

# MAIN STUDY 2000 (Seychelles)

ID	
Country	<input type="text"/> <input type="text"/> <input type="text"/>
Region	<input type="text"/> <input type="text"/> <input type="text"/> District <input type="text"/> <input type="text"/> <input type="text"/>
School	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Instrument	<input type="text"/> 3
Office Use	<input type="text"/>

**SACMEQ II**  
 The Southern Africa Consortium for  
 Monitoring Educational Quality  
 and  
 The International Institute for  
 Educational Planning

**SCH\_REPT**  
**INSTR**

**Primary 6 Study of  
 English and Mathematics**

## School Head Questionnaire

NOTE: The information provided in this questionnaire must refer to the School Head, even though the questionnaire might be filled in by another person.

### SOME QUESTIONS ABOUT YOURSELF

1. What is your sex? **SSEX**

☐ (1)

Male

☐ (2)

Female

2. What is your age? **SAGE**  
 (Please write the number in the boxes below.)

 

years old

3. What is the highest level of **academic** education you have attained? **SQACADEM**  
 (Please tick only one box.)

☐ (1)

Primary education or equivalent

☐ (2)

Junior secondary education or equivalent

☐ (3)

Senior secondary education or equivalent

☐ (4)

A-level or some further study, but not a first degree

☐ (5)

Tertiary education (at least a first degree)

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4. How many years of **teacher training** have you received altogether? **SQTT**  
(Please tick only one box.)

- ☐ (1) I did not receive any teacher training.
- ☐ (2) I have had (a) short course(s) of less than one-year duration in total.
- ☐ (3) I have had a total equivalent of one year of teacher training.
- ☐ (4) I have had a total equivalent of two years of teacher training.
- ☐ (5) I have had a total equivalent of three years of teacher training.
- ☐ (6) I have had a total equivalent of more than three years of teacher training.

5. Have you received **specialised training** in school management?  
(Please tick only one box. If 'Yes', please indicate the total length of the course(s) in the boxes on the final line.)

**SQSPEC**

- ☐ (1) No
- ☐ (2) Yes, a training programme of around   weeks **SQSPECWK**

6. How many years altogether have you been in teaching (including the years that you have been a School Head)?  
(Please write the number in the boxes below. Please round to '1' if it is less than one year.)

years **SEXPTCH**

7. How many periods/lessons do you actually teach in a **typical school week** at this school?  
(Please write the number in the boxes below. Please write '0' if you do not teach.)

periods/lessons per week **SPERIODS**

8. How long are these periods on average?  
(Please write the number in the boxes below.)

minutes per period **SMINUTES**

## MAIN STUDY 2000 (Seychelles)

9. How many years have you been heading **this school** as School Head and/or Acting School Head?  
(Please write the number in the boxes below. Please count the current year as one full year.)

--	--

 years

**SEXPTHIS**

10. How many years **altogether** have you been a School Head or Acting School Head?  
(Please write the number in the boxes below. Please count the current year as one full year.)

--	--

 years

**SEXPALL**

### SOME QUESTIONS ABOUT YOUR SCHOOL

11. Is your school a government school or a private school?  
(Please tick only one box.)

**STYPE**

(1)
-----

 Government

(2)
-----

 Private

12. In what year was this school established? (When was it opened?)  
(Please write the year in the boxes below. Estimate the year if you do not know the actual year.)

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**SESTABL**

## MAIN STUDY 2000 (Seychelles)

13. How many kilometres is it by road from your school to:  
*(Please write the number in the boxes for each item. Please round to '1' if it is less than one kilometre.)*

- |      |   |  |                         |
|------|---|--|-------------------------|
| 13.1 | The nearest health centre/clinic.   | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | kilometres <b>SFAR1</b> |
| 13.2 | The nearest tarred or tarmac road.  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | kilometres <b>SFAR2</b> |
| 13.3 | The nearest public library.   | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | kilometres <b>SFAR3</b> |
| 13.4 | The nearest book shop.  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | kilometres <b>SFAR4</b> |
| 13.5 | The nearest school offering secondary grades to which most of your graduating pupils go.<br><i>(Please write '0' if your own school offers secondary grades.)</i> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | kilometres <b>SFAR5</b> |
| 13.6 | The nearest shopping centre or market place with at least two shops.  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> | kilometres <b>SFAR6</b> |

14. Which of the following best describes the location of your school? **SLOCAT**  
*(Please tick only one box.)*

- |  |                                 |
|--|---------------------------------|
| <input style="width: 30px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> | Isolated                        |
| <input style="width: 30px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> | Rural                           |
| <input style="width: 30px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> | In or near a small town         |
| <input style="width: 30px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> | In or near a large town or city |

# MAIN STUDY 2000 (Seychelles)

## SOME QUESTIONS ABOUT YOUR TEACHERS

15. How many teachers (permanent teachers, temporary teachers, and student teachers) are there in your school this week?

*(Please write the number in the boxes for each category. If you have no teachers for one category, please put zeros. Enter a zero before any single digit numbers [e.g. 06 not 6]. Please add all the teachers and write the total number in the boxes on the final line. Please include yourself if you teach at all.)*

15.1	<b>Permanent male</b> teachers	<input type="text"/> <input type="text"/>	teachers	<b>STCHPM</b>
15.2	<b>Permanent female</b> teachers	<input type="text"/> <input type="text"/>	teachers	<b>STCHPF</b>
15.3	<b>Temporary male</b> teachers	<input type="text"/> <input type="text"/>	teachers	<b>STCHTM</b>
15.4	<b>Temporary female</b> teachers	<input type="text"/> <input type="text"/>	teachers	<b>STCHTF</b>
15.5	<b>Student male</b> teachers	<input type="text"/> <input type="text"/>	teachers	<b>STCHSM</b>
15.6	<b>Student female</b> teachers	<input type="text"/> <input type="text"/>	teachers	<b>STCHSF</b>
15.7	Total number of teachers	<input type="text"/> <input type="text"/> <input type="text"/>	teachers	<b>STCHTOT1</b>

16. How many of the teachers in your school have completed the following levels of academic education? Do **not** count **student teachers**.

*(Please write the number in the boxes for each category. Please count each teacher in terms of his/her highest qualification. Please write '0' for a particular category if there are no teachers in it. Please make sure that the total number of teachers in this question agrees with the total number in Question 15, excluding student teachers.)*

16.1	Only primary school	<input type="text"/> <input type="text"/>	teachers	<b>STCHPRIM</b>
16.2	Up to secondary school	<input type="text"/> <input type="text"/>	teachers	<b>STCHSECO</b>
16.3	Tertiary <b>academic</b> education	<input type="text"/> <input type="text"/>	teachers	<b>STCHTERT</b>
16.4	Total number of teachers	<input type="text"/> <input type="text"/> <input type="text"/>	teachers	<b>STCHTOT2</b>

## MAIN STUDY 2000 (Seychelles)

17. How many of the teachers in your school have completed the following teacher training? Do **not** count **student teachers**.

*(Please write the number in the boxes for each category. Please count each teacher in terms of his/her highest category of teacher training. Please write '0' for a particular category if there are no teachers in it. Please make sure that the total number of teachers in this question agrees with the total number in Question 15, excluding student teachers.)*

- |  |  |          |                 |
|--|--|----------|-----------------|
| 17.1 No teacher training   | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>  | teachers | <b>STCHNOTT</b> |
| 17.2 Short course(s) of less than one-year of duration in total      | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>  | teachers | <b>STCHSHOR</b> |
| 17.3 A total equivalent of one year of teacher training              | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>  | teachers | <b>STCH1YR</b>  |
| 17.4 A total equivalent of two years of teacher training             | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>  | teachers | <b>STCH2YR</b>  |
| 17.5 A total equivalent of three years of teacher training           | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>  | teachers | <b>STCH3YR</b>  |
| 17.6 A total equivalent of more than three years of teacher training | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>  | teachers | <b>STCHMORE</b> |
| 17.7 Total number of teachers  | <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> | teachers | <b>STCHTOT3</b> |

### SOME QUESTIONS ABOUT ENROLMENT

18. What is the total enrolment of your **school**?

*(Please write the number in the boxes for each category. Include all children who are enrolled, even if absent this week.)*

- |            |  |                 |
|------------|--|-----------------|
| 18.1 Boys  | <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> | <b>SPUPBOY</b>  |
| 18.2 Girls | <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> | <b>SPUPGIRL</b> |

19. What is the total enrolment in **Primary 6** in your school?

*(Please write the number in the boxes for each category. Include all children who are enrolled, even if absent this week.)*

- |                      |  |                 |
|----------------------|--|-----------------|
| 19.1 Primary 6 boys  | <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> | <b>SPUPBOY6</b> |
| 19.2 Primary 6 girls | <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> | <b>SPUPGIR6</b> |

## MAIN STUDY 2000 (Seychelles)

20. What is the total number of class groups (or classes) in your school?  
(Please write the number in the boxes below.)

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class groups (or classes)

**SCLASS**

21. What is the total number of **Primary 6** class groups (or classes) in your school?  
(Please write the number in the boxes below.)

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Primary 6 class groups (or classes)

**SCLASS6**

### SOME QUESTIONS ABOUT SCHOOL OPERATION

22. How many sessions operate in your school (excluding sessions for adults)?  
(If you have only one session, then please fill in the first line only. If you have two sessions, then please fill in the first line for the first session and the second line for the second session, etc.)

	No. of pupils per session		No. of classes per session								
<b>1<sup>st</sup> session</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					<b>SSESS1P</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<b>SSESS1C</b>	
<b>2<sup>nd</sup> session</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					<b>SSESS2P</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<b>SSESS2C</b>	
<b>3<sup>rd</sup> session</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					<b>SSESS3P</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<b>SSESS3C</b>	
<b>4<sup>th</sup> session</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					<b>SSESS4P</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<b>SSESS4C</b>	
<b>5<sup>th</sup> session</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					<b>SSESS5P</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<b>SSESS5C</b>	
<b>6<sup>th</sup> session</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					<b>SSESS6P</b>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<b>SSESS6C</b>	

## MAIN STUDY 2000 (Seychelles)

23. What was the last year your school had a full inspection? **SYRINSP**  
*(Please tick only one box.)*

(1)	There has never been a full inspection at this school.
(2)	The last full inspection year was before 1995.
(3)	1995
(4)	1996
(5)	1997
(6)	1998
(7)	1999

24. How many times has your school been visited by an inspector since January 1998?  
*(Please write the number in the boxes below. Please write '0' if there have been no visits.)*

		times
--	--	-------

**SINS1998**

25. How many times has an inspector visited your school since January 1998 for the following purposes?  
*(Please write the number in the boxes for each purpose. If the inspector attended the several issues during a visit, count all of them. That is, one visit can have served purposes.)*

25.1	Full inspection	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP01</b>
25.2	Routine inspection	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP02</b>
25.3	Inspection of one or more teacher – <u>not</u> for Promotion	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP03</b>
25.4	Inspection for promotion of a teacher	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP04</b>
25.5	To assist teachers to improve their teaching skills or to introduce new teachers to their work	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP05</b>
25.6	To advise the school head and/or other senior staff on management and administration	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP06</b>
25.7	To address a crisis or problem in the school	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP07</b>
25.8	Only to deliver something or to make a courtesy call (that is, not for any of the purposes listed above)	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	times	<b>SINSP08</b>



## MAIN STUDY 2000 (Seychelles)

26. How many times have one or more members of the staff of the education resource centre (or education centre or teacher resource centre) visited your school during this school year?

*(Please tick only one box. If they have visited the school, please write the frequency in the boxes on the final line.)*

**SCNTR**

☐  
(1)

There is no education resource centre.

☐  
(2)

They have not visited this school during this school year.

☐  
(3)

They have visited the school   times this school year.

**SCNTRVIS**

27. How many schools does the education resource centre serve?

**SCNTRSRV**

*(Please tick only one box.)*

☐  
(1)

There is no education resource centre.

☐  
(2)

1-5

☐  
(3)

6-10

☐  
(4)

11-15

☐  
(5)

16 or more

28. In your work as a School Head, how important is each of the following activities?

*(Please tick the appropriate box for each statement.)*

		Not important	Of some importance	Very important	
28.1	Contacts with local community	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SACTHD01</b>
28.2	Monitoring pupils' progress	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SACTHD02</b>
28.3	Administrative tasks concerning the functioning of the school	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SACTHD03</b>
28.4	Discussing educational objectives with the teaching staff	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SACTHD04</b>
28.5	Activities aimed at the professional development of teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SACTHD05</b>
28.6	Activities aimed at the professional development of School Heads	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SACTHD06</b>

## MAIN STUDY 2000 (Seychelles)

29. Of the six activities listed above, rank the three that you consider to be the most important.

*(Please write the numbers of the reasons above, 28.\_\_, in the boxes below.)*

- |     |  |                                |                 |
|-----|--|--------------------------------|-----------------|
| 28. | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> | Most important activity        | <b>SACTMOST</b> |
| 28. | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> | Second most important activity | <b>SACTSECO</b> |
| 28. | <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> | Third most important activity  | <b>SACTTHIR</b> |

30. Which of the following activities occur in your school?  
*(Please tick the appropriate box for each statement.)*

		No	Yes	
30.1	The production of a school magazine in the form of a little booklet or some sheets of paper posted on the wall	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (1)	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (2)	<b>SSCHACT1</b>
30.2	A public speaking day when pupils read speeches to parents that they themselves have written	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (1)	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (2)	<b>SSCHACT2</b>
30.3	An 'open-door policy' for parents to visit the school head or teachers <u>at any time</u> either by appointment or not by appointment	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (1)	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (2)	<b>SSCHACT3</b>
30.4	An 'open-day policy' where a <u>special day</u> is nominated for parents to visit the school head or teachers	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (1)	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (2)	<b>SSCHACT4</b>
30.5	Formal debates or debating contests	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (1)	<input style="width: 40px; height: 30px; border: 1px solid black; text-align: center; vertical-align: middle;"/> (2)	<b>SSCHACT5</b>

## MAIN STUDY 2000 (Seychelles)

31. About how often does the school have to deal with the following behaviours of pupils?

*(Please tick the appropriate box for each statement. Indicate whether this is seen as a serious problem in your school, ticking the appropriate box in the final column.)*

		Never	Sometimes	Often	
31.01	Pupils arriving late at school	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR01</b>
31.02	Pupil absenteeism (i.e., unjustified absence)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR02</b>
31.03	Pupils skipping classes	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR03</b>
31.04	Pupils dropping out of school	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR04</b>
31.05	Classroom disturbance by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR05</b>
31.06	Cheating by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR06</b>
31.07	Use of abusive language by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR07</b>
31.08	Vandalism by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR08</b>
31.09	Theft by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR09</b>
31.10	Intimidation or bullying of pupils by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR10</b>
31.11	Intimidation/verbal abuse of teachers/staff by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR11</b>
31.12	Physical injury to staff by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR12</b>
31.13	Sexual harassment of pupils by other pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR13</b>
31.14	Sexual harassment of teachers by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR14</b>
31.15	Drug abuse by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR15</b>
31.15	Alcohol abuse or possession by pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR16</b>
31.17	Fights among pupils	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR17</b>
31.18	Pupil health problems	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>SPUPPR18</b>

## MAIN STUDY 2000 (Seychelles)

32. About how often does the school have to deal with the following behaviours of teachers?

*(Please tick the appropriate box for each statement. Indicate whether this is seen as a serious problem in your school, ticking the appropriate box in the final column.)*

		Never	Sometimes	Often	
32.01	Teachers arriving late at school	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR01</b>
32.02	Teacher absenteeism (i.e., unjustified absence)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR02</b>
32.03	Teachers skipping classes	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR03</b>
32.04	Intimidation or bullying of pupils by teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR04</b>
32.05	Sexual harassment of teachers by other teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR05</b>
32.06	Sexual harassment of pupils by teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR06</b>
32.07	Use of abusive language by teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR07</b>
32.08	Drug abuse by teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR08</b>
32.08	Alcohol abuse or possession by teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR09</b>
32.10	Teacher health problems	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<b>STCHPR10</b>

33. How many official school days did you lose (i.e., no teaching took place) in the last school year as a result of such things as late start of term, organization of examinations, school festivals, national celebrations, storms, etc.?

*(Please write the number in the boxes below. Please write '0' if there were no days lost.)*

--	--

days

**SLOST**

# MAIN STUDY 2000 (Seychelles)

## SOME QUESTIONS ABOUT SCHOOL FACILITIES

34. How many permanent classrooms, temporary classrooms, and open-air teaching areas does your school have?

(Please write the number in the boxes for each type of teaching environment.)

NOTE: **Permanent** classrooms are completed classrooms that have been built using materials in compliance with approved specifications; **temporary** classrooms include, for example, temporary/thatch roof, roof only, walls only; **open-air** teaching areas are areas that have no floors, walls, or roofs and are usually located under a tree.

34.1	<b>Permanent</b> classrooms	<input type="text"/> <input type="text"/> <input type="text"/>	<b>SCLRMPER</b>
34.2	<b>Temporary</b> classrooms	<input type="text"/> <input type="text"/> <input type="text"/>	<b>SCLRMTEM</b>
34.3	<b>Open-air</b> teaching areas	<input type="text"/> <input type="text"/> <input type="text"/>	<b>SCLRMOPE</b>

35. What is the total inside area (in square metres) of all permanent and temporary classrooms in your school?

(Please write the number in the boxes for each type of classroom. Please do not include the open-air teaching areas.)

35.1	Permanent	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	square metres	<b>SAREAPER</b>
35.2	Temporary	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	square metres	<b>SAREATEM</b>

36. What is the general condition of your school buildings?  
(Please tick only one box.)

<input type="checkbox"/>	(1) The school needs complete rebuilding.
<input type="checkbox"/>	(2) Some classrooms need major repairs.
<input type="checkbox"/>	(3) Most or all classrooms need minor repairs.
<input type="checkbox"/>	(4) Some classrooms need minor repairs.
<input type="checkbox"/>	(5) In good condition

## MAIN STUDY 2000 (Seychelles)

37. How many toilets or latrines does your school have? State the number of places for individual pupils.

(Please write the number in the boxes for each type of users for each category. If there are no toilets of any kind, tick the final column. If the answer is zero, please put a zero.)

Toilets / latrine places for		Types of toilet			No toilets or latrines at all
		Flush toilet	Squat holes or pit toilets	Other types of toilet or latrine	
37.1	Boys	a <input type="text"/> <input type="text"/>	b <input type="text"/> <input type="text"/>	c <input type="text"/> <input type="text"/>	d <input type="text"/> (2)
		<b>STOIBOYA</b>	<b>STOIBOYB</b>	<b>STOIBOYC</b>	<b>STOIBOYD</b>
37.2	Girls	a <input type="text"/> <input type="text"/>	b <input type="text"/> <input type="text"/>	c <input type="text"/> <input type="text"/>	d <input type="text"/> (2)
		<b>STOIGIRA</b>	<b>STOIGIRB</b>	<b>STOIGIRC</b>	<b>STOIGIRD</b>
37.3	Staff	a <input type="text"/> <input type="text"/>	b <input type="text"/> <input type="text"/>	c <input type="text"/> <input type="text"/>	d <input type="text"/> (2)
		<b>STOISTAA</b>	<b>STOISTAB</b>	<b>STOISTAC</b>	<b>STOISTAD</b>

38. Which of the following does your school have?

(Please tick appropriate box for each item.)

	No	Yes	
38.01 School library	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES01</b>
38.02 School or community hall	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES02</b>
38.03 Teacher/staff room	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES03</b>
38.04 Separate office for school head	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES04</b>
38.05 Store room (separate from head's office)	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES05</b>
38.06 First aid kit	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES06</b>
38.07 Sports area/Playground	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES07</b>
38.08 Piped water/Water tank/Borehole/Spring	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES08</b>
38.09 Electricity (mains or generator)	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES09</b>
38.10 Telephone	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES10</b>
38.11 Fax machine	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES11</b>
38.12 School garden	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES12</b>
38.13 Typewriter	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES13</b>
38.14 Duplicator	<input type="text"/> (1)	<input type="text"/> (2)	<b>SRES14</b>

## MAIN STUDY 2000 (Seychelles)

		No	Yes	
38.15	Radio	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES15</b>
38.16	Tape recorder	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES16</b>
38.17	Overhead projector	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES17</b>
38.18	TV set	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES18</b>
38.19	Video cassette recorder (VCR)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES19</b>
38.20	Photocopier	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES20</b>
38.21	Computer	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES21</b>
38.22	Fence or hedge around school borders	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES22</b>
38.23	Cafeteria/shop/kiosk	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SRES23</b>

NOTE: A school library is a library where pupils from different grades or classes can borrow and/or read books.

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

**SBORROW**

- ☐  
(1) We have no school library.
- ☐  
(2) No
- ☐  
(3) Yes

40. What do parents and/or the community contribute to the school? They contribute towards the following:  
(Please tick the appropriate box for each statement.)

		No	Yes	
40.01	Building of school facilities (such as classrooms, teacher houses, etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM01</b>
40.02	Maintenance of school facilities (such as classrooms, teacher houses, etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM02</b>
40.03	Construction or maintenance and repair of furniture, equipment, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM03</b>
40.04	The purchase of textbooks	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM04</b>
40.05	The purchase of stationery	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM05</b>

## MAIN STUDY 2000 (Seychelles)

		No	Yes	
40.06	The purchase of other school supplies, materials and/or equipment	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM06</b>
40.07	Payment of examination fees	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM07</b>
40.08	Payment of the salaries of additional teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM08</b>
40.09	Payment of an additional amount on top of the normal salary of teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM09</b>
40.10	Payment of the salaries of non-teaching staff	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM10</b>
40.11	Payment of an additional amount on top of the normal salary of non-teaching staff	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM11</b>
40.12	Extra-curricular activities including school trips	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM12</b>
40.13	Assisting teachers in teaching and/or teach or supervise pupils themselves without pay	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM13</b>
40.14	Provision of school meals	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<b>SCOMM14</b>

41. To what extent is lack of co-operation from the community a problem in your school?

*(Please tick only one box.)*

**SPROBCOM**

- ☐  
(1) Not a problem
- ☐  
(2) A minor problem
- ☐  
(3) A major problem

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.
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