

APPENDIX

PROGRESS TOWARDS UNIVERSAL PRIMARY
EDUCATION; A QUESTIONNAIRE

1. Please tick the characteristics below which apply to the kind of UPE your country is aiming to achieve:

- (a) voluntary schooling
- (b) compulsory schooling
- (c) fee-paying schooling
- (d) free schooling
- (e) schooling for children only
- (f) schooling for citizens of any age who have had no previous education
- (g) providing schooling very similar to the existing primary programme
- (h) providing basic schooling only
- (i) using purpose-built school buildings
- (j) using any kind of building available

2. Governments have to tackle the problems of educational development in some order of priority. Please rank the following in order of priority for your country, No 1 being the area of highest priority, No 2 the next highest and so on:

- (a) development of secondary education

- (b) development of technical education
- (c) development of universal primary education
- (d) development of higher education
- (e) development of special education
- (f) development of pre-school education
- (g) development of non-formal education

3. Given that a period of planning and preparation is necessary before implementation of UPE, please give the date when preparation began or when preparation is to begin.

4. Assuming that a programme of UPE is to be introduced, in which year will the first enrolment of pupils take place?

5. Are different targets set for the achievement of free and compulsory basic education?

6. (a) How many years will it take from the time of the first enrolment of pupils until UPE is fully implemented?

(b) What would be the normal starting age for UPE pupils:

5 to 6 years?

6 to 7 years?

7 to 8 years?

8 to 9 years?

9 years and above?

7. What are the latest estimates, if available:

(a) of percentage of 6 to 12 age group attending primary school?

(b) of percentage of children who do not attend school at all?

(c) of percentage of children who do not complete four years of primary schooling?

8. If you expect to achieve UPE, which are the most important means of achieving it? Please rank the following in order of importance, placing a No. 1 against the most important, a No. 2 against the next and so on:

(a) national (federal) government programme only

(b) government and local community programme

(c) state government programme only

(d) local government programme only

(e) government and voluntary agency programme

(f) government, local community and voluntary agency programme

(g) other means (please specify
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9. Please state how primary schooling is financed in your country, specifying the proportion raised by each sector:

(a) central government funding

(b) central and local government funding

(c) central government, local government and parental funding

(d) voluntary agency funding

10. If your country were to achieve UPE, which of the following financial conditions would apply?

- (a) Educational expenditure would at least double
- (b) Educational expenditure would increase to some extent
- (c) Educational expenditure would not increase by very much

11. Progress towards UPE may be based on a number of methods or programmes. Please tick any of the following which your country is using:

- (a) development of primary schools
- (b) community development programmes
- (c) broadcasting and multi-media approaches
- (d) literacy programmes
- (e) farmers' clubs, women's organizations and other adult organizations
- (f) other programmes (please specify
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12. If achievement of UPE requires more teachers, which of the following steps are being taken to increase primary teacher supply? Please tick ALL those which apply in your country:

- (a) more in-service training and retraining
- (b) increased intakes of students for initial training
- (c) building of new college(s)
- (d) recruitment of teachers from other countries

- (e) employment of auxiliaries in classrooms
- (f) other methods (please specify
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13. If more primary teachers are being trained, are their courses:

- (a) traditional courses of teacher education?
- (b) emergency or "crash" courses?
- (c) courses to prepare teachers for a variety of roles in community development etc?

14. If UPE is to be achieved, adequate supervision of schools is obviously important. In which of the following areas has the inspectorate received attention? Please tick all the areas concerned and, if possible, attach brief details of steps taken:

- (a) expansion of numbers of inspectors
- (b) retraining of inspectors
- (c) development of new programmes of initial training for inspectors
- (d) more finance made available for school supervision
- (e) appointment of staff to support and share the work of the inspectorate, e.g. advisers, co-ordinators.

15. If efforts towards UPE require more teaching and learning materials will these be:

- (a) similar resources to those currently in use?
- (b) newly developed materials?

16. Countries working towards UPE differ in their approaches to curriculum development. Is your emphasis on:

- (a) curriculum development centres mainly staffed by specialists?
- (b) materials mainly developed by classroom teachers?
- (c) some combination of both?

17. What, if any, new methods of distributing curriculum materials are being developed? Please give brief details

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18. Some countries feel that a new curriculum is essential if UPE is to be achieved, others that a revision of the existing curriculum is best and others that no major changes are necessary. Into which group does your country fall:

- (a) entirely new curriculum ?
- (b) revision of existing curriculum?
- (c) no major changes in curriculum?

19. Countries attempting UPE have to consider their sources of finance. For your country, which of the following are likely sources of finance? Please tick ALL the relevant sources and UNDERLINE the main one:

- (a) external aid donors
- (b) central government funds
- (c) local government funds
- (d) funds raised by local communities
- (e) other sources (please specify
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20. Which groups have been involved in planning for UPE? On the list below please tick ALL groups or bodies which have been involved:

- (a) teachers' unions
- (b) other teachers' organizations (e.g. Maths Association)
- (c) headteachers' organizations
- (d) parent groups
- (e) employers
- (f) local education authorities
- (g) training institutions
- (h) universities
- (i) school inspectors
- (j) special commissions
- (k) other bodies (please specify
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21. Co-ordination of the various aspects of an effort towards UPE is often difficult. Please tick ALL the areas below which are being co-ordinated:

- (a) assessing probable enrolments
- (b) construction of classrooms
- (c) training of teachers
- (d) provision of teaching materials
- (e) supervision of UPE throughout the period of implementation

Please name the body responsible for co-ordination

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22. If UPE means greatly expanded primary school enrolments, what plans are **being made** for coping with primary school leavers?

- (a) most primary school leavers should be employable
- (b) more secondary school places will be available
- (c) alternative forms of further education will be available
- (d) most primary school leavers should be self-employable
- (e) no specific plans have been made

23. (a) Many countries have found that progress towards UPE is determined by a number of complex factors. From the following list, please tick those factors which most affect your progress and please UNDERLINE the one factor which you feel is the most important:

- (i) cost factors
- (ii) organizational problems
- (iii) problems of teacher supply
- (iv) lack of classrooms and other physical resources
- (v) problems of curriculum
- (vi) problems of communication and transport
- (vii) problems of language policy
- (viii) other problems (please specify
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(b) It has been suggested that progress towards UPE may vary greatly even within the same country. In your country:

(i) is progress fairly even?

(ii) are different policies and targets set for different regions?

(iii) does central government allocate additional resources to areas where progress is slower than the national average?

24. What specific information would you most like to receive from countries which are attempting UPE?

25. What major piece of advice would you offer another country embarking on a programme of UPE?