved in Student Government.</u>	81
<u>The most important activities the Student Governments take part in are assemblies and cleaning around the school.</u>	81
<u>The most important things students learn while in Student Government are responsibility and values, organizing activities and working together, leadership skills, honesty and public speaking.</u>	81
<u>Four of the twelve schools organize Accomplishments Days (open days).</u>	81
<u>CONCLUSIONS STUDENTS AND ESCUELA NUEVA/STUDENT GOVERNMENT</u>	81
<u>What the students like most about EN is the fact that the whip is used less often (or not at all) in the class. Students also mentioned the student government, the learning corners and the fact that they can work in groups as things they like about EN.</u>	81
<u>What students don't like is when teachers get too lenient with students and students start breaking the rules.</u>	81
<u>What students like most about the Student Government is the involvement in the assemblies, the fact that they can do things for themselves, help other students and mix with children from other classes.</u>	81
<u>What students don't like about student government is when students start behaving in a bossy manner and/or are left on their own to do the work.</u>	81
<u>Students feel that the school could get more involved assisting the community to get work done (e.g. building bridges, help in village work). They also feel they can contribute to better leadership practices in their community.</u>	81
<u>The students feel that the community could help out more in the classroom (teaching skills community members have) and also to improve the physical environment of the school (more furniture, help on the farm, clean the yard).</u>	81
<u>CONCLUSIONS PARENTS AND ESCUELA NUEVA AND STUDENT GOVERNMENT</u>	82
<u>In general the parents liked the way Escuela Nueva and Student Government is helping to create leadership skills in the community and how it helps students to become more independent and brave.</u>	82
<u>Parents expressed concern about the way EN was implemented in their communities and the lack of information/consultation.</u>	82
<u>Parents also expressed concern about relationship between students and teachers becoming too friendly leading to indiscipline.</u>	82
<u>Parents recommend more workshops for teachers and students and more and better consultation between parents and teachers (also about positive things).</u>	82
<u>Parents were also interested to see more of the work of the students.</u>	82

Parents also recommended that skilled parents can be asked to get involved in the teaching of (traditional) skills in school82

CONCLUSIONS KEY INFORMANTS ABOUT EN AND SG82

The key informants (often people with leadership positions in their villages) liked the opportunities EN creates for leaders to develop.82

Key informants also noticed the development of bad leadership practices amongst SG members.82

Key informants noted there was room for much improvement pertaining to improved linkages between the school and the community. Community members could be asked to participate in meetings of students and teachers and the communities could start making their own proposals for the school for the future.82

CONCLUSIONS LEARNING CORNERS86

Four of the twelve schools in this survey have at least one learning corner established in 80%-100% of the classrooms in their schools.86

Half of the schools surveyed do not have any learning corners in 70% of their classrooms.86

Aspects of local culture present in the learning corners include plants and animals from the local environment, pictures of traditional culture and Amerindian craft.86

Teachers' suggestions to improve the learning corners included having more space, getting the children to bring real objects, providing more concrete manipulative objects and using more local materials in the learning corners.86

Teachers like their learning corners because it reinforces what has been taught, it motivates pupils to learn, it helps students to spend their time wisely and it encourages students to contribute to the corners, making them feel good about themselves.86

Pertaining to curriculum specific use, students spend between 2.5 to 3 hours per week in the Language corner and between 1.3 and 2.5 hours per week in the Maths corner. The other corners are used less frequently.86

Pertaining to recreational use, students spend most of their time in the Science and Social Studies corners.86

CONCLUSIONS INSTRUCTIONAL METHODS MATHS AND ENGLISH91

Most of the methods used in the classroom during English are rather "Old School": the teacher explaining on black board, teacher reading to students and text reading to students. New School methods are only used occasionally (once a week or less than once a week).91

Most of the methods used in the classroom to teach Maths are rather "Old School": the teacher explains on blackboard, students solve problems individually and teacher solves problem on the blackboard.91

CONCLUSIONS INSTRUCTIONAL METHODS TEACHERS' OPINIONS91

Teachers seem to be aware of what "modern approaches to teaching" are supposed to be, but this does not reflect itself in the variety of instructional methods used in the classroom.91

CONCLUSIONS INSTRUCTIONAL METHODS TEACHERS' OPINIONS PILOT VS. REST91

Teachers in the 3 pilot schools are significantly more aware of the "modern approaches to teaching" than their colleagues in the other schools.91

CONCLUSIONS INSTRUCTIONAL METHODS STUDENTS' OPINIONS92

85% of the students interviewed enjoy working with other children in class and feel free enough to ask a friend for help.92

70% of the students interviewed noted that their teacher talks a lot in class and 50% of the students observed that the students stop doing their work when the teacher is not around.92

CONCLUSIONS INSTRUCTIONAL METHODS STUDENTS' OPINIONS PILOT VS. REST92

Students in the three pilot schools are more aware of cooperative learning strategies and how to use them.92

CONCLUSIONS TEXTBOOKS94

54% of the schools surveyed had enough textbooks (meaning at least one per student) for Mathematics, 45% of the schools had enough textbooks for English but only 13% of the schools had enough textbooks for Social Studies and Science.94

Only 1 of the 11 schools that provided information had enough textbooks for all students for all four major subjects (Shea).94

Textbooks are used several times per week during "chalk and talk" by the teacher. Only in Standard 4 are textbooks used more frequently for self-study.94

CONCLUSIONS TEACHERS PERCEPTIONS OF THEIR ROLE95

The picture that the teachers paint of themselves is a picture of somebody who pays attention to the individual student, but also somebody who does not like to delegate work but rather likes to be in control so as to ensure that students obtain good grades. This sounds more like "old school" than "new school".95

CONCLUSIONS TEACHERS PERCEPTIONS OF THEIR ROLE – PILOT SCHOOLS VS. OTHER SCHOOLS98

There are hardly any differences detectable in the way teachers in the pilot schools perceive their role, as compared with the teachers in the other schools.98

CONCLUSIONS TEACHER TRAINING IN SCHOOL99

The most effective way teachers learn is by working on their own weaknesses and asking colleagues for advice.99

Learning circles take place (on average) once per month and are considered to be useful "sometimes".99

CONCLUSIONS TEACHER TRAINING – WAY TEACHERS LEARN PILOT VS. OTHER SCHOOLS101

Teachers in the pilot schools seem to find learning circles significantly more useful as a tool for in-service teacher training than the teachers in the other schools.101

CONCLUSIONS EN STAFF DEVELOPMENT SESSIONS102

Seven out of the twelve schools surveyed had at least organized an average of 2.3 staff development session on aspects of EN for their teachers over a four-year period.....	102
Five schools had never organized any staff development sessions on EN or aspects of EN.....	102
CONCLUSION EXAM RATES	104
No significant difference can be detected between the exam results of the three pilot schools as compared with the exam results of the other schools. The reason for this can most likely be found in differences in exams and the way the exams are marked.....	104
CONCLUSIONS ASSESSMENT TECHNIQUES USED IN ENGLISH	105
Checking students' books, writing vocabulary and spelling tests are the most frequently used assessment techniques for English. Portfolio assessment, learning logs and journals are hardly ever used.....	105
CONCLUSIONS SCHOOL AND COMMUNITY – GENERAL	113
PTA meetings, informal talks by community members and sport days are the most frequently occurring interactions between school and community.....	113
Slightly more interactions between school and community were organized in Region 1 (14 events per school per year) as compared with schools in Region 9 (10 events per school per year).....	113
The most important events celebrated in the community are: Amerindian Heritage Day, Christmas, Easter and Republic Day.....	113
(Only) one school reported traditional cooperative work (manoor) as an important event for their community.....	113
CONCLUSIONS SCHOOL AND COMMUNITY – SPECIFIC	113
There is very little information about the community present in the classrooms of the schools surveyed. Only three of the twelve schools reported to have a bit of information about the community on display in the classroom.....	113
Interactions between school and community seem to be rather large scale and impersonal, rather than small-scale and personal.....	113
CONCLUSIONS SCHOOL AND COMMUNITY – PARENTS' OPINIONS	114
Only 5% of the parents interviewed help out regularly in the classroom.....	114
Parents who help out in the classroom help with academic subjects, the teaching of craft and traditional skills and keeping the classroom clean and orderly.....	114
The parents interviewed felt the school should prepare students to develop the village and should keep culture and traditions alive. They also agreed that the school should close whenever there is an important community celebration taking place.....	114
CONCLUSIONS SCHOOL AND COMMUNITY – PARENTS' OPINIONS – PILOT VS. REST	114
Parents with children in the pilot schools, do more self-help, help out in the classroom more often and are more often engaged in fund-raising activities, as compared with the other group of parents.....	114
Parents with children in the pilot schools seem to be more eager for their children to find work outside the village after graduation.....	114
CONCLUSIONS SCHOOL AND COMMUNITY – TEACHERS' OPINIONS	114
Teachers feel very strongly that students can make a contribution to the development of the community, but they also feel that there is very little to do for young people in the village and education is preparing young people for a life outside the village.....	114
CONCLUSIONS SCHOOL AND COMMUNITY – TEACHERS' OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS	114
Teachers in the pilot schools seem to be more aware of a lack of opportunities in their village and the failure of the education system to prepare students for a life in the community.....	114
CONCLUSIONS SCHOOL AND COMMUNITY – STUDENTS' OPINIONS	114
The majority of the students interviewed felt that the school in their village is not helping them to become a better farmer or fisherman.....	114
In Region 1, 66% of the students interviewed want to work in Georgetown when they are big. In Region 9, this is 40%.....	114
CONCLUSIONS SCHOOL AND COMMUNITY – STUDENTS' OPINIONS PILOT VS. OTHER SCHOOLS	114
On the one hand students from the pilot schools seem to be more committed to developing their village than the other students. On the other hand, there is also an indication that students in the pilot schools are more eager to go and work in Georgetown, when they are adults.....	114
CONCLUSION OVERALL EN MONITORING	115
Some representatives from the various stakeholder groups seemed to be reluctant to comment on the Escuela Nueva program.....	115
Approximately G\$ 11 million has been spent per pilot school since the onset of the EN program in 1996.....	115
The main strengths of the EN program as mentioned by the different stakeholder groups are:.....	115
1. EN is potentially a good model that can help to improve quality of and access to Hinterland education.....	115
2. EN has the potential to develop strong links between school and community.....	115
3. Student Government.....	115
4. Learning Corners.....	115
5. Emphasis on good values and behaviour.....	115
6. Cooperative learning strategies.....	115
The main weaknesses as listed by the different stakeholder group include:.....	115
1. Lack of personnel inputs.....	115

2. Lack of community consultation	115
3. Lack of training/follow-up/support	115
4. Lack of monitoring and supervision	115
5. Lack of direction from MoE	115
The main recommendations given by the different stakeholder groups are:	116
1. More follow up visits, more workshops	116
2. More teachers trained and continued training	116
3. More follow up and monitoring	116
4. Completion of learning guides and introduction in schools	116
5. More involvement of community members	116
CONCLUSION FOCUS GROUP MEETINGS WITH TEACHERS:	118
Pertaining to EN, teachers placed great emphasis on the child friendliness of the school, the general awareness of and knowledge about the EN program and the presence of a teacher-training program to help teachers to become more effective teachers using the EN approach.	118
CONCLUSIONS EN INDEX	139
The EN Index provides and simple measure to assess the “EN readiness” of Primary Schools. It can also help to determine the “weakest links” in the process of moving from Old School to New School.	139
Active and vibrant head-teachers and equally active and vibrant PTAs/CTAs seem to be key elements for the successful implementation of the Escuela Nueva Program.	139

Summary of recommendations

<u>RECOMMENDATION REPETITION RATES</u>	49
<u>For Escuela Nueva to succeed, it is important that students are able to read (the learning guides) when they enter Standard 1. Taking this into consideration, the Ministry of Education might want to revisit its ruling whereby they advise against any student repeating in Prep A or Prep B.</u>	49
<u>RECOMMENDATION FURNITURE: EN furniture units are an important part of Escuela Nueva. It might, however, be worthwhile to find out how a more child-friendly and cooperative learning environment can be created using (but slightly improved e.g. painted) traditional school furniture.</u>	59
<u>RECOMMENDATION LIBRARY</u>	62
<u>The running of the school library can provide an opportunity for students and parents to get involved in school activities.</u>	62
<u>There seems to be a great need for more reading material in the schools, especially for Social Studies and Science.</u>	62
<u>RECOMMENDATION CLASSROOM ATMOSPHERE</u>	73
<u>Teachers need more and continuous coaching and guidance to help them to find effective classroom management strategies that can replace the use of the whip.</u>	73
<u>Parents and the wider community should be actively involved in the process of finding effective alternative strategies for corporal punishment.</u>	73
<u>RECOMMENDATIONS ESCUELA NUEVA /STUDENT GOVERNMENT</u>	82
<u>Student Governments can, without doubt, function as a place to develop leadership skills in students. However, Student Governments can also perpetuate ineffective leadership patterns in children when students are left without guidance (<i>the Lord of the Flies</i> effect). Care should therefore be taken for proper support systems to be put in place to assist students to develop good leadership skills.</u>	82
<u>There is certainly a greater need for the schools to open their doors and invite the parents in more regularly.</u>	82
<u>There is also scope for parents to volunteer more of their time, knowledge and skills to assist in the school and with schoolwork.</u>	82
<u>Village councils could be encouraged to prepare a plan, outlining their vision for the school of the future in their village.</u>	82
<u>RECOMMENDATION LEARNING CORNERS</u>	86
<u>The creation of effective learning corners and effective teaching aids starts with the question: “What is it I/we (teacher/students/community/parents) do have and can use in my/our classroom?” rather than “What is it I/we don’t have and should ask somebody to provide for us?” It is about ceasing to be dependent and starting to use all talents present in the classroom and community own initiative and talent.</u>	86
<u>For learning corners to be effective, enough SPACE is needed. Children have to be able to move around freely and be able to interact.</u>	86
<u>RECOMMENDATION INSTRUCTIONAL METHODS</u>	92
<u>There is clearly a lot of help and guidance needed to assist the teachers while exploring and adopting “modern approaches to teaching”. This assistance and guidance needs to come from the local level (the school/colleagues), the regional education officials and from the national level (Ministry of Education, Cyril Potter, UG).</u>	92
<u>Most importantly, teachers in Hinterland schools need to be encouraged to experiment with instructional methods in the classroom. To do this effectively, a system of coaching and back-up support will have to be created. Consensus will have to be reached among all stakeholders about how exactly such a support system can be put in place.</u>	92
<u>RECOMMENDATION TEXTBOOKS</u>	94
<u>There seems to be a need to improve the system of textbook distribution for Hinterland schools.</u>	94
<u>RECOMMENDATION TEACHER TRAINING:</u>	98
<u>You can’t expect teachers who were trained in “old school style” to suddenly start teaching in a “new school style”. Guidance, supervision and coaching at local, regional and national level will have to be provided to assist teachers to make this change. Furthermore, all people involved will have to make sure they are supporting each other in this effort.</u>	98
<u>RECOMMENDATION</u>	102
<u>There is a great potential for the technique of the Learning Circle (in combination with the use of reflection, log-books and giving and receiving effective feed-back) to be used as a tool for in-service teacher training in Hinterland Primary Schools. Maximum stakeholder involvement will be needed (at local, regional and national level) to work out strategies for this.</u>	102
<u>RECOMMENDATION FOCUS GROUP MEETING TEACHERS: For a successful implementation of the Escuela Nueva Program in the Hinterland Primary Schools, continuous training, upgrading and coaching of administrators, teacher trainers, teachers, students and the community are of vital importance.</u>	119
<u>FOOD FOR THOUGHT</u>	140
<u>A rational discussion about what educational philosophy can be adopted and implemented in Hinterland Schools would be useful at this moment in time. These thoughts can be put forward in a Strategic Plan for Hinterland Education, covering a five to ten year period.</u>	140
<u>In the process of delivering quality education to Primary Schools in the Hinterland, some (key) questions can be asked:</u>	140
<u>What aspects of Escuela Nueva are useful to integrate into Primary Schools in the Hinterland and how do they have to be “indigenised” to make them completely suitable for Guyanese circumstances.</u>	140

[How can teachers be guided to allow them to make the change from Old School to New School?.....](#)140

[What role can indigenous languages play in Primary Education in the Hinterland? How can Indigenous languages be used in the teaching of English?](#)140

[How much room is the Ministry of Education willing to give to Primary Schools in the Hinterland to make the curriculum responsive to community needs, providing children with the tools that will enable them to develop their own communities.](#)140

[Escuela Nueva is not a blueprint designed to solve all problems of all Hinterland schools. Neither is it a religion with strict rules, prescriptions and restrictions.....](#)140

[Escuela Nueva provides a toolkit with different bolts and nuts and hammers and saws. It is up to all stakeholders with an interest in the delivery of quality Primary Education to Hinterland Schools to decide WHAT we want the end result to look like and HOW we are going to get there. In order to get the best result, we will all have to encourage each other to be creative and share our findings.](#)140

[Escuela Nueva is also an attitude towards life and the way we learn and grow.....](#)140

[In the New School, there are no experts. Or, in fact, everybody is one. To bring out the unique qualities of each contributor/stakeholder, we sit in a circle.](#)140

[We try out new things and reflect on its usefulness. We are all learners and teachers at the same time.](#)140

[We receive and we share, we teach and we are taught, we listen and we learn.](#)140

[Wherever you are \(in school, in an office, at home, in the farm, in the capital\) or whoever you are \(an administrator, a teacher, a student, a parent, a leader\).](#)140

1.0 Aim and objectives of this study

The overall aim of this Escuela Nueva Baseline survey is to produce a set of reliable data, covering all major Escuela Nueva indicators. The data in this report can be utilized for future monitoring of activities and for accessing funds and making decisions on extension of the Escuela Nueva model to other schools in the Hinterland of Guyana.

In more detail, the objectives of the Escuela Nueva Baseline Study (ENBS) are:

1. To design and implement an Escuela Nueva Baseline Study for 7 schools in Region 9 and 5 schools in Region 1.

In order to gather the most important Baseline Information on Escuela Nueva, a list of about 100 key questions is drafted up, covering the 10 most important Escuela Nueva Indicators.

Three of the twelve schools that are part of this survey are so-called “Escuela Nueva Pilot Schools”, meaning that the Ministry of Education has been piloting a variety of Escuela Nueva techniques in these schools since 1998. The other nine schools are all located in the vicinity of the three pilot schools and were all exposed to some Escuela Nueva training or techniques.

As a result of this, an indication of the baseline situation can only be obtained by gathering data from previous school years for certain indicators. For other indicators, this proved impossible and only information on the present situation could be obtained. The school years for which the backdated information was selected were: 1995/1996, 1997/1998, 1999/2000 and (in some cases) 2001/2002.

2. Store the data and report on the findings.

Teachers from the 12 different schools that were part of the baseline survey collected the information through focus group meetings, key informant interviews and questionnaires. At least two teachers from each school were trained in basic data gathering techniques. The teachers received a stipend for their efforts.

All information was stored and processed in EXCEL data files. The output generated included (wherever possible) simple averages, standard deviations and variances. Simple one-tailed T tests (for independent means) were used in many occasions to determine whether there were any significant differences between the means of different groups (mainly the information of the three pilot schools – Santa Rosa, Surama and Aishalton – compared with the mean value of the other nine schools).

3. To propose and establish follow-up systems for continuous monitoring and evaluation by the Ministry of Education.

The information gathered during the Baseline Survey was used to develop an Escuela Nueva Index. This index (ranging from 0 to 100) provides a measure that can be used to indicate to what extent Escuela Nueva is implemented in a Primary School. The Index is made up out of 10 indicators and for each indicator a maximum of 10 points can be allocated.

The Escuela Nueva Index was calculated for all 12 schools that were part of the baseline survey and the results are listed in the last section of this report.

This report consists of two parts. Part 1 provides a background to the study, a summary of the findings and the conclusions. Part 2 provides an overview of the all the Baseline Information that was gathered (in tabulated form).

1.1 Introduction to Escuela Nueva

Many Primary Schools located in rural and disadvantaged urban areas of low-income countries encounter some of the following problems (WORLD BANK/UNICEF, 1996):

- Traditional, passive teaching methods that emphasize memorizing rather than understanding and are not adequate for children of different age groups.
- Lack of appropriate texts and learning guides
- Little time for effective learning and activities that promote reading-writing and basic arithmetic skills.
- Children of different ages and learning rhythms.
- Children with nutritional deficiencies, health problems and weaknesses in psychosocial development.
- One or two teachers handling several grades simultaneously, and often without support materials.
- Inadequate or insufficient physical facilities, equipment and supplies.
- Limited advisory visits and teacher monitoring.
- A repetition rate of approximately 40% in the first grade.
- Students who are enrolled for several years but only complete a few grades.
- Children who reach the fourth grade without understanding what they read or unable to communicate in writing.

The consequences of the problems listed above are (amongst other things) high dropout rates, high repetition rates and children of different ages at the same grade level. To address some of the challenges listed above, the Escuela Nueva program was introduced in the rural schools of Colombia in 1975 and had expanded in 1992 to 27,000 schools. The two fundamental assumptions underlying the introduction of the New School system in Colombia were (Colbert et al, 1991):

1. To achieve improved educational effectiveness, creative changes would be needed in teacher training, administrative structures and in relations with the community.
2. All mechanisms developed have to be replicable, decentralized and technically, politically and financially viable.

The objective of the Escuela Nueva program was to create a new concept of rural school, based on the following methodologies (WORLD BANK, 2001; Schugurensky, 2001):

- Developing active and participative learning, oriented toward rural life
- Allowing each student to advance at his/her own pace, without repeating grades
- Ensuring that the teacher operates as a facilitator and not as an information transmitter
- Promoting leadership and cooperation between the administrative body and the teachers and the school, and
- Involving the community and parents in the schooling of their students

More specifically, students attending EN school should be able to (WORLD BANK/UNICEF, 1996)

- Understand what they read
- Communicate orally and in writing
- Perform basic mathematical operations
- Develop civic and democratic forms of behaviour
- Observe and learn from their personal situation
- Resolve problems encountered in daily life

The tools used to achieve the above-mentioned objectives are (Colbert et al., 1991):

- Curriculum components that allow for flexible promotion, active and reflective learning, application of knowledge and improvement of children's self-esteem
- Study Guides (or learning guides) that allow children to study at their own pace using cooperative learning methods
- Learning Activity Centers (or learning corners) where students are encouraged to observe and manipulate concrete objects
- School Government which allows students to be introduced to a civic and democratic way of life
- School library
- Teacher training and follow-up component, promoting in teachers a guiding and orienting role

An evaluation of the Escuela Nueva program in Colombia in 1988 showed that both repetition and drop out rates had significantly reduced among EN students completing fifth grade. EN also had a significant impact on improving community organization and participation. For instance, participation in adult education activities, athletic competitions, health campaigns and community celebrations had increased considerably in EN schools (Psacharopoulos et al., 1993).

Areas for improvement identified in the EN model used in Colombia include improvement of the self instructional textbooks (learning guides) through teacher and community input and the general involvement of teachers and community members in the overall implementation of the EN model

In a classroom situation, the implementation of EN principles can be translated into the following activities:

- Students are organized in small groups
- Views of students are taken into account
- Students work in groups or pairs
- Students are encouraged to work independently
- Students are encouraged to solve problems
- Family and community is part of the "educational space" of the students
- Lecturing by teachers is kept to a minimum
- Teacher observes, guides and evaluates
- The learning process is active
- Education encompasses cognitive, socio-emotional and psychomotor aspects of education
- Learning is child-centered
- There is gender equality: boys and girls participate on equal basis
- There is an atmosphere of independence at school, cooperation, respect and responsibility
- Students organise themselves in a school government
- Correction by teacher through correcting mistakes, emphasizing proficiency and giving immediate feedback

The EN model of Primary Education has been implemented in Colombia, Guatemala and the Philippines.

1.2 Escuela Nueva in Guyana

The challenges for the Ministry of Education in Guyana to deliver quality Primary Education to the Hinterland Regions are many and complex. There are the obvious challenges of poor school infrastructure, poor overall infrastructure (transportation problems for teachers and students), poor water and sanitation environment and the relatively high number of unqualified and/or untrained teachers. Furthermore, many schools in the Hinterland of Guyana are characterized by a multi-grade learning environment, whereby two or three teachers are in charge of an entire school.

To address some of the above-mentioned problems, the idea of Escuela Nueva was introduced in Guyana with the support of UNICEF in 1995. The project was officially launched in 1998 in three pilot schools: one school in Region 1 (Santa Rosa) one two schools in Region 9 (Surama and Aishalton) (Guyana Review, 1998; Guyana Chronicle, 1998). Parts of the EN program were subsequently implemented in 4 more schools in Region 1 and 5 more schools in Region 9. UNICEF consultants Vicky Colbert and Ray Harris, who both made several visits to Guyana between 1995 and 2000, facilitated the introduction of the EN model into Guyana's educational system.

A total of 18 schools are part of Phase 1 of the Escuela Nueva Project. (UNICEF/MoE, 2000). The three pilot schools are indicated in **bold**, the nine other schools that are part of this baseline survey are in *italics*. The Escuela Nueva Program has not yet expanded to schools in Region 7 or 8.

PRIMARY SCHOOLS PART OF PHASE 1 OF THE EN PROJECT (UNICEF/MoE, 2000)

Region	Villages	Status	Number of Students October 2001	Number of teachers October 2001	Student – Teacher ratio
Region 1 Barima - Waini Region	Santa Rosa	Pilot School and center	622	29	22 – 1
	<i>Karaburi</i>		136	7	19 – 1
	<i>Waramuri</i>		271	14	19 – 1
	<i>Kamwatta (SR)</i>		189	5	38 – 1
	<i>Kwebana</i>		144	6	24 – 1
Region 9 Upper Takutu – Upper Essequibo	Aishalton	Pilot school and center	205	7	29 – 1
	Surama	Pilot school	38	3	13 – 1
	<i>Karaudarnau</i>		219	6	37 – 1
	<i>Achawib</i>		115	3	53 – 1
	<i>Awarewaunau</i>		140	5	28 – 1
	<i>Maruranau</i>		139	6	23 – 1
Region 7 Cuyuni - Mazaruni	<i>Waramadong</i>	Center	129	3	
	<i>Warawatta</i> (opposite Kamarang)		?	?	
	<i>Kako</i>		89	3	
Region 8 Potaro - Siparuni	<i>Paramakatoi</i>	Center	?	?	
	<i>Kato</i>		?	?	
	<i>Kurukabaru</i>		136	5	

An overview of the high lights of the Escuela Nueva program (with dates) is given in the table below:

HIGHLIGHTS OF ESCUELA NUEVA IN GUYANA – AN OVERVIEW

DATE	ACTIVITY
16 May 1995	Correspondence between UNICEF and MoE about EN (information package)
June 1995	Submission by MoE to UNICEF of project proposal for “Community Based Primary School Improvement Project (Escuela Nueva)”
December 1995	Presentation about Escuela Nueva by Daniel Brady (UNICEF) to teachers in the Rupununi
February 1996	MoE designs and submits project proposal for the funding of a pilot project to introduce EN in the Primary Schools of Guyana
April 1996	Workshop Vicky Colbert on Escuela Nueva
July 1996	B. Atherly and representatives of MoE attend EN Training of Trainers workshop in Colombia
February 1997	EN workshop in Santa Rosa
October 1997	UNICEF team visits Lethem
November 1997	UNICEF releases US \$55,000 to support the EN project in Regions 1 and 9
November 1997	Visit UNICEF team Moruca
December 1997	EN furniture production commences in Surama
December 1997	Production video and flyers EN
January 1998	EN Consultancy Ray Harris
January 1998	Official launching of Escuela Nueva project in Guyana at Ocean View
January 1998	Escuela Nueva Workshop at Surama facilitated by Vicky Colbert
February 1998	EN furniture production commences in Region 1
February 1998	EN workshop in Moruca
May 1998	New School Workshop in Region 6
May 1998	EN furniture production commences in Aishalton
June 1998	Handing over school furniture Moruca
July 1998	Towards A better Teaching-Learning Environment - Workshop in Santa Rosa

DATE	ACTIVITY
March 1999	Start of DfID funding
1999	<ul style="list-style-type: none"> • Teacher-training workshops in Surama and Aishalton • Tour to Guatemala by Guyanese national and regional education personnel in aspects of EN • Face the community meetings in Aishalton and with member of Phase II communities • Community sensitization workshops in Aishalton, Maruranau, Awarewaunau, Karaudanau, Achawib, Surama and Santa Rosa • Monitoring visits to Surama and Aishalton by officials from MoE, Foreign Affairs and UNICEF • Managing Social and Sensitive Issues – Workshops in Karasabai • Translation of prototype Learning Guides from Spanish to English • Visit of Project Officer Education (UNICEF) to Colombia
2000	<ul style="list-style-type: none"> • Region 9 Education Workshop and Production of Regional Education Blueprint • Escuela Nueva Writers' Workshop by Vicky Colbert • Start of Learning Guide Production for Mathematics and English • Escuela Nueva Furniture Making Workshop, Region 9 • EN refresher workshop in Region 1 (Santa Rosa) • EN Sensitisation Workshop for Regional Education Officers (REDO's), Georgetown • Student Government Conference in Georgetown • Provision of solar lighting for 6 Amazon schools in Region 9 • Production of MSSI checklist for monitoring and evaluating the level of child friendliness in classrooms
2001	<ul style="list-style-type: none"> • Appointment of Hinterland Education Coordinator • Start of Wapishana Literacy Program in Region 9 • Three EN workshop (2 in Region 9, 1 in Region 1) • Start on Baseline Data System for EN • Distribution of supplies to 12 Amazon supported schools in Region 1 and 9
2002	<ul style="list-style-type: none"> • Start of Learning Guide production for Social Studies and Science • Completion of EN Baseline Survey for 5 schools in Region 1 and 7 schools in Region 9

2.0 Identification of EN indicators and Key Questions

Suggestions for indicators that can be used to assess the Escuela Nueva model were obtained from McEwan (1995), WORLD BANK/UNICEF (1996) and Rojas & Castillo (1989) and through key informant interviews (see ANNEX 1). The final choice of the ten indicators and key questions was also determined by the following guiding principles:

- There is a need for both quantitative and qualitative indicators.
- The indicators have to enable the gathering of information from all major stakeholder groups (students, teachers, parents, community members, key informants, educational and regional administrators and funding agencies).

The final list of indicators is given in the table below.

OVERVIEW OF EN INDICATORS

No.	Code	Indicator
1	GI	GENERAL INFORMATION ABOUT SCHOOL, STUDENTS AND TEACHERS 1.1 Enrolment 1.2 Attendance 1.3 Repetition rate 1.4 Prolonged absence from school 1.5 Number of children completing the primary cycle 1.6 Number of teachers in school and their qualifications
2	CF	CHILD FRIENDLINESS OF SCHOOL 2.1 Classroom size 2.2 Furniture 2.3 Library – general 2.4 Library – students' opinion 2.5 Water, sanitation, lighting and play area – general 2.6 Classroom atmosphere – teachers' opinion 2.7 Classroom atmosphere – students' opinion
3	SG	STUDENT GOVERNMENT 3.1 Student government – general 3.2 Student government – specific 3.3 Student government – what the students think 3.4 Student government – what the parents and wider community think
4	LC	LEARNING CORNERS 4.1 Learning corners – general 4.2 Use of learning corners
5	IM	INSTRUCTIONAL METHODS AND USE OF COOPERATIVE LEARNING STRATEGIES 5.1 Instructional methods used in English in Prep B, Std 2 and Std 4 5.2 Instructional methods used in Maths in Prep B, Std 2 and Std 4 5.3 Instructional methods – teachers' opinions 5.4 Instructional methods – students' opinions
6	LG	TEXTBOOKS AND LEARNING GUIDES 6.1 Textbooks and learning guides – general 6.2 Textbooks and learning guides – teachers' opinions 6.3 Textbooks and learning guides – students' opinions
7	TT	TEACHER TRAINING 7.1 Teachers' perceptions of their role 7.1 Teacher training in school - general 7.3 Teacher training in school – EN specific
8	SP	STUDENT ATTAINMENT, MONITORING AND PROMOTION 8.1 Student attainment 8.2 Student monitoring 8.3 Student promotion
9	SC	SCHOOL AND COMMUNITY 9.1 School and community – general 9.2 School and community – specific 9.3 School and community – parents' opinions 9.4 School and community – key information interviews 9.5 School and community – teachers' opinions 9.6 School and community – students' opinions
10	OM	OVERALL MONITORING OF EN PROGRAM 10.1 EN monitoring

In more detail, the key questions for each indicator are listed in the table below:

OVERVIEW OF THE KEY QUESTIONS OF THE BASELINE SURVEY

1. GENERAL INFORMATION ABOUT THE SCHOOL, STUDENTS and TEACHERS (GI)

1.1 ENROLMENT

- How many students were enrolled? (per class, boys/girls)
- What was the age of each student at the beginning of the school year?

1.2 ATTENDANCE

- What was the attendance of the students? (Monthly figures per class, boys/girls)
- What was the percentage of sessions not attended by students? (Monthly figures per class, boys/girls).
- If known, what were the reasons (according to the teacher) for the children not attending?

1.3 REPETITION RATE

- How many pupils were repeating a class? (by class, total number, percentage, boys/girls)
- What were the reasons why the children were repeating a class? (Teacher's opinion)

1.4 PROLONGED ABSENCE

- How many children were absent from school for one term or longer? (Figures per class, total and percentage, boys/girls, per year).
- If known, what were reasons for the children being absent for such a long time?

1.5 NUMBER OF CHILDREN COMPLETING THE PRIMARY CYCLE

- How many children have completed the Primary Cycle in the same school? Indicate number of girls, boys, and total.

1.6 NUMBER OF TEACHERS IN THE SCHOOL AND THEIR QUALIFICATIONS

- Number of teachers by sex/age/qualified/unqualified/trained/untrained.
- Teacher attendance (monthly for annual report) by sex
- Total minutes "unpunctual" per month per teacher
- Total sessions absence per month per month per teacher

2. CHILD-FRIENDLY SCHOOL AND CLASSROOM ENVIRONMENT

2.1 CLASSROOM SIZE

- What is the floor space available per child?

2.1 FURNITURE

- What is the total number of separate desks per class?
- How many seats per class are painted/unpainted?
- For each class, what is the condition of the seats?
 - Good condition (number per class and percentage)
 - Moderate condition (number per class and percentage)
 - Bad condition (number per class and percentage)
- For each class, how are the seats arranged?
 - Placed individually from each other (number per class and percentage)
 - In rows facing the black board (number per class and percentage)
 - In groups (number per class and percentage)

2.2 LIBRARY - GENERAL

- Does the school have a library? Yes/No
- If yes, what is the total number of books in the library?
- Is the library collection suitable for the different subjects taught in school and the different grade levels?
- How accessible is the library and how flexible are the opening hours?

2.3 LIBRARY - STUDENTS' OPINION

- What is the student's appreciation of the library and the way it is managed?

2.4 WATER, SANITATION, LIGHTING and PLAY AREA - GENERAL

Sanitation:

- What is the number of toilets in/for the school?
- What type of toilets are they? (pit latrine; flush toilet; other)
- What is the quality of the toilets?
 - Good condition
 - Average condition
 - Bad condition

Water:

- What is/are the main sources of water for the school?
 - Rain water
 - River water
 - Creek water
 - Well water
 - Mains water
 - Other:
- What is the total storage capacity for water at the school for the different sources of water?
- What is the quality water system?

Electricity:

- Does the school have a source of electrical energy? Yes/No
- If yes, indicate the source(s), the capacity and the quality
 - Electrical mains (indicate voltage)
 - Solar panel and batteries (number of panels and batteries)
 - Generator (indicate power)
 - Other:
- What electrical equipment does the school have?

2.5 CLASSROOM ATMOSPHERE – GENERAL

2.6 CLASSROOM ATMOSPHERE - TEACHERS' OPINION

- Are the following items present in the classroom? (for each classroom tick off and indicate numbers)
 - Drawings made by the pupils
 - Drawings made by the teachers
 - Drawings made by others
 - Written work of the pupils
 - Posters made by the teacher
 - Poster(s) made by a group of students
 - Poster(s) made by or donated by parents or other community members (health, agriculture)
 - 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
- Is the atmosphere in the class conducive for learning?
- Is their mutual respect and understanding between the teacher and pupils?

2.7 CLASSROOM ATMOSPHERE - STUDENTS' OPINION

- Do the children feel respected and understood by the teacher?

3. STUDENT GOVERNMENT (SG)

3.1 STUDENT GOVERNMENT - GENERAL

- Does the school have any of the following?
 - Student government
 - Student body assembly
 - Working committees/ministries
- When were they established?
- How many students are involved?
- From which grade are the students who are active?
- How many teachers/parents are involved?

3.2 STUDENT GOVERNMENT - SPECIFIC

- What does the student government do?
- How often does the Student Government meet?
- How was the student government elected?
- How many committees have been established?
- How often do the different committees meet?
- What do students learn while part of the student government?
- Which of the following tools are used by the student government(s) in your school? How are they used?
 - Journal of personal thoughts (individual student – student journals)
 - Attendance self-control (by individual student or by whole class)
 - Suggestion box (in class)
 - Participation book (individual student)
 - Commitment box (in classroom)

3.3 STUDENT GOVERNMENT – WHAT THE STUDENTS THINK

- What do the students think of the student government, the way it operates and its achievements?

3.4 STUDENT GOVERNMENT – WHAT THE PARENTS and WIDER COMMUNITY THINK

- What do the parents and other community members think of the student government?

4. LEARNING CORNERS (LC)

4.1 LEARNING CORNERS – GENERAL

- Does the school have learning corners? Yes/No.
- If yes, which learning corners (type and number) can be found in the school (tick off) and what materials can be found in each
 - Type of learning corners:
 - A natural science corner
 - A social studies corner
 - A language corner
 - A mathematics corner
 - An arts corner
 - Type of materials found in each:
 - Books (fiction)
 - Books (non-fiction)
 - Equipment
 - Material made by teachers
 - Material made by students
 - Material made by parents

4.2 USE OF LEARNING CORNERS

- How often (hours per day or week) are the different corners used by the different classes for curriculum specific activities and recreational activities?

5. INSTRUCTIONAL METHODS and USE OF COOPERATIVE LEARNING STRATEGIES (IM)

5.1 INSTRUCTIONAL METHODS USED IN ENGLISH IN PREP B, ST2 and ST4

- How often do the following activities take place during English language in Prep B, Standard 2 and 4? (Almost every day; several times per week; 1 time per week; less than once a week; never):
 - Teacher explaining on black-board
 - Teacher reading to students
 - Library use
 - Text reading by students
 - Free reading by students
 - Directed composition
 - Free composition
 - Dramatization
 - Pair work
 - Group work
 - Student presentations

5.2 INSTRUCTIONAL METHODS USED IN MATHEMATICS IN PREP B, ST2 and ST4

- How often do the following activities take place during Mathematics in Prep B, Standard 1, 2, 3 and 4? (Almost every day; several times per week; 1 time per week; less than once a week; never):
 - Teacher explains on black-board
 - Teacher solves problems on the blackboard
 - Students solve problems Individually
 - Students solve problems on the blackboard
 - Students explore outside the classroom
 - Students solve problems in a group
 - Students work with objects

5.3 INSTRUCTIONAL METHODS – TEACHERS' OPINIONS

- Did you receive training in cooperative learning strategies? Yes/No
- If yes, which techniques? When were you trained? For how long?
- How flexible are the teachers when it comes to use of cooperative learning strategies?

5.4 INSTRUCTIONAL METHODS – STUDENTS' OPINIONS

- What do students feel about the use of cooperative learning strategies in the classroom?

6. TEXTBOOKS AND LEARNING GUIDES (LG)

6.1 TEXTBOOKS AND LEARNING GUIDES – GENERAL

- Does the school have learning guides or any other textbooks for Maths, English (language), Science, Social Studies, and Arts?
- Was anybody from the school involved in the writing of the learning guides? Yes/No
- How many teachers were trained in the use of learning guides?
- When and for how long did the training take place?

6.2 TEXTBOOKS AND LEARNING GUIDES – TEACHERS' OPINIONS

- How are the textbooks and/or learning guides used in the classroom for the following purposes?
 - Self study
 - Pair work
 - Group work
 - Students helping each other
 - Chalk and talk (teacher in charge)

6.3 TEXTBOOKS AND LEARNING GUIDES – STUDENTS' OPINIONS

- Do the learning guides help the students to learn more effectively?

7. TEACHER TRAINING (TT)

7.1 TEACHERS' PERCEPTIONS OF THEIR ROLE

- How do teachers perceive their own role in the class?

7.2 TEACHER TRAINING IN SCHOOL - GENERAL

- In what way do teachers learn on the job?
- How often do these activities take place?
 - Ways in which teacher's learn:
 - I ask colleagues for advice.
 - Colleagues criticize my teaching.
 - I ask colleagues to observe me in class and give feedback.
 - I attend training sessions in school.
 - I ask my pupils to comment on my classes.
 - As teachers we come together 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.
- Indicate for each activity, the frequency with which these activities take place, using the scale below:
- How do the teachers involved appreciate these activities?
- How useful are these activities for you or how useful could they be for you

7.3 TEACHER TRAINING IN SCHOOL – EN SPECIFIC

- How many staff development sessions on EN were organized, what were the topics discussed, how many teachers attended?
- How useful was the training?

8. STUDENT ATTAINMENT, MONITORING & PROMOTION (SP)

8.1 STUDENT ATTAINMENT

- What were the annual percentage passes per subject/school level/sex for a few years?
- How many pupils were awarded junior secondary (girls, boys, total)?
- How many pupils were awarded senior secondary (girls, boys, total)?
- How many pupils were awarded community/tops/primary (girls, boys, total)?

8.2 STUDENT MONITORING

- What methods are used to monitor the progress of students?
- How often are the different methods used for English?
 - Methods used by teachers to monitor the progress of the pupils:
 - Writing vocabulary
 - Spelling tests
 - Worksheets
 - Dictations
 - Written tests (essay type questions)
 - Written tests (short answer questions)
 - Written test – free writing
 - Oral presentations
 - Peer assessment (students assessing each other's work)
 - Portfolio assessment
 - Informal reading/writing evaluation (checking students' books)
 - Learning logs and journals

8.3 STUDENT PROMOTION

- Are students promoted in a flexible manner at their own pace?

Calculate the average age of people in the same class, for each class, preferably for a few years.

When people have been using learning guides for a few years, calculate the average age of pupils using the same level Learning Guide (for English and Mathematics) and compare with the average ages calculated above.

9. SCHOOL AND COMMUNITY (SC) (school participation in and organization of community events)

9.1 SCHOOL AND COMMUNITY - GENERAL

- What activities have been organized by the school to involve the community in school events?
- How often did these activities take place?
- Who was responsible for the organization (teachers/students/parents, other community members, including numbers)?
- How many people were attending?
 - List of possible activities that can be used to involve the community in school events are:
 - PTA meetings
 - Field trips
 - Sport days
 - Accomplishment day
 - Workshops
 - Informal talks
 - Community celebrations
 - Also for each activity, indicated the type of assistance provided by parents/community:
 - Financial
 - Pedagogical
 - Managerial
 - Infra-structural
 - Cultural/social

9.2 SCHOOL AND COMMUNITY – SPECIFIC

- Indicate for each classroom, whether the following attributes are present in the classroom:
 - A community map
 - A family data sheet/family record
 - An agricultural calendar
 - A community monograph containing information about:
 - historic aspects
 - geographic aspects
 - cultural aspects
 - occupational aspects
 - aspects of domestic life
 - organizational aspects of the community
 - health aspects
 - other aspects
- Also indicate which techniques were used to produce the attributes:
 - participatory observation
 - personal interviews
 - group interviews
 - survey
 - other

9.3 SCHOOL AND COMMUNITY – PARENTS’ OPINIONS

- How often do parents come into school to see a teacher/admin person?
- Do they feel welcome whenever they visit?
- Are the parents involved in activities in the classroom? Which ones? How often?
- Do the parents feel the school should be responsive to community life?

9.4 SCHOOL AND COMMUNITY – KEY INFORMANT INTERVIEWS

- Is the school responsive enough to community life?

9.5 SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS

- Do teachers feel that the school can make a contribution to the development of the community?

9.6 SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS

- Do students feel that school helps them to develop their communities?

10. OVERALL EN MONITORING OF EN PROGRAM (OM)

10.1 EN MONITORING AND EVALUATION

- What financial inputs did the different stakeholder groups involved in the project make? (MoE, RDC, Amazon, other)
- What other inputs did the different stakeholder groups in the project make? (MoE, RDC, Amazon, other)
- How many monitoring trips did the different stakeholder groups organize? (MoE, RDC, Amazon, other)
- Who was/were part of the team?
- When did the trip take place?
- Was a report produced?

2.1 Research tools

2.1.1 Overview of quantitative tools

The main quantitative research tool used in this baseline survey is the questionnaire. For each quantitative indicator, different questionnaires were designed. The different questionnaires used are:

- Fixed answer questionnaire for students
- Fixed answer questionnaire for parents
- Fixed answer questionnaire for teachers
- Questionnaires on school statistics to be completed by interviewers and/or school administrators
- Questionnaires on classroom specific issues to be completed by interviewers and/or class teachers

The fixed answer questions for the student were designed in such a way to gather information on the following topics:

- Library use
- Student/teacher relationship (does the child feel appreciated and respected?)
- Instructional methods used in the classroom and
- School and community

For each topic, the students were given about 10 to 15 questions. Some of the questions were positive EN indicators (meaning the higher the score for “YES”, the better for EN) and some were negative EN indicators (meaning the higher the score for “NO”, the better for EN).

Each school received 40 questionnaires for students, 20 to be filled in by boys and 20 by girls. The 20 questionnaires were then given (at random) to 5 students from each class level (Standard 1, 2, 3 and 4). No questionnaires were given to students from Prep A and Prep B because of the complexity of the questionnaire.

The questions given to the parents all addressed issues pertaining to the relationship between the school and the community. Again, some were positive EN indicators (the higher the score the better for EN) and some were negative EN indicators (the lower the score, the better for EN).

Each school received 40 questionnaires for parents, 20 to be filled in by men and 20 by women. All questionnaires were handed out at random to parents. It was left up to the interviewers how to organize the completion of the questionnaires by the parents. Some interviewers handed the questionnaires to parents and collected them back after a period of time. Other interviewers went out themselves interview the parents.

The questions given to the teachers, covered the following topics:

- Student/teacher relationships (Does the child feel appreciated and respected?)
- Use of instructional methods
- School and community
- Classroom atmosphere
- Role of the teacher

The questions were again phrased in such a way as to reflect positive and negative EN indicators. In the presentation of the results (in part 2 of this report), the difference between the positive and negative indicators is clearly indicated (e.g. section 2.7 of Part 2 of this report). All quantitative data was entered into EXCEL spreadsheet and analysed using the different EXCEL functions.

2.1.2 Overview of qualitative tools

The main tools that were used to gather the quantitative information are:

- Questionnaires with essay type questions for teachers and school administrators
- Key informant interviews facilitated by teachers
- Focus group meetings with students and parents facilitated by teachers
- Focus group meeting with the teachers, facilitated by the consultant

An overview of all research tools used is given in part 3 of this report.

2.2 Organisation of the baseline survey

The organization and implementation of the baseline survey, involved the following steps:

DESIGN and PREPARATION of BASELINE SURVEY

Activity	Description of activity	Start	Finish
1.1	Review of literature and writing of draft Baseline Study Implementation Work Plan	22 Oct	26 Oct
1.2	Gathering feedback on Baseline Study Implementation Work Plan and finalizing Baseline Study Implementation Work Plan	26 Oct	30 Oct
1.3	Drafting up of list of key questions representing the EN indicators. Discussion of key questions/indicators with officials of MoE and UNICEF	26 Oct	2 Nov
1.4	Design of questionnaires and other research tools for collection of information for baseline survey in collaboration with UNICEF and MoE staff.	26 Oct	9 Nov
	Discussions with representatives of MoE, Amazon, RDC's and UNICEF.	26 Oct	9 Nov
1.5	Organise training of interviewers for Regions 1, 7, 8 and 9 through MoE and Regional Education authorities.	29 Oct	9 Nov
1.8	Testing of questionnaires and other research tools in Santa Rosa, Region 1 Participants: <ul style="list-style-type: none"> • 3 teachers from Santa Rosa Primary School • 2 from Karaburi Primary School • 2 from Kamwatta Primary School • 2 representatives from the Regional Education Office 	11 Nov	14 Nov (actual meeting with teachers on 12 and 13 Nov)
1.9	Finalisation of research tools	15 Nov	20 Nov

TRAINING OF INTERVIEWERS

Activity	Description of activity	Start	Finish
2.1	Training of 23 interviewers for Region 9 in Aishalton for four days (two days workshop and 2 days traveling) Participants: <ul style="list-style-type: none"> • 3 teachers from Aishalton Primary School • 3 teachers from Surama Primary School • 3 teachers from Karaudarnau Primary School • 3 teachers from Achawib Primary School • 3 teachers from Awarewaunau Primary School • 3 teachers from Maruranau Primary School • 3 teachers from Shea Primary School • 2 representatives from the Regional Education Office 	28 Nov	2 Dec (actual workshop on 29 and 30 Nov)
2.2	Training of 17 interviewers Region 1 in Santa Rosa for 4 days (2 days traveling and 2 days workshop) Participants: <ul style="list-style-type: none"> • 3 teachers from Santa Rosa Primary School • 3 teachers from Karaburi Primary School • 3 teachers from Waramuri Primary School • 3 teachers from Kamwatta Primary School • 3 teachers from Kwebanna Primary Schools • 2 representatives from the Regional Education Office 	5 Dec	8 Dec

MONITORING OF DATA COLLECTION and RECEIPT OF DATA COLLECTED

Activity	Description of activity	Start	Finish
3.1	Supervision and monitoring of data collection in the field through radiophone Amerindian Hostel and other radio contact.	21 Nov	28 Jan
3.2	Collection/Receipt of completed questionnaires from Regions 1 and 9 by Sanna Rautanen.	1 Jan	31 Jan

DESIGN of DATA BASE AND SYSTEM OF M&E; DATA PROCESSING

Activity	Description of activity	Start	Finish
4.1	Design of database	10 Dec	19 Dec
4.2	Processing of data received and completion of the database	1 Jan	25 Feb
4.3	Design of draft system of Monitoring and Evaluation	1 Jan	25 Jan
4.4	Discussion of system of Monitoring and Evaluation with officials of MoE, Bureau of Statistics and UNICEF		25 Jan

REPORTING

Activity	Description of activity	Start	Finish
5.1	Writing of first monthly report		21 Nov
5.2	Writing of second monthly report		21 Dec
5.3	Writing of third monthly report		21 Jan
5.4	Writing of fourth monthly report		21 Febr
5.5	Writing, discussion and completion of Final Study Report		21 March

3.0 Escuela Nueva Baseline Survey: Results and Analysis of Results

This chapter provides a description of the results as presented in part 2 of this report. The order in which the different indicators are discussed reflects the order in which the information is presented in part 2.

3.1 GENERAL INFORMATION ABOUT THE SCHOOL, STUDENTS and TEACHERS (GI)

3.1.1 ENROLMENT

Information on enrolment for each school, broken down per school year, per month can be found in chapter 1.1 of Part 2 of this report. A summary of the information is given here.

ENROLMENT SUMMARY 1995-2001

Year	Prep A				Prep B			
	Enroll		Avg. Age		Enroll		Avg. Age	
	M	F	M	F	M	F	M	F
1995/1996	204	184			186	162		
1997/1998	216	198	0	0	185	196	0	0
1999/200	213	190	0	0	187	192	0	0
2001/2002	191	180	0	0	183	201	0	0
Total	824	752			741	751		

ENROLMENT SUMMARY 1995-2001

Year	STD 1				STD 2				STD 3				STD 4				Total	
	Enroll		Avg. Age		Enroll		Avg. Age		Enroll		Avg. Age		Enroll		Avg. Age		Enroll	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1995/1996	179	188			134	154			148	158			145	139			996	985
1997/1998	210	177	0	0	165	146	0	0	156	161	0	0	117	152	0	0	1049	1030
1999/200	208	198	0	0	157	159	0	0	180	166	0	0	139	128	0	0	1084	1033
2001/2002	241	200	0	0	173	161	0	0	168	173	0	0	145	141	0	0	1101	1056
Total	838	763			629	620			652	658			546	560			4230	4104

Figure 3.1.1a Enrolment boys – summary for all 12 schools over 4 school years

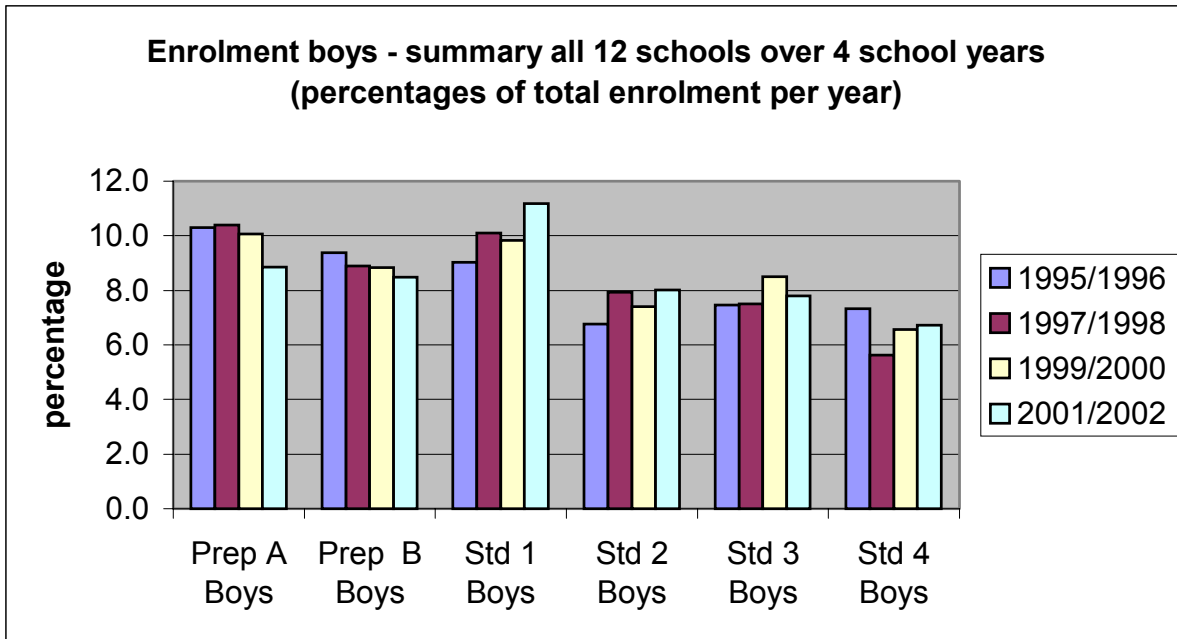


Figure 3.1.1b Enrolment girls – summary for all 12 schools over 4 school years

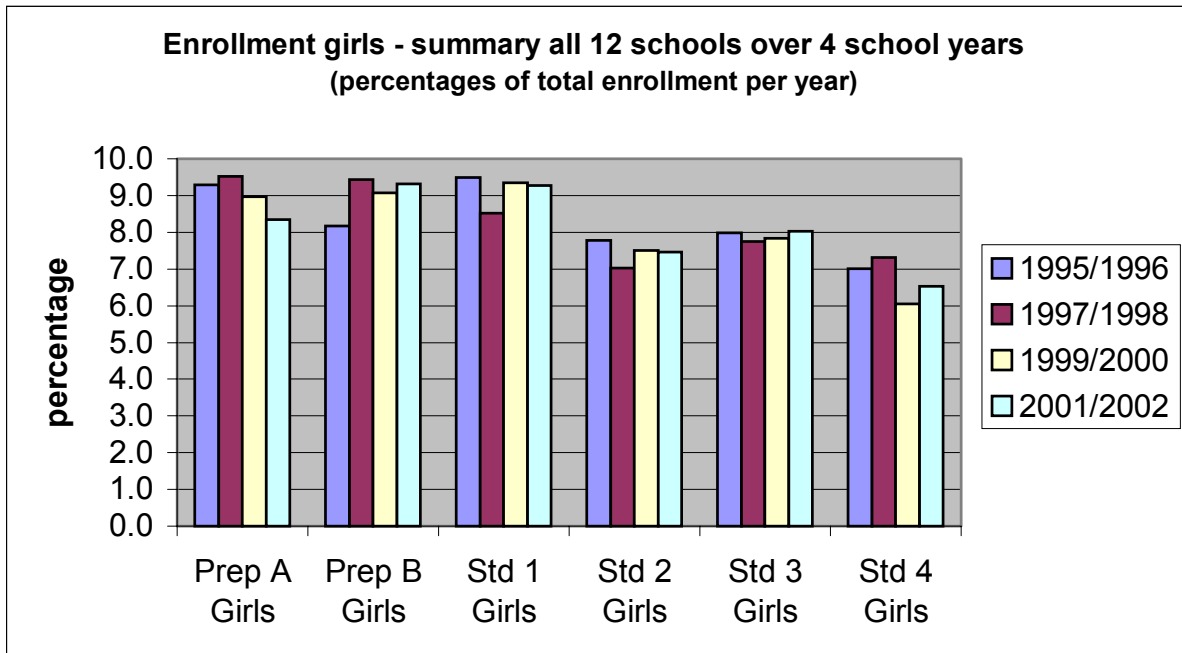


Figure 3.1.1c Enrolment for boys and girls in Region 1 and 9 compared for all 12 schools

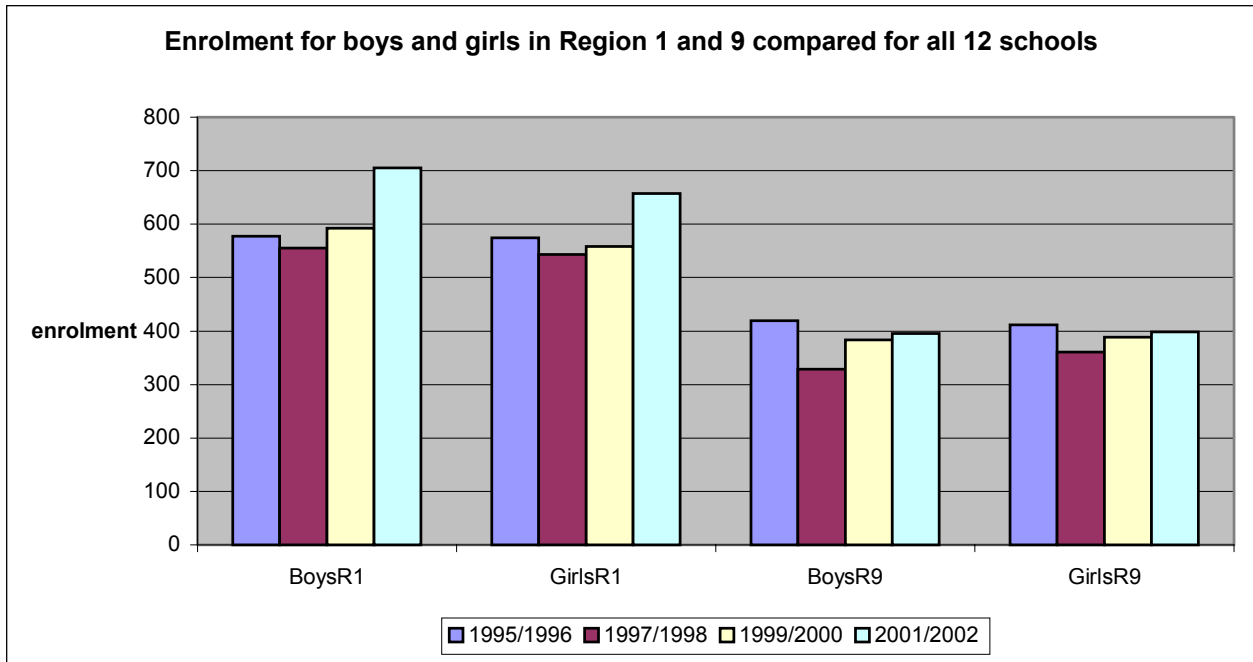
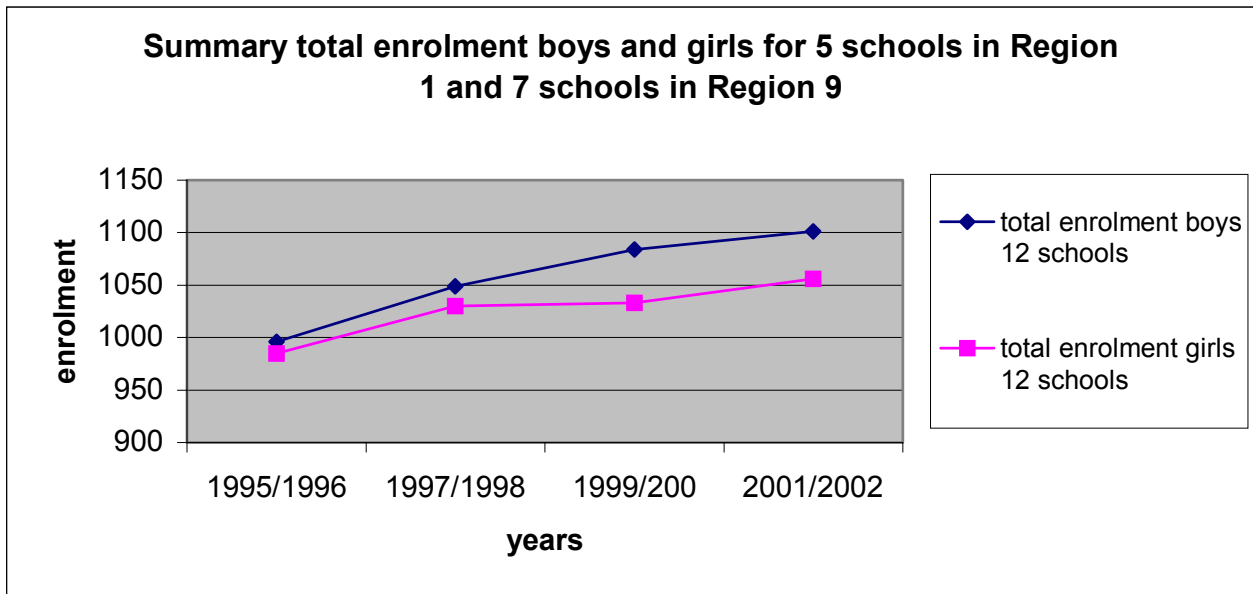


Figure 3.1.1d Summary total enrolment boys and girls for 5 schools in Region 1 and 7 schools in Region 9



Graph 3.1.1d indicates that the total enrolment of boys and girls increased by 6% and 11% respectively over the period 1995 – 2002. Especially significant are the increases of boys and girls enrolled in Region 1 between 1999/2000 and 2001/2002 (approximately 16%).

When analysed by class level, the steepest increases in enrolment over the period 1995 – 2002 took place amongst the boys in Standard 1, Standard 2 and Standard 4 and amongst the girls in Standard 1, 2 and 3. Slight decreases in enrolment can be observed amongst boys and girls being enrolled in Prep A.

The overall trend over all the four school years observed seem to be a decrease in enrolment figures between Prep A and Standard 4. For the boys, the decrease is about 4% (from about 10% of the students enrolled in Prep A to about 6% of all students enrolled in Standard 4) and for the girls the overall decrease is about 3.5% (see figure 3.1.1b). Factors contributing to this decrease in enrolment can be migration and/or school drop-out.

CONCLUSIONS ENROLMENT

More boys than girls were enrolled for all school years surveyed.

Total student enrolment for boys and girls in the schools surveyed increased by 6% and 11% respectively.

There seems to be a trend of decreasing enrolment figures from Prep A to Standard 4: approximately 4% for boys and 3.5% for girls. This might be caused by migration or school drop out.

3.1.2 ATTENDANCE

Figures on attendance per class/per month for all 12 schools for four school years can be found in section 1.2 of part 2 of this report. The information can be summarized as follows:

PUPIL ATTENDANCE – SUMMARY REGION 1-1995

Summary Region 1 - 1995						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
Santa Rosa	266	239	166	160	63	67
Karaburi	44	50	25	32	57	63
Waramuri	110	130	66	74	60	57
Kamwatta	79	74	50	51	63	69
Kwebana	63	77	34	40	53	52
Total	563	570	341	357	61	63

PUPIL ATTENDANCE – SUMMARY REGION 9-1995

Summary Region 9 – 1995						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
Aishalton	107	107	96	95	90	89
Awarewaunau	58	51	46	44	80	87
Achawib						
Surama	16	15	14	14	89	93
Karadarnau	123	109	107	97	87	89
Shea	40	42	31	34	78	82
Total	344	324	295	285	86	88

PUPIL ATTENDANCE – SUMMARY REGION 1-1997

Summary Region 1 - 1997						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
Santa Rosa	281	245	177	170	63	69
Karaburi	11	49	7	34	68	69
Waramuri	139	141	75	81	54	57
Kamwatta						
Kwebana	91	73	47	44	51	60
Total	522	508	307	328	59	65

PUPIL ATTENDANCE – SUMMARY REGION 9-1997

Summary Region 9 – 1997						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
Aishalton	96	108	89	100	93	92
Awarewaunau	57	52	52	46	90	88
Achawib						
Surama	17	18	15	15	87	83
Karadarnau	107	99	99	93	93	94
Maruranau	68	87	60	78	88	89
Shea						
Total	345	365	315	332	91	91

PUPIL ATTENDANCE – SUMMARY REGION 1-1999

Summary Region 1 - 1999						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
Santa Rosa	308	264	181	163	59	62
Karaburi	61	65	34	38	56	58
Waramuri	146	140	80	78	54	56
Kamwatta	96	94	56	61	58	65
Kwebana	89	68	42	50	47	74
Total	700	630	393	390	56	62

PUPIL ATTENDANCE – SUMMARY REGION 9-1999

Summary Region 9 - 1999						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
Aishalton	98	115	88	105	90	91
Awarewaunau	62	53	54	49	87	93
Achawib						
Surama	17	19	16	18	94	95
Karadarnau	115	92	105	84	92	91
Maruranau	64	78	58	73	91	93
Shea						
Total	355	357	321	329	90	92

SUMMARY ATTENDANCE BOYS AND GIRLS REGION 1 AND 9

School year	Boys R1	Girls R1	Boys R9	Girls R9
1999/1996	61	63	86	88
1997/1998	60	71	91	91
1999/2000	56	62	90	92
Average	59	65	89	90

Figure 3.1.2a Student attendance 5 schools Region 1

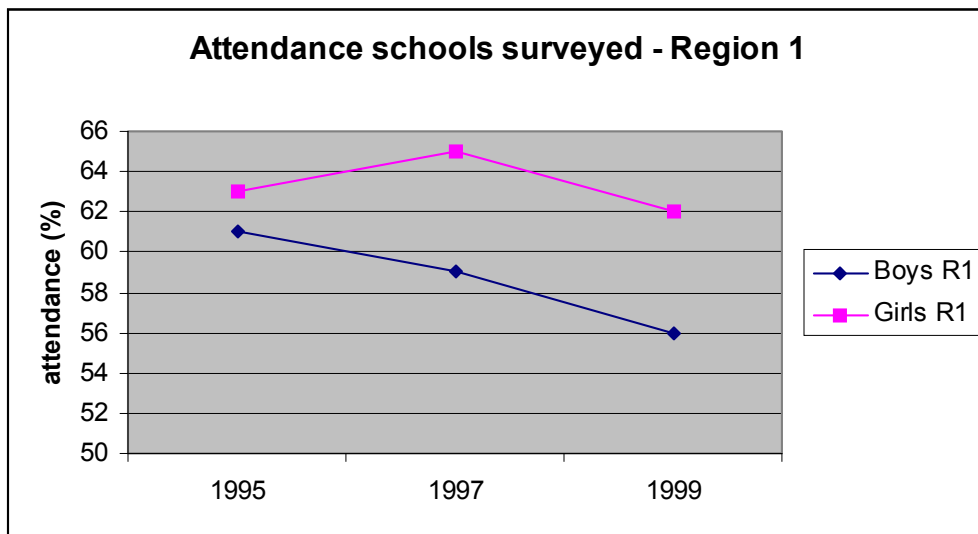


Figure 3.1.2b Student attendance 7 Schools Region 9

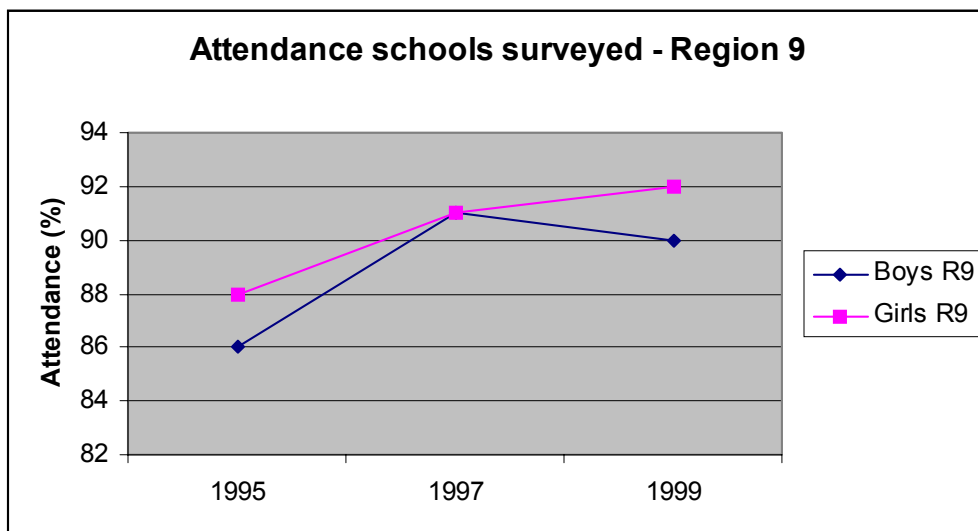


Figure 3.1.2c Student attendance Region 1 and 9 compared

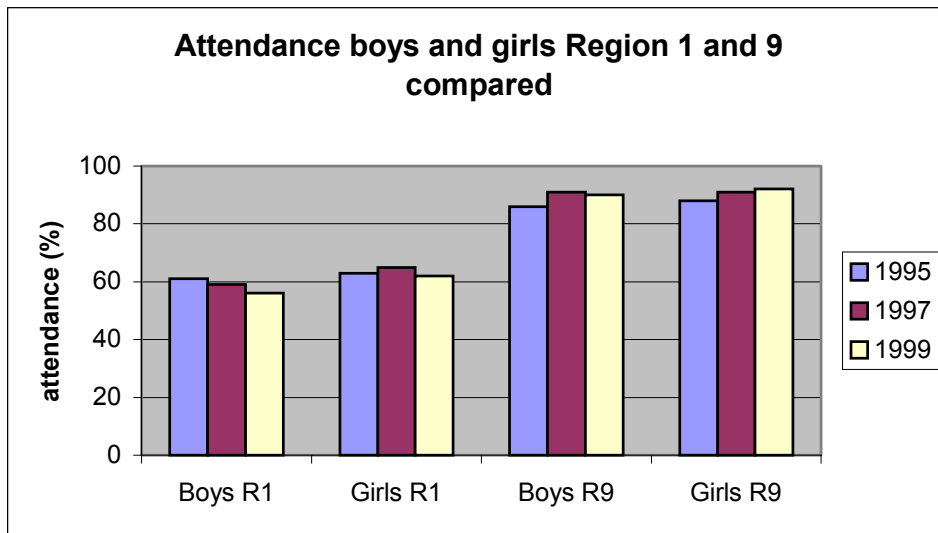
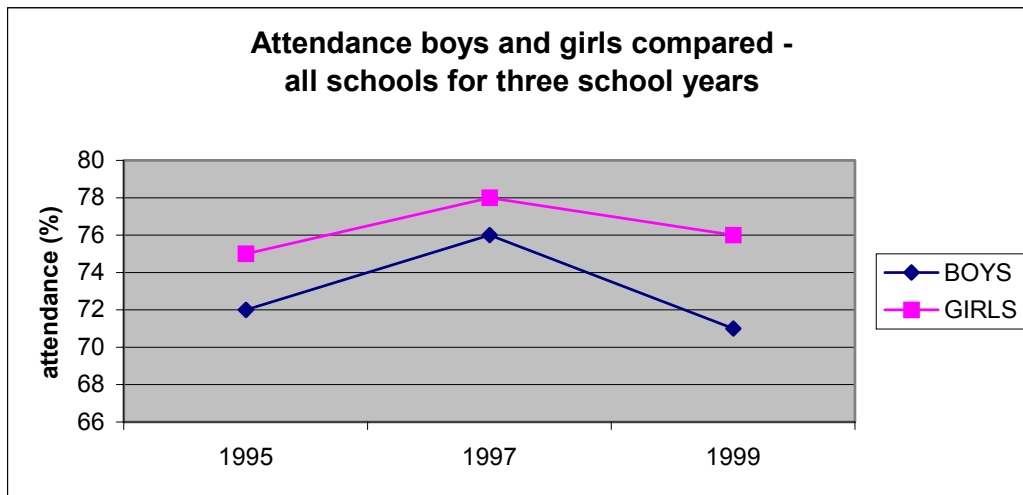


Figure 3.1.2d Student attendance boys and girls compared



Average attendance figures for boys and girls for three school years are 62% for the 5 schools in Region 1 and 89% for the 7 schools in Region 9. So, attendance figures for Region 1 are lower (approximately 25%) than the attendance figures for Region 9, as can be seen most clearly in Figure 3.2.1c. Furthermore, student attendance figures for the five schools in Region 1 are dropping, whereas the attendance figures for the 7 schools in Region 9 have been increasing (in the case of girls) or are slightly decreasing (in the case of boys). In both Region 1 and 9, the attendance for girls is higher than the attendance of boys.

The overall trend in attendance for all 12 schools surveyed shows an increase between 1995 and 1997 and a decrease between 1997 and 1999. The decrease is 2% for the girls and about 5% for the boys. The drop in pupils' attendance might have been caused by the El Nino event, which caused a severe draught to occur from August 1997 till March-April 1998. The severe draught destroyed many of the cassava farms and this might have forced boys (and girls) to attend the farms more regularly to help out to plant back the lost crops.

For information on attendance figures of the three EN pilot schools as compared with the other schools, see section 4.1 of this report.

CONCLUSIONS STUDENT ATTENDANCE

Average attendance for the five schools in Region 1 was 62% and 89% for the 7 schools in Region 9.

Attendance for girls was higher than for boys for all three school years.

After 1997, school attendance seems to have decreased slightly (2% for girls and 4% for boys). This might have been caused by the after effects of the El Nino event.

3.1.3 ATTENDANCE PILOT SCHOOLS VS. THE OTHER SCHOOLS

The tables below provide a summary of the attendance figures for the three pilot schools (Santa Rosa, Aishalton and Surama) as compared with the attendance for the other schools. For each school year, t values were calculated for the t test for independent means (one tailed). The null hypothesis is $H_0: \mu_{3 \text{ pilot schools}} = \mu_{\text{other schools}}$ and the research hypothesis is $H_1: X_{3 \text{ pilot schools}} > X_{\text{other schools}}$.

The calculated t values are listed in the tables, as well as the critical t values for three different levels of significance (1%, 5% and 10%).

PILOT vs. REST COMPARISON ATTENDANCE – 1995

SUMMARY 1995						
	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
School Name	M	F	M	F	M	F
EN SCHOOLS						
Santa Rosa	266	239	166	160	63	67
Aishalton	107	107	96	95	90	89
Surama	16	15	14	14	89	93
Av.					80	83
Var.					234.7636	193.3796
St. Dev.					13	11
OTHER SCHOOLS						
Karaburi	44	50	25	32	57	63
Waramuri	110	130	66	74	60	57
Kamwatta	79	74	50	51	63	69
Kwebana	63	77	34	40	53	52
Awarewaunau	58	51	46	44	80	87
Karadarnau	123	109	107	97	87	89
Shea	40	42	31	34	78	82
Av.					68	71
Var.					176.4549	219.4544
St. Dev.					12	14
					t calc	1.2614
						1.1658
					t critical	0.10
						1.397
					t critical	0.05
						1.860
					t critical	0.01
						2.897

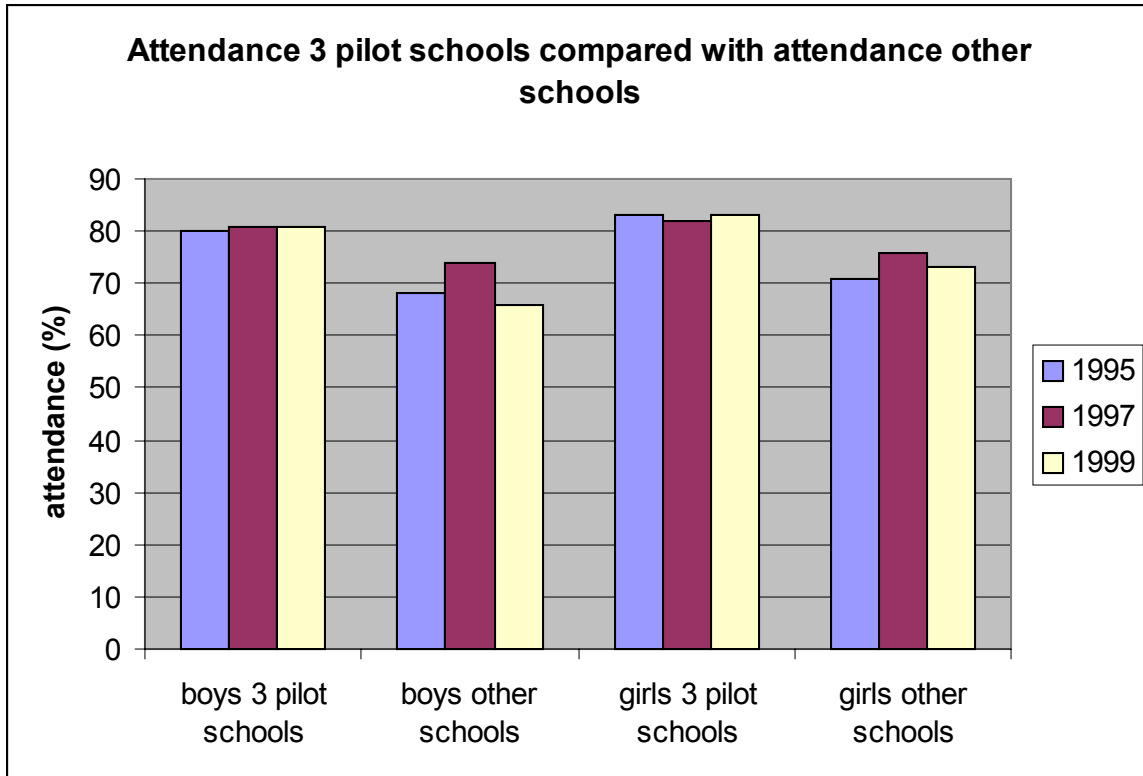
PILOT vs. REST COMPARISON ATTENDANCE – 1997

SUMMARY 1997						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
EN SCHOOLS						
Santa Rosa	281	245	177	170	63	69
Aishalton	96	108	89	100	93	92
Surama	17	18	15	15	87	83
Av.					81	82
Var.					254.2669	135.5646
St. Dev.					13	10
OTHER SCHOOLS						
Karaburi	11	49	7	34	68	69
Waramuri	139	141	75	81	54	57
Kwebana	91	73	47	44	51	60
Awarewaunau	57	52	52	46	90	88
Karadarnau	107	99	99	93	93	94
Maruranau	68	87	60	78	88	89
Av.					74	76
Var.					350.4950	257.4060
St. Dev.					19	16
t calc					0.5647	0.5161
		t crit	0.10	1.415		
		t crit	0.05	1.895		
		t crit	0.01	2.998		

PILOT vs. REST COMPARISON ATTENDANCE – 1999

SUMMARY 1999						
School Name	AVG		AVG		% AVG	
	ENROL		ATTN		ATTN	
	M	F	M	F	M	F
EN SCHOOLS						
Santa Rosa	308	264	181	163	59	62
Aishalton	98	115	88	105	90	91
Surama	17	19	16	18	94	95
Av.					81	83
Var.					364.6759	326.0006
St. Dev.					19	18
OTHER SCHOOLS						
Karaburi	61	65	34	38	56	58
Waramuri	146	140	80	78	54	56
Kamwatta	96	94	56	61	58	65
Kwebana	89	68	42	50	47	74
Awarewaunau	62	53	54	49	87	93
Karadarnau	115	92	105	84	92	91
Av.					66	73
Var.					345.4320	266.3571
St. Dev.					19	16
t calc					1.1317	0.8136
t crit	0.10		1.415			
t crit	0.05		1.895			
t crit	0.01		2.998			

Figure 3.1.3a Pupil attendance of 3 pilot schools compared with the other schools.



Although the average attendance figures for the three pilot schools are higher for all three school years surveyed, none of the t values calculated exceeds the critical t levels for any of the levels of significance and that means the null hypothesis can not be rejected. In normal language, this means that statistically the attendance figures of the three pilot schools are not significantly higher than the attendance figures of the other schools.

CONCLUSIONS ATTENDANCE PILOT SCHOOLS VS. OTHER SCHOOLS

Although the average attendance values for the pilot schools are higher than the average attendance values for the other schools, there is no significant difference detectable (using T test for independent means).

3.1.4 TEACHER ATTENDANCE

Information on teacher attendance per school, per month for three school years can be found in section 1.3 of part 2 of this report.

SUMMARY TEACHER ATTENDANCE REGION 1 FOR THREE SCHOOL YEARS

	1995/1996						1997/1998						1999/2000					
	AVG ENR		AVG ATTN		% ATTN		AVG ENR		AVG ATTN		% ATTN		AVG ENR		AVG ATTN		% ATTN	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Santa Rosa	9	23	9	19	93	83	13	15	12	13	86	88	7	19	6	16	90	88
Waramuri	5	7	5	6	98	89	5	7	5	7	92	94	7	6	7	6	94	92
Kamwatta	3	2	3	2	94	87	2	4	2	4	97	99	2	4	2	4	97	99
Kwebana	1	5	1	3	54	65	3	3	2	3	80	87	3	3	2	2	66	80
Average					85	81					89	92					87	90
Var.					420.196	123.781					58.268	29.175					190.112	66.150
St. Dev.					20.4987	11.1257					7.6333	5.4014					13.7881	8.1333

SUMMARY TEACHER ATTENDANCE REGION 9 FOR THREE SCHOOL YEARS

	1995/1996						1997/1998						1999/2000					
	AVG ENR		AVG ATTN		% ATTN		AVG ENR		AVG ATTN		% ATTN		AVG ENR		AVG ATTN		% ATTN	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Awarewaunau	4	1	4	1	91	88	3	2	3	2	98	93	4	1	4	1	94	85
Surama	2	1	2	1	95	85	2	1	2	1	79	91	2	1	2	1	93	93
Karaudarnawa	5	5	4	4	89	82	6	4	5	4	91	93	3	5	3	5	95	93
Average					92	85					90	92					94	90
Var.					11.458	6.994					87.990	2.592					1.437	20.113
St. Dev.					3.3849	2.6445					9.3803	1.6098					1.1989	4.4848

SUMMARY TEACHER ATTENDANCE ALL 12 SCHOOLS

	1995/1996						1997/1998						1999/2000					
	AVG ENR		AVG ATTN		% ATTN		AVG ENR		AVG ATTN		% ATTN		AVG ENR		AVG ATTN		% ATTN	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Santa Rosa	9	23	9	19	93	83	13	15	12	13	86	88	7	19	6	16	90	88
Waramuri	5	7	5	6	98	89	5	7	5	7	92	94	7	6	7	6	94	92
Kamwatta	3	2	3	2	94	87	2	4	2	4	97	99	2	4	2	4	97	99
Kwebana	1	5	1	3	54	65	3	3	2	3	80	87	3	3	2	2	66	80
Awarewaunau	4	1	4	1	91	88	3	2	3	2	98	93	4	1	4	1	94	85
Surama	2	1	2	1	95	85	2	1	2	1	79	91	2	1	2	1	93	93
Karaudarnawa	5	5	4	4	89	82	6	4	5	4	91	93	3	5	3	5	95	93
Average	11	7	10	5	88	83	11	7	10	7	89	92	9	7	9	6	90	90
Var.					228.259	68.965					58.613	15.503					111.984	39.868
St. Dev.					15.1082	8.3045					7.6559	3.9374					10.5823	6.3141

Figure 3.1.4a Attendance male and female teachers – Region 1 and 9 compared

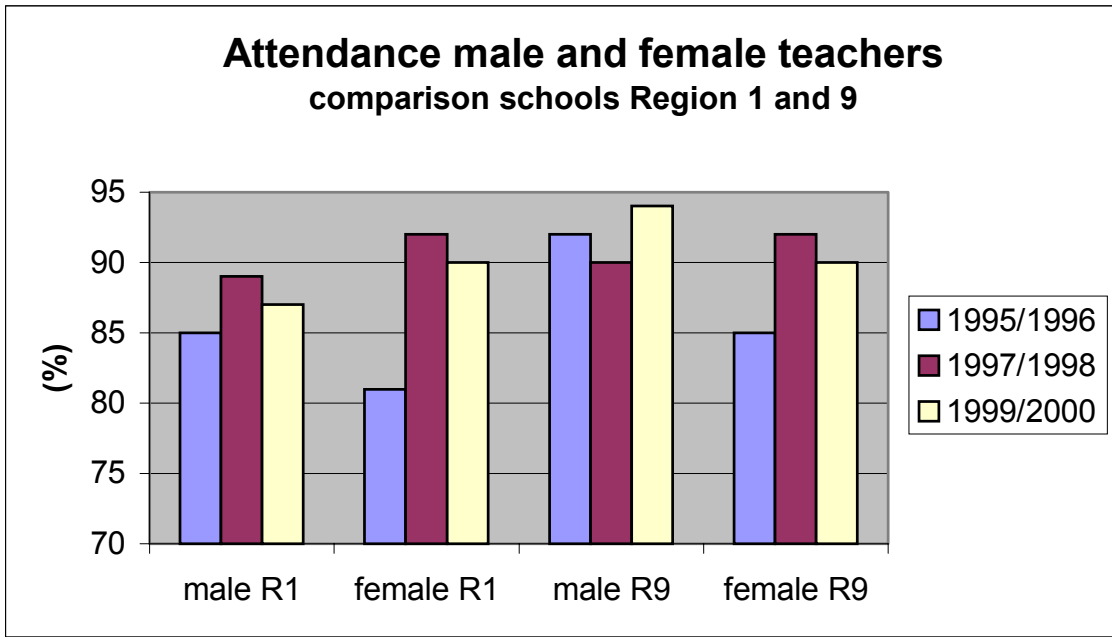
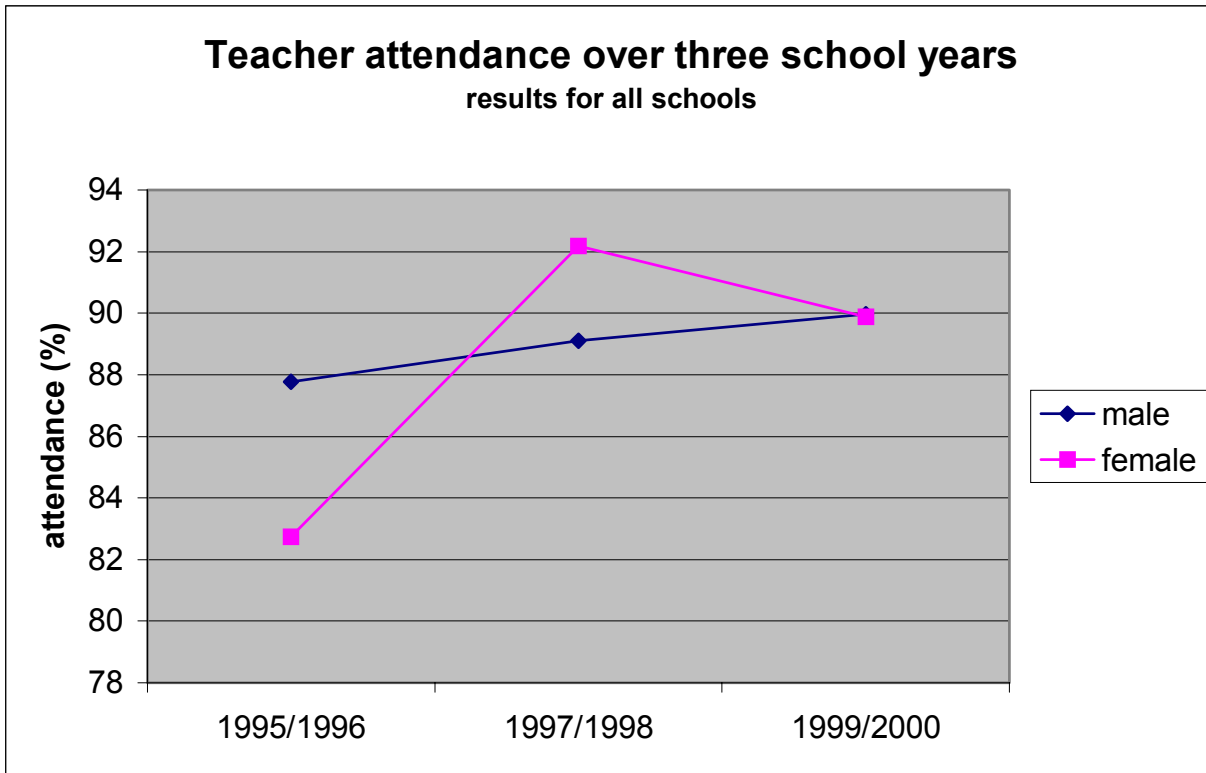


Figure 3.1.4b Teacher attendance over three school years – results for all schools



Average teacher attendance for three school years was 87% for Region 1 and 91% for Region 9. Teacher attendance of schools in Region 1 is slightly below the attendance for similar periods for schools in Region 9, as figure 3.1.4a shows. Figure 3.1.4b shows that it is difficult to find any pattern in the attendance of male and female teachers over the school years 1995/1997 till 1999/2000. Attendance figures for male teachers seem to increase, whereas the attendance figures for female teachers decreased between 1997/1998 and 1999/2000.

Chapter 1.3 of part 2 of this report also lists the reasons the teachers gave why they were late or absent for the last school year. For lateness, the teachers mentioned illness (self or a family member) and problems with transportation (boat, bicycle) most frequently. As reasons for being absent in school, the teachers gave the following reasons: being ill, dealing with urgent private affairs, dealing with domestic problems and having to attend workshops.

One of the questions in the teachers' questionnaire ask the question how many days they had been absent or late for the last term. The table below lists the frequencies in days per term.

NUMBER OF DAYS ABSENT AND LATE – TEACHERS PILOT SCHOOLS VS REST

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value	Results all 12 schools
Number of respondents	n	54	43		73
How many days were you absent from school during last term?	n	28	41	67	69
	Av.	4.8	3.5	0.991	4.1
	Var.	22.9709	27.9476		25.9349
	St. Dev.	4.7928	5.2865		5.0926
How many days did you arrive more than 15 minutes late in school during last term?	n	24	40	62	64
	Av.	0.9	0.4	1.864	0.6
	Var.	1.9058	0.7077		1.1974
	St. Dev.	1.3805	0.8412		1.0943

Prob. Level	0.10	0.05	0.01	Df = 65
T critical	1.295	1.669	2.385	

As can be seen in the table above, teachers from the pilot schools are reported to be more days absent and more days late, as compared with teachers from the other schools! A one tailed T test for independent samples (null hypothesis: $\mu_{3 \text{ pilot school}} = \mu_{\text{other schools}}$ and research hypothesis: $X_{3 \text{ pilot schools}} < X_{9 \text{ other schools}}$) shows that the differences in lateness are not statistically significant, whereas the differences in lateness of the teachers between the 3 pilot schools as compared with the other schools are significant at the 0.05 significant level (meaning there is still a 5% chance that the means of the different groups are not significantly different). There was not enough information available to compare the teacher attendance for the pilot schools with the teacher attendance of the other schools.

CONCLUSIONS TEACHER ATTENDANCE

Average teacher attendance (for three school years) was 87% for the 5 schools in Region 1 and 91% for the seven schools in Region 9.

Teacher attendance for male teachers increased, whereas for female teachers attendance decreased slightly between 1997/1998 and 1999/2000.

Teachers in the pilot schools were (on average) absent for 4.8 days per term, as against 3.5 days for teachers in the other schools.

Teachers gave illness, family problems and having to attend workshops as the main reasons for being absent from school.

3.1.5 REPETITION RATE

Figure 3.1.5a Repetition rates boys and girls – results for all 12 schools.

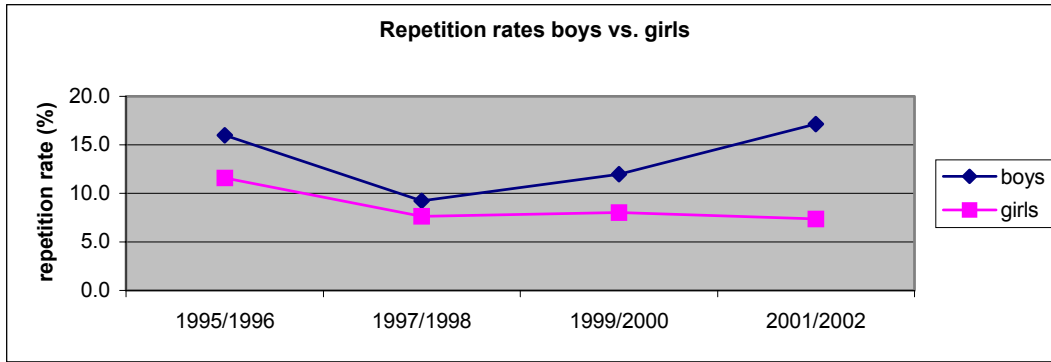


Figure 3.1.5b Number of students repeating – number of students per class per school year.

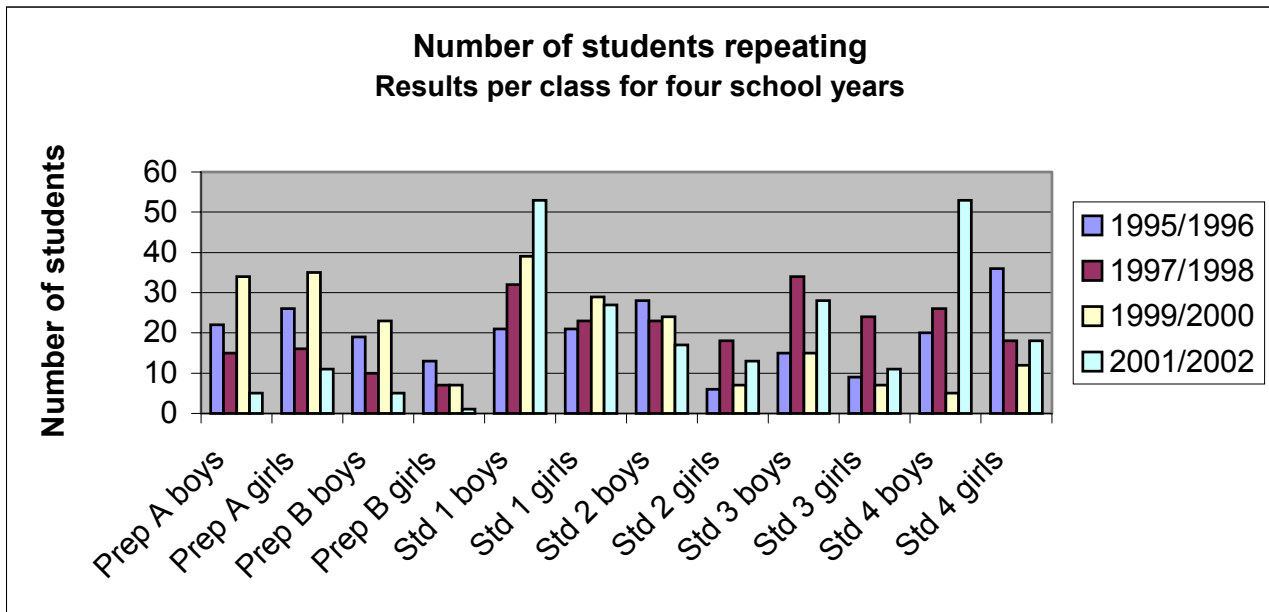
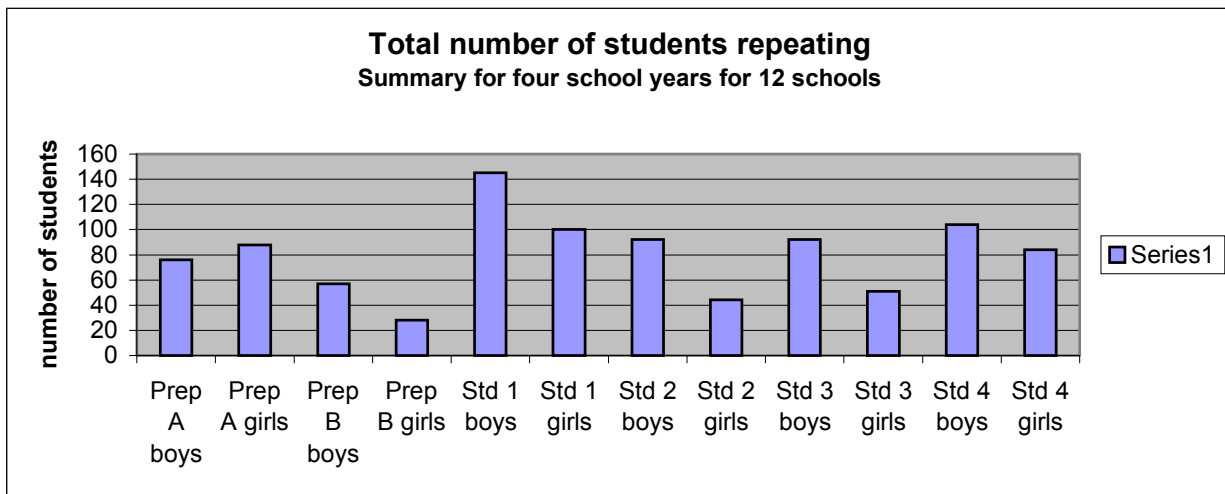


Figure 3.1.5c Total number of students repeating- summary for four school years for 12 schools.



The repetition rate is defined as the number of students repeating a school year, as part of the total enrolment. Information on the number of students repeating per class, per school, per school year, can be found in section 1.4 of Part 2 of this report. A summary of the repetition rates for the four school years, for all schools surveyed, is given in the table below.

SUMMARY OF REPETITION RATES FOR FOUR SCHOOL YEARS

School year	boys	girls
1995/1996	16.0	11.6
1997/1998	9.2	7.6
1999/2000	12.0	8.0
2001/2002	17.1	7.4

Average repetition rates for boys (over four school years) are 13.6%, whereas for girls over the same period the average repetition rate was 8.6%. Figure 3.1.5a furthermore shows that the repetition rates for boys increased, whereas for the girls the repetition rates have slightly decreased.

Figure 3.1.5c shows the total number of students repeating per class (summarized for all schools for four school years. The bulk of the repeaters are in Standard 1 (boys and girls), Standard 4(boys and girls), Standard 3 (boys) and Prep A (boys and girls). Relatively few students seem to repeat in Prep B. Figure 3.1.5b provides the breakdown of the repetition figures over the four school years surveyed. Remarkable is the steady increase in number of boys repeating in Standard 1 (and to a lesser extent the number of girls repeating in the same class). Between 1999/2000 and 2001/2002 there was also a 900% increase in the number of boys repeating in Standard 4.

The interesting question is of course WHY are there so many children repeating in Standard 1? The answer might be found in the fact that the Ministry of Education strongly advises against any child repeating in Prep A or Prep B. In the day-to-day management of a Primary School, this practically means that there are large numbers of students streaming into Standard 1, who are not able to read and write. These students will have to repeat (sometimes several times) in Standard 1 in order to “catch up”. According to the observations of some teachers, (especially) boys get discouraged by this, and some teachers noted a link between these early repeaters who drop out of school at a later date.

CONCLUSIONS REPETITION RATES

Average repetition rates between 1995 and 2001 were 13.6% for boys and 8.6% for girls.

Repetition rates for boys increased considerably between 1997 and 2001, whereas repetition rates for girls slightly decreased during the same period. This might have been caused by the disruptive effects following the El Nino event (August 1997 till May 1998).

The largest number of repeaters can be found in Standard 1, Standard 4 and Prep A.

RECOMMENDATION REPETITION RATES

For Escuela Nueva to succeed, it is important that students are able to read (the learning guides) when they enter Standard 1. Taking this into consideration, the Ministry of Education might want to revisit its ruling whereby they advise against any student repeating in Prep A or Prep B.

3.1.6 REPETITION RATE PILOT SCHOOLS vs. OTHER SCHOOLS

SUMMARY REPETITION RATES 1995/1996

		% Repetition Rate	
3 PILOT SCHOOLS		M	F
Santa Rosa		3.4	1.5
Aishalton		21.3	13.0
Surama		22.2	5.6
Av. %		15.6	6.7
Var.		112.4486	34.2590
St. Dev.		10.604	5.853
OTHER SCHOOLS		M	F
Kamwatta		12.0	12.0
Awarewaunau		12.2	12.3
Karadarnawa		15.0	14.4
Maruranau		7.7	3.1
Shea		36.1	30.9
Av. %		16.6	14.5
Var.		125.3445	102.0457
St. Dev.		11.196	10.102
t calc		-0.120	-1.208
t crit	0.10	1.440	
t crit	0.05	1.943	
t crit	0.01	3.143	

No reliable data were available for schools that are not listed

SUMMARY REPETITION RATES 1997/1998

		% Repetition Rate	
3 PILOT SCHOOLS		M	F
Santa Rosa		19.7	13.4
Aishalton		3.9	1.9
Surama		0.0	0.0
Av. %		7.9	5.1
Var.		109.1909	52.6569
St. Dev.		10.449	7.257
OTHER SCHOOLS		M	F
Karaburi		7.1	3.0
Waramuri		1.8	2.4
Kamwatta		9.2	8.6
Awarewaunau		12.5	7.5
Karadarnawa		5.5	5.3
Maruranau		13.3	13.9
Shea		19.2	20.3
Av. %		9.8	8.7
Var.		33.1942	41.2353
St. Dev.		5.761	6.421
t calc		-0.388	-0.787
t crit	0.10	1.397	
t crit	0.05	1.860	
t crit	0.01	2.897	

No reliable data were available for schools that are not listed

SUMMARY REPETITION RATES 1999/2000

		% Repetition Rate	
3 PILOT SCHOOLS		M	F
Santa Rosa		4.8	1.5
Aishalton		3.4	4.8
Surama		0.0	0.0
Av. %		2.7	2.1
Var.		6.0829	6.1594
St. Dev.		2.466	2.482
OTHER SCHOOLS		M	F
Karaburi		9.8	3.2
Waramuri		4.6	3.8
Kamwatta		11.4	9.0
Kwebana		40.0	24.2
Awarewaunau		21.8	17.7
Av. %		17.5	11.6
Var.		196.9363	83.8755
St. Dev.		14.033	9.158
t calc		-1.753	-1.704
t crit	0.10	1.440	
t crit	0.05	1.943	
t crit	0.01	3.143	

No reliable data were available for schools that are not listed

SUMMARY REPETITION RATES 2001/2002

		% Repetition Rate	
3 PILOT SCHOOLS		M	F
Santa Rosa		17.5	10.9
Aishalton		4.0	0.0
Av. %		17.6	5.6
Var.		13.0	5.5
St. Dev.		61.2669	29.7184
		7.827	5.451
OTHER SCHOOLS		M	F
Karaburi		17.6	8.1
Waramuri		10.5	8.2
Kwebana		12.5	12.4
Awarewaunau		36.7	6.1
Karadarnawa		8.8	8.9
Shea		7.8	3.2
Achawib		23.1	6.8
Av. %		16.7	7.7
Var.		106.1276	7.8423
St. Dev.		10.302	2.800
t calc		-0.548	-0.864
t crit	0.10	1.397	
t crit	0.05	1.860	
t crit	0.01	2.897	

No reliable data were available for schools that are not listed

Figure 3.1.6a Repetition rates boys – pilot schools vs. other schools.

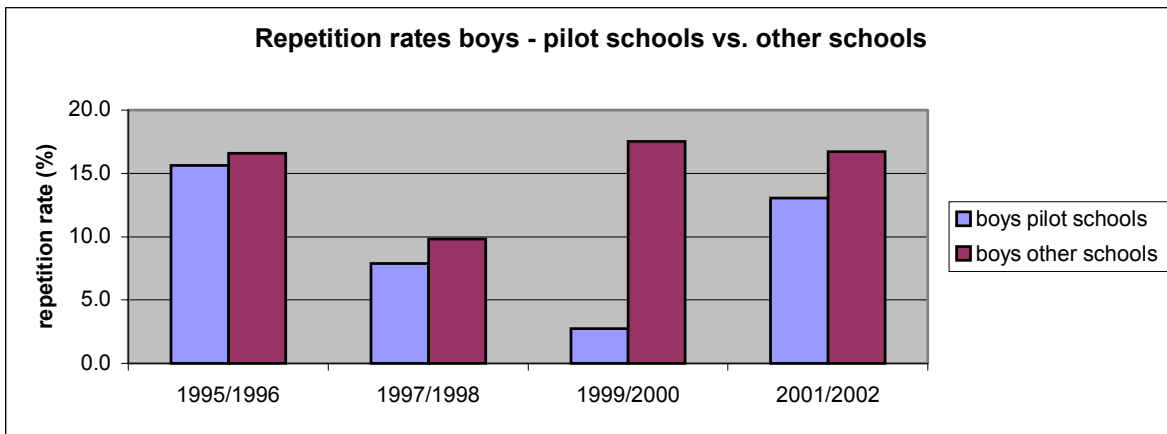
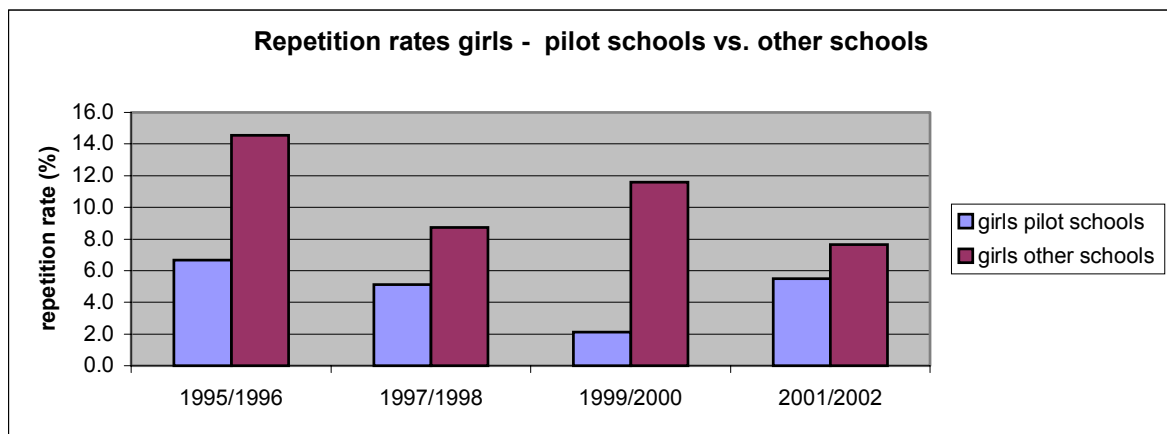


Figure 3.1.6b Repetition rates boys – pilot schools vs. other schools.



IN the tables and Figures presented on the previous pages, the repetition rates of the three pilot schools are compared with the rates for the other schools. For each school year, t values were calculated for the t test for independent means (one tailed). The null hypothesis is $H_0: \mu_{3 \text{ pilot schools}} = \mu_{\text{other schools}}$ and the research hypothesis is $H_1: X_{3 \text{ pilot schools}} < X_{\text{other schools}}$. The calculated t values are listed in the tables, as well as the critical t values for three different levels of significance (1%, 5% and 10%).

For all school years surveyed, the average repetition rates for the three pilot schools were lower than the average repetition rates for the other 9 schools. For one school year (1999/2000) the t calculated was higher than the t critical at 10% probability level, so that means that for this school year the null hypothesis can be rejected at a 0.01 probability level (meaning there is still a 1 out of 10 chance that the null hypothesis holds).

CONCLUSIONS REPETITION RATES PILOT SCHOOLS vs. OTHER SCHOOLS

Average repetition rates for the pilot schools were lower for the four school years surveyed.

Only for one school year (1999/2000) these differences were statistically significant.

3.1.7 PROLONGED ABSENCE FROM SCHOOL

Prolonged absence from school is defined as the numbers of students per school year who were out of school for one complete term or longer. It is not the same as the “drop out rate” calculated by the Ministry of Education.

SUMMARY PROLONGED ABSENCE FROM SCHOOL

	Prep A		Prep B	
	M	F	M	F
1995/1996	7	6	1	4
1997/1998	31	20	1	11
1999/2000	4	4	2	5
Total	42	30	4	20

	Std 1		Std 2		Std 3		Std 4		Total		% Prolonged absent	
	M	F	M	F	M	F	M	F	M	F	M	F
1995/1996	5	4	4	1	3	5	4	4	24	24	2	2
1997/1998	7	1	17	12	6	4	8	6	70	54	5	4
1999/2000	3	2	2	0	3	1	3	4	17	16	2	2
Total	15	7	23	13	12	10	15	14	111	94	3	3

As can be seen in Figure 3.1.7a on the next page, the rates of prolonged absence were between 3 and 4% in the school years 1995/1996 and 1999/2000. The school year 1997/1998 stood out with an increased rate between 5-8%. This might have been caused by extreme weather events caused by El Nino, which occurred from August 1997 till March/April 1998.

Figure 3.1.7b shows that the majority of the students who were absent for a long period of time are from Prep A and B and to a lesser extent, Standard 2 and Standard 4. The (abnormal) increases in number of students who were absent for a long period of time for the school year 1997/1998 can clearly be seen in this Figure.

Not enough data were available to compare the rates of prolonged absence of the pilot schools with the other schools, but Figure 3.1.7c shows the comparison between the schools in Region 1 and Region 9. It can be clearly seen that the rates for Region 1 are higher than for Region 9 with the extreme numbers for 1997/1998 originating mainly from Region 1. This figure also shows that the rates for Region 9 seem to be decreasing slightly.

CONCLUSION PROLONGED ABSENCE

On average, rates of prolonged absence are between 3 to 4 % for the schools in this survey.

1997/1998 was an extreme year, with especially high rates (8-12%) of prolonged absence for the schools in Region 1. This might have been caused by the after effects of the El Nino event (August 1997 till May 1998).

Most of the children absent from school for a longer period of time are from Prep A and B and to a lesser extent, Std 2 and Std 4.

Figure 3.1.7a Prolonged absence of boys and girls from school. Results for all schools surveyed.

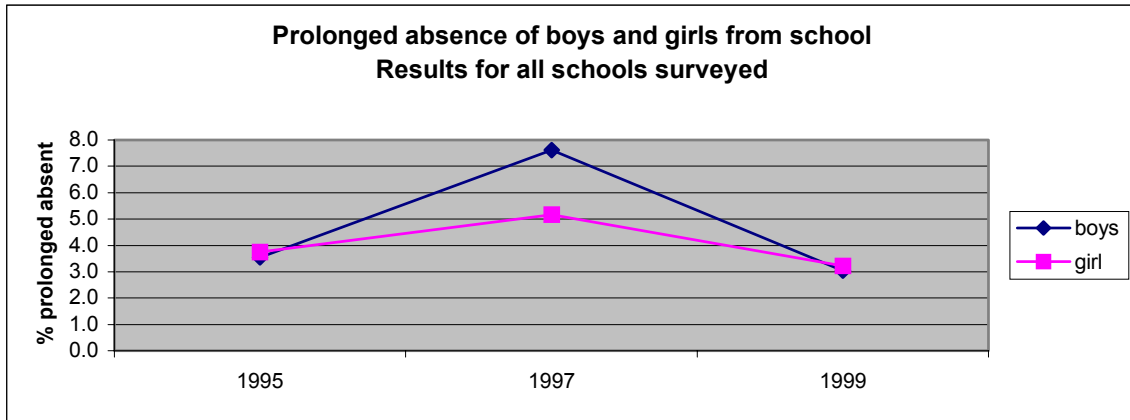


Figure 3.1.7b Number of students prolonged absent. Results per class.

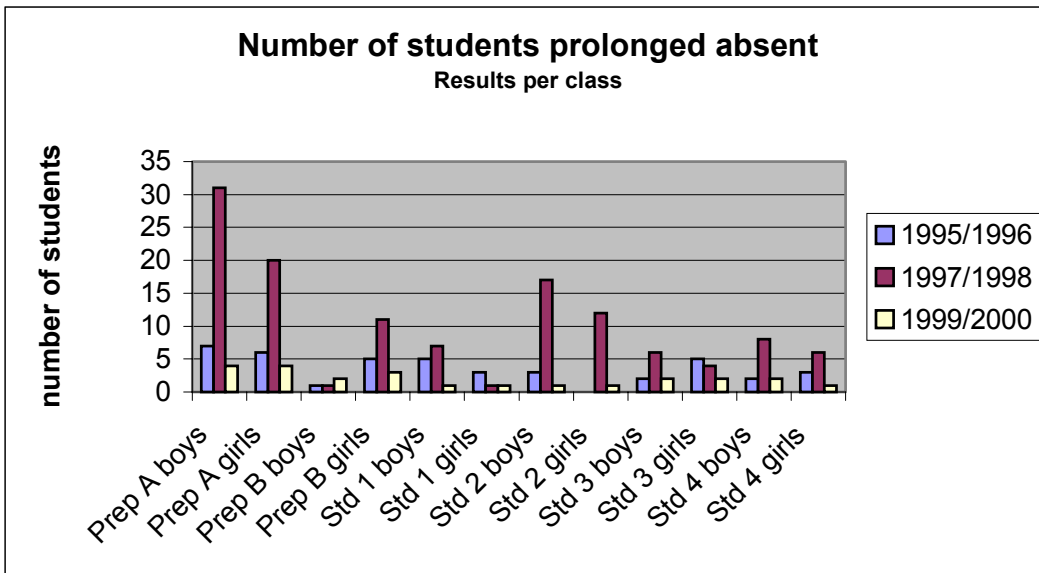
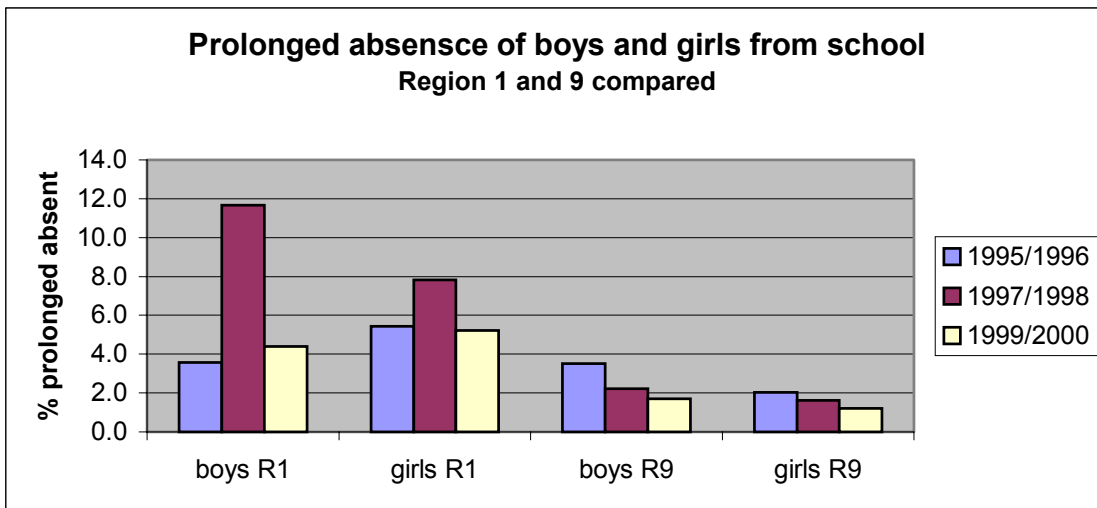


Figure 3.1.7c Prolonged absence of boys and girls from school. Region 1 and 9 compared.



3.1.8 NUMBER OF CHILDREN COMPLETING THE PRIMARY CYCLE

Information on number of children completing the Primary Cycle in the same school can be found in section 1.6 in Part 2 of this report. If proved difficult for 4 to 5 schools to provide accurate data on this topic for the three school years (1995/1996, 1997/1998 and 1999/2000) under study. Figure 3.1.8a shows the overall summary of the results of all the schools surveyed. More boys than girls complete the Primary Cycle in the same school and on average the rates for boys vary between 78% and 91% and for the girls between 78% and 84%.

Figure 3.1.8a Percentage of students completing the Primary Cycle in the same school.

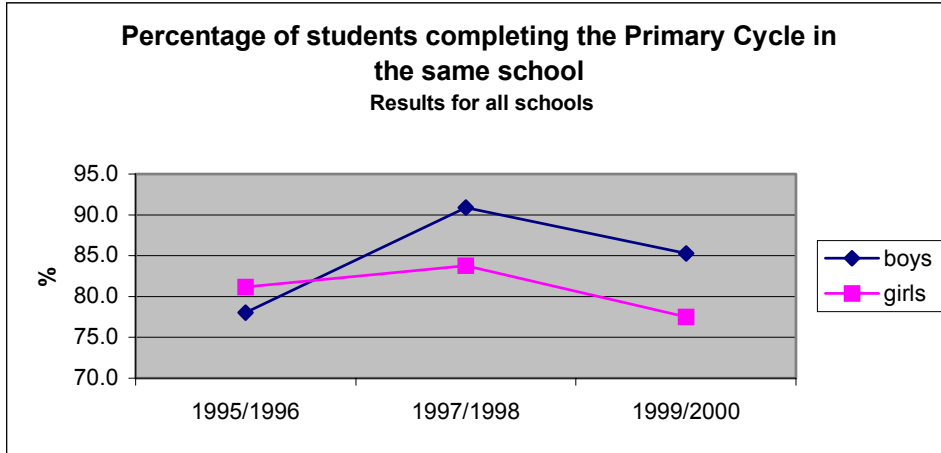


Figure 3.1.8b Percentage of students completing the Primary Cycle in the same school. Region 1 and 9 compared.

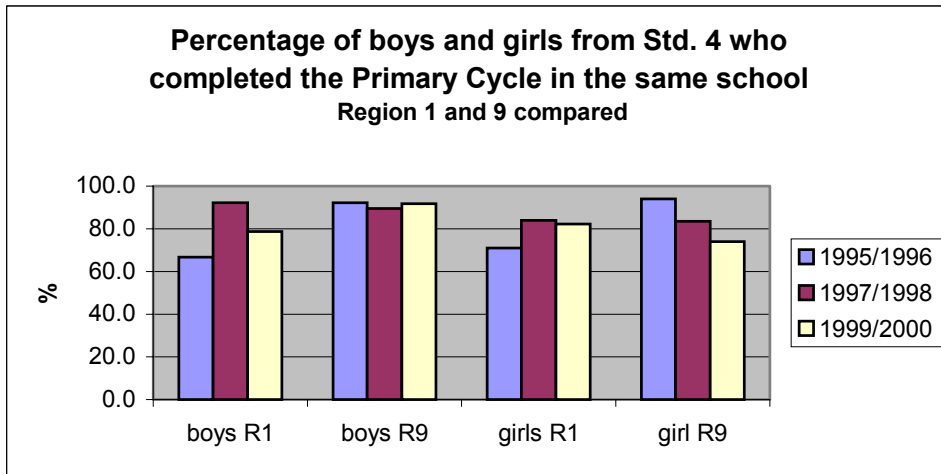


Figure 3.1.8b compares the results for the schools in Region 1 and 9. Overall, results for the schools in Region 9 seems to be slightly higher than the rates for the schools in Region 1.

CONCLUSIONS CHILDREN COMPLETING THE PRIMARY CYCLE IN THE SAME SCHOOL

About 78% to 91% of the boys complete the Primary Cycle in the same school. For the girls in the school surveyed, this figure ranges from 78% to 84%.

3.1.9 NUMBER OF TEACHERS IN THE SCHOOL AND THEIR QUALIFICATIONS

Results per Region for the total number of teachers trained and their highest qualifications, are listed in section 1.7 of Part 2 of this report.

Figure 3.1.9a shows that the percentage of teachers trained in all the 12 schools that were part of this survey, increased from 30% in 1995 to about 42% in 2001. The largest increase in number of teachers trained took place between 1997 and 1999.

Figure 3.1.9a Percentage of teachers trained in Region 1 and 9 and results for all schools.

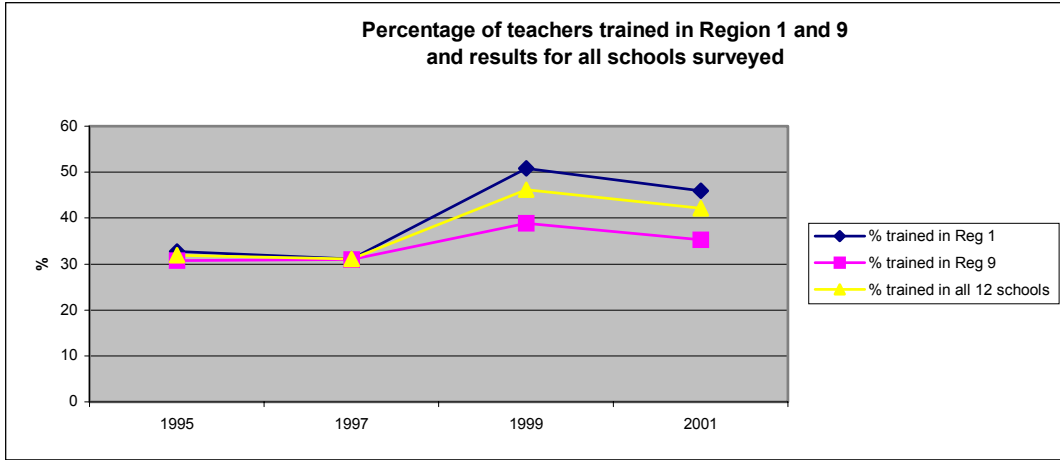


Figure 3.1.9b Number of teachers and their highest level of education completed

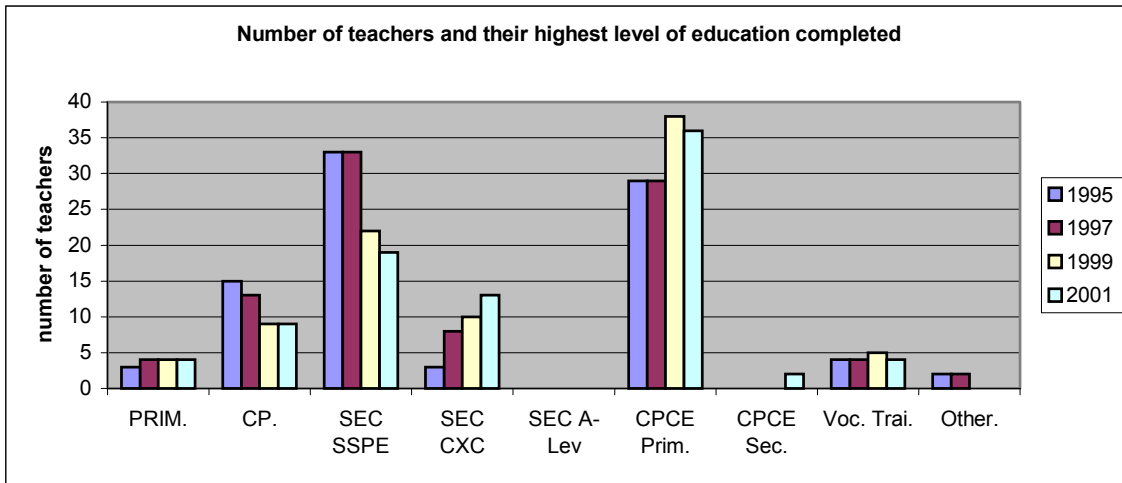


Figure 3.1.9b shows that the number of teachers with a degree from CPCE (Prim) has increased over the years, as well as the number of teachers with passes at the CXC exams. The number of teachers, teaching in the schools with CP and SSPE as their highest qualifications, decreased over the school years surveyed.

CONCLUSIONS NUMBER OF TEACHERS AND THEIR QUALIFICATIONS

Between 1997 and 1999, the number of trained teachers in the schools surveyed in Region 1 increased by 20%. For the schools in Region 9, this was 10%.

The number of teachers with a degree from CPCE and passes in the CXC exam increased, whereas the number of teachers with CP or SSPE qualifications decreased.

3.2. CHILD-FRIENDLY SCHOOL AND CLASSROOM ENVIRONMENT

3.2.1 CLASSROOM SIZE

The table below provides an overview of the number of square meters available per student in each of the schools surveyed. The raw data can be found in section 2.1 of part 2 of this study.

SUMMARY OF SQUARE METERS AVAILABLE PER STUDENT SUMMARY FOR EACH SCHOOL				
SITUATION FIRST DAY OF SCHOOL OCTOBER 2001				
REGION	Village number	SCHOOL	Square meter per child	
9	7	Surama	7.0	average whole school
1	5	Kwebana	4.3	average of all classrooms
9	12	Shea	2.5	average of all classroom
9	6	Aishalton	1.9	average whole school
1	3	Waramuri	1.2	average of all classrooms
9	9	Achawib	0.9	average of all classrooms
1	1	Santa Rosa	0.9	average of all classrooms
1	2	Karaburi	0.8	average of all classrooms
9	8	Karaudarnau	0.7	average of all classrooms
9	10	Awarewaunau	0.7	average whole school
1	4	Kamwatta	0.6	average of all classrooms
9	11	Maruranau	0.6	average of all classroom
Please note: the government norm prescribes 1.3 square meter per child (ceiling height = 10 feet)				

The table above shows that 8 out of the 12 schools score below the norm of 1.3 square meter per child.

CONCLUSIONS CHILD-FRIENDLY SCHOOL AND CLASSROOM ENVIRONMENT

CLASSROOM SIZE:

Eight out of the twelve schools (67%) surveyed in this study were too small for the number of students they were holding and scored below the Government norm of 1.3 square meter (14 square feet) per child.

3.2.2 FURNITURE

All pilot schools (Santa Rosa, Aishalton and Surama) have Escuela Nueva furniture units in their schools. The table below provides a summary of the number and condition of the units in Santa Rosa and Surama Primary Schools.

SUMMARY OF EN FURNITURE UNITS PRESENT IN SANTA ROSA AND SURAMA PRIMARY SCHOOLS

Summary	Prep A			Prep B		
	Sml	Med	Lg	Sml	Med	Lg
Total Number Units	4	0	0	2	0	0
UN/PAINTED						
Painted Units	4	0	0	2	0	0
Unpainted Units	0	0	0	0	0	0
CONDITION						
Good Condition	4	0	0	2	0	0
Moderate Condition	0	0	0	0	0	0
Bad Condition	0	10	0	0	0	0
PLACED HOW						
Individually Placed	0	0	0	0	0	0
Placed in Rows	0	0	0	0	0	0
Placed in Groups	4	0	0	2	0	0

Summary	Std 1			Std 2			Std 3			Std 4		
	Sml	Sml	Sml	Sml	Med	Lg	Med	Lg	Med	Lg	Med	Lg
Total Number Units	1	0	0	0	1	0	1	0	1	0	62	0
UN/PAINTED												
Painted Units	1	0	0	0	1	0	1	0	1	0	62	0
Unpainted Units	0	0	0	0	0	0	0	0	0	0	0	0
CONDITION												
Good Condition	1	0	0	0	1	0	1	0	1	0	32	0
Moderate Condition	0	0	0	0	0	0	0	0	0	0	10	0
Bad Condition	0	0	0	0	0	0	0	0	0	0	10	0
PLACED HOW												
Individually Placed	0	0	0	0	0	0	0	0	0	0	0	0
Placed in Rows	0	0	0	0	0	0	0	0	0	0	0	0
Placed in Groups	1	0	0	0	1	0	1	0	1	0	62	0

Summary	Total		
	Sml	Med	Lg
Total Number Units	7	65	0
UN/PAINTED			
Painted Units	7	65	0
Unpainted Units	0	0	0
CONDITION			
Good Condition	7	35	0
Moderate Condition	0	10	0
Bad Condition	0	20	0
PLACED HOW			
Individually Placed	0	0	0
Placed in Rows	0	0	0
Placed in Groups	7	65	0

In terms of percentage of students who actually sit and EN furniture, the situation is as follows:

OVERVIEW OF NUMBER OF STUDENTS WITH EN FURNITURE IN SANTA ROSA AND SURAMA PRIMARY SCHOOLS

NAME OF SCHOOL	TOTAL NUMBER OF EN UNITS	TOTAL EN SEATING CAPACITY	TOTAL ENROLMENT 2001	% OF STUDENTS WITH EN FURNITURE
SANTA ROSA	60	180	622	38%
SURAMA	12	36	38	95%
AISHALTON	There are quite a few EN furniture units in Aishalton Primary School, but the school did not provide information.			

CONCLUSIONS FURNITURE:

Three out of the twelve schools surveyed had EN furniture units in their schools.

In Surama Primary School, 95% of the students had EN furniture at the beginning of the school year in 2001. In Santa Rosa this was 38%.

RECOMMENDATION FURNITURE: EN furniture units are an important part of Escuela Nueva. It might, however, be worthwhile to find out how a more child-friendly and cooperative learning environment can be created using (but slightly improved e.g. painted) traditional school furniture.

3.2.3 LIBRARY - GENERAL

General information about the libraries in the schools can be found in section 2.2 of Part 2. Nine of the twelve schools had libraries in separate rooms in the schools. 20% of the schools surveyed had libraries in Prep A, Prep B, Standard 2 and Standard 4 and 30% of the schools had libraries in Standard 1 and 3. On average, more than one third of the books in the libraries in the schools were reported to be suitable for English, Maths and Science. About 15% of the books were suitable for Social Studies.

FREQUENCY WITH WHICH CHILDREN ARE ALLOWED TO USE BOOKS IN SCHOOL OR TAKE HOME – SUMMARY

Key: 5 = almost every day
 4 = several times per week
 3 = 1 time per week
 2 = less than once a week
 1 = never

	Frequency with which children are allowed to take books home		Frequency with which children are allowed to borrow books to use in school	
	5 schools in Region 1	7 schools in Region 9	5 schools in Region 1	7 schools in Region 9
Prep A	2.0	1.8	3.0	3.3
Prep B	2.0	1.8	3.3	3.3
Standard 1	3.7	2.2	3.3	3.3
Standard 2	3.7	2.2	3.3	3.3
Standard 3	3.0	2.2	3.7	3.3
Standard 4	3.3	2.3	3.7	3.5

The use of library books in the school happens between once a week and several times per week, with Standard 3 and 4 using the books more frequently. Students are allowed to take books home less frequently: between less than once a week and several times a week. The most frequent borrowers seem to be the students in Standard 1 and 2.

On average, about 3 teachers and 1 student per school are in charge of the library. Very few parents are involved in the running of the library.

3.2.4 LIBRARY - STUDENTS' OPINION

Over 450 students from the different levels ten questions about the use of books and the library. An overview of the responses to the questions is given in section 2.3 of part 2 of this report. Eight out of the ten questions were positive EN indicators. This means that the higher the percentage of students answering 'yes', the better for Escuela Nueva.

The questions with the highest scores were: "I like reading books" (91% yes) and "My teacher likes it when I read a book in class" (88% yes). 86% of the students were aware of the presence of a library in their school. The questions with the lowest score were: "It is easy to borrow a book from the library in school" (69% yes – 26% no) and "The library in school has enough books for everyone" (69% yes). In Region 9, 32% of the students answered "no" to the question "It is easy to borrow a book from the library". Pertaining to negative EN indicators: 51% of the students interviewed revealed it was difficult to read a book at home.

3.2.4 LIBRARY STUDENTS' OPINIONS: PILOT SCHOOLS vs. OTHER SCHOOLS

For all 10 questions on the library, the responses of the students in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the students of the other schools. Furthermore, the percentage of "yes" for each group was tested with a t test for independent means with the null hypothesis that there is no difference between the responses and the research hypothesis that the students in the 3 pilot schools will answer 'yes' more frequently for the positive EN indicators and 'no' more frequently for the negative indicators. The results are listed below, with the calculated t values for each question on the right.

PILOT vs. REST - STUDENTS RESPONSES - LIBRARY USE – POSITIVE EN INDICATORS

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
I like reading books.	n	57	61	118	174	164	338	
	yes	89	97	93	87	93	90	0.5832
	no	7	2	4	13	6	9	
	don't know	2	2	2	1	1	1	
My teacher likes it when I read a book in class.*	n	56	62	118	173	163	336	
	yes	84	79	81	91	89	90	-1.2889
	no	11	6	8	5	4	5	
	don't know	5	15	10	4	7	5	
My school has a library.***	n	56	62	118	175	165	340	
	yes	100	97	98	79	85	82	3.4158
	no	0	0	0	18	11	14	
	don't know	0	3	2	3	4	4	
My parents like it when I read a book at home.**	n	57	62	119	174	165	339	
	yes	88	90	89	80	84	82	1.9697
	no	5	6	6	13	10	12	
	don't know	7	3	5	7	6	6	
I often read a book in school.**	n	56	62	118	175	166	341	
	yes	77	81	79	68	75	72	1.6653
	no	23	16	19	27	19	23	
	don't know	0	3	2	5	5	5	
It is easy to borrow a book from the library in school.***	n	57	62	119	172	167	339	
	yes	82	82	82	65	62	64	3.4193
	no	12	13	13	30	31	30	
	don't know	5	5	5	5	7	6	
The library in school has enough books for everyone***	n	57	63	120	176	166	342	
	yes	79	87	83	60	68	64	3.6873
	no	12	6	9	28	19	24	
	don't know	9	5	7	12	13	12	

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
My school has many libraries.***	n	54	61	115	176	166	342	
	yes	20	25	23	38	45	41	-2.8724
	no	74	70	72	51	46	49	
	don't know	4	5	4	10	9	10	

PILOT vs. REST – STUDENTS RESPONSES - LIBRARY USE – NEGATIVE EN INDICATORS

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
It is difficult to read a book at home.	n	55	62	117	176	165	341	
	yes	47	56	52	53	48	51	0.3469
	no	49	42	45	43	44	44	
	don't know	4	2	3	4	7	6	
My teacher is angry when I read in school.*	n	56	60	116	174	162	336	
	yes	16	17	16	23	23	23	-1.4928
	no	77	72	74	71	69	70	
	don't know	7	12	9	6	7	7	

The critical T values needed to reject the null hypothesis are (df = infinity): 1.282 (10% probability – indicated with *), 1.645 (5% probability – indicated with **) and 2.327 (1% probability – indicated with ***).

The responses of 7 of the 10 questions were significantly different between the two groups of students, thus suggesting that there seems to be a greater awareness of the existence of libraries in the pilot schools and a greater love for reading and the use of books in general.

CONCLUSIONS LIBRARY

Nine out of the twelve schools surveyed (75%) had at least one library in the school.

Students are allowed to use books from the library in the school at least once a week.

Students are allowed to take books home less frequently (less than once a week).

91% of the students interviewed like reading books.

86% of the students were aware of the presence of a library in the school.

30% of the students find it difficult to borrow a book from the library.

Students in the pilot schools are more aware of the existence of libraries in their schools and seem to be using books more often than students in the other schools.

RECOMMENDATION LIBRARY

The running of the school library can provide an opportunity for students and parents to get involved in school activities.

There seems to be a great need for more reading material in the schools, especially for Social Studies and Science.

3.2.5 WATER, SANITATION and ELECTRICITY - GENERAL

Information on water, sanitation and electricity can be found in section 2.4 of part 2 of this report. The table below gives a summary of the total number of toilets in the schools in Region 1 and 9 (situation in 1997 and in 2001).

NUMBER OF STUDENTS PER TOILET IN REGION 1 and 9: SITUATION 1997 AND 2001.

Year	Total number of toilets		Total number of students		Number of students per toilet	
	5 schools in Region 1	7 schools in Region 9	5 schools in Region 1	7 schools in Region 9	5 schools in Region 1	7 schools in Region 9
1997	15	19	1098	690	73.2	36.3
2001	45	20	1363	795	30.3	39.8

Number of toilets per village and number of students per toilet (situation 2001)

Village	Number of students (Oct 2001)	Number of toilets (October 2001)			Number of students per toilet
		In good condition	In moderate condition	In bad condition	
Santa Rosa	622	4	8		52
Karaburi	136	3			45
Waramuri	271	16		2	15
Kamwatta	189		2		95
Kwebana	144	5	5		14
Aishalton	205		4		51
Surama	38	2	1		13
Karaudarnau	219		1	3	55
Achawib	115		1	2	38
Awarewaunau	140		2		70
Maruraunau	139		2		70
Shea	58		2		29

Figure 3.2.5a Number of toilets in Region 1 – 1997 and 2001

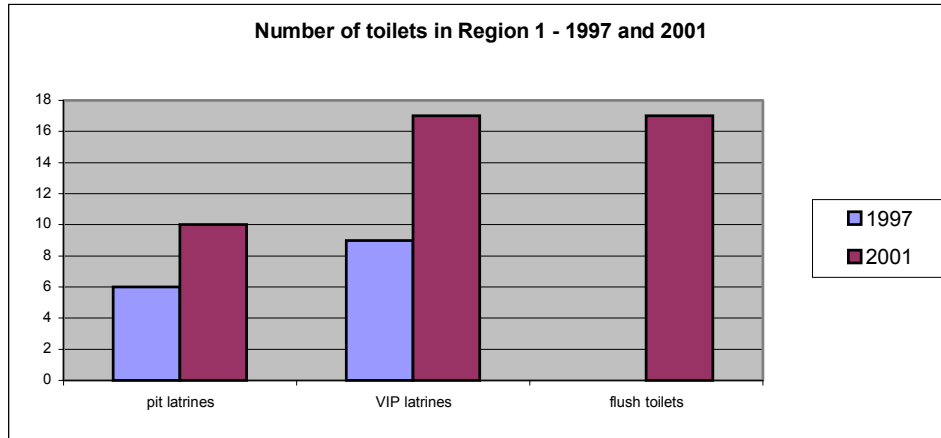
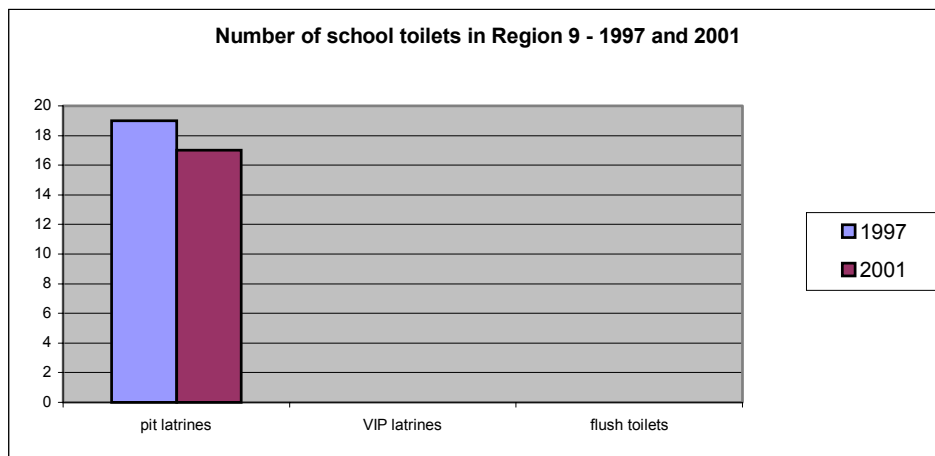


Figure 3.2.5b Number of school toilets in Region 9 – 1997 and 2001



From the table and the two figures on the previous page, it can be concluded that the toilet situation for the schools surveyed in Region 1 has greatly improved between 1997 and 2001. An overall increase in the number of toilets of nearly 200%, with even some flush toilets installed (and working) at Waramuri Primary School. The number of students using one toilet decreased from 73 to 30 students per toilet.

The total number of toilets for the seven schools in the Rupununi increased slightly between 1997 and 2001 and the number of students having to use one toilet increased from 36 to 40 students per toilet.

At present, the situation in Region 9 is being remedied through a UNICEF/GoG project, aiming to build 18 new toilets for the schools in the south Rupununi. This project is expected to be completed by April 2002.

A summary of the number of schools using different sources of water is given in the tables below:

SOURCES OF WATER FOR SCHOOLS IN REGION 1 FOR 1997 AND 2001

	1997	2001
Rain water	3	2
River water	0	0
Creek water	2	2
Water from dug well	0	1
Water from borehole	0	1
Water from pond	1	2

SOURCES OF WATER FOR SCHOOLS IN REGION 9 FOR 1997 AND 2001

	1997	2001
Rain water	0	0
River water	1	1
Creek water	1	1
Water from dug well	6	5
Water from borehole	1	3
Water from pond	1	1

Figure 3.2.5c Sources of water for the schools in Region 1 – situation 1997 and 2001

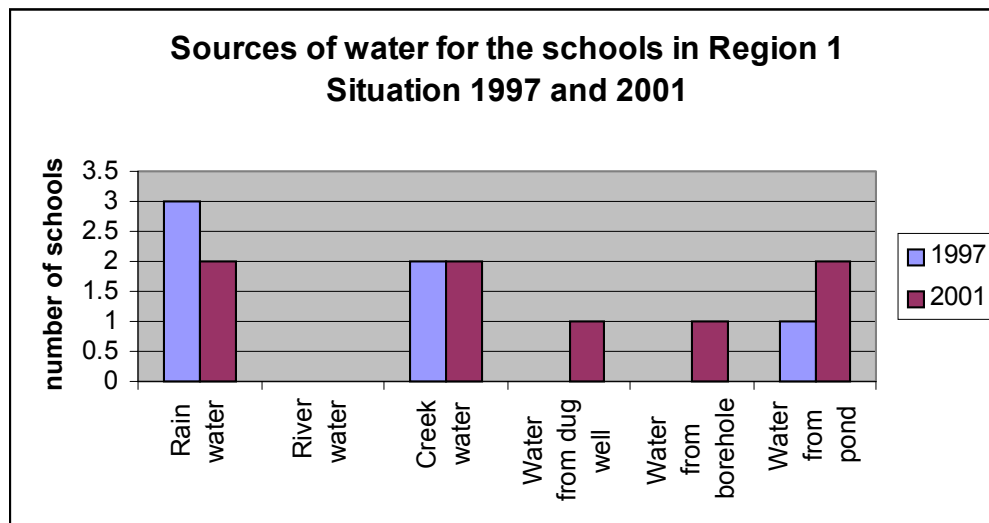
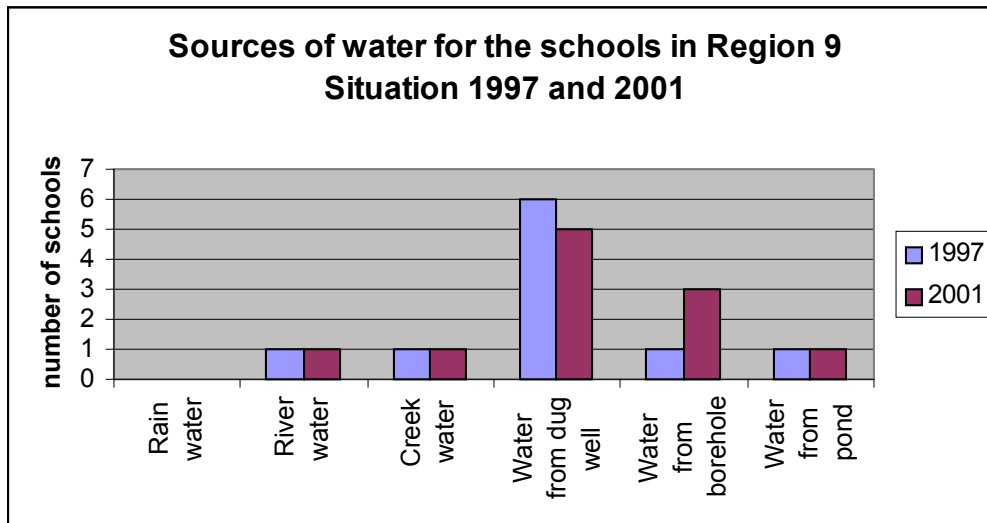


Figure 3.2.5d Sources of water for the schools in Region 9 – situation 1997 and 2001



The main sources of water for the five schools in Region 1 are rainwater and creek water. Between 1997 and 2001 an increase can be noted in the use of water from ponds. Rainwater provided the best quality water and the quality of the river and creek water was reported to be average to bad.

For the seven schools in Region 9, the main sources of water are water from a dug well and water from a borehole. A significant increase can be noted in the use of water from boreholes in schools. The quality of the water for the different sources was described as being good to average.

The number of solar panels for schools in Region 9, increased by more than 300% between 1997 and 2001. All seven schools in Region 9 reported to have solar panels providing energy to their school. There were no other sources of energy in use. There was no energy in the schools in Region 1 in 1997 and 2001.

CONCLUSIONS TOILETS:

The total number of toilets increased by 200% for the 5 schools in Region 1. The number of students using one toilet decreased and was 31 in 2001.

The total number of toilets for the seven schools in Region 7 increased only slightly. The number of students per toilet increased and was 40 in 2001.

CONCLUSIONS WATER:

The main sources of water for the schools in Region 1 are rain, river and creek water. Overall quality of the rainwater is good, and the quality of the creek water is average to bad.

The main sources of water for the schools in Region 9 are water from dug wells and boreholes. Overall quality is good to average.

CONCLUSIONS ELECTRICITY:

All seven schools surveyed in Region 9 had solar panels installed in 2001.

In Region 1, no school had electricity in 2001.

3.2.6 CLASSROOM ATMOSPHERE – GENERAL

The teachers gathering the information for this baseline survey were asked to list the number of items present in a classroom. The number of items present in the classroom can be used as an indicator for the classroom atmosphere. Detailed information about what was present can be found in section 2.5 of part 2 of this report. A summary is presented below.

SUMMARY OF TOTAL NUMBER OF OBJECTS PER STUDENT

Region		TOTAL NUMBER OF OBJECTS	TOTAL NUMBER OF STUDENT OCTOBER 2001	TOTAL NUMBER OF OBJECTS PER STUDENT
1	Kamwatta	442	189	2.3
9	Surama	77	38	2.0
1	Santa Rosa	1201	622	1.9
9	Maruranau	186	139	1.3
1	Karaburi	144	135	1.1
9	Karaudarnau	212	219	1.0
1	Waramuri	204	271	0.8
9	Aishalton	102	205	0.5
9	Awarewaunau	68	140	0.5
1	Kwebana	no info	123	no info
9	Achawib	no info	115	no info
9	Shea	no info	58	no info
		TOTAL NO of STUDENTS	2254	
	LIST OF ITEMS PRESENT IN CLASSROOM			
	Drawings made by students			
	Drawings made by teachers			
	Drawings made by others			
	Written work of the students			
	Posters made by the teacher			
	Posters made by a group of students			
	Posters donated by a Government Ministry			
	Clippings form newspapers or magazines			
	Objects made by the students			
	Objects made by the teachers			
	Objects bought in a shop or donated to the school			
	Other			

The highest number of items per student can be found in Kamwatta, Surama and Santa Rosa. The items most often present in the classroom on the walls are: written work of the students, drawings students and posters and drawings made by teachers. More items were found in the lower standards (Prep A , Prep B and Standard 1) as compared with Standard 2, 3 and 4.

CONCLUSION CLASSROOM ATMOSPHERE GENERAL

The schools with the highest number of objects per student present in the classroom are Kamwatta, Surama and Santa Rosa.

3.2.7 CLASSROOM ATMOSPHERE - TEACHERS' OPINION

To gauge the teachers' opinion on classroom atmosphere and whether the child feels respected and appreciated, 23 questions were posed to them. Fifteen questions were positive EN indicators and eight were negative EN indicators. The results can be found in section 2.6 of part 2 of this report. All questions were scored on a scale 1 to 4, with 4 meaning "all the time", 3 meaning "most of the time", 2 meaning "sometimes" and 1 meaning "never".

From the positive EN indicators the remarks receiving the highest score were "I like being in my classroom with the students" and "I enjoy being in my classroom". One of the statements receiving the lowest score was "There is enough space in my classroom for all students to move around freely" (score of 2.2). This is (yet) another indication that many teachers feel very unhappy with the lack of space in their classrooms. The statement "My classroom is hot and uncomfortable" received the highest score (2.4) of the negative EN indicators for this section.

The positive indicators dealing with the question whether the child feels respected and appreciated showed that the majority of the teachers (a total of 73 respondents) want the children to respect each other, feels strongly about the children having rights and having to show respect to the students in the class.

The negative EN indicators in this section dealt with corporal punishment in the class. The statements "Beating is good for a child" and "When things get out of hand, I use the whip" received an average score of 2, meaning 'sometimes'.

3.2.8 CLASSROOM ATMOSPHERE – TEACHERS' OPINION PILOT SCHOOLS VS. OTHER SCHOOLS

For all questions on classroom atmosphere, the responses of the teachers in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the teachers of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the teachers in the 3 pilot schools will be higher than the average scores of the teachers in the other schools. The results are listed below, with the calculated t values for each question on the right.

The critical T values needed to reject the null hypothesis are (for df = 70): 1.294 (10% probability – indicated with *), 1.667 (5% probability – indicated with **) and 2.381 (1% probability – indicated with ***).

PILOT VS. REST – TEACHERS' RESPONSES – CLASSROOM ATMOSPHERE – POSITIVE EN INDICATORS

QUESTION		Results 3 pilot schools	Results 9 other schools	df and value
I like being in my classroom with the students.	n	30	42	70
	Av.	3.5	3.5	0.0712
	Var.	0.3264	0.3043	
	St. Dev.	0.5713	0.5516	
I enjoy being in my classroom.	n	30	43	71
	Av.	3.3	3.3	0.170
	Var.	0.6437	0.5493	
	St. Dev.	0.8023	0.7411	
I have a classroom of my own.	n	28	42	68
	Av.	3.1	3.2	-0.163
	Var.	1.6085	1.3287	
	St. Dev.	1.2683	1.1527	
I make an effort to make my classroom nice.	n	29	42	69
	Av.	3.0	2.9	1.112
	Var.	0.3916	0.4669	
	St. Dev.	0.6258	0.6833	

- * = reject null hypothesis at 10% probability level (T critical = 1.2940)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and value
My classroom has a pleasant atmosphere, suitable for learning.	N	30	42	70
	Av.	3.0	2.8	0.834
	Var.	0.5851	0.6458	
	St. Dev.	0.7649	0.8036	
There is enough space in my classroom for all students to move around freely.	n	30	43	71
	Av.	2.2	2.1	0.279
	Var.	1.9586	1.3433	
	St. Dev.	1.3995	1.1590	
Colleagues tell me I have a nice classroom.**	n	28	39	65
	Av.	2.2	1.7	2.360
	Var.	0.8413	0.5115	
	St. Dev.	0.9172	0.7152	

PILOT VS. REST – TEACHERS' RESPONSES – CLASSROOM ATMOSPHERE – NEGATIVE EN INDICATORS

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
My classroom is hot and uncomfortable.	n	30	42	70
	Av.	2.5	2.3	0.865
	Var.	0.8092	0.4141	
	St. Dev.	0.8996	0.6435	
My classroom is noisy.**	n	29	40	67
	Av.	2.1	2.4	-2.060
	Var.	0.1379	0.4385	
	St. Dev.	0.3714	0.6622	
I am sharing a classroom with other teachers.	n	29	42	69
	Av.	2.1	2.1	0.0308
	Var.	1.1675	1.2590	
	St. Dev.	1.0805	1.1221	
Children complain about the heat in the classroom.**	n	30	42	70
	Av.	2.2	1.9	1.815
	Var.	0.5793	0.3810	
	St. Dev.	0.7611	0.6172	
Children complain about the noise in the classroom.*	n	30	41	69
	Av.	1.9	1.7	1.483
	Var.	0.2575	0.2720	
	St. Dev.	0.5074	0.5215	

As can be seen from the table above, for only a few of the responses given to the statements, a significant difference can be detected between the pilot schools and the other schools. This simply means that all teachers are suffering equally from heat and noise and other factors contributing to a negative classroom atmosphere. Most of the statements that show significant differences between the two groups, pertain to negative EN indicators (children complaining about heat and noise in the classroom of the pilot schools).

PILOT VS. REST – DOES THE CHILD FEEL RESPECTED AND APPRECIATED? - TEACHERS' RESPONSES – POSITIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.2940)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
I want children to respect each other.	N	30	43	71
	Av.	3.8	3.8	-0.0434
	Var.	0.1437	0.1395	
	St. Dev.	0.3790	0.3735	
Children have rights.	n	30	43	71
	Av.	3.8	3.8	-0.486
	Var.	0.1851	0.1550	
	St. Dev.	0.4302	0.3937	
I have to show respect to the students in my class.*	n	30	43	71
	Av.	3.9	3.7	1.537
	Var.	0.0931	0.2425	
	St. Dev.	0.3051	0.4925	
As a teacher, I have to listen to the students and find out what their problems are.**	n	30	43	71
	Av.	3.9	3.6	2.301
	Var.	0.1195	0.2392	
	St. Dev.	0.3457	0.4891	
I like to see children helping each other in class.**	n	30	42	70
	Av.	3.8	3.5	2.343
	Var.	0.1851	0.2561	
	St. Dev.	0.4302	0.5061	
If I make a mistake in class, I apologize to the students.	n	30	43	71
	Av.	3.5	3.5	-0.013
	Var.	0.2575	0.2547	
	St. Dev.	0.5074	0.5047	
I ask my students to correct me whenever I make a mistake in class.	n	30	43	71
	Av.	3.3	3.3	0.086
	Var.	0.2713	0.2901	
	St. Dev.	0.5208	0.5387	
Each child has something to contribute to my class.*	n	30	42	70
	Av.	3.3	3.1	1.304
	Var.	0.4368	0.4977	
	St. Dev.	0.6609	0.7055	

To summarise the tables above, teachers in the pilot schools feel stronger about showing respect to their students, finding out what their problems are and making sure students help each other in class.

PILOT VS. REST – DOES THE CHILD FEEL RESPECTED AND APPRECIATED? - TEACHERS' RESPONSES – NEGATIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.2940)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
When things get out of hand, I use the whip.**	n	29	43	70
	Av.	2.0	2.3	-1.960
	Var.	0.4286	0.5105	
	St. Dev.	0.6547	0.7145	
Beating is good for a child.	n	30	43	71
	Av.	1.8	1.8	-0.131
	Var.	0.5989	0.5980	
	St. Dev.	0.7739	0.7733	
Corporal punishment is okay in my class.**	n	30	40	68
	Av.	1.5	1.9	-1.848
	Var.	0.4644	0.6763	
	St. Dev.	0.6814	0.8224	

Concluding from the table above, it can be stated that teachers in the pilot schools also feel (significantly) more negative about using the whip in the classroom or using corporal punishment in general (both 5% probability level) than their colleagues in the other schools.

3.2.9 CLASSROOM ATMOSPHERE - STUDENTS' OPINION

Four hundred and sixty students were asked 12 questions about whether they feel respected and appreciated. A summary can be found in section 2.7 of part 2 of this report.

Pertaining to the positive EN indicators, more than 90% of the students who were questioned love their teacher, like to go to school and feel they learn a lot in school. On the lower end of the scale of the positive EN indicators, almost 30% stated their teacher does not help them with their work and 30% is unsure whether the teacher likes them.

The responses to the negative indicators on classroom atmosphere show that 56% of the students questioned stated that their teacher uses the whip in class and 43% of the students stated their teacher beats them. One fifth of the students feel often sleepy in school.

3.2.10 CLASSROOM ATMOSPHERE – STUDENTS’ OPINION PILOT SCHOOL VS OTHER SCHOOLS

Conducting a T test, testing the differences between the responses of the students in the pilot schools as compared with the students in the other 9 schools, provides the results presented in the table below.

- * = reject null hypothesis at 10% probability level (T critical = 1.282)
- ** = reject null hypothesis at 5% probability level (T critical = 1.645)
- *** = reject null hypothesis at 1% probability level (T critical = 2.327)

PILOT vs. REST – STUDENTS RESPONSES - DOES CHILD FEEL RESPECTED? – POSITIVE EN INDICATORS

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
I love my teacher.	n	57	62	119	175	166	341	
	yes	88	94	91	91	92	92	-0.5075
	no	7	2	4	8	6	7	
	don't know	5	5	5	1	2	1	
My teacher likes me.	n	56	62	118	174	162	336	
	yes	68	69	69	69	72	70	-1.0751
	no	5	10	8	16	12	14	
	don't know	27	19	23	15	16	15	
My teacher understands me.*	n	57	61	118	174	163	337	
	yes	77	74	75	84	83	83	-1.5192
	no	11	10	10	8	11	9	
	don't know	12	16	14	7	6	7	
I learn a lot in school.*	n	57	61	118	174	165	339	
	yes	91	97	94	90	91	91	1.4001
	no	9	3	6	8	7	8	
	don't know	0	0	0	2	2	2	
I like to go to school.	n	55	61	116	173	162	335	
	yes	95	98	97	93	94	93	0.8994
	no	5	2	3	5	4	4	
	don't know	0	0	0	2	2	2	
My teacher helps me with my work.	n	57	60	117	175	164	339	
	yes	65	80	73	67	69	68	0.7104
	no	30	18	24	29	27	28	
	don't know	5	2	3	4	4	4	
When my teacher is vexed, she talks to us.**	n	55	61	116	174	162	336	
	yes	75	74	74	57	57	57	1.8222
	no	16	11	14	32	31	32	
	don't know	9	15	12	10	11	11	

The most significant difference can be observed in the last statement (“When my teacher is vexed, she talks to us.”). For the negative indicators (next page) it is important to note that there is a significantly more negative response in the pilot schools about the use of the whip in the class.

PILOT vs. REST – STUDENTS RESPONSES - DOES CHILD FEEL RESPECTED? – NEGATIVE EN INDICATORS

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
My teacher is often angry (vexed).	n	56	62	118	176	163	339	
	yes	27	35	31	26	26	26	0.7684
	no	63	50	56	64	63	63	
	don't know	9	15	12	10	10	10	
If I had a choice, I would stay home every day.	n	56	62	118	175	164	339	
	yes	13	13	13	21	22	22	-1.0751
	no	80	85	83	74	72	73	
	don't know	7	2	4	5	6	6	
My teacher beats me.*	n	57	62	119	175	162	337	
	yes	51	39	45	45	40	42	1.4679
	no	49	61	55	54	57	55	
	don't know	0	0	0	2	3	2	
My teacher uses the whip in class.**	n	55	62	117	175	166	341	
	yes	42	55	49	59	58	58	1.9494
	no	55	44	49	36	40	38	
	don't know	2	2	2	5	2	4	

CONCLUSION CLASSROOM ATMOSPHERE: TEACHERS' OPINIONS

Asked whether the teachers would use the whip or other techniques of corporal punishment in the class, the average response of the teachers was: "sometimes".

Teachers in the pilot schools feel stronger about showing respect to their students, finding out what their problems are and making sure students help each other in class.

Teachers in the pilot schools feel (significantly) more negative about using the whip in the classroom or using corporal punishment in general (both 5% probability level).

CONCLUSIONS CLASSROOM ATMOSPHERE STUDENTS' OPINIONS

Over 90% of the students interviewed love their teacher, like to go to school and feel they learn a lot in school.

56% of the students interviewed stated their teacher uses the whip in class or beats them (43%).

30% of the students interviewed stated their teacher does not help them with their work.

Students in the pilot schools are significantly more negative about the use of the whip in class.

RECOMMENDATION CLASSROOM ATMOSPHERE

Teachers need more and continuous coaching and guidance to help them to find effective classroom management strategies that can replace the use of the whip.

Parents and the wider community should be actively involved in the process of finding effective alternative strategies for corporal punishment.

3.3 STUDENT GOVERNMENT (SG)

3.3.1 STUDENT GOVERNMENT - GENERAL

Chapter 3.1 in Part 2 of this study provides general information about the Student Governments in the 12 schools that were part of this survey. A summary of the number of boys and girls, teachers and parents involved in Student Government can be found in the table below.

NUMBER OF BOYS AND GIRLS, TEACHERS AND PARENTS INVOLVED IN STUDENT GOVERNMENT

	Government		prep A	prep B	Std 1	Std 2	Std 3	Std 4	Form 1-4	Teacher		Parents	
	boys	girls								Male	Female	Male	Female
REGION 1													
Santa Rosa	1	3				2		2			2		
Karaburi	1	3							4	1	2		
Waramuri	1	3							4	1	2		
Kamwatta	4	3					4	3		1	4		
Kwebana	0	0											
TOTAL REGION 1	7	12	0	0	0	2	4	5	8	3	10	0	0
%	37 %	63 %	0 %	0 %	0 %	11 %	21 %	26 %	42 %	23 %	77 %		
REGION 9													
Aishalton	2	6				1	2	2	3	1	6		
Surama	1	4					1	1	2	2	1		
Karaudarnau	4	4							8	1	1		
Achawib	1	3				1	1	1	1	1	1	1	
Awaruwaunau	2	2							4	1			
Maruranau	1	3					1	1	2	2	1		
Shea	1	5							6				
TOTAL REGION 9	12	27	0	0	0	2	5	5	26	8	10	1	0
%	31 %	69 %	0 %	0 %	0 %	5 %	13 %	13 %	67 %	44 %	56 %		
TOTAL ALL SCHOOLS	19	39	0	0	0	4	9	10	34	11	20	1	0
%	3	67	0	0	0	7	16	17	59	35 %	65 %		

The first student governments were established in 1998 and by December 2001, 11 out of the 12 schools that were part of this baseline survey had Student Governments established. Ten of the 12 schools also had different Ministries established by the end of 2001. Each of the ten schools had a Health and Sanitation Ministry (or Committee). Committees or ministries specializing in Sports and Culture, Welfare and Discipline were also very popular. Most Committees seem to meet at least once every two weeks. Karaudarnau Primary School reported that their Sanitation Committee only meets once a year and the Awaruwaunau Primary School reported that their committees never meet. In general, teachers seem to be involved in Student Government and the Ministries. The involvement of parents in Student Government is minimal, if not absent.

3.3.2 STUDENT GOVERNMENT – SPECIFIC

The tables below provide an overview of the information presented in section 3.2 of part 2 of this report.

ACTIVITIES ORGANISED BY STUDENT GOVERNMENT

	Activity	Number of schools (out of 12) that mentioned it (+ percentage)
1	Assist during assemblies (keeping order, giving talks on EN, doing the prayer or thought for the week/day)	9 (75%)
2	Cleaning the school and other chores	6 (50%)
3	Organizing and taking part in sports	4 (33%)
4	Cultural presentations	3 (25%)
5	Other: speaking competition, meeting with parents, looking after sanitation	3 (25%)
6	Fund-raising activities	2 (17%)

THINGS STUDENTS LEARN WHILE IN STUDENT GOVERNMENT

	Activity	Number of schools (out of 12) that mentioned it (+ percentage)
1	Responsibility and values	7 (58%)
2	To organize activities and work together	4 (33%)
3	To work together	4 (33%)
4	Leadership skills	4 (33%)
5	Honesty	3 (25%)
6	Public speaking	3 (25%)
7	Record-keeping	2 (17%)
8	Confidence	2 (17%)
9	Punctuality	2 (17%)
10	Accountability	1 (8%)
11	Being courteous	1 (8%)
12	Respect each other	1 (8%)
13	To take pride in what they do	1 (8%)
14	To tolerate peers	1 (8%)
15	Being a role model	1 (8%)
16	Develop self-esteem	1 (8%)
17	To solve problems	1 (8%)
18	Learn about school rules	1 (8%)
19	Learn to ask questions	1 (8%)

TOOLS USED BY STUDENT GOVERNMENT

	Activity	Number of schools that mentioned it + percentage
1	Accomplishment day (“Open Day”)	4 (33%)
2	Journal of personal thoughts	3 (25%)
3	Attendance self-control	3 (25%)
4	Suggestion box	3 (25%)
5	Participation book	2 (17%)
6	Commitment box	2 (17%)

In nine out of the twelve schools, the student governments assist during assemblies. The students lead assemblies, say a prayer, keep order during assemblies and give short talks. Cleaning the school and doing other chores (packing books) is another important activity in which student governments take part.

The most important things students learn while in Student Government are responsibility and values, organizing activities and working together, leadership skills, honesty and public speaking.

Accomplishment Days (or open days) were organized in 4 of the 12 schools that were part of this survey. Three schools also reported to use the journal of personal thoughts, attendance self-control and the suggestions box.

3.3.3 STUDENT GOVERNMENT – WHAT THE STUDENTS THINK

The students were asked questions about EN in general and Student Government in focus group meetings. The responses per school are given in section 3.3 of part 2 of this report. A summary is given in the table below.

SUMMARY OF WHAT STUDENTS LIKE AND DON'T LIKE ABOUT EN

WHAT STUDENTS LIKE ABOUT EN	Times mentioned	WHAT STUDENTS DON'T LIKE ABOUT EN	Times mentioned
No whip in the class/friendly atmosphere	6	Breaking school rules	1
Student Government	4	Teacher are too lenient	1
Learning corners in every class	3	No suitable furniture for each class	1
Cooperative group work	3	When schoolmates misunderstand each other	1
Teacher helps students	2		
Taking up responsibilities	2		
Promotes discipline	2		
Songs and games	2		
Teachers are friendly	1		
Learn to express themselves	1		
Students write own stories	1		
Teaches about leadership	1		
Free to talk	1		
Builds self-esteem	1		

STUDENTS' RECOMMENDATIONS PERTAINING TO EN

- We need more space in the school.
- More seminars to educate the community
- More textbooks and furniture needed
- The whip should be used for serious offences
- More consultation between parents, teachers, children
- More training needed for students on EN
- More parents need to be involved

SUMMARY OF WHAT STUDENTS LIKE AND DON'T LIKE ABOUT STUDENT GOVERNMENT

WHAT STUDENTS LIKE ABOUT STUDENT GOVERNMENT	Times mentioned	WHAT STUDENTS DO NOT LIKE ABOUT STUDENT GOVERNMENT	Times mentioned
To conduct assemblies	4	Some members are too bossy, are not co-operating or not caring	2
To have responsibilities	3	President has to do all the work herself	1
Different children of different levels can take part	2	Some children take student government for fun	1
Helping each other	2	Some people don't want to listen to the president	1
Be able to do things for ourselves	2		
It helps students to improve their behaviour	1		
To do projects	1		
Playing and working together	1		
Able to help teachers	1		
To take care of other children's welfare			

STUDENTS RECOMMENDATIONS PERTAINING TO STUDENT GOVERNMENT

- More cooperation needed
- SG has to meet more regularly
- SG needs to know how to plan and manage time and tasks
- SG needs to share experiences with other SGs
- Teachers have to be more supportive (especially when planning things)
- Members who don't function have to be voted out

SCHOOL AND COMMUNITY – A SUMMARY STUDENTS' OPINIONS

CAN THE SCHOOL DO MORE FOR THE COMMUNITY?

- Build bridges and roads
- Upgrade sport facilities
- Improve the skills of leaders
- Plan more activities/projects
- Weed the school yard
- Provide labour for village work

CAN THE COMMUNITY DO MORE FOR THE SCHOOL?

- Cooperate with the teachers
- Assist in preparing learning and teaching aids for the children
- Help to maintain healthy and clean surroundings
- Teach voluntarily
- Build more latrines
- Have speeches with the children
- Organize activities to display skills
- Help students in their work (e.g. cleaning play ground, help on school farm)
- Build more EN type furniture

3.3.4 STUDENT GOVERNMENT – WHAT THE PARENTS and WIDER COMMUNITY THINK

The parents were asked questions about EN in general and Student Government in focus group meetings. The responses per school are given in section 3.4 of part 2 of this report. A summary is given in the table below.

SUMMARY OF WHAT PARENTS LIKE AND DON'T LIKE ABOUT EN

WHAT PARENTS LIKE ABOUT EN	Times mentioned	WHAT PARENTS DON'T LIKE ABOUT EN	Times mentioned
Children can become future leaders	3	Not enough information about the project	3
Children can study on their own	2	We did not like how the project was implemented in the beginning	1
It helps students to be more brave	2	Teachers and children are too friendly – this creates indiscipline	1
Child friendly approach	2	Parents are not consulted properly	1
Parents involvement in the classes	1	Too many workshops – teaching and learning time in class is lost	1
More materials available for the school	1	Only targets Primary children	1
New teaching methods – group work	1	Lack of interest from officials	1
PARENTS' RECOMMENDATIONS PERTAINING TO EN			
<ul style="list-style-type: none"> • More workshops for teachers and students (during holidays) • Make sure there is a smooth transition from Primary to Secondary • More parents have to visit the school • Teachers have to consult more with the parents, not only for negative reasons but also to congratulate parents/children • More accomplishment days • Listen more to the children 			

SUMMARY OF WHAT PARENTS LIKE AND DON'T LIKE ABOUT STUDENT GOVERNMENT

WHAT PARENTS LIKE ABOUT STUDENT GOVERNMENT	Times mentioned	WHAT PARENTS DO NOT LIKE ABOUT STUDENT GOVERNMENT	Times mentioned
Children acquire leadership qualities	5	Members of SG become bossy	1
Improve language skills (give speeches)	3	Bigger children become involved and take over	1
It provides opportunities for pupils to take up responsibilities	2	Disunity amongst members	1
Happy to see children build self confidence	2		
Children are engaged in decision making	1		
Children help to maintain discipline in school	1		
Students can assist the teachers			
PARENTS RECOMMENDATIONS PERTAINING TO STUDENT GOVERNMENT			
<ul style="list-style-type: none"> • Use other leader in the community as role models for SG members • SG members have to behave more responsibly • More meetings needed with teachers, parents and others 			

SCHOOL AND COMMUNITY – A SUMMARY PARENTS’ OPINIONS

<p>CAN THE SCHOOL DO MORE FOR THE COMMUNITY?</p> <ul style="list-style-type: none"> • The school should establish school farms. • The school can organize an open day for parents to see pupils’ work and their products • Exhibit students’ work on a regular basis • The school can help in environmental clean up • The school can assist the community in fetching sand, boards
<p>CAN THE COMMUNITY DO MORE FOR THE SCHOOL?</p> <ul style="list-style-type: none"> • The community should provide hot meals for the less fortunate children • Parents can visit the school on a weekly basis • More cooperation: helping to clean the school • Plan fund raising • More interaction between parents and teachers • Community members have to be good role models • Community members can be asked to teach on health, story telling, craft • Parents can help to make teaching aids • Parents can help to pass on traditional customs and values

Furthermore, key informants were interviewed and were asked their opinions about EN and Student Government (see section 9.4 in part 2 of this report).

SUMMARY OF WHAT KEY INFORMANTS LIKE AND DON’T LIKE ABOUT EN

WHAT KEY INFORMANTS LIKE ABOUT EN	Times mentioned	WHAT KEY INFORMANTS DO NOT LIKE ABOUT EN	Times mentioned
Builds child friendly environment	1	Project moving too slow	1
Respect for children and children’s rights	1	More training needed	1
Encourages children’s participation	1	Persons trained need to be more active	1
It enables the child to express itself and act confidently	1	Teachers are out of school too often	1
Teachers, parents and pupils involved in the learning process	1	Cultural backgrounds make it difficult for parents to be fully involved in school activities	1
Teaching/learning situations are flexible	1	Students who are leaders try to overcome the elderly	
Weaker pupils are assisted	1	They are free to do wrong things due to no punishment	
Pupils are taught to be leaders	1		

KEY INFORMANTS RECOMMENDATIONS PERTAINING TO EN

- Get more people involved
- Scope for adult learning/education
- Involve other community members in school activities
- The whole community needs information about EN
- It needs support in the form of printed materials (learning guides)
- EN furniture should be provided
- Have visits to other schools to see EN working in other schools

SUMMARY OF WHAT KEY INFORMANTS LIKE AND DON'T LIKE ABOUT STUDENT GOVERNMENT

WHAT KEY INFORMANTS LIKE ABOUT SG	Times mentioned	WHAT KEY INFORMANTS DO NOT LIKE ABOUT SG	Times mentioned
Leadership skills	3	There are more females than males	1
Plan and organize meetings	1	Some members don't have discipline	1
Creates responsibilities	1	Bigger students feel they are in authority and display negative attitudes to younger children	1
		Leaders want to punish others seriously for wrong doings	1
<p>KEY INFORMANTS RECOMMENDATIONS PERTAINING TO SG</p> <ul style="list-style-type: none"> • SG members should be respected at all times • Parents have to cooperate fully and visit the school frequently • More male students should be involved • Produce a checklist for members of the SG • SG members should mix with SGs of other schools • SG should receive assistance from parents/teaches 			

SCHOOL AND COMMUNITY – A SUMMARY KEY INFORMANTS' OPINIONS

<p>CAN THE SCHOOL DO MORE FOR THE COMMUNITY?</p> <ul style="list-style-type: none"> • Plan and carry out more activities • More cultural presentations • Display of students' work in the community • Helping the aged/disabled
<p>CAN THE COMMUNITY DO MORE FOR THE SCHOOL?</p> <ul style="list-style-type: none"> • More self-help • Attend PTA meetings • There is room for much improvement: assisting in building of toilets, other work necessary for school administration • Participating in meetings held by students/teachers • Presenting/making proposals for school for the future

CONCLUSIONS STUDENT GOVERNMENT (GENERAL):

Eleven out of the 12 school surveyed have Student Governments established.

Two thirds of the students involved in Student Government are girls.

Nearly two thirds of the teachers involved in Student Government are female.

Only 41% of the students involved in Student Government are from the Primary Level. The majority of the students involved in Student Government are from Forms 1 to 4.

Hardly any parents are involved in Student Government.

The most important activities the Student Governments take part in are assemblies and cleaning around the school.

The most important things students learn while in Student Government are responsibility and values, organizing activities and working together, leadership skills, honesty and public speaking.

Four of the twelve schools organize Accomplishments Days (open days).

CONCLUSIONS STUDENTS AND ESCUELA NUEVA/STUDENT GOVERNMENT

What the students like most about EN is the fact that the whip is used less often (or not at all) in the class. Students also mentioned the student government, the learning corners and the fact that they can work in groups as things they like about EN.

What students don't like is when teachers get too lenient with students and students start breaking the rules.

What students like most about the Student Government is the involvement in the assemblies, the fact that they can do things for themselves, help other students and mix with children from other classes.

What students don't like about student government is when students start behaving in a bossy manner and/or are left on their own to do the work.

Students feel that the school could get more involved assisting the community to get work done (e.g. building bridges, help in village work). They also feel they can contribute to better leadership practices in their community.

The students feel that the community could help out more in the classroom (teaching skills community members have) and also to improve the physical environment of the school (more furniture, help on the farm, clean the yard).

CONCLUSIONS PARENTS AND ESCUELA NUEVA AND STUDENT GOVERNMENT

In general the parents liked the way Escuela Nueva and Student Government is helping to create leadership skills in the community and how it helps students to become more independent and brave.

Parents expressed concern about the way EN was implemented in their communities and the lack of information/consultation.

Parents also expressed concern about relationship between students and teachers becoming too friendly leading to indiscipline.

Parents recommend more workshops for teachers and students and more and better consultation between parents and teachers (also about positive things).

Parents were also interested to see more of the work of the students

Parents also recommended that skilled parents can be asked to get involved in the teaching of (traditional) skills in school.

CONCLUSIONS KEY INFORMANTS ABOUT EN AND SG

The key informants (often people with leadership positions in their villages) liked the opportunities EN creates for leaders to develop.

Key informants also noticed the development of bad leadership practices amongst SG members.

Key informants noted there was room for much improvement pertaining to improved linkages between the school and the community. Community members could be asked to participate in meetings of students and teachers and the communities could start making their own proposals for the school for the future.

RECOMMENDATIONS ESCUELA NUEVA /STUDENT GOVERNMENT

Student Governments can, without doubt, function as a place to develop leadership skills in students. However, Student Governments can also perpetuate ineffective leadership patterns in children when students are left without guidance (*the Lord of the Flies* effect). Care should therefore be taken for proper support systems to be put in place to assist students to develop good leadership skills.

There is certainly a greater need for the schools to open their doors and invite the parents in more regularly.

There is also scope for parents to volunteer more of their time, knowledge and skills to assist in the school and with schoolwork.

Village councils could be encouraged to prepare a plan, outlining their vision for the school of the future in their village.

3.4 LEARNING CORNERS (LC)

3.4.1 LEARNING CORNERS – GENERAL

Detailed information on the learning corners in the different schools can be found in section 4.1 of part 2 of this report. A summary is given in the table below.

OVERVIEW OF LEARNING CORNERS PRESENT IN THE DIFFERENT SCHOOLS

SCHOOL	Prep A	Prep B	Std. 1	Std. 2	Std. 3	Std. 4	% of classes with at least one learning corner
Santa Rosa	X	X	X	X	X	X	90-100%
Surama	X	X	X	X	X	X	90-100%
Maruranau	X	X	X	X	X	X	90-100%
Waramuri	X	X	X		X	X	80-90%
Karaburi	X			X	X	X	60-70%
Karaudarnau	X			X		X	40-50%
Kwebana	X	X					20-30%
Awaruwaunau			X	X			20-30%
Kamwatta	X						10-20%
Aishalton		X					10-20%
Achawib							0%
Shea							0%

X = learning corner present
= learning corner absent

Four of the twelve schools in this survey have at least one learning corner established in 80%-100% of the classrooms in their schools. Two of these four schools are pilot schools. Half of the schools surveyed do not have any learning corners in 70% of their classrooms. Reasons given for the absence of learning corners include the lack of space and the lack of materials.

Teachers' suggestions to improve the learning corners included having more space, getting the children to bring real objects, providing more concrete manipulative objects and using more local materials in the learning corners.

SUMMARY OF THINGS TEACHERS LIKE ABOUT THEIR LEARNING CORNERS

	Things teachers like about their learning corners	Times mentioned
1	It reinforces what has been taught	7
2	Pupils are motivated to learned	4
3	It helps the children to use their time wisely	4
4	The children are contributing to the corners	3
5	It encourages interaction between pupils (of different levels)	2
6	They assist slow learners	2
7	It helps classroom management	2
8	Pupils go and observe the learning materials	2
9	They learn how to read	2
10	It keeps the children busy	1
11	It is research resources for the students	1
12	It enhances the classroom environment	1
13	It helps pupils to improve their work	1
14	It make the work of the teacher easier	1
13	They learn how to count	1
14	Materials are suitable for the pupils	1
15	It provides easy access to books and other materials	1
16	It builds pupils confidence	1
17	In the shop corners, pupils can learn how to buy and sell, add bills and find charges	1

Teachers like their learning corners because it reinforces what has been taught, it motivates pupils to learn, it helps students to spend their time wisely and it encourages students to contribute to the corners, making them feel good about themselves.

SUMMARY OF ASPECTS OF LOCAL CULTURE PRESENT IN THE LEARNING CORNERS

	Aspects of local culture present in the learning corners	Times mentioned
1	Plants and animals from the environment	7
2	Pictures of cassava processing and clay models of animals found in the environment	3
3	Amerindian craft (sifter, matapee, behee, fan)	3
4	Empty boxes, containers, bottle caps etc.	1
5	Sticks, bricks etc.	1
6	Traditional language books (Macusi)	1
7	Wapishana reading words	1

Aspects of local culture present in the learning corners include plants and animals from the local environment, pictures of traditional culture and Amerindian craft.

3.4.2 USE OF LEARNING CORNERS

Detailed information about the use of the learning corners can be found in section 4.2 of part 2 of this report.

The two tables below provide a summary of the average time students (per class) spend in the learning corners (curriculum specific use and recreational use).

AVERAGE TIME (HOURS PER WEEK) CURRICULUM SPECIFIC USE OF LEARNING CORNERS

	Prep A	Prep B	Std 1	Std 2	Std 3	Std 4
Science	1.5	1.3	1.0	1.6	1.4	1.1
Soc. St.	1.5	1.3	1.2	1.2	1.5	1.1
Lang.	3.1	2.7	2.6	3.1	2.4	2.5
Maths.	2.5	2.1	1.6	1.7	2.1	1.3
Art	1.1	0.8	0.8	0.8	0.6	0.4

AVERAGE TIME (HOURS PER WEEK) RECREATIONAL USE OF LEARNING CORNERS

	Prep A	Prep B	Std 1	Std 2	Std 3	Std 4
Science	0.9	0.9	0.7	1.2	1.2	0.6
Soc. St.	0.9	1.0	0.6	0.8	1.0	0.5
Lang.	1.1	0.7	0.8	1.3	0.5	0.5
Maths.	1.1	0.6	0.7	1.0	0.9	0.5
Art	0.7	0.5	0.5	0.6	0.5	0.4

Figure 3.4.2a Average time (hours per week) spend in learning corners (curriculum specific use)

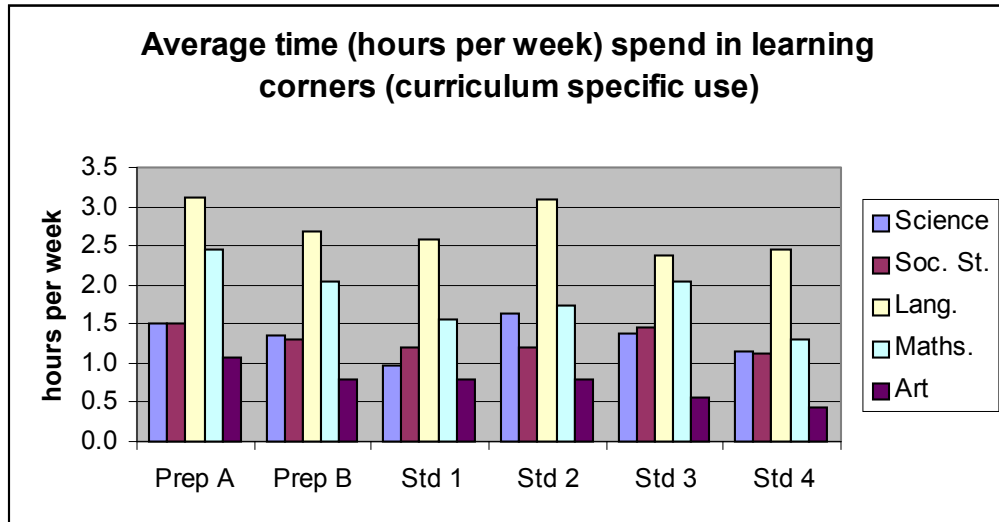
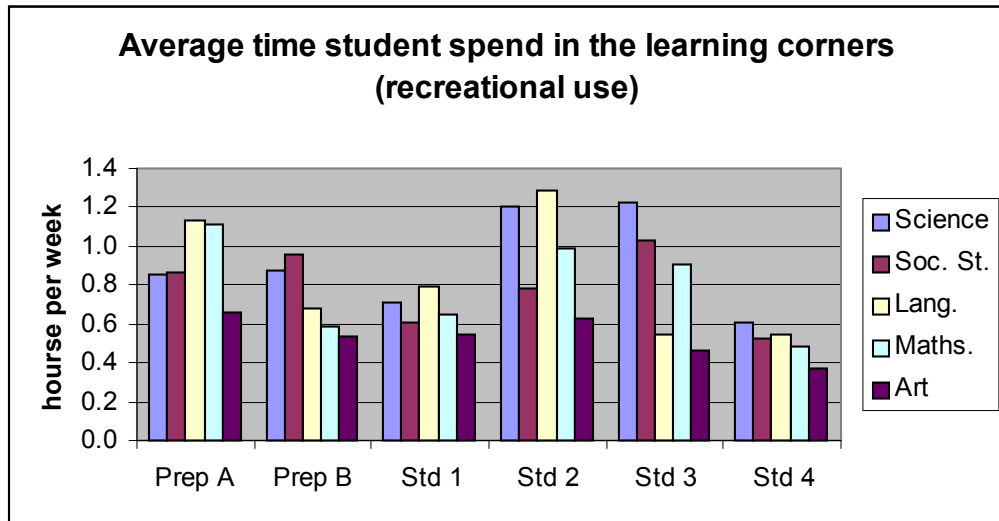


Figure 3.4.2b Average time students spend in the learning corners (recreational use)



As can be seen in Figure 3.4.2a, students spend most of the time in the learning corners working for English language (between 2.5 to 3 hours per week) and Mathematics (1.3 to 2.5 hours per week). All children from the different classes seem to get an equal opportunity to use the different learning corners.

Use of the learning corners for recreational purposes occurs less frequently most often for Science and Social Studies. Students in Standard 4 seem to spend the least amount of time in the learning corners for recreational purposes (they have an exam to write.....).

CONCLUSIONS LEARNING CORNERS

Four of the twelve schools in this survey have at least one learning corner established in 80%-100% of the classrooms in their schools.

Half of the schools surveyed do not have any learning corners in 70% of their classrooms.

Aspects of local culture present in the learning corners include plants and animals from the local environment, pictures of traditional culture and Amerindian craft.

Teachers' suggestions to improve the learning corners included having more space, getting the children to bring real objects, providing more concrete manipulative objects and using more local materials in the learning corners.

Teachers like their learning corners because it reinforces what has been taught, it motivates pupils to learn, it helps students to spend their time wisely and it encourages students to contribute to the corners, making them feel good about themselves.

Pertaining to curriculum specific use, students spend between 2.5 to 3 hours per week in the Language corner and between 1.3 and 2.5 hours per week in the Maths corner. The other corners are used less frequently.

Pertaining to recreational use, students spend most of their time in the Science and Social Studies corners.

RECOMMENDATION LEARNING CORNERS

The creation of effective learning corners and effective teaching aids starts with the question: "What is it I/we (teacher/students/community/parents) do have and can use in my/our classroom?" rather than "What is it I/we don't have and should ask somebody to provide for us?" It is about ceasing to be dependent and starting to use all talents present in the classroom and community own initiative and talent.

For learning corners to be effective, enough SPACE is needed. Children have to be able to move around freely and be able to interact.

3.5 INSTRUCTIONAL METHODS and USE OF COOPERATIVE LEARNING STRATEGIES (IM)

3.5.1 INSTRUCTIONAL METHODS USED IN ENGLISH IN PREP B, ST2 and ST4

Detailed information on the type and frequency of methods used in the classroom during English can be found in section 5.1 of part 2 of this report. A summary is provided in the table below.

SUMMARY OF INSTRUCTIONAL METHODS USED IN ENGLISH IN PREP B, ST2 and ST4 (ranked from most frequently used to less frequently used)

Prep B	Standard 2	Standard 4
Teacher explaining on blackboard	Teacher explaining on blackboard	Teacher explaining on blackboard
Teacher reading to students	Teacher reading to students	Teacher reading to students
Text reading by students	Text reading by students	Free reading by students
Group work	Free reading by students	Text reading by students
Pair work	Group work	Group work
Free reading by students	Pair work	Directed composition
Dramatization	Directed composition	Library use
Directed composition	Student presentations	Pair work
Student presentations	Dramatization	Free composition
Free composition	Library use	Students presentations
Library use	Free composition	Dramatization

The most frequently used methods in English in Prep B, Std. 2 and 4 are “Chalk and Talk”, teacher reading to students and text reading by students. Pair and group work happens occasionally (once a week or less).

3.5.2 INSTRUCTIONAL METHODS USED IN MATHEMATICS IN PREP B, ST2 and ST4

Detailed information on the type and frequency of methods used in the classroom during Mathematics can be found in section 5.2 of part 2 of this report. A summary is provided in the table below.

SUMMARY OF INSTRUCTIONAL METHODS USED IN MATHEMATICS IN PREP B, ST2 and ST4 (ranked from most frequently used to less frequently used)

Prep B	Standard 2	Standard 4
Teacher explains on blackboard	Teacher explains on blackboard	Teacher explains on blackboard
Students solve problems individually		Students solve problems individually
Teacher solves problems on the blackboard	Teacher solves problems on the blackboard	Teacher solves problems on the blackboard
Students work with objects	Students solve problems on the black-board	Students solve problems on the black-board
Students solve problems on the black-board	Students work with objects	Students solve problems in a group
Students solve problems in a group	Students solve problems in a group	Students explore outside the classroom
Students explore outside the classroom	Students explore outside the classroom	Students work with objects

The methods most frequently used in the classroom to teach Mathematics are: teacher explains on blackboard, students solve problems individually and teacher solves problem on the blackboard.

3.5.3 INSTRUCTIONAL METHODS – TEACHERS’ OPINIONS

More than 70 teachers were asked 10 questions pertaining to instructional methods used in the classroom. Six questions were positive indicators (meaning: the higher the score for these questions, the better for EN) and 4 questions were negative EN indicators (meaning: the lower the scores for these questions, the better for EN). Section 5.3 of part 2 of this report gives an overview of the answers the teachers gave.

The scores of the positive EN indicators on instructional methods were all high, indicating a great awareness amongst teachers about “what should be”. Two statements from the negative indicators scored rather high. They were: “If something is unclear to a student, it has to ask the teacher first” and “As a teacher, I have the knowledge and therefore the children have to listen to me”. The average score for these statements was a 3 (meaning agree) and this is rather alarming for EN.

3.5.4 INSTRUCTIONAL METHODS – TEACHERS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS

For all questions on instructional methods, the responses of the teachers in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the teachers of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the teachers in the 3 pilot schools will be higher than the average scores of the teachers in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT VS. REST – INSTRUCTIONAL METHODS IN THE CLASSROOM - TEACHERS’ RESPONSES – POSITIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.294)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and value	t
I like it when children help each other in class.**	n	30	41	69	
	Av.	3.7	3.5	1.902	
	Var.	0.2862	0.2549		
	St. Dev.	0.5350	0.5049		
Children can be taught to help each other in class.*	n	30	42	70	
	Av.	3.6	3.4	1.555	
	Var.	0.3092	0.2997		
	St. Dev.	0.5561	0.5474		
Teaching should be child-centered.	n	28	41	67	
	Av.	3.4	3.4	-0.051	
	Var.	0.4603	0.4878		
	St. Dev.	0.6785	0.6984		
I like it when children do things for themselves in class.***	n	30	43	71	
	Av.	3.6	3.1	2.830	
	Var.	0.3230	0.5338		
	St. Dev.	0.5683	0.7306		
Children are able to work in groups by themselves.**	n	30	41	69	
	Av.	3.1	2.8	1.952	
	Var.	0.3402	0.1951		
	St. Dev.	0.5833	0.4417		
In my class, children never have to spend more than 30 minutes on the same activity.	n	30	43	71	
	Av.	2.4	2.3	0.306	
	Var.	0.6621	0.3754		
	St. Dev.	0.8137	0.6127		

PILOT VS. REST – INSTRUCTIONAL METHODS IN THE CLASSROOM - TEACHERS' RESPONSES – NEGATIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.294)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
If something is unclear to a students, it has to ask the teacher first.	n	26	43	67
	Av.	2.6	2.8	-1.151
	Var.	0.4938	0.5980	
	St. Dev.	0.7027	0.7733	
As a teacher, I have the knowledge and therefore the children have to listen to me.**	n	27	43	68
	Av.	2.4	2.7	-1.756
	Var.	0.6268	0.6822	
	St. Dev.	0.7917	0.8259	
Whenever children work in groups, it creates a lot of noise in the classroom.	n	30	43	71
	Av.	2.3	2.3	-0.399
	Var.	0.2023	0.5105	
	St. Dev.	0.4498	0.7145	
The most important thing in teaching is to finish the book in time.	n	29	41	68
	Av.	1.9	2.1	-1.192
	Var.	0.5517	0.5195	
	St. Dev.	0.7428	0.7208	

The responses to four of the six of the positive EN statements, and one of the three negative EN statements, show a significant difference between the responses of the teachers in the pilot schools vs. the teachers in the other schools. Teachers in the pilot schools seem to be more aware of “modern approaches to teaching” than the teachers in the other schools.

3.5.5 INSTRUCTIONAL METHODS – STUDENTS’ OPINIONS

The responses of the pupils (about 460 students completed the questionnaires) to ten questions on instructional methods (see section 5.4 of part 2 of this report) show that nearly 85% of the children enjoy working with other children in class and feel free to ask a friend in class when they don’t understand something. On the other hand, approximately 30% of the students indicates learning is not fun and there is no group work in the class.

Pertaining to the negative EN indicators, 70% of the students indicated their teacher talks a lot in class and nearly 50% of the children observed that when the teacher is not in class, the children stop doing their work.

3.5.6 INSTRUCTIONAL METHODS – STUDENTS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS

For all questions on instructional methods, the responses of the students in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the students of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means (one tailed) with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the students in the 3 pilot schools will be higher than the average scores of the students in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT vs. REST – STUDENTS RESPONSES - INSTRUCTIONAL METHODS USED - POSITIVE EN INDICATORS

* = reject null hypothesis at 10% probability level (T critical = 1.282)

** = reject null hypothesis at 5% probability level (T critical = 1.645)

*** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
My teacher likes it when I help somebody else with his/her work.**	n	58	62	120	176	164	340	
	yes	71	73	72	61	55	59	2.0095
	no	21	19	20	35	39	37	
	don't know	7	8	8	3	5	4	
I enjoy working with other children in class.***	n	58	62	120	174	164	338	
	yes	97	97	97	80	83	82	4.3659
	no	2	3	3	14	12	13	
	don't know	0	0	0	6	5	6	
In my class, we often work in groups.***	n	57	62	119	176	165	341	
	yes	81	77	79	58	59	58	4.3937
	no	18	23	20	37	33	35	
	don't know	2	0	1	5	7	6	
When I don't understand something in class, I can ask a friend to help me.***	n	58	62	120	177	160	337	
	yes	88	90	89	79	82	80	2.9903
	no	9	10	9	15	16	15	
	don't know	2	0	1	6	3	4	
In my class, learning is fun.	n	56	62	118	177	161	338	
	yes	61	71	66	71	66	68	-0.0516
	no	34	24	29	24	30	27	
	don't know	5	5	5	5	4	5	

For four of the five positive EN statements and one of the five negative EN statements, the responses of the students in the pilot schools were significantly different from the responses of the other students. Students in the pilot schools also noted (with significant difference from the responses of the students in the other schools) that students in their class will stop doing their work whenever the teacher is not around! All in all, it can be concluded that students in the three pilot schools are more aware of cooperative learning strategies and how to use them.

PILOT vs. REST – STUDENTS RESPONSES - INSTRUCTIONAL METHODS USED - NEGATIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.282)
 ** = reject null hypothesis at 5% probability level (T critical = 1.645)
 *** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
When I want to help somebody, I have to ask the teacher first.***	n	58	62	120	176	164	340	
	yes	48	53	51	72	63	68	-2.3630
	no	45	35	40	23	30	26	
	don't know	5	11	8	5	6	6	
In class, we listen to the teacher most of the day.	n	57	62	119	174	164	338	
	yes	82	85	84	82	84	83	1.1049
	no	14	13	13	14	15	14	
	don't know	4	2	3	4	2	3	
My teacher gets angry (vexed) when I help another child in class.	n	56	62	118	172	164	336	
	yes	25	42	34	35	32	34	-0.0057
	no	64	42	53	53	61	57	
	don't know	11	15	13	10	7	9	
My teacher talks a lot in class.	n	56	62	118	173	163	336	
	yes	64	56	60	78	73	76	-1.0332
	no	32	44	38	17	21	19	
	don't know	4	0	2	5	6	5	
When the teacher is not in class, the children stop doing their work.**	n	59	61	120	177	162	339	
	yes	64	48	56	45	46	45	2.1957
	no	32	43	38	47	46	47	
	don't know	0	10	5	8	7	8	

CONCLUSIONS INSTRUCTIONAL METHODS MATHS AND ENGLISH

Most of the methods used in the classroom during English are rather “Old School”: the teacher explaining on black board, teacher reading to students and text reading to students. New School methods are only used occasionally (once a week or less than once a week).

Most of the methods used in the classroom to teach Maths are rather “Old School”: the teacher explains on blackboard, students solve problems individually and teacher solves problem on the blackboard.

CONCLUSIONS INSTRUCTIONAL METHODS TEACHERS’ OPINIONS

Teachers seem to be aware of what “modern approaches to teaching” are supposed to be, but this does not reflect itself in the variety of instructional methods used in the classroom.

CONCLUSIONS INSTRUCTIONAL METHODS TEACHERS’ OPINIONS PILOT VS. REST

Teachers in the 3 pilot schools are significantly more aware of the “modern approaches to teaching” than their colleagues in the other schools.

CONCLUSIONS INSTRUCTIONAL METHODS STUDENTS' OPINIONS

85% of the students interviewed enjoy working with other children in class and feel free enough to ask a friend for help.

70% of the students interviewed noted that their teacher talks a lot in class and 50% of the students observed that the students stop doing their work when the teacher is not around.

CONCLUSIONS INSTRUCTIONAL METHODS STUDENTS' OPINIONS PILOT VS. REST

Students in the three pilot schools are more aware of cooperative learning strategies and how to use them.

RECOMMENDATION INSTRUCTIONAL METHODS

There is clearly a lot of help and guidance needed to assist the teachers while exploring and adopting "modern approaches to teaching". This assistance and guidance needs to come from the local level (the school/colleagues), the regional education officials and from the national level (Ministry of Education, Cyril Potter, UG).

Most importantly, teachers in Hinterland schools need to be encouraged to experiment with instructional methods in the classroom. To do this effectively, a system of coaching and back-up support will have to be created. Consensus will have to be reached among all stakeholders about how exactly such a support system can be put in place.

3.6 TEXTBOOKS AND LEARNING GUIDES (LG)

3.6.1 TEXTBOOKS AND LEARNING GUIDES – GENERAL

Detailed information about the number of textbooks and learning guides for Maths, English, Science, Social Studies and Art can be found in section 6.1 of part 2 of this report. A summary of the information is given in the table below.

NUMBER OF TEXTBOOKS PER SUBJECT PER SCHOOL

Village	NUMBER OF MATHS TEXTBOOKS PER STUDENT	NUMBER OF ENGLISH TEXTBOOKS PER STUDENT	NUMBER OF SCIENCE BOOKS PER STUDENT	NUMBER OF SOCIAL STUDIES BOOKS PER STUDENT	NUMBER OF ARTS BOOKS PER STUDENT	SUMMARY of number of textbooks for Maths, English, Science and Social Studies per student
Shea	1.5	1.2	1.1	1.0	0.0	1.2
Karaburi	1.7	1.3	0.5	0.3	0.0	0.9
Waramuri	1.7	1.1	0.4	0.4	0.0	0.9
Awarewaunau	1.9	1.2	0.0	0.4	0.0	0.9
Surama	1.0	0.7	0.6	0.6	0.0	0.7
Santa Rosa	0.3	0.2	0.1	0.1	0.0	0.2
Kamwatta	0.1	0.1	0.1	0.1	0.0	0.1
Kwebana	0.0	0.0	0.0	0.0	0.0	no info
Achawib	no info	no info	no info	no info	no info	no info
Aishalton	0.9	0.8	no info	no info	no info	limited info
Karaudarnau	0.6	0.3	no info	no info	no info	limited info
Maruranau	1.4	1.1	no info	no info	no info	limited info

The table above clearly shows that only one of the eight schools for which information was provided has at least one book per student for all subjects (Maths, English, Science, Social Studies). 54% of the schools surveyed had enough textbooks for Mathematics, 45% of the schools had enough for English, and 13% of the schools had enough textbooks for science and social studies.

During the time of the survey (December 2001), learning guide production had not been completed.

3.6.2 TEXTBOOKS AND LEARNING GUIDES – TEACHERS' OPINIONS

Information in section 6.1 of part 2 of this report provides detailed information about how the textbooks are being used in the different classes. For all classes, textbooks are used several times per week during “chalk and talk” by the teacher. Textbooks are used once per week or less for group work and self-study. Only in Standard 4, textbooks are used more frequently for self-study and group work

CONCLUSIONS TEXTBOOKS

54% of the schools surveyed had enough textbooks (meaning at least one per student) for Mathematics, 45% of the schools had enough textbooks for English but only 13% of the schools had enough textbooks for Social Studies and Science.

Only 1 of the 11 schools that provided information had enough textbooks for all students for all four major subjects (Shea).

Textbooks are used several times per week during “chalk and talk” by the teacher. Only in Standard 4 are textbooks used more frequently for self-study.

RECOMMENDATION TEXTBOOKS

There seems to be a need to improve the system of textbook distribution for Hinterland schools.

3.7 TEACHER TRAINING (TT)

3.7.1 TEACHERS' PERCEPTIONS OF THEIR ROLE

All teachers in the 12 schools were asked to answer 22 questions (15 positive EN statements and 7 negative EN statements) about how they perceived their role in the class. The results can be found in section 7.1 of part 2 of this report.

For the positive EN indicators, all teachers felt very strongly (average score between 3.5 and 4, meaning “strongly agree”) about the following statements:

- It is important to praise a student whenever he or she has achieved something.
- The purpose of education is to prepare students for society at large
- The teacher has to allow students to share their views.
- As a teacher I have to try to understand my students and where they are from.
- It is important to address the children by their first name.
- Students have to be able to apply what they have learnt.

These high scores indicate a great awareness amongst the teachers to appreciate the students and to try to understand what their backgrounds are and who they are.

As for the negative EN indicators, the following statements received rather high scores (between 2.5 and 3.3, meaning “agree”):

- The teacher has to keep discipline and order.
- The purpose of education is to pass the exam.
- The teacher is the main sources of information for the students.
- The teacher has to be in charge of everything that goes on in the classroom.
- I want students to be able to memorise most of what they have learnt.
- As a teacher, I make the rules in my class.

These high scores create a picture of a teacher who likes to be in control and command of the things going on in the classroom, who wants the students to get good grades, a teacher who does not like to delegate or hand over too many responsibilities.

CONCLUSIONS TEACHERS PERCEPTIONS OF THEIR ROLE

The picture that the teachers paint of themselves is a picture of somebody who pays attention to the individual student, but also somebody who does not like to delegate work but rather likes to be in control so as to ensure that students obtain good grades. This sounds more like “old school” than “new school”.

3.7.2 TEACHERS’ PERCEPTIONS OF THEIR ROLE – PILOT VS. OTHER SCHOOLS

For all questions on teachers’ perceptions of their role, the responses of the teachers in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the teachers of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means (one tailed) with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the teachers in the 3 pilot schools will be higher than the average scores of the teachers in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT VS. REST – HOW DO TEACHERS PERCEIVE THEIR ROLE? - TEACHERS’ RESPONSES – POSITIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.294)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
It is important to praise a student whenever he or she has achieved something.	n	30	43	71
	Av.	3.7	3.8	-0.943
	Var.	0.2299	0.1827	
	St. Dev.	0.4795	0.4275	
The purpose of education is to prepare students for society at large.	n	30	42	70
	Av.	3.6	3.7	-0.787
	Var.	0.2483	0.2189	
	St. Dev.	0.4983	0.4679	
The teacher has to allow students to share their views.	n	30	43	71
	Av.	3.6	3.6	-0.107
	Var.	0.4609	0.2492	
	St. Dev.	0.6789	0.4992	
As a teacher I have to try to understand my students and where they are from.	n	30	43	71
	Av.	3.5	3.4	0.762
	Var.	0.2575	0.2525	
	St. Dev.	0.5074	0.5025	
It is important to address the children by their first name.	n	29	40	67
	Av.	3.6	3.5	0.396
	Var.	0.2562	0.3077	
	St. Dev.	0.5061	0.5547	
Students have to be able to apply what they have learnt.	n	30	42	70
	Av.	3.4	3.5	-0.977
	Var.	0.2483	0.3043	
	St. Dev.	0.4983	0.5516	

* = reject null hypothesis at 10% probability level (T critical = 1.294)
 ** = reject null hypothesis at 5% probability level (T critical = 1.667)
 *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
The teacher gives guidance to the students.	n	30	43	71
	Av.	3.3	3.5	-1.120
	Var.	0.2299	0.2547	
	St. Dev.	0.4795	0.5047	
As a teacher, I pay extra attention to the weaker and slower students.*	n	30	43	71
	Av.	3.3	3.4	-1.444
	Var.	0.2713	0.2525	
	St. Dev.	0.5208	0.5025	
Students learn a lot when they assist other students to do their schoolwork.	n	30	43	71
	Av.	3.3	3.3	-0.179
	Var.	0.3552	0.3677	
	St. Dev.	0.5960	0.6064	
The purpose of education is to teach morals and values	n	28	43	69
	Av.	3.4	3.2	1.283
	Var.	0.2381	0.2171	
	St. Dev.	0.4880	0.4659	
The teacher supervises the students at work.	n	30	43	71
	Av.	3.2	3.4	-1.091
	Var.	0.5299	0.2924	
	St. Dev.	0.7279	0.5407	
The teacher facilitates students to learn at their own pace.	n	30	41	69
	Av.	3.2	3.3	-1.068
	Var.	0.2126	0.2622	
	St. Dev.	0.4611	0.5120	
As a teacher, it is my job to resolve conflicts in class.*	n	29	43	70
	Av.	3.3	3.1	1.596
	Var.	0.3054	0.5150	
	St. Dev.	0.5526	0.7176	
Each child in my class has unique abilities.	n	30	43	71
	Av.	3.3	3.0	-0.179
	Var.	0.4782	0.6423	
	St. Dev.	0.6915	0.8014	
Students have to be able to find the information they need themselves.*	n	29	43	70
	Av.	2.9	2.6	1.851
	Var.	0.4532	0.5349	
	St. Dev.	0.6732	0.7314	

PILOT VS. REST – HOW DO TEACHERS PERCEIVE THEIR ROLE? - TEACHERS' RESPONSES – NEGATIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.294)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
The teacher has to keep discipline and order.*	n	30	43	71
	Av.	3.2	3.4	-1.575
	Var.	0.4195	0.3400	
	St. Dev.	0.6477	0.5831	
The purpose of education is to pass the exam.	n	28	43	69
	Av.	2.7	2.8	-0.984
	Var.	0.4615	0.5205	
	St. Dev.	0.6794	0.7214	
The teacher is the main source of information for the students.**	n	30	42	70
	Av.	2.5	2.9	-2.265
	Var.	0.4655	0.6249	
	St. Dev.	0.6823	0.7905	
The teacher has to be in charge of everything that goes on in the classroom.	n	30	43	71
	Av.	2.7	2.7	0.431
	Var.	0.6161	0.6611	
	St. Dev.	0.7849	0.8131	
I want students to be able to memorise most of what they have learnt.***	n	28	43	69
	Av.	2.3	2.8	-2.781
	Var.	0.3598	0.7741	
	St. Dev.	0.5998	0.8798	
As a teacher, I make the rules in my class.	n	30	42	70
	Av.	2.4	2.6	-1.150
	Var.	0.3172	0.6370	
	St. Dev.	0.5632	0.7982	
The purpose of education is to finish the book in time.	n	30	42	70
	Av.	2.0	2.0	-0.150
	Var.	0.3448	0.5116	
	St. Dev.	0.5872	0.7153	

As the tables above clearly show, only for 5 of the 22 statements, there was a significant difference in the way the teachers of the 3 pilot schools responded as compared to the teachers in the other schools. This is a clear indication that many teachers are still in an “old school” mode.

CONCLUSIONS TEACHERS PERCEPTIONS OF THEIR ROLE – PILOT SCHOOLS VS. OTHER SCHOOLS

There are hardly any differences detectable in the way teachers in the pilot schools perceive their role, as compared with the teachers in the other schools.

RECOMMENDATION TEACHER TRAINING:

You can't expect teachers who were trained in “old school style” to suddenly start teaching in a “new school style”. Guidance, supervision and coaching at local, regional and national level will have to be provided to assist teachers to make this change. Furthermore, all people involved will have to make sure they are supporting each other in this effort.

3.7.3 TEACHER TRAINING IN SCHOOL - GENERAL

Section 7.2 in part 2 of this report, provides information about ways teachers learn and the usefulness of the approaches used. A summary of the responses is given below.

SUMMARY OF FREQUENCY OF TECHNIQUES USED BY TEACHERS TO LEARN AND THEIR USEFULNESS

Frequency From 5 (every week) to 1 (never)	Technique	Usefulness From 4 (always) to 1 (never)
4.0	I know my own weaknesses and strengths and work on them in the classroom.	3.2
3.6	I ask colleagues for advice	2.7
2.7	I attend professional development sessions in school	2.9
2.7	As teachers we come together regularly and learn from each other ("learning circle")	2.3
2.3	I ask my students to comment on my classes	2.0
1.7	I ask colleagues to observe me in class and give feedback	1.9
1.5	Colleagues criticize my teaching	1.6

Teachers indicate that the most effective way they learn is by working on their own weaknesses in the classroom and asking colleagues for advice. Learning circles occur with a frequency of once per month in the schools surveyed and are rated as being useful sometimes.

CONCLUSIONS TEACHER TRAINING IN SCHOOL

The most effective way teachers learn is by working on their own weaknesses and asking colleagues for advice.

Learning circles take place (on average) once per month and are considered to be useful "sometimes".

3.7.4 TEACHER TRAINING IN SCHOOL – PILOT SCHOOLS VS. OTHER SCHOOLS

For all questions on the ways teachers learn, the responses of the teachers in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the teachers of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means (one tailed) with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the teachers in the 3 pilot schools will be higher than the average scores of the teachers in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT VS. REST – THE WAY TEACHERS LEARN – FREQUENCY - TEACHERS' RESPONSES

* = reject null hypothesis at 10% probability level (T critical = 1.294)

** = reject null hypothesis at 5% probability level (T critical = 1.667)

*** = reject null hypothesis at 1% probability level (T critical = 2.381)

		Results pilot schools	Results other schools	Df and t value
QUESTION		Total	Total	
I know my own weaknesses and strengths and work on them in the classroom.	n	26	41	65
	Av.	4.0	4.0	0.0462
	Var.	1.3985	1.5244	
	St. Dev.	1.1826	1.2347	
I ask colleagues for advice.	n	29	41	68
	Av.	3.8	3.4	1.048
	Var.	1.4039	1.7024	
	St. Dev.	1.1849	1.3048	
I attend professional development sessions in school.	n	28	42	68
	Av.	2.6	2.7	-0.337
	Var.	0.4696	1.3897	
	St. Dev.	0.6853	1.1788	
As teachers we come together regularly and learn from each other (e.g. "micro-centers" or "learning circles").	n	28	42	68
	Av.	2.7	2.7	0.083
	Var.	0.8042	1.7799	
	St. Dev.	0.8968	1.3341	
I ask my students to comment on my classes.	n	29	41	68
	Av.	2.4	2.2	0.604
	Var.	2.2512	2.2110	
	St. Dev.	1.5004	1.4869	
I ask colleagues to observe me in class and give feedback.	n	29	42	69
	Av.	1.7	1.6	0.201
	Var.	0.8645	0.9669	
	St. Dev.	0.9298	0.9833	
Colleagues criticize my teaching.	n	27	39	64
	Av.	1.4	1.6	-0.860
	Var.	0.6353	1.1377	
	St. Dev.	0.7971	1.0666	

As can be noted in the table above, no significant differences between the teachers in the pilot schools and the other schools can be detected between the frequency with which teachers use certain techniques to become more effective teachers

PILOT VS. REST – THE WAY TEACHERS LEARN – USEFULNESS - TEACHERS' RESPONSES

* = reject null hypothesis at 10% probability level (T critical = 1.294)
 ** = reject null hypothesis at 5% probability level (T critical = 1.667)
 *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 5 Schools in Region 1	Results 7 schools in Region 9	
I know my own weaknesses and strengths and work on them in the classroom.	n	25	41	64
	Av.	3.1	3.2	-0.588
	Var.	0.6933	0.6890	
	St. Dev.	0.8327	0.8301	
I attend professional development sessions in school.	n	25	42	65
	Av.	3.0	2.8	0.931
	Var.	1.0400	1.2456	
	St. Dev.	1.0198	1.1161	
I ask colleagues for advice.	n	25	42	65
	Av.	2.8	2.6	0.754
	Var.	0.6900	0.7834	
	St. Dev.	0.8307	0.8851	
As teachers we come together regularly and learn from each other (e.g. "micro-centers" or "learning circles").*	n	25	39	62
	Av.	2.6	2.2	1.426
	Var.	0.8400	1.0094	
	St. Dev.	0.9165	1.0047	
I ask my students to comment on my classes.	n	25	42	65
	Av.	2.1	2.0	0.412
	Var.	0.8267	1.0970	
	St. Dev.	0.9092	1.0474	
I ask colleagues to observe me in class and give feedback.	n	24	40	62
	Av.	1.8	1.9	-0.435
	Var.	0.6938	1.0667	
	St. Dev.	0.8330	1.0328	
Colleagues criticize my teaching.	n	25	39	62
	Av.	1.6	1.6	-0.286
	Var.	0.6733	0.5061	
	St. Dev.	0.8206	0.7114	

Only one statement in the table above shows a significant difference in the way the teachers find the different approaches useful. Teachers in the pilot schools seem to find learning circles significantly more useful as a tool for in-service teacher training than the teachers in the other schools.

CONCLUSIONS TEACHER TRAINING – WAY TEACHERS LEARN PILOT VS. OTHER SCHOOLS

Teachers in the pilot schools seem to find learning circles significantly more useful as a tool for in-service teacher training than the teachers in the other schools.

3.7.5 TEACHER TRAINING IN SCHOOL – EN SPECIFIC

An overview of the EN staff development sessions (per school) is given in section 7.3 of part 2 of this report.

Seven out of the twelve schools surveyed had at least organized an average of 2.3 staff development session on aspects of EN for their teachers over a four-year period.

CONCLUSIONS EN STAFF DEVELOPMENT SESSIONS

Seven out of the twelve schools surveyed had at least organized an average of 2.3 staff development session on aspects of EN for their teachers over a four-year period.

Five schools had never organized any staff development sessions on EN or aspects of EN.

RECOMMENDATION

There is a great potential for the technique of the Learning Circle (in combination with the use of reflection, log-books and giving and receiving effective feed-back) to be used as a tool for in-service teacher training in Hinterland Primary Schools. Maximum stakeholder involvement will be needed (at local, regional and national level) to work out strategies for this.

3.8 STUDENT ATTAINMENT, MONITORING & PROMOTION (SP)

3.8.1 STUDENT ATTAINMENT

Detailed information about the pass rates for three different subject for 6 different classes per school, can be found in section 8.1 of part 2 of this report. A summary of these results is provided below.

EXAM PASS RATES 1995, 1997 AND 1999 – SUMMARY 7 SCHOOLS

	ENGLISH			MATHS			SCIENCE		
	1995	1997	1999	1995	1997	1999	1995	1997	1999
Santa Rosa		48.4	77.6		47.5	62.6		62.3	72.5
Aishalton	66.3	50.8	47.8	48.4	24.7	48.2	69.9	61.7	55.3
Surama	88.3	96.9	92.2	79.5	96.9	92.2	88.3	96.9	92.2
Karaburi		55.5	58.3		35.1	35.3		42.6	48.4
Kamwatta	55.6	50.8	47.5	50.8	52.0	62.2	55.0	66.6	74.5
Kwebana		42.1	29.2		26.3	32.5	43.0	48.4	43.3
Karudarnau	88.3	96.9	92.2	79.5	96.9	92.2	88.3	96.9	92.2

The pass rates listed in the table above show a great variety per school and between the schools. There are many factors contributing to this variation, including the type of exams prepared and the way the exams were marked. The students did not all write the same exam, so it might be difficult (and not so useful) to compare the exam pass rates listed above.

One way to compare the data is by calculating a T statistics for the results of the three pilot schools as compared with the results of the other schools. The table below shows the results.

EXAM PASS RATES 3 PILOT SCHOOLS VS. THE OTHER SCHOOLS

	ENGLISH			MATHS			SCIENCE		
	1995	1997	1999	1995	1997	1999	1995	1997	1999
Santa Rosa		48.4	77.6		47.5	62.6		62.3	72.5
Aishalton	66.3	50.8	47.8	48.4	24.7	48.2	69.9	61.7	55.3
Surama	88.3	96.9	92.2	79.5	96.9	92.2	88.3	96.9	92.2
n	2	3	3	2	3	3	2	3	3
Av.	77.3	65.4	72.6	64.0	56.3	67.7	79.1	73.6	73.4
Var.	243.8368	746.6868	511.8749	483.0868	1362.277	504.3646	169.5868	405.7288	340.7144
St. Dev.	15.6153	27.3256	22.6247	21.9792	36.9090	22.4581	13.0225	20.1427	18.4585

Karaburi		55.5	58.3		35.1	35.3		42.6	48.4
Kamwatta	55.6	50.8	47.5	50.8	52.0	62.2	55.0	66.6	74.5
Kwebana		42.1	29.2		26.3	32.5	43.0	48.4	43.3
Karudarnau	88.3	96.9	92.2	79.5	96.9	92.2	88.3	96.9	92.2
n	2	4	4	2	4	4	3	4	4
Av.	72.0	61.3	56.8	65.1	52.6	55.6	62.1	63.6	64.6
Var.	536.2813	593.2678	702.3583	413.2813	987.0668	775.6978	551.7037	596.5223	524.9617
St. Dev.	23.1577	24.3571	26.5020	20.3293	31.4176	27.8514	23.4884	24.4238	22.9120

Outcomes for T test: results 3 pilot schools compared with the rest.

t calc.	0.270	0.207	0.825	-0.055	0.147	0.613	0.905	0.575	0.540
t crit 0.10	1.886	1.476	1.476	1.886	1.476	1.476	1.638	1.476	1.476
t crit 0.05	2.920	2.015	2.015	2.920	2.015	2.015	2.353	2.015	2.015
t crit 0.01	6.965	3.365	3.365	6.965	3.365	3.365	4.541	3.365	3.365

As can be observed in the table below, the standard deviations and the variances for the two groups of schools are very high. So it is not surprising that for none of the subjects a significant difference can be detected.

As for the SSEE pass rates, the situation is slightly different. Because all the students in the different schools write the same exams, the results can be compared. The table below provides an overview of the places awarded. Not enough data were available to compare the data from the three pilot schools with the data from the other schools.

SUMMARY OF PLACES AWARDED TO STUDENTS WHO WROTE SSEE IN 1995, 1997 AND 1999

	boys who wrote	girls who wrote	boys	girls	boys	girls	boys	girls	boys	girls	Other
			jun sec	jun sec	sen sec	sen sec	com hs	com hs	prim top	prim top	
Places awarded in percentages											
1995	16	27	19	33	0	2	7	16	9	7	7
1997	32	57	12	22	2	2	6	9	18	26	2
1999	38	78	14	31	0	3	4	17	16	15	1
	86	162	15%	29%	1%	2%	6%	14%	14%	16%	3%

NOTE: Junior Secondary Schools are Secondary Schools going up to Form 5; Senior Secondary Schools go up to Form 6; com hs are Community High Schools and Prim. Top means "Primary Top" (Form 1, 2, 3 and 4 in a Primary School).

Figure 3.8.1a Places awarded to students who wrote SSEE in 1995, 1997 and 1999

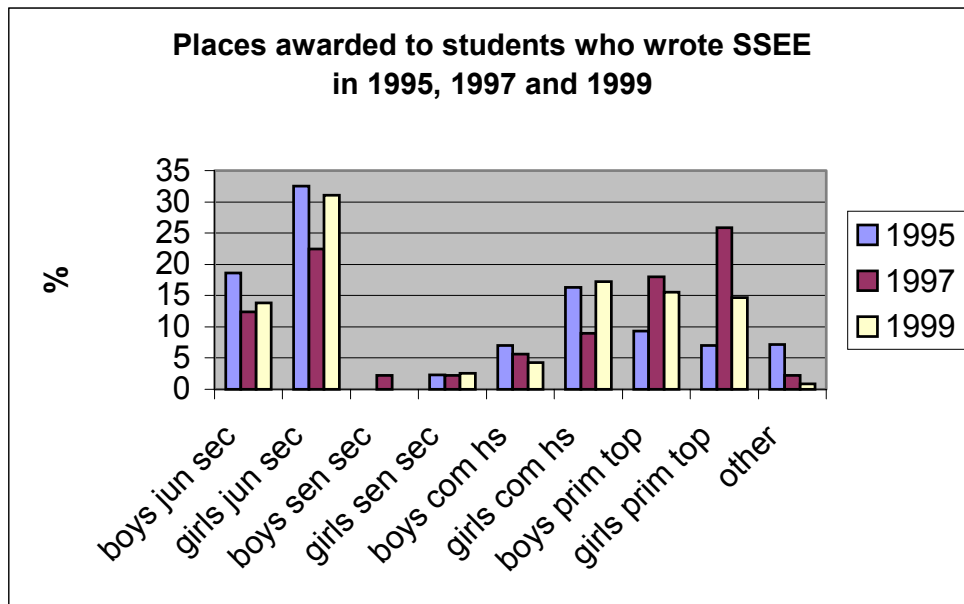


Figure 3.8.1a shows that 88% more girls than boys wrote the exam. Overall, the girls did better than the boys: they were awarded more places at junior secondary (29% for the girls as against 15% for boys) and community high schools (14% for girls and 6% for boys). It is difficult to detect any particular trend in the way the places were awarded over the three years examined.

CONCLUSION EXAM RATES

No significant difference can be detected between the exam results of the three pilot schools as compared with the exam results of the other schools. The reason for this can most likely be found in differences in exams and the way the exams are marked.

The majority of the students who wrote the SSEE exam between 1997-1999 were girls (65%).

Between 1997 and 1999, girls got awarded more places at Junior Secondary Schools (29% as against 15% to boys) and Community High Schools (14% as against 6% for boys).

3.8.2 STUDENT MONITORING: ASSESSMENT TECHNIQUES USED FOR ENGLISH

An overview of the different assessment techniques used for English is given in section 8.2 of part 2 of this report. A summary is provided in the table below.

ASSESSMENT TECHNIQUES USED FOR ENGLISH – RANKED PER CLASS (most frequently used techniques are listed first)

Prep A and B	Standard 1	Standard 2	Standard 3	Standard 4
Informal reading/writing (checking students' books)	Informal reading/writing (checking students' books)			
Oral presentations	Writing vocabulary			
Writing vocabulary	Spelling tests			
Spelling tests	Written tests (short answer questions)			
Written tests (short answer)	Oral presentations			
Written tests (free writing)	Written test (essay type questions)			
Dictations	Dictations			
Worksheets	Written tests (free writing)			
Peer assessment	Worksheets			
Written tests (essay type questions)	Peer assessment			
Portfolio assessment*	Learning logs and journals*			
Learning logs and journals*	Portfolio assessment*			

* means hardly ever used

As can be observed in the table above, checking students' books, writing vocabulary and spelling tests are the most frequently used assessment techniques for English. Portfolio assessments, learning logs and journals are hardly ever used.

CONCLUSIONS ASSESSMENT TECHNIQUES USED IN ENGLISH

Checking students' books, writing vocabulary and spelling tests are the most frequently used assessment techniques for English. Portfolio assessment, learning logs and journals are hardly ever used.

3.8.3 STUDENT PROMOTION

- Are students promoted in a flexible manner at their own pace?

One way to calculate whether students are promoted in a flexible manner is by calculating the average age of people in the same class, for each class, preferably for a few years. After students have been using learning guides for a few years, calculate the average age of pupils using the same level Learning Guide (for English and Mathematics) and compare with the average ages calculated above.

Because of the lack of information needed for this, it is difficult to assess whether students have been promoted in a flexible manner.

3.9 SCHOOL AND COMMUNITY (SC) - (SCHOOL PARTICIPATION IN AND ORGANIZATION OF COMMUNITY EVENTS)

3.9.1 SCHOOL AND COMMUNITY – GENERAL

Detailed information about the number and type of interactions (per village) between the school and the community can be found in section 9.1 of part 2 of this report. A summary is provided in the table below.

SUMMARY OF INTERACTIONS BETWEEN SCHOOL AND COMMUNITY (2000/2001)

TOTAL ALL 12 SCHOOLS RANKED PER EVENT	EVENTS	TOTAL 5 SCHOOL REGION 1	TOTAL 7 SCHOOLS REGION 9
41	PTA or CTA meeting	19	22
31	Informal talk by community members	16	15
27	Sport day	14	13
21	Community celebration, bazaar, party or fundraising	11	10
13	Accomplishment day	5	8
9	Field trips (in- or outside the community)	5	4
0	Workshop organized by community for the school	0	0
0	Workshop organized by the school for the community	0	0
142		70	72

PTA (or CTA) meetings (3-4 times a year) are the most frequently occurring interaction between school and community, followed by informal talks by community members, sport days and community celebrations (2-3 times a year).

The schools in Region 1 reported more interactions between school and community (14 events per school per year) than the schools in Region 9 (10 events per school per year).

AN OVERVIEW OF IMPORTANT EVENTS CELEBRATED IN THE COMMUNITIES

	EVENT	TIMES MENTIONED
1	Amerindian Heritage Day	6
2	Christmas	3
3	Easter	3
4	Republic Day	2
5	Mashramani	1
6	Independence Day	1
7	Education month	1
8	Youth Week	1
9	St. James' Day	1
10	New Years Day	1
11	Birthdays and weddings	1
12	Annual promotions in school	1
13	Manoor (traditional cooperative work)	1
14	Village games	1

The most important events celebrated in the community (see table above) are: Amerindian Heritage Day, Christmas, Easter and Republic Day.

One school reported traditional cooperative work (manoor) as an important event for their community.

3.9.2 SCHOOL AND COMMUNITY – SPECIFIC

As can be seen in section 9.2 of part 2 of this report, very little information about the communities is present in the classroom of the 12 schools that were part of this survey.

Only 3 classes of Santa Rosa Primary School has community maps in the classrooms, as well as some aspects of community history and domestic and health aspects of the community.

Surama Primary school has a community map painted on the school wall and reports to have some historic, geographic and cultural aspects of the community present in the school.

Karadarnau Primary School also reports to have community information covering occupational aspects, domestic aspects, organizational aspects and health aspects present in the classroom.

3.9.3 SCHOOL AND COMMUNITY – PARENTS’ OPINIONS

Over 400 parents were asked 16 questions about the interactions between school and community. An overview of the responses (by Region) is given in section 9.3 of part 2 of this report.

Parents reported to do self-help for the school once per month (parents in Region 1) or less than once a month (parents in Region 9). The average frequency with which parents visit the school is less than once a month. Very few of the parents interviewed (5%) help out in the classroom. Surama and Santa Rosa (and to a lesser extent Aishalton) are the only two schools where parents help with the delivery of academic subjects. In a few other schools, parents teach making craft or help to keep the classroom orderly and clean. Whenever the parents do visit the school, they feel welcome “most of the time”.

As for the positive EN statements about School and Community, the parents reacted with an average score of 3 (agree), meaning the parents feel that the school should prepare students to develop the village, keep culture and traditions alive and should close whenever there is an important community celebration. Parents disagreed with the statement that there is no future for their child in the village.

3.9.4 SCHOOL AND COMMUNITY – PARENTS’ OPINIONS PILOT SCHOOLS vs. OTHER SCHOOLS

For all questions on the relationships between school and community, the responses of the parents in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the parents of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means (one tailed) with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the parents in the 3 pilot schools will be higher than the average scores of the parents in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT VS. REST – PARENTS’ RESPONSES – SCHOOL AND COMMUNITY – POSITIVE EN INDICATORS

* = reject null hypothesis at 10% probability level (T critical = 1.282)
 ** = reject null hypothesis at 5% probability level (T critical = 1.645)
 *** = reject null hypothesis at 1% probability level (T critical = 2.327)

KEY: Strongly agree = 4; Agree = 3; Disagree = 2; Strongly disagree = 1								
QUESTION		Three pilot schools			Nine other schools			t value
		M	F	T	M	F	T	
How often do you do self-help for the school?*	n	36	50	91	156	172	334	
	Av.	2.8	2.7	2.6	2.5	2.3	2.3	1.8923
	Var.	0.8214	0.9898	1.2476	0.9222	0.9793	1.0413	
	St. Dev.	0.9063	0.9949	1.1170	0.9603	0.9896	1.0205	
How often do you visit the school?	n	36	52	91	159	173	334	
	Av.	2.3	2.2	2.2	2.1	2.0	2.1	0.6499
	Var.	1.0063	0.7466	0.9761	1.1119	1.0104	1.0785	
	St. Dev.	1.0032	0.8641	0.9880	1.0544	1.0052	1.0385	
How often do you help with fund raising activities of the school?***	n	34	51	91	158	170	334	
	Av.	2.2	2.4	2.2	1.8	1.8	1.8	2.9645
	Var.	1.3200	1.2471	1.5243	0.9826	0.9905	1.0329	
	St. Dev.	1.1489	1.1167	1.2346	0.9913	0.9952	1.0163	
How often do you help out in the classroom?***	n	36	51	91	156	174	334	
	Av.	1.6	1.6	1.5	1.3	1.3	1.3	2.8265
	Var.	0.6444	0.6902	0.7414	0.5269	0.4206	0.4845	
	St. Dev.	0.8028	0.8308	0.8610	0.7258	0.6486	0.6961	

* = reject null hypothesis at 10% probability level (T critical = 1.282)
 ** = reject null hypothesis at 5% probability level (T critical = 1.645)
 *** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION		Three pilot schools			Nine other schools			t value
		M	F	T	M	F	T	
Are the teachers friendly, whenever you visit the school?*	n	36	60	91	155	164	334	
	Av.	3.5	3.3	3.3	3.2	3.2	3.0	2.0580
	Var.	0.4849	0.5827	0.7888	0.8948	0.9685	1.3476	
	St. Dev.	0.6964	0.7634	0.8881	0.9460	0.9841	1.1609	
Whenever you visit the school, do you feel welcome?*	n	36	51	91	156	163	334	
	Av.	3.6	3.4	3.3	3.2	3.2	3.0	1.8682
	Var.	0.6540	0.6784	1.1443	1.0408	0.9531	1.4154	
	St. Dev.	0.8087	0.8237	1.0697	1.0202	0.9763	1.1897	
Are people from the school administration friendly whenever you visit the school?***	n	36	53	91	155	159	334	
	Av.	3.4	3.4	3.3	2.9	2.9	2.7	4.3640
	Var.	0.5302	0.5036	0.7443	1.2035	1.0251	1.5281	
	St. Dev.	0.7281	0.7097	0.8627	1.0970	1.0125	1.2362	

* = reject null hypothesis at 10% probability level (T critical = 1.282)
 ** = reject null hypothesis at 5% probability level (T critical = 1.645)
 *** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION		Three pilot schools			Nine other schools			t value
		M	F	T	M	F	T	
I send my child to school because I want my child to be able to develop our village.	n	37	53	91	158	174	334	
	Av.	3.6	3.4	3.4	3.6	3.4	3.5	-0.475
	Var.	0.3078	0.4702	0.5348	0.2993	0.3921	0.4229	
	St. Dev.	0.5548	0.6857	0.7313	0.5471	0.6262	0.6503	
The school should help to keep our culture and traditions alive.	n	37	54	91	158	174	334	
	Av.	3.4	3.2	3.2	3.2	3.2	3.2	0.351
	Var.	0.2342	0.4862	0.4965	0.3909	0.4723	0.4922	
	St. Dev.	0.4840	0.6973	0.7046	0.6252	0.6872	0.7016	
Children should learn more about our culture in school.	n	36	52	91	158	167	334	
	Av.	3.3	3.3	3.2	3.2	3.2	3.1	0.817
	Var.	0.5929	0.4204	0.8203	0.5732	0.4583	0.8245	
	St. Dev.	0.7700	0.6484	0.9057	0.7571	0.6770	0.9080	
The school should close when the community is celebrating an important event.	n	38	54	91	157	172	334	
	Av.	2.7	2.5	2.6	2.8	2.6	2.6	-0.280
	Var.	0.8814	0.7827	0.8217	0.8144	0.9600	0.9916	
	St. Dev.	0.9388	0.8847	0.9065	0.9024	0.9798	0.9958	
I send my child to school because I want my child to learn how to become a better farmer.**	n	36	53	91	160	172	334	
	Av.	2.4	2.1	2.2	2.4	2.4	2.3	-1.432
	Var.	0.9302	1.0486	1.0947	0.9184	0.9602	0.9923	
	St. Dev.	0.9644	1.0240	1.0463	0.9583	0.9799	0.9962	

PILOT VS. REST – PARENTS' RESPONSES – SCHOOL AND COMMUNITY – NEGATIVE EN INDICATORS

* = reject null hypothesis at 10% probability level (T critical = 1.282)
 ** = reject null hypothesis at 5% probability level (T critical = 1.645)
 *** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION		Three pilot schools			Nine other schools			t value
		M	F	T	M	F	T	
I send my child to school because I want my child to be able to find work outside the village.**	n	38	54	91	158	174	334	
	Av.	2.3	2.2	2.3	2.5	2.5	2.5	-1.851
	Var.	0.9925	0.5912	0.7465	0.9299	0.8179	0.9157	
	St. Dev.	0.9962	0.7689	0.8640	0.9643	0.9044	0.9569	
There is no future for my child in our village.	n	37	51	91	151	163	334	
	Av.	1.9	2.2	2.0	2.1	2.1	2.0	0.125
	Var.	0.6547	1.0808	1.0222	0.8234	0.8232	1.0360	
	St. Dev.	0.8091	1.0396	1.0111	0.9074	0.9073	1.0179	

As for the positive EN indicators, there were quite a few significant differences in the responses of the parents of the pilot schools as compared with the other parents. E.g. parents with children in the pilot schools do self-help more often, help out in the classroom more often, and are more often engaged in fund-raising activities. There are also significant differences in the way they feel treated whenever they visit the schools: parents with children in the pilot schools feel more welcome whenever they visit the school.

There were no significant differences to be noted in the way the different groups of parents answered the questions about the integration of culture and traditions in the classroom. Actually, there is one indication that suggests that parents with children in the pilot schools are more eager for their children to find work outside the village after graduation.

3.9.5 SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS

Over 70 teachers were asked 13 questions about the interactions between school and community. Eight questions were positive EN indicators and the remainder were negative EN indicators. The results are listed in section 9.5 of part 2 of this report.

As for the positive EN indicators, the teachers felt very strongly about the contribution students can make towards the development of the community (score 3.6 = strongly agree). The great majority of the teachers also felt that a good teacher has to use examples from the community in the classroom and the school should keep culture and traditions alive.

As for the negative indicators, the teachers agreed that there is very little to do for the young people in the village after students graduate from school and that education is preparing the young people for a life outside the village.

3.9.6 SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS

For all questions on the relationships between school and community, the responses of the teachers in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the teachers of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means (one tailed) with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the teachers in the 3 pilot schools will be higher than the average scores of the teachers in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT VS. REST – SCHOOL AND COMMUNITY - TEACHERS’ RESPONSES – POSITIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.294)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
Students can make a valuable contribution to the development of the community after they have left school.	n	30	43	71
	Av.	3.5	3.6	-0.518
	Var.	0.4644	0.2447	
	St. Dev.	0.6814	0.4947	
A good teacher uses examples from the community and the students' environment in class.	n	28	43	69
	Av.	3.4	3.4	0.0819
	Var.	0.2540	0.2492	
	St. Dev.	0.5040	0.4992	
The school should help to keep our culture and traditions alive.	n	29	43	70
	Av.	3.4	3.4	-0.122
	Var.	0.2438	0.3400	
	St. Dev.	0.4938	0.5831	
Children should learn more about their culture in school.	n	29	42	69
	Av.	3.3	3.3	-0.243
	Var.	0.3498	0.3165	
	St. Dev.	0.5914	0.5626	

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
Our school is preparing students to become productive citizens in their own communities.	n	29	42	69
	Av.	3.2	3.3	-0.140
	Var.	0.2611	0.4419	
	St. Dev.	0.5110	0.6648	
I want my students to stay and work in the village after they have graduated.	n	30	43	71
	Av.	3.1	3.2	-0.564
	Var.	0.5069	0.3455	
	St. Dev.	0.7120	0.5878	
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.***	n	29	42	69
	Av.	3.2	2.7	2.601
	Var.	0.5764	0.5017	
	St. Dev.	0.7592	0.7083	
The school should close when the community is celebrating an important event (e.g. Heritage Day).	n	29	43	70
	Av.	2.8	2.5	1.111
	Var.	1.0985	0.8261	
	St. Dev.	1.0481	0.9089	

PILOT VS. REST – SCHOOL AND COMMUNITY - TEACHERS' RESPONSES – NEGATIVE EN INDICATORS

- * = reject null hypothesis at 10% probability level (T critical = 1.294)
- ** = reject null hypothesis at 5% probability level (T critical = 1.667)
- *** = reject null hypothesis at 1% probability level (T critical = 2.381)

QUESTION		Results 3 pilot schools	Results 9 other schools	df and t value
There is nothing to do for young people in this village after they have left school.**	n	30	42	70
	Av.	2.9	2.5	1.995
	Var.	1.0989	0.7921	
	St. Dev.	1.0483	0.8900	
Education in this village is preparing the young people for a life outside the community.*	n	30	42	70
	Av.	2.9	2.6	1.661
	Var.	0.8230	0.8362	
	St. Dev.	0.9072	0.9145	
When students graduate from school, they know very little about their own communities.***	n	29	42	69
	Av.	2.4	2.0	2.701
	Var.	0.5419	0.5116	
	St. Dev.	0.7361	0.7153	
After graduation, young people should try to get work outside the village.	n	30	43	71
	Av.	2.0	2.2	-1.424
	Var.	0.2759	0.4551	
	St. Dev.	0.5252	0.6746	
The only way for a student to make it in life is by leaving the village after graduation.	n	29	43	70
	Av.	1.9	2.0	-0.416
	Var.	0.6177	0.7375	
	St. Dev.	0.7860	0.8588	

As can be seen from the tables above, there are very few indicators that show a significant difference between the responses from the teachers in the pilot schools as compared with the responses of the teachers in the other schools. Teachers in the pilot schools seem to be more aware of a lack of opportunities in their village and the failure of the education system to prepare students for a life in the community.

3.9.6 SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS

Over 450 students were asked ten questions about the way they feel about their communities. Seven of the questions pertained to positive EN indicators and 3 pertained to negative EN indicators. Results are found in section 9.6 of part 2 of this report.

Pertaining to the positive EN indicators, over 50% of the students interviewed feel that school does not help them to become a better farmer or fisherman. And although 72% indicates they would like to work in their village when they grow up, over 50% of the students also indicate they want to work in Georgetown when they are big. The regional differences here are striking: 66% of the students in Region 1 wants to work in Georgetown when they are big, as against 40% of the students interviewed in Region 9.

3.9.7 SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS

For all questions on the relationships between school and community, the responses of the students in the 3 pilot schools (Santa Rosa, Surama and Aishalton) were compared with the responses of the students of the other schools. Furthermore, the average scores for each group were tested with a T test for independent means (one tailed) with the null hypothesis that there is no difference between the responses and the research hypothesis that the scores for the students in the 3 pilot schools will be higher than the average scores of the students in the other schools. The results are listed below, with the calculated T values for each question on the right.

PILOT vs. REST – STUDENTS’ RESPONSES - SCHOOL AND COMMUNITY - POSITIVE EN INDICATORS

* = reject null hypothesis at 10% probability level (T critical = 1.282)

** = reject null hypothesis at 5% probability level (T critical = 1.645)

*** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION	Three pilot schools			Other 9 schools			t value	
	M	F	T	M	F	T		
When I am big, I want to work in my village.**	n	57	61	118	176	162	338	
	yes	61	75	69	73	75	74	1.6511
	no	30	20	25	20	19	20	
	don't know	9	5	7	7	6	7	
In school I learn how to be a better farmer.	n	57	62	119	174	161	335	
	yes	37	39	38	51	43	47	0.0638
	no	56	55	55	43	48	45	
	don't know	7	6	7	6	9	7	
In school I learn how to be a better fisherman.	n	57	62	119	175	161	336	
	yes	33	24	29	34	27	31	0.0638
	no	60	65	62	58	65	61	
	don't know	7	11	9	7	8	8	
In school I learn how I can make my village a better place.**	n	56	61	117	172	160	332	
	yes	79	87	84	77	68	73	2.2036
	no	13	5	9	15	21	18	
	don't know	9	8	9	8	11	9	
I like it when I can do something for my village.**	n	56	60	116	173	161	334	
	yes	89	88	91	79	80	79	2.2637
	no	2	3	3	12	14	13	
	don't know	9	8	9	9	6	8	
I like my village**	n	56	62	118	175	160	335	
	yes	95	97	95	86	86	86	2.7803
	no	5	3	5	11	13	12	
	don't know	0	0	0	3	2	3	
In school we learn how we can help other people.	n	54	62	116	177	159	336	
	yes	83	89	87	83	75	79	1.1604
	no	7	8	8	13	16	14	
	don't know	9	3	6	4	8	6	

PILOT vs. REST – STUDENTS' RESPONSES - SCHOOL AND COMMUNITY – NEGATIVE EN INDICATORS

* = reject null hypothesis at 10% probability level (T critical = 1.282)
 ** = reject null hypothesis at 5% probability level (T critical = 1.645)
 *** = reject null hypothesis at 1% probability level (T critical = 2.327)

QUESTION		Three pilot schools			Other 9 schools			t value
		M	F	T	M	F	T	
When I am big, I want to work in Georgetown.**	n	57	62	119	176	162	338	
	yes	54	58	56	51	47	49	1.6511
	no	42	24	33	36	40	38	
	don't know	4	18	11	12	14	13	
I feel I am wasting a lot of time in school.	n	55	62	117	174	159	333	
	yes	22	11	17	24	24	24	-0.5733
	no	73	77	75	70	70	70	
	don't know	5	11	9	7	6	6	
My village is not nice. There is little to do.	n	57	62	119	174	160	334	
	yes	51	48	50	44	40	42	0.7310
	no	26	34	30	44	48	46	
	don't know	21	18	19	10	11	11	

Four of the seven positive EN indicators show there is a significant difference between the responses of the students in the pilot schools as compared with students in the other schools. Students from the pilot schools seem to be more committed to developing their village. However, the negative EN indicators show a different picture: significantly more students in the pilot schools state they want to work in Georgetown when they are big.

CONCLUSIONS SCHOOL AND COMMUNITY – GENERAL

PTA meetings, informal talks by community members and sport days are the most frequently occurring interactions between school and community.

Slightly more interactions between school and community were organized in Region 1 (14 events per school per year) as compared with schools in Region 9 (10 events per school per year).

The most important events celebrated in the community are: Amerindian Heritage Day, Christmas, Easter and Republic Day.

(Only) one school reported traditional cooperative work (manoor) as an important event for their community.

CONCLUSIONS SCHOOL AND COMMUNITY – SPECIFIC

There is very little information about the community present in the classrooms of the schools surveyed. Only three of the twelve schools reported to have a bit of information about the community on display in the classroom.

Interactions between school and community seem to be rather large scale and impersonal, rather than small-scale and personal.

CONCLUSIONS SCHOOL AND COMMUNITY – PARENTS’ OPINIONS

Only 5% of the parents interviewed help out regularly in the classroom.

Parents who help out in the classroom help with academic subjects, the teaching of craft and traditional skills and keeping the classroom clean and orderly.

The parents interviewed felt the school should prepare students to develop the village and should keep culture and traditions alive. They also agreed that the school should close whenever there is an important community celebration taking place.

CONCLUSIONS SCHOOL AND COMMUNITY – PARENTS’ OPINIONS – PILOT VS. REST

Parents with children in the pilot schools, do more self-help, help out in the classroom more often and are more often engaged in fund-raising activities, as compared with the other group of parents.

Parents with children in the pilot schools seem to be more eager for their children to find work outside the village after graduation.

CONCLUSIONS SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS

Teachers feel very strongly that students can make a contribution to the development of the community, but they also feel that there is very little to do for young people in the village and education is preparing young people for a life outside the village.

CONCLUSIONS SCHOOL AND COMMUNITY – TEACHERS’ OPINIONS PILOT SCHOOLS VS. OTHER SCHOOLS

Teachers in the pilot schools seem to be more aware of a lack of opportunities in their village and the failure of the education system to prepare students for a life in the community.

CONCLUSIONS SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS

The majority of the students interviewed felt that the school in their village is not helping them to become a better farmer or fisherman.

In Region 1, 66% of the students interviewed want to work in Georgetown when they are big. In Region 9, this is 40%.

CONCLUSIONS SCHOOL AND COMMUNITY – STUDENTS’ OPINIONS PILOT VS. OTHER SCHOOLS

On the one hand students from the pilot schools seem to be more committed to developing their village than the other students. On the other hand, there is also an indication that students in the pilot schools are more eager to go and work in Georgetown, when they are adults.

3.10 OVERALL EN MONITORING OF EN PROGRAM (OM)

3.10.1 EN MONITORING AND EVALUATION

Section 10 in part 2 of this report provides an overview of the financial inputs made by the different stakeholders between the start of the EN program in 1996 till date. This section also provides an overview of the strengths and weaknesses of the EN program, as perceived by the different stakeholder groups.

In general, representatives from the different stakeholder groups (Ministry of Education, Regional Education Officials, funding agencies) seemed to be quite reluctant to comment on the Escuela Nueva program.

As can be concluded from this table, approximately G\$ 11 million has been spent per pilot schools since 1996. Other inputs made by the different stakeholders include support from the Regional Education Departments (supervision, transport) and support provided by the Ministry of Education (workshops organized).

UNICEF/AMAZON made several monitoring trips into the three different pilot schools of which reports can be found in UNICEF office in Georgetown. The three pilot schools used to produce regular progress reports, but this seem to have ceased since 1998.

CONCLUSION OVERALL EN MONITORING

Some representatives from the various stakeholder groups seemed to be reluctant to comment on the Escuela Nueva program.

Approximately G\$ 11 million has been spent per pilot school since the onset of the EN program in 1996.

The main strengths of the EN program as mentioned by the different stakeholder groups are:

- 1. EN is potentially a good model that can help to improve quality of and access to Hinterland education**
- 2. EN has the potential to develop strong links between school and community**
- 3. Student Government**
- 4. Learning Corners**
- 5. Emphasis on good values and behaviour**
- 6. Cooperative learning strategies**

The main weaknesses as listed by the different stakeholder group include:

- 1. Lack of personnel inputs**
- 2. Lack of community consultation**
- 3. Lack of training/follow-up/support**
- 4. Lack of monitoring and supervision**
- 5. Lack of direction from MoE**

The main recommendations given by the different stakeholder groups are:

- 1. More follow up visits, more workshops**
- 2. More teachers trained and continued training**
- 3. More follow up and monitoring**
- 4. Completion of learning guides and introduction in schools**
- 5. More involvement of community members**

3.11 RESULTS OF FOCUS GROUP MEETINGS WITH TEACHERS

During Escuela Nueva workshops in Aishalton and Santa Rosa in November and December 2001, the teachers in Moruca were asked to react to the following statement: “The Escuela Nueva Program is a real success if/when.....”. An overview of their responses is given in the table below.

An overview of teachers’ responses ranked according to number of times mentioned.

Fre.	Themes	“The EN programme is a real success if/when:
8	Child friendliness of school	<ul style="list-style-type: none"> ○ Suitable furniture is provided ○ All the furniture in a classroom is suitable for learning at each level ○ Classroom furniture is suitable for the level of the child ○ Suitable furniture is given ○ There is adequate space in the school ○ Provide adequate materials for making learning aids ○ If I treat all children equal ○ Teachers and pupils are fully prepared for the programme – that is given the right materials, books, furniture
8	Teacher training and awareness building	<ul style="list-style-type: none"> ○ Train/expose teachers to the programme ○ All the teachers in the school have gathered basic facts about EN van put them into practice ○ All teachers are aware of the EN programme and its benefits ○ When teachers and the community are made aware of the programme ○ Have regular training ○ Are supervised often ○ Teachers plan carefully to carry out every lesson ○ Teachers/parents learn more about the growth and development of a child
7	Instructional Methods	<ul style="list-style-type: none"> ○ New learning strategies are being adopted. ○ New teaching methods are being used. ○ If I am an active and friendly teacher. ○ When I act as a facilitator in the classroom. ○ I have the children discover for themselves ○ When all (some) teachers have changed the old traditional approach to teaching and use the modern approaches in teaching for my school ○ Pupils will be more involved in learning
6	School and community	<ul style="list-style-type: none"> ○ The community becomes fully supportive; ○ PTA accepts EN as the key to change in modern school life ○ I accept parents/community help in school ○ When the parents (community) are involved in school activities ○ Everything can go in good order with the relationship between pupils, teachers and parents in the community ○ Teachers/parents work towards the success of the EN program
6	Student government	<ul style="list-style-type: none"> ○ The school has a real functioning government. ○ If I cooperate and guide children (in the student government) ○ If the school has a government that functions properly ○ The school government is active and understands it’s responsibilities ○ Pupils will learn to carry out more responsibilities. ○ Students learn, accept and live their role of responsibility.
3	Textbooks and learning guides	<ul style="list-style-type: none"> ○ There are enough workbooks to facilitate pupils ○ EN workbooks are provided for each level ○ EN workbooks are provided for each child
3	Student attainment, monitoring and promotion	<ul style="list-style-type: none"> ○ When there is good attendance and learning (individual work of students improves ○ Pupils will learn faster ○ When there are just a few drop outs
1	EN monitoring	<ul style="list-style-type: none"> ○ The education department/ministry shows more interest
1	Learning corners	<ul style="list-style-type: none"> ○ Teachers and parents should co-operate in establishing attractive learning corners;

The results of this simple exercise showed that within the Escuela Nueva Program, the teachers placed great emphasis on the child friendliness of the school, the general awareness of and knowledge about the EN program and the presence of a teacher training program to help teachers to become more effective teachers, using the Escuela Nueva approach.

CONCLUSION FOCUS GROUP MEETINGS WITH TEACHERS:

Pertaining to EN, teachers placed great emphasis on the child friendliness of the school, the general awareness of and knowledge about the EN program and the presence of a teacher-training program to help teachers to become more effective teachers using the EN approach.

Furthermore, during the same workshops, the teachers (each of the 12 Escuela Nueva Schools had sent 3 representatives) present were asked to identify the areas they needed training in. The results of this participatory training needs analysis for the schools in Region 1 and Region 9 are given in the following two tables.

Results of Training Needs Analysis amongst 15 teachers from Moruca.

Times mentioned	Training Needs	Priority as indicated by teachers¹
8	Modern approaches to teaching	1,1,2,2,3,3,3,3
6	General information about the Escuela Nueva program	1,2,3,3,3,3
4	Subject knowledge (English, Science, Social Studies)	1,1,1,2
4	Use of learning guides	1,1,2,2
4	How to set up and use learning corners and make teaching aids	2,2,3,3
2	How to teach reading	1,1
2	Childhood education	1,3
2	Oral compositions/presentation	2,2
2	General classroom management	2,3
1	Assessment techniques	1
1	How to set up a school government	1
1	Activities for science	1
1	Moral education	1
1	How to get the community involved	2
1	Practical demonstration of EN in classroom	2
1	Teacher training	2
1	Techniques to teach mathematics	3

¹ 1 means: mentioned as first priority by a teacher; 2 means: mentioned as second priority by a teacher etc.

Results of Training Needs Analysis amongst 21 teachers from the South Rupununi.

Times mentioned	Training Needs	Priority as indicated by teachers ²
13	Teaching methods and group learning	1 1 2 2 2 2 2 2 3 3 4 4
10	How to improve the learning corners	1 1 1 1 1 1 2 2 2 3
5	How to involve the community	1 1 1 2 3
3	How to solve conflicts, how to guide and counsel students	1 2 3
3	How to use the learning guides	1 3 3
3	How to deal with slow learners	1 3 4
3	About EN in general and the history of EN	1 3 5
3	How to activate the student government	2 4 4
2	How to deal with complex problems (rebellious students)	1 2
2	What are good alternatives to corporal punishments?	2 3
1	How to motivate/involve children	1
1	How to deal with absenteeism	2
1	How to deal with complaining children	3
1	How to manage/facilitate a class	3
1	How to use the furniture	3
1	How to improve the classroom environment	4

These tables indicate that the teachers feel a great need for more general knowledge of the EN program. Furthermore, information and exposure to more modern approaches to teaching (cooperative learning strategies) and other methods which can help them to become more effective teachers in the Escuela Nueva system, were identified by the teachers as their most urgent training needs at this moment in time.

RECOMMENDATION FOCUS GROUP MEETING TEACHERS: For a successful implementation of the Escuela Nueva Program in the Hinterland Primary Schools, continuous training, upgrading and coaching of administrators, teacher trainers, teachers, students and the community are of vital importance.

² 1 means: mentioned as first priority by a teacher; 2 means: mentioned as second priority by a teacher etc.

4.0 Escuela Nueva Index (ENI)

This section of the report describes the Escuela Nueva Index. This is a tool that is developed in order to be able to assess the Escuela Nueva status of a Primary School, using the most important Escuela Nueva indicators. The tool is developed with the following objectives:

- To provide a tool for the Ministry of Education to monitor and evaluate the progress of EN schools in a fast and simple manner.
- To provide a tool to gather and process baseline information for other schools, in a fast and efficient manner, covering the main EN indicators.

The information discussed in section 3 of this report provides an elaborate overview off all the EN indicators. As was observed during the discussion of the results, some of these indicators differentiate better than others. The EN Index tries to incorporate all these EN indicators. The different components that are part of the EN Index are listed in the table below and are described in more detail for all the 12 schools that were part of this survey in sections 4.1 till 4.10 of this chapter.

OVERVIEW OF EN INDICATORS THAT ARE PART OF THE EN INDEX

Number	Indicator	INDEX SCORES
1	Student opinions (on the library, teacher/student relationship, instructional methods used, school and community)	10
2	Parents opinions (on the relationship between school and community)	10
3	Teachers opinions (on teacher/student relationship, instructional methods, school and community, classroom atmosphere and role of the teacher)	10
4	Child-friendly classroom Furniture, classroom size and water/sanitation	10
5	Instructional methods used in the classroom (qualitative)	10
6	Textbooks/Learning Guides Number of textbooks and learning guides per student	10
7	Learning corners Number and quality of learning corners	10
8	Teacher training How often and in what way are teachers working on their own professional development in school?	10
9	Student Government (SG/committees/activities)	10
10	General student info Student attendance	10
	MAXIMUM SCORE OF THE EN INDEX	100

4.1 Results for indicator 1: Students' Opinions

This indicator is measured by calculating the average score of the students' answers of the positive EN indicators and negative EN indicators.

$$\text{INDICATOR 1} = [(100 - \text{average negative EN indicators}) + \text{average positive EN indicators}] / 10.$$

The results for INDICATOR 1 are listed below:

EN 1: WHAT THE STUDENTS THINK																
Positive EN indicators: the higher, the better for EN																
Negative EN indicators: the lower, the better for EN																
		Santa Rosa			Karaburi			Waramuri			Kamwatta			Kwebana		
Topic	group	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ratings for positive EN indicators (scale 0 – 100)																
Library	S	82	83	83	76	81	79	80	81	80	73	63	69	68	80	74
Student/Teacher	S	87	85	86	81	87	84	85	83	84	78	75	77	84	90	87
Instr. Methods	S	81	82	81	82	80	81	78	79	78	84	65	77	75	73	74
School and Com.	S	77	77	77	81	80	80	75	80	77	75	69	73	69	68	68
Average		82	82	82	80	82	81	80	81	80	78	68	74	74	78	76
Ratings for negative EN indicators (scale 0 to 100)																
Topic	group	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Library	S	24	36	30	38	45	41	13	9	11	40	33	38	40	28	34
Student/Teacher	S	15	24	20	35	42	39	21	15	18	29	21	26	48	41	45
Instr. Methods	S	54	53	54	63	60	61	60	58	59	58	61	59	71	63	67
School and Com.	S	46	40	43	49	48	49	36	31	34	50	49	49	45	46	46
Average		35	38	37	46	49	47	32	28	31	44	41	43	51	45	48
EN INDICATOR 1: STUDENTS		7.4	7.2	7.3	6.7	6.7	6.7	7.4	7.6	7.5	6.7	6.4	6.6	6.1	6.7	6.4

EN 1: WHAT THE STUDENTS THINK																						
		Positive EN indicators: the higher, the better for EN																				
		Negative EN indicators: the lower, the better for EN																				
Topic	group	Aishalton			Surama			Karaudanau			Achawib			Awarewaunau			Maruranau			Shea		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ratings for positive EN indicators (scale 0 to 100)																						
Library	S	74	82	78	74	73	73	58	56	57	74	78	76	54	63	58	72	82	77	87	88	87
Student/Teacher	S	63	75	69	94	90	92	64	72	68	76	73	75	84	63	74	81	82	82	78	87	83
Instr. Methods	S	75	78	76	87	86	86	50	62	56	63	62	63	65	63	64	76	78	77	56	61	58
School and Com.	S	63	70	66	84	83	86	59	49	54	67	65	66	70	57	64	79	77	78	73	73	73
<i>Average</i>		69	76	72	85	83	84	58	60	59	70	69	70	68	61	65	77	80	78	73	77	75
Ratings for negative EN indicators (scale 0 to 100)																						
Library	S	38	42	40	38	31	33	33	31	32	46	38	42	46	49	47	39	29	34	47	56	52
Student/Teacher	S	46	40	43	38	41	40	27	28	28	39	40	40	49	48	49	19	21	20	41	31	35
Instr. Methods	S	47	54	50	82	66	72	52	47	50	58	60	59	61	60	60	61	56	58	79	71	75
School and Com.	S	48	49	49	27	28	28	18	28	23	34	34	34	32	38	35	43	32	38	53	32	42
		45	46	45	46	41	43	32	34	33	44	43	44	47	49	48	41	34	38	55	47	51
EN INDICATOR 1: STUDENTS		6.2	6.5	6.4	6.9	7.1	7.0	6.3	6.3	6.3	6.3	6.3	6.3	6.1	5.6	5.9	6.8	7.3	7.0	5.9	6.5	6.2

4.2 Results for indicator 2: Opinions of the Parents and the Wider Community

This indicator is measured by calculating the average score of the parents' answers of all the positive EN indicators and negative EN indicators.

$$\text{INDICATOR 2} = [(4 - \text{average negative EN indicator})/8 + (\text{average positive EN indicator}/8)] * 10$$

The results for INDICATOR 2 are listed in the tables below:

EN3: WHAT THE PARENTS THINK																	
Positive EN indicators: the higher, the better for EN																	
Negative EN indicators: the lower, the better for EN																	
Topic	group	Santa Rosa			Karaburi			Waramuri			Kamwatta			Kwebana			
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Ratings for positive EN indicators (scale 1 to 4)																	
School and Com.	P	3.0	2.8	2.8	2.7	2.8	2.8	2.8	2.7	2.7	2.9	2.5	2.6	2.6	2.7	2.6	
Ratings for negative EN indicator (scale 1 to 4)																	
School and Com.	P	1.8	2.3	2.0	2.0	1.9	1.9	1.7	2.4	2.2	2.0	2.3	2.1	2.3	2.2	2.3	
EN INDICATOR 2: PARENTS																	
				5.9			6.1			5.6			5.6			5.5	

EN3: WHAT THE PARENTS THINK																							
Positive EN indicators: the higher, the better for EN																							
Negative EN indicators: the lower, the better for EN																							
Topic	group	Aishalton			Surama			Karaudanau			Achawib			Awarewaunau			Maruranau			Shea			
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Ratings for positive EN indicator (scale 1 to 4)																							
School and Com.	P	2.8	2.7	2.6	3.2	2.9	2.9	2.6	2.6	2.5	2.8	2.8	2.7	2.6	2.4	2.4	2.6	2.5	2.5	2.5	2.5	2.5	
Ratings for negative EN indicator (scale 1 to 4)																							
School and Com.	P	2.4	2.3	2.3	2.0	1.9	1.9	2.6	2.8	2.5	2.8	2.8	2.7	2.3	2.3	2.2	2.2	2.1	2.1	2.1	2.2	2.1	
EN INDICATOR 2: PARENTS																							
				5.4			6.3			5.0			5.1			5.2			5.5			5.5	

4.3 Results for indicator 3: Teachers' Opinions

This indicator is measured by calculating the average score of the teachers' answers of all the positive EN indicators and negative EN indicators.

$$\text{INDICATOR 3} = [(4 - \text{average negative EN indicator})/8 + (\text{average positive EN indicator}/8)] * 10$$

The results for INDICATOR 3 are listed in the tables below:

EN2: WHAT THE TEACHERS THINK																
Positive EN indicators: the higher, the better for EN																
Negative EN indicators: the lower, the better for EN																
Topic	group	Santa Rosa			Karaburi			Waramuri			Kamwatta			Kwebana		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ratings for positive EN indicators (scale 1 to 4)																
Student/Teacher	T			3.5			3.4			3.5			3.5			3.7
Instr. Methods	T			3.3			3.1			3.1			3.1			3.2
School and Com.	T			3.0			2.9			2.9			3.0			3.0
Classroom atm.	T			2.8			2.6			2.9			2.7			3.2
Role of teacher	T			3.4			3.2			3.4			3.2			3.5
Average				3.2			3.0			3.2			3.1			3.3
Ratings for negative EN indicators (scale 1 to 4)																
Student/Teacher	T			1.6			1.8			1.6			1.4			2.7
Instr. Methods	T			2.3			2.3			2.4			2.4			2.9
School and Com.	T			2.5			2.1			2.4			1.9			2.7
Classroom atm.	T			2.2			2.2			2.0			2.5			1.9
Role of teacher	T			2.6			2.6			2.7			2.6			3.0
Average				2.2			2.2			2.2			2.1			2.6
EN INDICATOR 3: TEACHERS				6.2			6.1			6.2			6.2			5.9

EN 2: WHAT THE TEACHERS THINK																						
																			Positive EN indicators: the higher, the better for EN			
																			Negative EN indicators: the lower, the better for EN			
Topic	group	Aishalton			Surama			Karaudanau			Achawib			Awarewaunau			Maruranau			Shea		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ratings for positive EN indicators (scale 1 to 4)																						
Student/Teacher	T			3.4			3.7			3.6			3.5			3.2			3.5			3.4
Instr. Methods	T			3.1			3.4			3.2			3.1			3.0			3.0			2.9
School and Com.	T			3.1			3.3			3.2			3.1			2.9			3.3			2.8
Classroom atm.	T			3.0			3.2			2.5			2.2			2.8			3.0			3.0
Role of teacher	T			3.4			3.4			3.5			3.4			3.4			3.3			3.2
	Average			3.2			3.4			3.2			3.1			3.0			3.2			3.1
Ratings for negative EN indicators (scale 1 to 4)																						
Student/Teacher	T			1.9			1.8			1.5			2.7			2.3			1.4			1.8
Instr. Methods	T			2.3			2.3			2.5			2.2			2.5			3.1			2.3
School and Com.	T			2.4			2.1			2.0			1.9			2.0			2.3			2.6
Classroom atm.	T			1.9			2.4			2.0			2.2			2.2			1.8			2.0
Role of teacher	T			2.5			2.1			2.6			2.8			3.0			3.0			2.5
	Average			2.2			2.2			2.1			2.4			2.4			2.3			2.2
EN INDICATOR 3: TEACHERS				6.3			6.6			6.4			5.9			5.8			6.1			6.1

4.4 Results for indicator 4: Child-friendly schools

Indicator 4 is calculated by taking ratings for the presence of EN furniture (on a scale of 1 to 4), the classroom size (on a scale of 1 to 3) and the number and condition of the toilets (on a scale of 1 to 3)

$$\text{INDICATOR 4} = (\text{score of 4a}) + (\text{score of 4b}) + (\text{score of 4c})$$

4a Furniture

- 4 = 76 – 100% of the students in the Primary School has EN furniture
 3 = 51 – 75% of the students in the Primary School has EN furniture
 2 = 26 – 50% of the students in the Primary School has EN furniture
 1 = 0 – 25% of the students in the Primary School has EN furniture

4b Classroom size

The government norm for the amount of space needed per child is 1.3m². For Escuela Nueva to be really effective, it is argued here that more space is needed, so that is why 3 m² and more receives the highest marks.

- 3 = More than 3 m² available per student
 2 = Between 1.3 and 3 m² per student available
 1 = Less than 1.3 m² per student available

4c Water and sanitation

The UNICEF norm for the minimum number of toilets required per child is 40. That norm is used in the breakdown below:

- 3 = at least 1 toilet for every 40 boys/girls and all toilets in good condition
 2 = at least 1 toilet for every 40 boys/girls and not all toilets in good condition
 1 = other

RESULTS FOR INDICATOR 4 FOR SCHOOLS IN REGION 1

	Santa Rosa	Karaburi	Waramuri	Kamwatta	Kwebana
Furniture	2	1	1	1	1
Classroom size	1	1	1	1	3
Water and sanitation	1	1	2	1	2
INDICATOR 4	4	3	4	3	6

RESULTS FOR INDICATOR 4 FOR SCHOOLS IN REGION 9

	Aishalton	Surama	Karaudanau	Achawib	Awarewaunau	Maruranau	Shea
Furniture	4	4	1	1	1	1	1
Classroom size	2	3	1	1	1	1	2
Water and sanitation	1	2	1	2	1	1	3
INDICATOR 4	7	9	3	4	3	3	6

4.5 Results for indicator 5: Instructional Methods

To calculate this indicator, the teachers of Prep B, Standard 2 and Standard 4 are asked to indicate how often Escuela Nueva-type Instructional Methods are used in the classroom during English and Maths.

$$\text{INDICATOR 5: } ([A + B + C + D + E + F] - 36) * 10/129$$

The scores for A, B, C, D, E and F are obtained by completing the tables below in the manner described below:

The teachers are asked to complete the following two tables, using the following key:

- 1 = never
- 2 = less than once a week
- 3 = once a week
- 4 = several times per week
- 5 = almost every day

Then, calculate the totals for each column.

Instructional methods used in English

	Prep B	Standard 2	Standard 4
Library Use			
Free composition			
Dramatization			
Pair work			
Group work			
Student Presentations			
Free reading by students			
TOTAL	A	B	C

Furthermore, the teachers are asked to complete the following table, using the key below:

- Never = 1
- Less than once a week = 2
- Once a week = 3
- Several times per week = 4
- Almost every day = 5

Then, calculate the totals for each column.

Instructional methods used in Mathematics

	Prep B	Standard 2	Standard 4
Students solve problems individually			
Students solve problems on the black-board			
Students explore outside the classroom			
Students solve problems in a group			
Students work with objects			
TOTAL	D	E	F

Indicator 5 is then calculated as follows:

The results for the 12 schools of this survey are presented in the two tables on the next two pages. There was no or not enough information for Kwebana, Achawib and Shea so these schools were given the average score of the non-pilot schools (the average score of Karaburi, Waramuri, Kamwatta, Maruraunau, Karaudarnau and Awarewaunau), which is 4.9.

VALUES FOR INDICATOR 5 FOR SCHOOLS IN REGION 1

			Santa Rosa	Karaburi	Waramuri	Kamwatta	Kwebana
ENGLISH	Library Use	Prep A	3.0	1.0	1.0	3.0	0.0
		Std 2	3.0	1.0	2.0	3.0	0.0
		Std 4	4.0	1.0	5.0	3.0	0.0
	Free Composition	Prep A	1.0	3.0	4.0	4.0	0.0
		Std 2	1.0	1.0	2.0	4.0	0.0
		Std 4	2.5	2.0	4.0	4.0	0.0
	Dramatization	Prep A	5.0	1.0	3.0	3.0	0.0
		Std 2	4.5	2.0	2.0	3.0	0.0
		Std 4	1.5	2.0	3.0	3.0	0.0
Pair work	Prep A	5.0	3.0	5.0	4.0	0.0	
	Std 2	5.0	1.0	5.0	3.0	0.0	
	Std 4	3.0	3.0	5.0	2.0	0.0	
Group work	Prep A	5.0	5.0	5.0	2.0	0.0	
	Std 2	4.0	3.0	5.0	3.0	0.0	
	Std 4	5.0	4.0	4.0	4.0	0.0	
Student presentations	Prep A	3.0	4.0	5.0	1.0	0.0	
	Std 2	3.0	5.0	4.0	1.0	0.0	
	Std 4	3.5	4.0	4.0	1.0	0.0	
MATHS	Students solve problems individually	Prep A	4.0	4.0	4.0	5.0	0.0
		Std 2	4.0	5.0	4.0	5.0	0.0
		Std 4	5.0	4.0	4.0	5.0	0.0
	Students solve problems on the black-board	Prep A	4.0	4.0	4.0	4.0	0.0
		Std 2	4.5	4.0	4.0	4.0	0.0
		Std 4	3.0	4.0	5.0	4.0	0.0
	students explore outside the classroom	Prep A	4.0	2.0	4.0	4.0	0.0
		Std 2	4.0	1.0	3.0	4.0	0.0
		Std 4	3.0	2.0	3.0	4.0	0.0
Students solve problems in a group	Prep A	4.0	3.0	5.0	3.0	0.0	
	Std 2	2.5	3.0	5.0	3.0	0.0	
	Std 4	4.0	4.0	4.0	3.0	0.0	
Students work with objects	Prep A	5.0	4.0	5.0	2.0	0.0	
	Std 2	4.5	4.0	2.0	2.0	0.0	
	Std 4	3.0	4.0	3.0	2.0	0.0	
	INDICATOR 5		6.6	4.8	7.1	5.3	no info
	ESTIMATED VALUE FOR SCHOOL WITH LIMITED INFO						4.9

VALUES FOR INDICATOR 5 FOR SCHOOLS IN REGION 9

			Aishalton	Surama	Karaudanau	Achawib	Awarewaunau	Maruranau	Shea
ENGLISH	Library Use	Prep A	3.0	5.0	3.0	0.0	1.0	1.0	0.0
		Std 2	1.0	5.0	3.0	0.0	1.0	3.0	0.0
		Std 4	3.0	5.0	3.0	0.0	1.0	4.0	3.0
	Free Composition	Prep A	1.0	5.0	3.0	0.0	1.0	1.0	0.0
		Std 2	2.0	4.0	1.0	0.0	2.0	2.0	0.0
		Std 4	3.0	4.0	1.0	0.0	2.0	2.0	1.0
	Dramatization	Prep A	2.0	5.0	4.0	0.0	4.0	2.0	0.0
		Std 2	1.0	4.0	2.0	0.0	1.0	4.0	0.0
		Std 4	2.0	4.0	3.0	0.0	1.0	1.0	1.0
Pair work	Prep A	2.0	5.0	3.0	0.0	2.0	3.0	0.0	
	Std 2	2.0	5.0	1.0	0.0	3.0	2.0	0.0	
	Std 4	2.0	5.0	1.0	0.0	3.0	2.0	1.0	
Group work	Prep A	4.0	5.0	4.0	0.0	1.0	3.0	0.0	
	Std 2	2.0	5.0	1.0	0.0	1.0	4.0	0.0	
	Std 4	3.0	5.0	2.0	0.0	1.0	3.0	4.0	
Student presentations	Prep A	1.0	5.0	4.0	0.0	1.0	1.0	0.0	
	Std 2	1.0	5.0	1.0	0.0	1.0	3.0	0.0	
	Std 4	2.0	5.0	1.0	0.0	1.0	1.0	1.0	
MATHS	Students solve problems individually	Prep A	4.0	5.0	5.0	0.0	5.0	5.0	0.0
		Std 2	4.0	5.0	5.0	0.0	5.0	5.0	0.0
		Std 4	4.0	5.0	5.0	0.0	5.0	5.0	0.0
	Students solve problems on the black-board	Prep A	2.0	5.0	4.0	0.0	4.0	1.0	0.0
		Std 2	1.0	5.0	4.0	0.0	4.0	2.0	0.0
		Std 4	2.0	5.0	2.0	0.0	4.0	2.0	0.0
	Students explore outside the classroom	Prep A	1.0	5.0	3.0	0.0	2.0	5.0	0.0
		Std 2	2.0	5.0	2.0	0.0	2.0	5.0	0.0
		Std 4	3.0	5.0	2.0	0.0	2.0	5.0	0.0
Students solve problems in a group	Prep A	4.0	5.0	2.0	0.0	1.0	4.0	0.0	
	Std 2	3.0	5.0	1.0	0.0	1.0	4.0	0.0	
	Std 4	3.0	5.0	3.0	0.0	1.0	4.0	0.0	
Students work with objects	Prep A	4.0	5.0	4.0	0.0	2.0	4.0	0.0	
	Std 2	3.0	5.0	4.0	0.0	2.0	4.0	0.0	
	Std 4	2.0	5.0	4.0	0.0	2.0	4.0	0.0	
	INDICATOR 5		3.3	9.7	4.3	no info	2.6	5.0	no info
	ESTIMATED VALUE FOR SCHOOL WITH LIMITED INFO								

4.6 Results for indicator 6: Textbooks and Learning Guides

Indicator 6 pertains to the total number of textbooks and learning guides present in the school. This indicator is calculated as follows:

$$\text{INDICATOR 6} = \text{score for 6a} + \text{score for 6b}$$

To determine 6a, count the total number of textbooks in the school for Mathematics, English, Social Studies and Science and divide it by the total number of students. Score the outcome using the following key (this score will be 6a):

1	=	< 1 textbooks per student
2	=	1.0 – 1.9 textbooks per student
3	=	2.0 – 2.9 textbooks per student
4	=	3.0 – 3.9 textbooks per student
5	=	> 4.0 textbook per student

To determine 6b, count the total number of learning guides in the school for Mathematics, English, Social Studies and Science and divide it by the total number of students. Score the outcome using the following key (this score will be 6b):

1	=	< 1 learning guides per student
2	=	1.0 – 1.9 learning guides per student
3	=	2.0 – 2.9 learning guides per student
4	=	3.0 – 3.9 learning guides per student
5	=	> 4.0 learning guides per student

SUMMARY OF INDICATOR 6

School	Total number of textbooks (Oct. 2001)	Total number of learning guides (Oct. 2001)	Total number of students (Oct. 2001)	Number of textbooks per student	Number of learning guides per student	VALUE OF INDICATOR 6
Santa Rosa	489	0	622	0.79	0	1 + 1 = 2
Karaburi	509	0	136	3.74	0	4 + 1 = 5
Waramuri	981	0	271	3.61	0	4 + 1 = 5
Kamwatta	73	0	189	0.39	0	1 + 1 = 2
Kwebana	No info	0	144	No info	0	1 + 1 = 2 (estimation)
Aishalton	352	0	205	1.72	0	2 + 1 = 3
Surama	113	0	38	2.97	0	4 + 1 = 5
Karaudarnau	204	0	219	0.93	0	1 + 1 = 2
Achawib	No info	0	115	No info	0	4 + 1 = 5 (estimation)
Awarewaunau	504	0	140	3.6	0	4 + 1 = 5
Maruraunau	342	0	139	2.46	0	3 + 1 = 4
Shea	282	0	58	4.86	0	5 + 1 = 6

4.7 Results for indicator 7: Learning Corners

INDICATOR 7 = score for 7a + score for 7b

7a pertains to the number of learning corners in the school. The table below provides the score for 7a:

SCORE FOR NUMBER OF LEARNING CORNERS IN THE SCHOOL

	Learning corners in all classrooms of the Primary School	Learning corners in almost all classrooms of the Primary School	Learning corners in only a few classrooms of the Primary School
Learning Corners for all subjects (Maths, English, Social Studies and Science)	5	4	3
Learning Corners for almost all four subjects	4	3	2
Learning Corners for only a few subjects	3	2	1

To determine 7b, answer the following questions:

Questions	ANSWER (If the answer is YES, put a 1, if the answer is NO, put a 0)
Do the learning corners have materials or objects made or donated by individual students?	
Do the learning corners have materials or objects made by a group of students?	
Do the learning corners have materials or objects made by a teacher or teachers?	
Do the learning corners have materials or objects made or donated by a parent or parents?	
Do the learning corners have materials or objects bought in a shop or donated by the Ministry of Education?	
7b = TOTAL SCORE: (add up the scores in the column on the right)	

SUMMARY OF SCORES OF INDICATOR 7 FOR ALL SCHOOLS

School	Score for 7a	Score for 7b (estimation for all schools)	Total score for INDICATOR 7
Santa Rosa	3	3	6
Karaburi	2	3	5
Waramuri	3	3	6
Kamwatta	2	3	5
Kwebana	2	3	5
Aishalton	2	3	5
Surama	5	3	8
Karaudarnau	3	3	5
Achawib	1	0	1
Awarewaunau	2	3	5
Maruraunau	4	3	7
Shea	1	0	1

4.8 Results for indicator 8: Teacher Training

Indicator 8 pertains to the frequency with which certain Escuela Nueva teacher training techniques are used in the schools. The formula used to calculate indicator 8 is:

$$\text{INDICATOR 8} = \text{score for 8a}/2.5$$

The score 8a is calculated as follows: for each school, the headmaster/headmistress is asked to complete the table below, using the scoring table at the bottom of the page:

Teacher Training Technique	SCORE
Teachers in the school know their own weaknesses and strength and work on them in the classroom.	
Teachers ask colleagues for advice.	
Teachers attend professional development sessions in school.	
Teachers come together and learn from each other (Learning Circle).	
I ask colleagues to observe me in class and give feedback.	
TOTAL SCORE (8a)	

SCORING TABLE TEACHER TRAINING

How often do the teachers use the technique?	Technique used by how many teachers in the school?				
	81-100%	61-80%	41-60%	21-40%	0-20%
Once a week	5	4	3	2	1
Two or three times a month	4	3	2	1	0
Once per month	3	2	1	1	0
Less than once a month	2	1	1	1	0
Never	1	0	0	0	0

SCORE FOR INDICATOR 8 FOR THE FIVE SCHOOLS IN REGION 1 (info from part 2 of this report)

	Santa Rosa	Karaburi	Waramuri	Kamwatta	Kwebana
Teachers know their own weaknesses and strength and work on them in the classroom.	4	4	5	4	4
Teachers ask colleagues for advice	4	4	4	4	3
Teachers attend professional development sessions in school	3	3	3	4	1
Teachers come together and learn from each other (Learning Circle)	3	3	3	4	1
Teachers ask colleagues to observe each other in class and give feedback	2	1	2	3	1
VALUE OF 8a	16	16	17	18	11
VALUE OF INDICATOR 8	6.4	6.3	6.6	7.3	4.4

SCORE FOR INDICATOR 8 FOR THE SEVEN SCHOOLS IN REGION 9 (info from part 2 of this report)

	Aishalton	Surama	Karaudanau	Achawib	Awarewaunau	Maruranau	Shea
Teachers know their own weaknesses and strength and work on them in the classroom.	3	4	3	5	4	3	4
Teachers ask colleagues for advice	4	2	3	4	3	3	2
Teachers attend professional development sessions in school	2	2	2	2	4	3	3
Teachers come together and learn from each other (Learning Circle)	2	3	2	2	3	2	3
Teachers ask colleagues to observe each other in class and give feedback	1	1	1	2	1	1	3
	12	12	11	14	15	13	15
	4.9	4.7	4.5	5.6	5.9	5.1	5.8

4.9 Results for indicators 9: Student Government

The indicator pertaining to the Student Government is made up out of three part:

INDICATOR 9: Score (9a + 9b + 9c + 9d)

Section 9a: Does the school have a Student Government or Committees/Ministries?

For each school, answer the questions below:

- 2 = The school has a Student Government and Committees/Ministries
- 1 = The school has a Student Government but no Committees/Ministries
- 0 = This school does not have a Student Government nor Committees

Section 9b: How often does the Student Government meet?

For each school, answer the questions below about the frequency with which the Student Government meets:

- 3 = Once a week or more often
- 2 = Two or three times a month
- 1 = Once a month or less than once a month
- 0 = Never

Section 9c: How active is the Student Government?

For each school, answer the questions below about how often are activities organized by the Student Government:

- 3 = Almost every school day
- 2 = Several times per week
- 1 = Once a week
- 0 = Less than once a week

Section 9d: Do parents and teachers assist the student government?

- 2 = Parents and teachers guide the SG
- 1 = Only teachers but no parents guide the SG
- 0 = Teachers nor parents guide the SG

SCORE FOR INDICATOR 9 FOR THE FIVE SCHOOLS IN REGION 1 (info from part 2 of this report)

	Santa Rosa	Karaburi	Waramuri	Kamwatta	Kwebana
9a	2	2	2	2	0
9b	3	3	3	1	0
9c	1	2	1	1	0
9d	1	1	1	1	0
INDICATOR 9	7	8	7	5	0

SCORE FOR INDICATOR 9 FOR THE SEVEN SCHOOLS IN REGION 9 (info from part 2 of this report)

	Aishalton	Surama	Karaudanau	Achawib	Awarewaunau	Maruranau	Shea
9a	2	2	2	2	2	2	1
9b	1	1	2	2	1	1	1
9c	2	2	2	2	2	2	1
9d	1	1	1	1	1	1	1
INDICATOR 9	6	6	7	7	6	6	4

4.10 Results for indicator 10: General Student Info

As for indicator ten, the average school attendance (in %) of the last (completed) school year is used to calculate the indicator. The average is taken for all the school years (from Prep A till Standard 4 and for boys and girls).

INDICATOR 10: average school attendance (in %) for the last completed school year/10

SCORE FOR INDICATOR 10 FOR THE FIVE SCHOOLS IN REGION 1 (info from part 3.1.2 of this report)

	Santa Rosa	Karaburi	Waramuri	Kamwatta	Kwebana
Average Attendance (%)	60.5	57	55	61.5	60.5
INDICATOR 10	6.5	5.7	5.5	6.2	6.1

SCORE FOR INDICATOR 10 FOR THE SEVEN SCHOOLS IN REGION 9 (info from part 3.1.2 of this report)

	Aishalton	Surama	Karaudanau	Achawib	Awarewaunau	Maruranau	Shea
Average Attendance (%)	90.5	94.5	91.5	91*	90	92	91*
INDICATOR 10	9.1	9.5	9.2	9.1	9.0	9.2	9.1

* No data was available for Achawib and Shea so the average attendance for the other schools was used here as an estimate

4.11 Summary of the Escuela Nueva Index for all 12 schools

The table below presents an overview of the score for the 10 indicators for the ten schools. The maximum number of points for each indicator is 10 and the total maximum is therefore 100 points. Surama schools ranks first with 71.8 points, followed by Waramuri (60.5 points and Santa Rosa (57.9 points). The other EN pilot school (Aishalton) is in sixth position with 56.4 points.

SUMMARY OF 10 EN INDICATORS FOR ALL SCHOOLS

	INDICATOR	Santa Rosa	Karaburi	Waramuri	Kamwatta	Kwebana	Aishalton	Surama	Karaudarnau	Achawib	Awarewaunau	Maruraunau	Shea	Average
1	Students' opinions	7.3	6.7	7.5	6.6	6.4	6.4	7.0	6.3	6.3	5.9	7.0	6.2	6.6
2	Parents' opinions	5.9	6.1	5.6	5.6	5.5	5.4	6.3	5.0	5.1	5.2	5.5	5.5	5.6
3	Teachers' opinions	6.2	6.1	6.2	6.2	5.9	6.3	6.6	6.4	5.9	5.8	6.1	6.1	6.1
4	Child-friendly schools	4.0	3.0	4.0	3.0	6.0	7.0	9.0	3.0	4.0	3.0	3.0	6.0	4.6
5	Instructional methods*	6.6	4.8	7.1	5.3	4.9	3.3	9.7	4.3	4.9	2.6	5.0	4.9	5.3
6	Textbooks/LGs**	2.0	5.0	5.0	2.0	2.0	3.0	5.0	2.0	5.0	5.0	4.0	6.0	3.8
7	Learning Corners	6.0	5.0	6.0	5.0	5.0	5.0	8.0	5.0	1.0	5.0	7.0	1.0	4.9
8	Teacher training	6.4	6.3	6.6	7.3	4.4	4.9	4.7	4.5	5.6	5.9	5.1	5.8	5.6
9	Student Government	7.0	8.0	7.0	5.0	0.0	6.0	6.0	7.0	7.0	6.0	6.0	4.0	5.8
10	General student info***	6.5	5.7	5.5	6.2	6.1	9.1	9.5	9.2	9.1	9.0	9.2	9.1	7.9
		57.9	56.7	60.5	52.1	46.2	56.4	71.8	52.7	53.8	53.4	57.9	54.6	56.2
	RANKING	3.5	5	2	11	12	6	1	10	8	9	3.5	7	
*	Indicator 5 for Kwebana, Achawib and Shea is based on an estimation because of lack of information													
**	Indicator 6 for Kwebana and Achawib is based on an estimation because of lack of information													
***	Indicator 10 for Achawib and Shea is based on an estimation (average attendance of the other Region 9 schools for that year)													

4.12 Conclusions EN Index

The EN index can provide a simple and useful tool to assess the level of EN “readiness” of schools and the wider community. It also provides an easy way to determine “the weakest link” and thus can assist planners and managers to set priorities for change and improvement.

As can be seen in the table on the previous page, not all pilot schools end up in the top 3 ranking, whereas other non-pilot schools score quite high, e.g. Waramuri and Maruranau. Factors contributing to the high score of these schools include: enthusiastic and dedicated head-teachers and (especially in the case of Waramuri) a very active and vibrant CTA.

On the other end of the scale, there are Kwebana, Kamwatta, Karaudarnau and Awarewaunau. Kamwatta, Awarewaunau and Karaudarnau have serious problems with space in their schools, whereas Kwebana scores low for student government (non-existing) and teacher training.

CONCLUSIONS EN INDEX

The EN Index provides a simple measure to assess the “EN readiness” of Primary Schools. It can also help to determine the “weakest links” in the process of moving from Old School to New School.

Active and vibrant head-teachers and equally active and vibrant PTAs/CTAs seem to be key elements for the successful implementation of the Escuela Nueva Program.

Food for Thought

In the beginning of the report, Alice (in Wonderland) asked the Cat which way she ought to go from here. The Cat said: "That depends a good deal on where you want to get to....". I will end by giving some Food for Thought that might help to begin answering that question....

FOOD FOR THOUGHT

A rational discussion about what educational philosophy can be adopted and implemented in Hinterland Schools would be useful at this moment in time. These thoughts can be put forward in a Strategic Plan for Hinterland Education, covering a five to ten year period.

In the process of delivering quality education to Primary Schools in the Hinterland, some (key) questions can be asked:

What aspects of Escuela Nueva are useful to integrate into Primary Schools in the Hinterland and how do they have to be "indigenised" to make them completely suitable for Guyanese circumstances.

How can teachers be guided to allow them to make the change from Old School to New School?

What role can indigenous languages play in Primary Education in the Hinterland? How can Indigenous languages be used in the teaching of English?

How much room is the Ministry of Education willing to give to Primary Schools in the Hinterland to make the curriculum responsive to community needs, providing children with the tools that will enable them to develop their own communities.

Escuela Nueva is not a blueprint designed to solve all problems of all Hinterland schools. Neither is it a religion with strict rules, prescriptions and restrictions.

Escuela Nueva provides a toolkit with different bolts and nuts and hammers and saws. It is up to all stakeholders with an interest in the delivery of quality Primary Education to Hinterland Schools to decide WHAT we want the end result to look like and HOW we are going to get there. In order to get the best result, we will all have to encourage each other to be creative and share our findings.

Escuela Nueva is also an attitude towards life and the way we learn and grow.

In the New School, there are no experts. Or, in fact, everybody is one. To bring out the unique qualities of each contributor/stakeholder, we sit in a circle.

We try out new things and reflect on its usefulness. We are all learners and teachers at the same time.

We receive and we share, we teach and we are taught, we listen and we learn.

Wherever you are (in school, in an office, at home, in the farm, in the capital) or whoever you are (an administrator, a teacher, a student, a parent, a leader).

Bibliography

- Colbert, V., Chiappe, C., Arboleda, J. 1991. The New School Program: More and Better Primary Education for Children in Rural Areas in Colombia. In: PHREE Background Paper Series. Effective Schools in Developing Countries by Levin, H.M. and Lockheed M.E. (editors)
- Guyana Chronicle, 1998. Novel learning method to be introduced to school system. By Terrence Esseboom. Guyana Review, 1998. Escuela Nueva. December 1998 pp. 23-25.
- McEwan, P.J. 1995. Primary School Reform for Rural Development: An Evaluation of Colombian New Schools.
- Psacharopoulos, G., Rojas, C., Velez, E. 1993. Achievement Evaluation of Colombia's Escuela Nueva: Is Multigrade the Answer? Comparative Education Review, Vol. 37, no. 3.
- Rojas, C and Castillo, Z. 1989. Evaluation of the New School Programme. SER Research Institute.
- Schugurensky, D. 2001. History of Education: Selected Moments of the 20th Century. Department of Adult Education, Community Development and Counseling Psychology, University of Toronto.
http://fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/1974escuelanueva.html
- UNICEF, 2000. UNICEF working paper series. Defining Quality in Education. Education Working Paper, Programme Division.
- UNICEF/MoE, 2000. Amazon Log frame 2000.
- WORLD BANK/UNICEF, 1996. Workshop for Training of Trainers for delegations from the Philippines and Egypt, Pedagogical Strategies for Improving Primary Education. Armenia, Colombia.
- WORLD BANK, 2001. Public-private partnerships to improve academic achievement of marginalized students: evaluation results. <http://www.worldbank.org/edinvest/DSFeval.htm>

Annex 1 Summary of interviews with key informants to determine EN indicators.

Interview with Vincent Henry (Regional Chairman Region 9) about EN indicators.
30th October 2001

For a Primary School to be an EN school, the school should have:

Functioning student government.
Democratically elected by students
Functioning committees (sanitation, welfare, sport)
Student government controls assemblies
Plan activities for school
Teachers act as facilitators; HM cooperates and is kept informed
Each class can have their student government too
Students learn about values: honesty, courtesy, integrity, self-esteem

Visible child friendly atmosphere
No whip, no physical punishments
Furniture
Decoration
Ventilation, general atmosphere
Attractive classrooms: plenty reading materials etc

Evidence of learning corners
Maths
English/Language
Science
Social Studies
Arts
Child has responsibility for own learning.

Interaction with community
Parents are not kept out of the school; parents are welcomed. Parents are involved in school life: assembly (give speeches), make learning aids, assist in the class, PTA life. School is responsive to activities in the community (fishing, planting, harvesting). Community life is respected; school timetable is flexible in order to facilitate some aspects of community life/traditions/culture.

Flexibility in timetable and promotion. Promotion when child is ready. Child has to be able to read before it can be promoted from Prep B to Primary 1.

Learning guides as focal points of learning. Learning Guides have to facilitate sep by step learning. The child determines the rate of learning and indicates when it is ready to move on

Learning guides have to be child friendly, recognizable. Local writers/resource persons should contribute to production of learning guides

Teachers are learning and improving all the time: content and methods. Teachers are encouraged to share in micro learning centers and teaching circles. Key words: Learning from your own mistakes; Reflect on own behaviour. Conduct training sessions

Evaluation and monitoring of students
Students are monitored and evaluated constantly. Different types of assessment are used: peer assessment, teacher's assessment, assessment by community of EN program (relationship with school; strengths and weaknesses of EN program).

Meeting/Interview Mrs. Hamilton
Friday November 2, 2001

Mrs. Hamilton suggested to gather also routine data during the baseline survey (like attendance, progress rates (progressing at own rate), drop-out rates; take a cohort of children (“a group of people united in supporting an idea, a person, etc.”) and predict where they would be within a specific number of years and then measure against reality.

Suggestion: you want to be able to say/measure what children are able to do at a certain age before and after EN. So, a simple test (with a simple scoring system) could be designed to measure this. The test should measure performance and ability.

Meeting Mr. Tewari (ACEO primary) and Mrs. Fingal
1st November 2001, MoE

Indicators for EN schools:

Active student government. Student government help with discipline; student government can give exposure what real life is about; miniature world in the school. There can be committees on sanitation, library, and cleanliness of classroom. The role of the teacher is a supervisory role, giving guidance. Teacher has more time for the ‘delivery of education’; students are orderly and disciplined

Perpetual/continuous parent involvement (community involvement); parents lend support; constructing teaching aids in the classroom; health issues; parents and other community members are involved (the elderly); health talks by medex/midwife; advice from agricultural people (about more scientific ways of farming; put more structure in the farming system). Parents can be involved during craft sessions (using local skills to make craft). E.g. in Surama a person with a handicap helped with the design of the furniture.

Learning guides: self instructive; motivating; child can learn at own pace; simple language; children should be literate to be able to do this;

Child friendly school: learning corners and purpose built furniture: suitable for group work but also the attitude of the teachers. Teacher student relationships. Teachers in EN schools are advised to do away with corporal punishment. There should be a friendly atmosphere to learning. Teachers are encouraged to find alternative forms of punishment. No verbal abuse allowed.

Annex 2 List of participants of workshops in Region 1 and 9

Participants present during the testing of the questionnaires in Santa Rosa:

1	Steve la Rose	AM Santa Rosa Primary
2	Vincent Torres	Schools Welfare Officer
3	Dawn Torres	Kamwatta Primary, Prep A
4	Eula Henry	Karaburi Primary, Prep A (AM)
5	Hyacinth de la Cruz	Santa Rosa Primary (AM) Primary 3
6	Jacqueline Harris	Karaburi Primary, Pri I (TA)
7	Natalie Matthews	Kamwatta Primary, Pri III (AT)
8	Modesta Gomes	Santa Rosa Primary, Pri I, (DHM)
9	Anette Baharally	Assistant District Education Officer

Participants present during the training of interviewers workshop in Aishalton:

FROM AISHALTON		
1	Kateri Joseph	Level 2, AM
2	Clara Boston	SM
3	Vanessa James	Level 3, AT
FROM SHEA		
4	Donald Williams	Levels 4,5, 6, AT
5	Joseph Rufino	Levels 3 and 4, AT
6	Vilma Pernambuco	Levels 1, 2, AT
FROM ACHAWIB		
7	Eulalian Hernandez	AT
8	Compton Richards	Levels 6, 7, AT
9	Leonard Johnson	Levels 1, 7, 8, 9, 10, AM, HM (ag)
FROM KARAUDARNAU		
10	Lennox Henry	Levels 7 and 8, AM
11	Berlinda Xavier	Level 1, AM
12	Cheryl Sutherland	Level 6, AM
FROM AWAREWAUNAU		
13	Daniel Charley	Levels 1, 2 AT
14	Ryan Alfred	Levels 5 and 6, AT
15	Vitalis Alfred	Levels 9 and 10, HM
FROM MARURANAU		
16	Lionel Simon	Level 6, AM
17	Celine Gomes	Levels 7 and 8, AM
FROM SURAMA		
18	Camacho Scipio	Levels 3, 4, 5, 6, HM
FROM GEORGETOWN		
19	Roopnarine Tewari	ACEO (Prim.)
20	Edward Jarvis	Hinterland Coordinator, MoE
21	Nicola Warrinna	Planning Department, MoE
22	René van Dongen	Workshop facilitator, UNICEF

Participants present during the training of interviewers workshop in Santa Rosa:

FROM SANTA ROSA		
1	Hyacinth De La Cruz	AM prim 3
2	Modesta Gomes (team leader SR)	DHM
3	Gerard S. La Rose	AM
FROM KWEBANA		
4	Orland Gonsalves	Forms 1, 2 and 3
5	Melissa Campbell	AT prep A
6	Chandra Adams (team leader Kwebana)	AT prep B
FROM WARAMURI		
7	Verlaine Abrams	AT Prim 3
8	Monette Harris (team leader Waramuri)	AM Prim 1
9	Timonthy Mendonca	HM
FROM KARABURI		
10	Jacqueline Harris	AT Prim 1
11	Eula Henry (team leader Karaburi)	AM Prep A
12	Angus Savory	HM
FROM KAMWATTA		
13	Natalie Matthews	AT
14	Dawn Torres	AT
15	David Peters (team leader Kamwatta)	HM
FROM REGIONAL EDUCATION DEPARTMENT		
16	Anette Baharally	DES
17	Vincent Torres	SWO
FROM GEORGETOWN		
18	René van Dongen	Workshop facilitator, UNICEF