

MAIN STUDY 2000 (Mozambique)

<u>ID</u>		
Country	<input type="text"/>	
Region	<input type="text"/>	District <input type="text"/>
School	<input type="text"/>	
Teacher	<input type="text"/>	
Instrument	<input type="text" value="2"/>	
Office Use	<input type="text"/>	

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

Grade 6 Study of Portuguese and Mathematics

Teacher Booklet

NOTE: This booklet is in three parts: A) Questionnaire, B) Reading Test, and C) Mathematics Test. Part A is divided into three sections: 1) General, 2) Portuguese, and 3) Mathematics. If you teach Portuguese, please complete Sections 1 and 2 of Part A and Part B. If you teach Mathematics, please complete Sections 1 and 3 of Part A and Part C. If you teach both Portuguese and Mathematics, please complete all the sections in Part A, Part B, and Part C.

PART A: QUESTIONNAIRE SECTION 1: GENERAL

NOTE: If your school does not use 6A, 6B, 6C, etc. as class names, please speak to the Data Collector before you complete this question.

- In the table below, indicate which Grade 6 classes you take for Portuguese and/or for Mathematics and the number of pupils in those classes.
 (Please tick the appropriate box for each Grade 6 class for each subject. For the classes you take, please write the number of pupils in the boxes on the same line.)

1.1 Portuguese class			1.2 Mathematics class				
	No	Yes	Class size		No	Yes	Class size
6A	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6A	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
6B	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6B	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
6C	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6C	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>
6D	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>	6D	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/>

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1.1 Portuguese class				1.2 Mathematics class			
	No	Yes	Class size		No	Yes	Class size
6E	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6E	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6F	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6F	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6G	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6G	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6H	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6H	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6I	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6I	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6J	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6J	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6K	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6K	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6L	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6L	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6M	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6M	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6N	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6N	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6O	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6O	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6P	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6P	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6Q	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6Q	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6R	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6R	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6S	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6S	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6T	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6T	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6U	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6U	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6V	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6V	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6W	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6W	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6X	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6X	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6Y	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6Y	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6Z	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6Z	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6AA	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6AA	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6BB	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6BB	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>
6CC	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>	6CC	<div><div></div><div>(1)</div></div>	<div><div></div><div>(2)</div></div>	<div><div></div><div></div></div>

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1.1 Portuguese class				1.2 Mathematics class			
	No	Yes	Class size		No	Yes	Class size
6DD	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6DD	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6EE	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6EE	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6FF	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6FF	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6GG	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6GG	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6HH	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6HH	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6II	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6II	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6JJ	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6JJ	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6KK	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6KK	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6LL	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6LL	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6MM	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6MM	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6NN	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6NN	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6OO	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6OO	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6PP	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6PP	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6QQ	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6QQ	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6RR	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6RR	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6SS	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6SS	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6TT	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6TT	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6UU	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6UU	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6VV	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6VV	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6WW	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6WW	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6XX	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6XX	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6YY	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6YY	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6ZZ	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6ZZ	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6AAA	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6AAA	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>
6BBB	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>	6BBB	<div><div>(1)</div><div></div></div>	<div><div>(2)</div><div></div></div>	<div><div></div><div></div></div>

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	1.1 Portuguese class			1.2 Mathematics class			
	No	Yes	Class size	No	Yes	Class size	
6CCC	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/> <input type="text"/>	6CCC	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/> <input type="text"/>
6DDD	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/> <input type="text"/>	6DDD	<input type="text" value="(1)"/>	<input type="text" value="(2)"/>	<input type="text"/> <input type="text"/>

SOME QUESTIONS ABOUT YOU

2. What is your sex?

Male

Female

3. What is your age?

(Please write the number in the boxes below.)

years old

4. What is the highest level of **academic education** you have attained?

(Please tick only one box.)

Primary education or equivalent

Junior secondary education or equivalent

Senior secondary education or equivalent

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

Tertiary education (at least a first degree)

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5. How many years of **teacher training** have you received altogether?
(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.

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

--	--

years

7. After having completed your initial teacher training, how many short in-service courses have you attended during the past three years?
(Please write the number in the boxes below. Please write '0' if you have attended no courses.)

--	--

courses

8. After having completed your initial teacher training, what is the total number of days altogether that you spent attending these courses during the past three years?
(Please write the number in the boxes below. Please write '0' if you have attended no courses.)

--	--	--

days

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9. Generally, do you think that these in-service courses were effective in terms of improving your teaching?
(Please tick only one box.)

☐ (1) I did not attend any in-service course.

☐ (2) Not effective

☐ (3) Reasonably effective

☐ (4) Effective

☐ (3) Very effective

SOME QUESTIONS ABOUT YOUR GRADE 6 CLASSROOM

NOTE: If you teach in more than one classroom, please answer Questions 10, 11, 12 and 13 for the classroom you teach Grade 6 in most frequently.

10. How many books do you have in your classroom library or book corner?
(Please write the number in the boxes below. Please do not count magazines or newspapers. Please write '0' if there is no classroom library, book corner or book box.)

Books

11. How many of the following do you have in your classroom or teaching area?
(Please write the number in the boxes below. Please write '0' if you do not have any.)

11.1 Sitting places for pupils (on chairs or benches)

11.2 Writing places for pupils (on desks or tables)

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12. Which of the following are available in your classroom or teaching area?
(Please tick the appropriate box for each resource.)

	No	Yes
12.1 A usable writing board (black, white, green)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.2 Chalk (or other markers)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.3 A wall chart of any kind	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.4 A cupboard or locker	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.5 One or more bookshelves	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.6 A classroom library, book corner or book box	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.7 A teacher table	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
12.8 A teacher chair	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

13. Which of the following do you have access to in your school?
(Please tick the appropriate box for each resource.)

	No	Yes
13.1 A map	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.2 A Portuguese dictionary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.3 Geometrical instruments (compass, protractor, etc.) for use on writing board	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.4 Teacher's guide (Portuguese)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
13.5 Teacher's guide (Mathematics)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

SOME QUESTIONS ABOUT YOUR TEACHING

14. How many periods/lessons of actual teaching do you have in a typical school week at this school?
(Please include all subjects and grades together.)
(Please write the number in the boxes below.)

periods/lessons per week

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

minutes per period/lesson

16. How many **hours**, on average, do you spend in a typical school week working on **lesson preparation and marking** for this school?
(Please write the number in the boxes below.)

hours per week

17. How often do you usually meet with the parents or guardians of the pupils in your class to discuss pupil performance or related matters?
(Please tick only one box.)

☐
(1)

Never

☐
(2)

Once a year

☐
(3)

Once a term

☐
(4)

Once or more a month

18. On average, what percentage of pupils have parents or guardians usually meeting with you in a year?
(Please write the number in the boxes below.)

percent

SOME QUESTIONS ABOUT YOUR SCHOOL

NOTE: This questionnaire is used in different countries with different systems. The following paragraph describes how to interpret “Inspector” and “Advisor” in questions 19 through 21 under different circumstances.

In this questionnaire, “Inspector” means the officer visiting the school head and/or classroom teacher for professional purposes. This person might be called Inspector, Education Officer (EO), or District Education Officer (DEO), etc. in your country. In countries where there are also “Advisors”, “Advisory Teachers” or “Subject Advisors” who visit teachers to advise them in general or on specific aspects of their

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teaching, questions 19.2 and 21 should be filled in with reference to such advisors. Questions 19.1 and 20 should still be filled in with reference to the Inspectors.

19. On how many occasions did an Inspector or Advisor (see NOTE above) visit you in **your classroom** in this school?

(Please write the number in the boxes for each category for each year. Write '0' if there was no visit by the Inspector or Advisor. If you were not teaching in this school for one or more of the years given, please write 'NA' for not applicable in the appropriate space.)

19.1 Inspector, EO or DEO

1998 occasions
 1999 occasions
 2000 occasions

19.2 Advisor

1998 occasions
 1999 occasions
 2000 occasions

20. What does the Inspector, EO or DEO actually do when visiting?
(Please tick the appropriate box for each statement.)

The Inspector or (District) Education Officer actually does the following:

	No	Yes
20.01 advises me	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.02 criticises me	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.03 suggests new ideas	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.04 clarifies educational objectives	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.05 explains curriculum content	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.06 recommends new teaching materials	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.07 provides information for self-development	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.08 contributes very little to my classroom teaching	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.09 makes suggestions on improving teaching methods	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.10 encourages professional contacts with teachers in other schools	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.11 provides in-service training to teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
20.12 finds faults and reports them to my employer	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

MAIN STUDY 2000 (Mozambique)

21. What does the Advisor actually do when visiting?
(Please tick the appropriate box for each statement.)

The Advisor actually does the following:

	No	Yes
21.01 advises me	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.02 criticises me	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.03 suggests new ideas	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.04 clarifies educational objectives	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.05 explains curriculum content	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.06 recommends new teaching materials	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.07 provides information for self-development	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.08 contributes very little to my classroom teaching	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.09 makes suggestions on improving teaching methods	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.10 encourages professional contacts with teachers in other schools	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.11 provides in-service training to teachers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
21.12 finds faults and reports them to my employer	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

22. How often does your School Head advise you on your teaching?
(Please tick only one box.)

- ☐
(1) Never
- ☐
(2) Once a year
- ☐
(3) Once a term
- ☐
(4) Once or more a month
- ☐
(5) I am the School Head.

MAIN STUDY 2000 (Mozambique)

SOME QUESTIONS ABOUT EDUCATION RESOURCE CENTRES (SOMETIMES CALLED EDUCATION CENTRES OR TEACHER RESOURCE CENTRES).

NOTE: An education resource centre (or education centre or teacher resource centre) is a place where teachers from different schools in the surrounding area can go to borrow teaching materials and/or produce teaching materials (such as books, wall charts, games, equipment, etc.) or seek the advice of the staff of the resource centre concerning some aspect of classroom lessons.

23. Is there an education resource centre which serves your school?
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

24. What exactly have you used the education resource centre for during this academic year?
(Please tick only one box in the first part. If you have used the centre, please answer the second part, ticking the appropriate box for each statement.)

☐ (1) There is no education resource centre.

☐ (2) I have not visited the centre during this academic year.

☐ (3) I have used the centre in order to:

24.1 Borrow teaching/learning materials

No
☐ (1)

Yes
☐ (2)

24.2 Make teaching/learning materials

☐ (1)

☐ (2)

24.3 Attend training courses

☐ (1)

☐ (2)

24.4 Exchange ideas with teachers from other schools

☐ (1)

☐ (2)

24.5 Seek advice from the staff of the resource centre

☐ (1)

☐ (2)

24.6 Other

☐ (1)

☐ (2)

MAIN STUDY 2000 (Mozambique)

SOME QUESTIONS ABOUT YOUR JOB AND LIVING ACCOMMODATION

25. There are many things that improve teachers' satisfaction with their work. How important do you think each of the following is?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
25.01 Your travel distance to school	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.02 Location of school	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.03 Quality of the school buildings	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.04 Availability of teacher housing	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.05 Quality of teacher housing	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.06 Availability of classroom furniture	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.07 Quality of classroom furniture	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.08 Level of teacher salary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.09 Timely payment of salaries	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.10 Seeing my pupils learn	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.11 Availability of classroom supplies (e.g., books, paper, pens, etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.12 Quality of school management and administration	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.13 Amicable working relationships with other staff members	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.14 Good relationships with the local community	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.15 Expanded opportunities for promotion	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
25.16 Opportunities for professional development through further study and/or training	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

MAIN STUDY 2000 (Mozambique)

26. Of the fifteen reasons listed in the above question, rank the three that you consider to be the most important ones in order of importance.
(Please write the numbers of the reasons above, 25.__, in the boxes below.)

25. Most important reason

25. Second most important reason

25. Third most important reason

27. Which of the following items do you have at home?
(Please tick the appropriate box for each item.)

	No	Yes
27.01 Daily newspaper	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.02 Weekly or monthly magazine	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.03 Radio	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.04 TV set	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.05 Video cassette recorder (VCR)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.06 Cassette player	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.07 Telephone	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.08 Refrigerator/freezer	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.09 Car	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.10 Motorcycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.11 Bicycle	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.12 Piped water	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.13 Electricity (mains, generator, solar)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
27.14 Table to write on	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

MAIN STUDY 2000 (Mozambique)

28. Approximately how many of the following livestock do you own?
(Please write the number in the boxes for each item.)

28.1 Cattle				
28.2 Sheep				
28.3 Goats				
28.4 Horses				
28.5 Donkeys				
28.6 Pigs				
28.7 Chickens				
28.8 Other stock				

29. What is the main source of lighting you have at home?
(Please tick only one box.)

(1)	Candle
(2)	Paraffin or oil lamp
(3)	Gas lamp
(4)	Electric lighting

30. Which of the following reflects most accurately the condition of your living accommodation?
(Please tick only one box.)

(1)	Generally in a poor state
(2)	Some parts require major repairs
(3)	Some parts require minor repairs
(4)	Generally in good condition

MAIN STUDY 2000 (Mozambique)

SECTION 2: PORTUGUESE

NOTE: This section is to be completed only by teachers teaching Portuguese in Grade 6. Teachers (also) teaching Mathematics are to complete Section 3 (too).

31. Does the school report for each pupil include a specific section for comment on Portuguese?

(Please tick only one box.)

☐

(1)

No

☐

(2)

Yes

32. How important do you consider the following pupil activities to be in the teaching of Reading?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
32.01 Listening to someone reading aloud	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.02 Silent reading	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.03 Learning new vocabulary from a text	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.04 Pronouncing or sounding words	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.05 Reading for comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.06 Taking books home to read	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.07 Reading materials in the home	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
32.08 Reading aloud in class	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

33. Of the eight activities listed in the above question, select the one that you consider to be the most important.

(Please write its number in the box below.)

32.

MAIN STUDY 2000 (Mozambique)

34. Do you ask parents or guardians to sign that pupils have completed their home Reading assignments?
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

35. How important do you view each of the following goals of Reading to be?
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
35.1 Making reading enjoyable	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.2 Extending students' vocabulary	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.3 Improving word attack skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.4 Improving students' reading comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.5 Developing a lasting interest in reading	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.6 Opening up career opportunities	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
35.7 Development of life skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

36. Of the seven goals listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

35.

MAIN STUDY 2000 (Mozambique)

37. How often do you use the following approaches when teaching Reading?
(Please tick the appropriate box for each statement.)

	Never or Rarely	Sometimes	Often
37.1 Introducing the background of a passage before reading it	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.2 Asking questions to assess text comprehension	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.3 Asking questions to deepen understanding	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.4 Using materials you have created yourself	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.5 Reading aloud to the class	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
37.6 Giving positive feedback	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

38. How often do you give your pupils a written test in Reading comprehension?
(Please tick only one box.)

- ☐
(1) I do not test the pupils.
- ☐
(2) Once per year
- ☐
(3) Once per term
- ☐
(4) Two or three times per term
- ☐
(5) Two or three times per month
- ☐
(6) Once or more per week

MAIN STUDY 2000 (Mozambique)

SECTION 3: MATHEMATICS

NOTE: This section is to be completed only by Grade 6 Mathematics teachers.

39. Does the school report for each pupil include a specific section for comment on Mathematics?

(Please tick only one box.)

☐

(1) No

☐

(2) Yes

40. How important do you consider the following pupil activities to be in the teaching of Mathematics?

(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
40.01 Working in pairs or groups to solve mathematical problems.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.02 Working alone on problems.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.03 Preparing projects or posters to be shown to the class.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.04 Using practical equipment, e.g., scales, calculators, rulers, tape measures, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.05 Homework assignments	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.06 Studying and interpreting graphs from magazines, newspapers, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.07 Reciting tables, formulae, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
40.08 Quizzes, tests, examinations, etc.	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

41. Of the eight activities listed in the above question, select the one that you consider to be the most important.

(Please write its number in the box below.)

40.

MAIN STUDY 2000 (Mozambique)

42. Do you ask parents or guardians to sign that pupils have completed their Mathematics home assignments?
(Please tick only one box.)

☐ (1) No

☐ (2) Yes

43. How important do you view each of the following goals of Mathematics to be for students?
(Please tick the appropriate box for each statement.)

	Not important	Of some importance	Very important
43.1 Basic numeracy skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.2 Problem solving (transfer of skills to everyday life and applying knowledge)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.3 Thinking skills including different ways of thinking in solving mathematical problems	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.4 Confidence in solving Mathematics problems	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.5 Satisfaction from doing Mathematics	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.6 Opening up career opportunities	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
43.7 Development of life skills	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

44. Of the seven goals listed in the above question, select the one that you consider to be the most important.
(Please write its number in the box below.)

43.

MAIN STUDY 2000 (Mozambique)

45. How often do you use the following approaches when teaching Mathematics?
(Please tick the appropriate box for each statement.)

	Never or Rarely	Sometimes	Often
45.01 Using everyday problems (verbally, written or worksheets)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.02 Teaching the whole class as a group	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.03 Teaching in a small group	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.04 Teaching individually	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.05 Teaching through question and answer techniques	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.06 Giving positive feedback	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.07 Relating to everyday life situations as much as possible	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.08 Basic skills training	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.09 Explaining mathematical processes	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)
45.10 Using available local materials (for example, for measuring area or volume)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

46. How often do you give your pupils a **written test** in Mathematics?
(Please tick *only one* box.)

- ☐
(1) I do not test the pupils.
- ☐
(2) Once per year
- ☐
(3) Once per term
- ☐
(4) Two or three times per term
- ☐
(5) Two or three times per month
- ☐
(6) Once or more per week

<p>THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. NOW PLEASE TURN THE PAGE AND COMPLETE THE READING TEST.</p>

MAIN STUDY 2000 (Mozambique)