A VIEW INSIDE PRIMARY SCHOOLS

A World Education Indicators (WEI) cross-national study

UNESCO
INSTITUTE FOR STATISTICS

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A World Education Indicators (WEI)
cross-national study

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Foreword

Why does an education system fail to provide its students with quality education? Schools are one of the first places to look for the answers. They represent a vital element in any successful effort to improve the quality of learning. Yet, policies and programmes aiming to achieve this goal are typically limited by the lack of reliable information on how schools function. The study presented in this report seeks to contribute to the understanding of the role of schools across a range of education systems.

The World Education Indicators' Survey of Primary Schools (WEI-SPS) offers unique insight into the classrooms of 11 diverse countries* in order to understand and monitor the factors shaping the quality and equality of primary education. It examines the main issues and inputs shaping primary schools: the background characteristics of pupils; demographic and educational characteristics of teachers and school heads; school resources and conditions; instructional time; school management; teaching and learning styles in the classroom; as well as learning opportunities provided to pupils.

The survey was designed to ensure that these data could be compared internationally. It serves as a valuable resource for everyone interested in education quality and equity – from policymakers to teachers and academics.

As part of the WEI programme, the study is the result of a collaborative effort amongst participating countries, the UNESCO Institute for Statistics (UIS) and leading international experts. The WEI programme aims to develop a critical mass of policy-relevant education indicators and includes special projects, such as this survey, to broaden the scope and comparability of education data.

WEI-SPS represented a major challenge and investment for the UIS and the countries involved. In 2003-2004, national and international experts, as well as UIS staff, began designing and testing the questionnaires for school heads and Grade 4 teachers. The following year, the target populations and the sampling frames were defined before calibrating the school samples to yield national estimates with small sampling errors. Between 2005 and 2007, the data were collected, cleaned and then analyzed for this publication and an international database.

The survey also benefited from the experience of diverse organizations and projects. In particular, the design of the questionnaires drew on the instruments developed by the International Association for the Evaluation of Educational Achievement (IEA), Organisation for Economic Co-operation and Development (OECD), School Achievement Indicators Program (Canada), Schools and Staffing Survey (United States), the Southern and Eastern Consortium for Monitoring of Educational Quality (SACMEQ), Zelfevaluatie basisonderwijs – ZEBO (Self-Evaluation in Primary Education, the Netherlands), Victorian Department of Education (Australia) and the Assessment Research Centre (University of Melbourne, Australia).

By analyzing the diverse components and issues shaping policies and programmes regarding primary schools, the study can be used to evaluate strengths and weaknesses of educational systems. Furthermore, the comparative nature of the study allows each participating country to evaluate its position in relation to others in terms of

* Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Tunisia and Uruguay.

the inputs, policies and processes of schools. These comparisons must obviously be interpreted within the unique traditions and contexts of each education system. But this framework will serve as a resource now and in the years to come for those committed to improving educational quality and equality.

For more information about the study, to download the summary and/or full report and to access the international database, please consult *www.uis.unesco.org*.

Hendrik van der Pol
Director
UNESCO Institute for Statistics

Table of contents

List of text tables

List of figures

List of text boxes

List of statistical tables

Reader's guide

The data presented in this report are based on national probability samples in all participating countries except India. The data for India cover four states only: Assam, Madhya Pradesh, Rajasthan and Tamil Nadu.

Data interpretation

The statistics represent sample estimates generalized to pupils on the basis of responses provided by school heads and teachers, rather than values that would have been calculated if data were collected from schools and classes attended by every student in every country. Consequently, it is important to have measures of the degree of uncertainty of the estimates. For this reason, each estimate is accompanied by the standard error of sampling measure.

The use of confidence intervals provides a way to make inferences about the population means and proportions in a manner that reflects the uncertainty associated with the sample estimates. From an observed sample statistic it can, under the assumption of a normal distribution, be inferred that the corresponding population result would lie within the confidence interval in 95 out of 100 replications of the measurement on different samples drawn from the same population.

In many cases, readers are primarily interested in whether a given value in a particular country is different from a second value in the same or another country, e.g. whether teachers of Grade 4 pupils in rural schools on average have the same number of years of schooling as their counterparts in schools located in urban areas. In Chapter 2, where such estimates have been presented for the first time, a detailed presentation of an example of confidence limits is given. It is crucial for readers to examine the certainty associated with estimates in order to make valid interpretation of differences between two estimates. Furthermore, if any country undertakes a similar study in the future, it will be possible to check whether any observed change over time in the indicators of interest is statistically significant.

In most cases, the values in tables are presented in terms of pupils. The survey data appearing in this report are based on responses provided by school heads and teachers, but the data are presented in all cases from the perspective of pupils. To achieve this perspective, school and teacher data are weighted by pupil enrolment, i.e. the 'weight' of a school or a teacher in the aggregate national result is proportionate to its primary or Grade 4 pupil enrolment. In other words, pupils are the unit of analysis even though the variables described in Chapters 2 to 9 refer to teachers and schools. For example, a percentage for a variable that describes schools should be interpreted as 'the stated percentages of pupils who are in schools with that particular characteristic'. Similarly, where the mean of a variable is presented for a teacher or school, it means that the average pupil has a teacher with, or is in a school with, the stated characteristic.

More specifically, in Chapters 2 to 5 the data are weighted to represent *pupils in primary schools.* Thus, the results shown are proportional to the number of primary school pupils in each country. In Chapters 6 to 8, the data are weighted to represent *all Grade 4 pupils.* In Chapter 9, the data are weighted to represent *all Grade 4 pupils of teachers teaching in the mother tongue.*

More information on the weighting scheme is presented in the *Technical Report of the WEI-SPS* (UNESCO-UIS, forthcoming).

Data underlying the figures

The data referred to in the analyses are presented in Appendix A.

Three symbols are used to denote missing data:

- a The category does not apply in the country concerned. Data are, therefore, missing.
- m Data are unavailable. Unless otherwise noted, these data were collected but subsequently removed from the publication for technical or other reasons at the request of the country concerned.
- n Magnitude is nil.

Calculation of international trends

A WEI-SPS median is presented for most indicators. This measure of central tendency, rather than an average, was selected because there are only 11 countries.

Reporting of standardized indices

Some of the summary indices used in this report have been standardized for each country, while others were standardized across the participating countries. When standardized for each country, the values of the indices represent deviations from the mean of the country, and the unit of the scale represents the national standard deviation, i.e. the average of the squared deviations of each school's or teacher's score from the country mean. When standardized across participating countries, the values of the indices represent deviations from the cross-country mean, and the unit of the scale represents the international standard deviation, i.e. the average of the squared deviations of each school's or teacher's score from the cross-country mean.

Rounding of figures

Because of rounding, some figures in the tables may not add up exactly to the totals. Totals, differences and averages are always calculated on the basis of exact numbers and are rounded only after calculation.

Abbreviations and acronyms

The following abbreviations are used:

EFA	Education for All
GER	Gross enrolment ratio
ISCED	International Standard Classification of Education
NER	Net enrolment rate
OECD	Organisation of Economic Co-operation and Development
PPP	Purchasing power parity
SD	Standard deviation
SE	Sampling error
UIS	UNESCO Institute for Statistics
WEI	World Education Indicators programme
WEI-SPS	World Education Indicators' Survey of Primary Schools

Further documentation

For more information on the Survey of Primary Schools, please visit: *www.uis.unesco.org*.

1 Introduction

Yanhong Zhang and Hélène Tran (UNESCO Institute for Statistics)

In 2005 and 2006, 11 of the 19 countries involved in the World Education Indicators (WEI) programme participated in the Survey of Primary Schools (SPS). The aim was to collect more detailed information about the context, conditions and conduct of their primary schools. The results of the study have been summarized and presented in this report.

Background

The WEI programme was founded in 1997 as a joint endeavour of the UNESCO Institute for Statistics (UIS) and the Organisation for Economic Co-operation and Development (OECD). Its work has focused on the consolidation of basic education statistics, as well as special projects to collect data on current and emerging issues in education. Part of the value of these studies has been to bring other information gaps to light, notably the lack of authoritative and comparable data around quality and equality issues in education. The WEI-SPS was conceived in 2002 with the goal of addressing that gap.

The WEI-SPS study took place against a global backdrop of rapid progress on access to schooling, which is central to the achievement of the Education for All (EFA) goals for 2015. In 2004, 86 percent of primary school-age children around the world were enrolled in school, compared to 78 percent in 1990 (UNESCO, 2006). However, EFA also calls for greater quality of education, which is indicated by both higher levels of learning achievement and little variation in schooling outcomes (UNESCO, 2006).

Various international and national studies[1] show that many countries, particularly low- and middle-income countries, have both large numbers of pupils with low levels of learning achievement and great variation in learning achievement among schools. In other words, these countries have a long way to go to realize the companion EFA goals of quality and equality of schooling outcomes.

Reliable and meaningful information is crucial for making informed decisions and developing appropriate policies. The issues of quality and equality of education require data on how schools function and teachers teach, the learning conditions which pupils and teachers face, and the support for change available in both education systems and the communities they serve.

Survey objectives

The objective of the WEI-SPS study was to obtain cross-national data on how schools function, including the level of school resources and potential indicators of practices related to quality and equality issues in education. The participating countries wanted to use the data collected to explore questions about school inputs, policies and processes. The countries were also interested in learning the extent to which resources and good practices were equitably distributed among schools in their education systems.

Specifically, the countries hoped that the data would help address the following questions:

- How did the contexts of primary schools compare across countries? What were the levels of material and human resources, and how did they compare across countries? How equitable is distribution of these resources within countries?
- What were the basic characteristics of the pupil population served by primary schools in each country? What were the transition patterns at the end of primary school and between the primary and lower secondary levels?
- To what extent did countries vary in the official number of school days per year and the number of lost school days per year? To what extent and at what level was educational leadership provided in schools, both across and within participating countries?
- How much did countries vary in the way that reading and mathematics were taught and in the emphasis placed on different aspects of these two subjects?

1. Studies include International Association for the Evaluation of Educational Achievement (IEA) research such as 'Trends in Mathematics and Sciences' and 'Progress in International Literacy' (Martin et al, 2004; Mullis et al, 2004; Mullis et al, 2003); the Southern and Eastern Africa Consortium for Monitoring Educational Quality (or SACMEQ, *http://www.sacmeq.org/*); and the Latin American Laboratory for Assessment of the Quality of Education (or LLECE, *http://llece.unesco.cl/esp/*).

- To what extent was the school climate conducive to acceptable levels of instruction, learning, achievement orientation and discipline across countries? How equitable was the distribution of these conditions within countries?
- How did countries compare in terms of teaching strategies and styles?

Conceptual framework

The overall goal of school systems is, generally, to provide children with the values, knowledge, skills and behaviours to live well as children, as adults and as citizens. To this end, it is valuable to compare countries on a range of factors, identified through research, that are associated with success in basic domains like literacy and numeracy. Some factors relate to malleable conditions at the school and classroom levels, i.e. conditions that can be changed by the actions of the school or an outside agency. Such factors can be grouped into contexts, inputs, policies and processes.

Contexts *are the environments in which individual schools operate.* One important aspect of context is the composition of pupil intake: it plays an important role in shaping pupil interaction with educators, schooling experiences and schooling outcomes. For example, the broader legal and regulatory context determines the role and impact of private schools in the education system.

Inputs *are the material and human resources available to schools*. These resources range from budget allocations to the experiences and qualifications of teachers. Typically, resource levels are determined by high-level education authorities or other government agents. However, individual schools may have some latitude in how to use resources to achieve their goals.

Policies and processes *are the most readily changed variables.* Research finds that effective schools are characterized by high levels of strong educational leadership; achievement orientation; orderly atmosphere; formal structure and quality content in the curriculum; cooperative planning among teachers; and continuous evaluation aimed at improvement. Effective instruction is associated with structured teaching; efficient use of time spent on tasks (including homework); meaningful opportunities for pupils to learn; high expectations of pupil progress; a high degree of evaluation and monitoring of pupil progress; and frequent and appropriate reinforcement.

Conducting the survey

The survey involved two phases: i) instrument development organized jointly by OECD and the UIS; and ii) data collection, analysis and reporting organized by the UIS. The survey was developed to collect data about primary schools in general and about Grade 4 teachers and their pupils in particular. The respondents were primary school heads, Grade 4 teachers and national curriculum experts. Some technical information is presented below but greater detail is available in the *Technical Report of the WEI-SPS* (UNESCO-UIS, forthcoming).

Questionnaire development

WEI national coordinators worked together with OECD and UIS staff and international experts to develop three questionnaires for the WEI-SPS study: one for school heads; one for Grade 4 reading/mathematics teachers; and one on the 'opportunity' for Grade 4 pupils to learn reading and mathematics.

The school head questionnaire was designed to collect data that describe a wide range of primary school characteristics, including:

- community profile, type of school administration, funding sources, enrolment size, grades and classes offered, and school hours;
- school resources, the school head's perception of the adequacy of resources and staff, and maintenance of school buildings;
- composition of pupil intake, admission policies, pupil attitudes and behaviours;
- profiles of the school head and staff, e.g. age, sex, level of education, pre- and in-service training, stability of staff, school job vacancies and time to fill them, daily activities and tasks, and teaching hours; and
- school management, e.g. visits by school inspectors and advisors for various reasons, decision-making procedures, parental involvement in schools and use of pupil assessments.

Grade 4 teachers were asked about their pupils, their work and their schools, including:

- background characteristics, such as sex, age, experience as a teacher, level of education and in-service training;
- working conditions, such as self-perceived status, satisfaction with salary, class size and number of work shifts;
- professional satisfaction;
- instructional conditions, such as classroom resources, instruction time, classroom management and organization, classroom climate, student assessment at classroom level, teaching styles, school goals and achievement expectations; and
- opportunities for pupils to learn reading and mathematics.

In addition, there was a questionnaire for national curriculum experts in each country about activities in reading and mathematics in official curriculum.

The survey questions were derived from a number of international and national studies or were written especially for this study. The resulting questions were reviewed by WEI national coordinators and then piloted on judgement samples of schools and Grade 4 teachers in each of the participating countries. Frequency distributions and comments were reviewed, and necessary changes made to the questions.

Sampling

The purpose of the WEI-SPS study was to provide a profile of schools and classrooms serving all Grade 4 pupils and, more specifically, in the areas of language and mathematics. To this end, all schools in participating countries that had full-time 4th grade pupils formed the international desired target population.

The WEI-SPS study employed a stratified sample design. All participating countries but one used the single-stage procedure, where the sample of schools was selected directly from a list of eligible schools that covered the entire country. Only India used the two-stage procedure which involved the selection of Primary Sampling Units (PSUs) – in this case, school districts in four states (Assam, Madhya Pradesh, Rajasthan and Tamil Nadu) – followed by the selection of sample schools from the list of eligible PSU schools. For each defined stratum, schools were selected using a systematic sampling technique that assures equal probability.

In each selected school, every teacher teaching language/reading and/or mathematics/arithmetic to Grade 4 students was included in the sample.

In each participating country, the target population was supposed to include all primary schools but, in some cases, for reasons of cost, it was decided to exclude remote schools. It was agreed, however, that exclusions would not exceed 5 percent of the pupil population.

All participating countries agreed to maintain a minimum response rate of 85 percent for schools and 85 percent for Grade 4 teachers. The school response rate was greater than 85 percent in all countries but Sri Lanka (73.7%); the teacher response rate was above the threshold in all countries.[2] (Details on sampling implementation and response rates are presented in the companion *Technical Report of the WEI-SPS*.)

The development and implementation of national sampling plans was a collaborative and interactive exercise between each participating country and the UIS. However, the UIS was responsible for the final approval of all national sampling plans. UIS personnel and international sampling experts were responsible for the design and implementation of variance estimation of the sample statistics as well as the analyses.

Context of primary schools in WEI-SPS countries

To understand and interpret WEI-SPS results, it is important to appreciate the context of primary schooling in participating countries. The following sections are intended to respond to questions such as:

- How was 'primary education' defined and classified? – i.e. how many grades comprised primary school in each country and what was the official starting age for primary school?

2. The response rate of schools in Sri Lanka was low because of very low response rates in the Northern, Eastern and Uva provinces due, to a great extent, to the impacts of armed conflicts or tsunami. A disproportionately large number of schools in the Northern and Eastern provinces were poorly resourced, had higher grade repetition rates and lower mastery in the language of instruction, mathematics and English. In addition, the Uva province was the second least-populated province in Sri Lanka. Given these features, caution should be exercised in interpreting the results presented in this report for Sri Lanka and in making generalizations for the entire country.

- What percentage of primary school-age children were actually in school at different grade levels?
- How prevalent was participation in pre-primary programmes? How were these programmes structured?
- To what extent did different countries invest in the schooling of children at the national level?
- What were the requirements to become a primary school teacher?
- What were the roles of central government and local authorities in setting curriculum?
- What were the set instructional times for pupils?
- Were reforms underway and, if so, what were their features?

Structure of primary education

Education systems in WEI-SPS countries vary considerably in structure and curricula. In **Table 1.1**, information on the starting age and duration of pre-primary, primary and lower secondary education is presented.

Pre-primary education is the start of organized instruction. In most WEI-SPS countries, the starting age for pre-primary education, according to government regulations, is 3 years old. In Brazil and Sri Lanka, it is 4 years old, and highest in Malaysia and the Philippines, at 5 years old. The duration of pre-primary school is three years, except in Malaysia, the Philippines and Sri Lanka where it is 1 year.

The official starting age of primary school is 6 years old in 9 out of 11 WEI-SPS countries; children in Sri Lanka start primary school at age 5, and in Brazil, at age 7. (Enrolment figures have been presented in a later section.) The duration of primary schooling also varies across countries: Brazil is shortest at four years, followed by three Indian states (Madhya Pradesh, Rajasthan and Tamil Nadu) and Sri Lanka at five years. The rest of the WEI-SPS countries have a duration of six years.

Some countries include lower secondary education in basic education. For example, in all WEI-SPS countries except Malaysia and the Philippines, compulsory education extends beyond the primary level.
A few countries, like Argentina and Uruguay, include a year of pre-primary schooling in compulsory education. For example, in 2007, Argentina had 13 years of compulsory schooling – one year of pre-primary and six years each of primary and secondary education.

Participation in primary education

WEI-SPS countries have made substantial progress in expanding access to primary schooling: as of 2005, participation in primary education was universal in

TABLE 1.1 **STRUCTURE OF PRE-PRIMARY TO LOWER SECONDARY EDUCATION**

	Pre-primary		Primary		Lower secondary		Duration of compulsory education
	Theoretical starting age	Duration (years)	Theoretical starting age	Duration (years)	Theoretical starting age	Duration (years)	
Argentina	3	3	6	6	12	3	10
Brazil	4	3	7	4	11	4	8
Chile	3	3	6	6	12	2	8
India[1]	3	3	6	5	11	3	8
Malaysia	5	1	6	6	12	3	6
Paraguay	3	3	6	6	12	3	9
Peru	3	3	6	6	12	3	11
Philippines	5	1	6	6	12	3	6
Sri Lanka	4	1	5	5	10	4	9
Tunisia	3	3	6	6	12	3	9
Uruguay	3	3	6	6	12	3	10

1. Only the states of Assam, Madhya Pradesh, Rajasthan and Tamil Nadu were in the WEI-SPS study. In Assam, the duration of primary education is six years and lower secondary is two years.

Source: UNESCO Institute for Statistics database.

TABLE 1.2 NET ENROLMENT RATE (NER) AND GROSS ENROLMENT RATIO (GER) AT THE PRIMARY LEVEL OF EDUCATION

	NER	GER	% of repeaters in primary education
	2005	2005	2005
Argentina	99 -1	113 -1	6.3 -1
Brazil	95 -1	140 -1	18.6 -1
Chile	90 **	104	2.2
India	89 **	119 **	3.3
Malaysia	95 -1	96 -1	a
Paraguay	88 -1	104 -1	6.3 -1
Peru	96	112	8.8
Philippines	94	112	2.2
Sri Lanka	97 -1,**	98 -1,**	0.8
Tunisia	97	109	8.5
Uruguay	93 -1,**	109 -1	7.5 -1
WEI-SPS median	**95**	**109**	**6.3**

a Malaysia practices automatic grade promotion, thus grade repetition does not exist.
** Estimated by the UIS.
-1 Data refer to 2004.
Source: UNESCO Institute for Statistics database.

these countries. As shown in **Table 1.2**, the median net enrolment rate (NER) for WEI-SPS countries was 95 percent; that means 95 out of every 100 children of primary school age were, in fact, enrolled in primary school. This ratio was lower in Paraguay (88%), India (89%) and Chile (90%) and higher in Sri Lanka (97%), Tunisia (97%) and Argentina (99%).

In most WEI-SPS countries, however, significant numbers of primary school pupils start school late and/or repeat grades, as seen in Table 1.2. When the gross enrolment ratio (GER) – the number of pupils enrolled in primary school in relation to the number of children of primary school age – is higher than the NER, it usually means that older children are enrolled in a particular grade.

During the course of primary education, 6.3 percent of pupils in WEI-SPS countries repeat grades. Brazil has the highest share of repeaters (18.6%), followed by Peru (8.8%), Tunisia (8.5%), Uruguay (7.5%) and Argentina (6.3%). There is no grade repetition in Malaysia because of a policy of automatic promotion.[3]

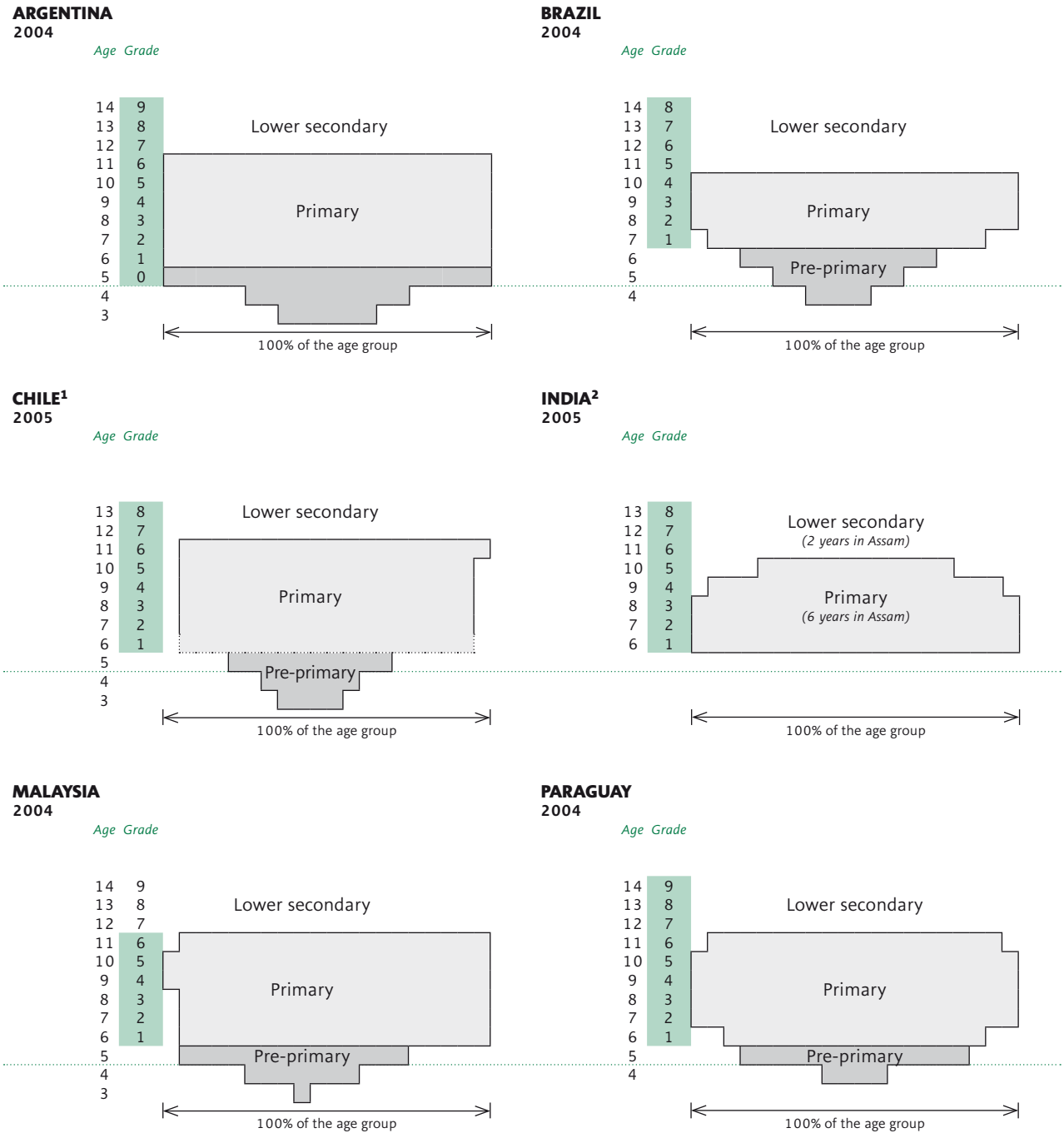
The structure of the first three levels of education and the share of the relevant age group enrolled in each grade at the pre-primary and primary levels are presented in **Figure 1.1**. The width of a box represents the percentage of an age group enrolled in the education level. For example, in Argentina about 30 percent of 3-year-olds and 100 percent of 5-year-olds were enrolled in pre-primary. Grades highlighted in grey represent years of compulsory education; for example, in Argentina this spanned from the last grade of pre-primary to the end of Grade 9. On the right side of the boxes, the arrow indicates that basic education includes the primary and lower secondary levels.

In all WEI-SPS countries, children appeared to have ready access to the first grade of primary education, with some 85 percent enrolled in Grade 1. Overall, there appeared to be almost universal participation in primary grades, with the notable exception of India where enrolment fell off starting in Grade 4 so that only 60 percent of 10-year-olds were enrolled in Grade 5. This may be explained by the high dropout rate where one out of every four pupils did not go beyond Grade 5 (Ministry of Human Resource Development, Government of India, 2005).

3. Chapter 6 contains results on the grade repetition of Grade 4 pupils as reported by teachers, which may include repetition of earlier grades.

FIGURE 1.1

Net enrolment rate by single year of age at pre-primary and primary education levels

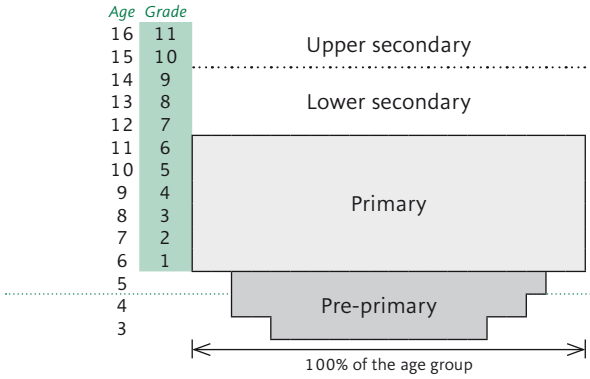


[continued...]

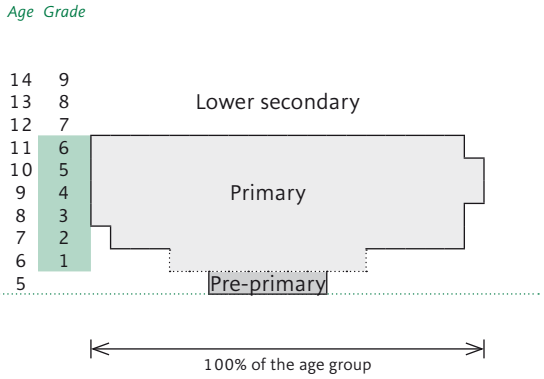
FIGURE 1.1 (continued)

Net enrolment rate by single year of age at pre-primary and primary education levels

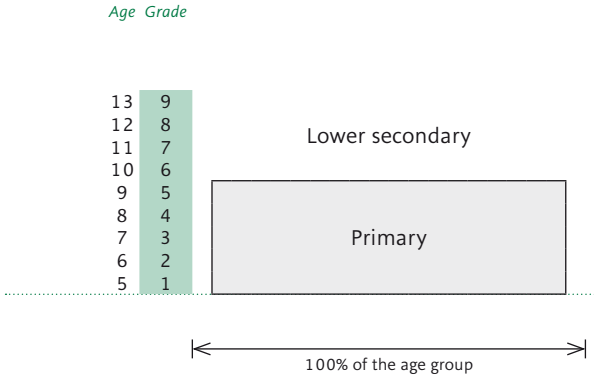
PERU
2005



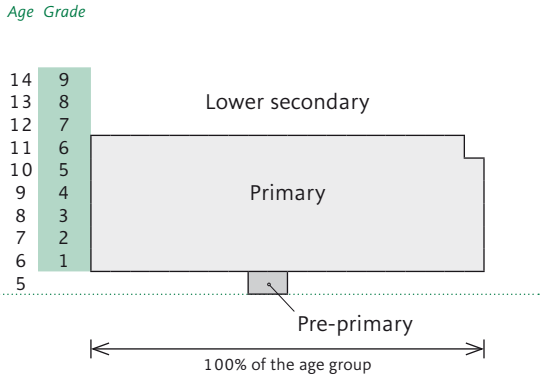
PHILIPPINES[1]
2005



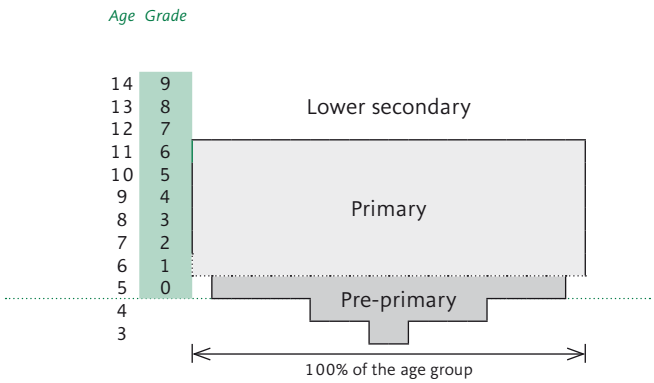
SRI LANKA[2]
2005



TUNISIA[3]
2005



URUGUAY[1]
2004



1. Dotted line represents an estimation. Full line represents actual reported data.
2. No data available for pre-primary education in India and Sri Lanka.
3. Data are nil for ages 3 and 4 in Tunisia.

Note: Grades which are shaded represent compulsory years of schooling.
Sources: Tables 1.1 and 1.3; UNESCO Institute of Statistics database.

Financing of primary schools

Adequate resources are a necessary, though not necessarily sufficient, condition for a school system to provide acceptable standards of learning opportunities and support instructional innovations.

As is shown in **Table 1.3**, there was enormous variation among WEI-SPS countries in the amount of resources available to each primary school pupil. For international comparison, expenditure data were converted into Purchasing Power Parities (PPPs expressed in US$), which are international units that equalize the purchasing power of different currencies by reflecting the price of the same basket of goods and services in any country.

Educational expenditure per primary school pupil was highest in Chile (PPP$ 2,120), followed by Argentina (PPP$ 1,605), Malaysia (PPP$ 1,552), Brazil (PPP$ 1,159) and Uruguay (PPP$ 1,063). In contrast, expenditure per primary school pupil was less than PPP$ 700 in India, Paraguay, Peru and the Philippines. In other words, on a per capita basis, Chile spent over three times more on its primary school pupils than the latter four WEI countries.

When looking at resources spent per pupil, it is also important to recognize that countries of similar wealth may invest very different levels of resources in education. As seen in Table 1.3, Tunisia and Chile invested the largest proportions of their national wealth in education: 7.3 percent and 6.4 percent of GDP respectively. Tunisia and Malaysia devoted a greater share of their economic resources than the other eight WEI-SPS countries – at least twice that of those investing the least: Peru, the Philippines and Uruguay.

The relative amount of education expenditure from public sources is an indication of the importance and commitment that governments assign to education. So, how much of public expenditure was devoted to primary education as a share of GDP? Overall, WEI-SPS countries dedicated 3.7 percent of public expenditure to education, including 1.4 percent for primary education. Paraguay led the WEI-SPS group by investing 2.0 percent in primary education; Uruguay was lowest, investing less than one-half of that share (0.8%).

Another issue associated with financing education is the source of funds: public versus private. At the pre-primary and primary levels, WEI-SPS countries typically rely on funding from public sources. It is striking,

TABLE 1.3 **EXPENDITURE ON EDUCATIONAL INSTITUTIONS BY LEVEL**

	Financial year	Expenditure per pupil for primary education (PPP US$)	Expenditure on all levels of educational institutions as a % of GDP		Public expenditure[4] on primary education as a % of GDP	Distribution of expenditure on primary education	
			From public[2] sources	From private[3] sources		From public sources	From private sources
Argentina	2004	1605[1]	3.8	0.8	1.4	87.6	12.4
Brazil	2004	1159[1]	3.9	...	1.5	...	...
Chile	2005	2120	3.3	3.1	1.3	69.4	30.6
India	2004	484	3.6	1.2	1.2	65.8	34.2
Malaysia	2004	1552[1]	5.8	...	1.8	...	...
Paraguay	2003	681	4.3	1.6	2	83.1	16.9
Peru	2005	479[1]	2.7	0.7	1	88.8	11.2
Philippines	2004	458[1]	2.7	1.9	1.5	...	...
Tunisia	2005	...	7.3	...	...	...	...
Uruguay	2004	1063[1]	2.7	...	0.8	84.9[-1]	15.1[-1]
WEI-SPS median			**3.7**	**1.4**	**1.4**	**84**	**16**

[-1] Data refer to 2003;
... Data are not available.
1. Public institutions only.
2. Including public subsidies to households paid to educational institutions; it includes direct expenditure on educational institutions from international sources, which may be substantial in some countries.
3. Net of public subsidies attributable to educational institutions.
4. Public expenditure presented in this column includes public subsidies to households for living costs, which are not spent on educational institutions.

Source: UNESCO-UIS/WEI (2007), Tables 2.a.i, 2.b.ii, 2.c and 3.a.

however, that in Chile and India about one-third of funding for primary education comes from private sources such as families, enterprises, foundations and religious organizations.

Teacher training

Since the 1960s, the requirements to becoming a primary school teacher in WEI-SPS countries have changed both in level of education and amount of pre-service training. In 2005, for example, a teacher in Chile needed a minimum of a tertiary education degree compared to non-tertiary qualifications a decade earlier. One consequence is that many current teachers lack comparable qualifications.

The qualification profile of primary teachers in public schools varies among WEI-SPS countries *(see **Table 1.4**)*. Secondary education is the minimum attainment in some countries, e.g. Brazil and Paraguay, but most countries require tertiary-level degrees. Complementary information in **Table 1.5** shows the total number of years of schooling teachers typically had to attain to teach Grade 4: values vary from 11 to 19 years.

TABLE 1.4 PRE-SERVICE TRAINING REQUIREMENTS FOR NEW TEACHERS IN PUBLIC INSTITUTIONS AT THE PRIMARY LEVEL OF EDUCATION, 2000

	Option	Teacher qualification level after training	Qualification to enter teacher training	Duration of pre-service teacher training (years)		Provider of training programme
				Total duration of pre-service training	Total duration of tertiary training	
Argentina	1	5B	3A	2.5	2.5	Institutos de Formación Docente (teaching career institutes)
Brazil	1	3A	2A	4	n	Secondary education institutions
	2	5A	3A	4	4	Universities
	3	5B	3A	3	3	Tertiary institutions (university and non-university)
Chile	1	5A	3A. 3B	4	4	Universities or professional institutes
Malaysia	1	5B	3A. 3C	3	3	Teachers training college, special teachers training institute or Islamic Teacher Training college
Paraguay	1	3 (A or B)	2A	3	n	Secondary education institutions
	2	5B	3 (A or B)	3	3	Teachers training institute o Centros Regionales
	3	5A	3 (A or B)	4.0 - 5.0	4.0 - 5.0	Universities
Peru	1	5A. 5B. 6	3	5	5	Universities, teacher training institutes
Philippines[1]	1	5A	3A	4	4	Universities offering teacher training
Uruguay	1	5B	3A. 3B	3	3	Administración de Educación Pública, Dirección de Formación Docente

1. Year of reference is 1998.
n Magnitude is nil.
Note: The levels are based on ISCED97.
Source: UNESCO-UIS (2001), Table 34.

TABLE 1.5 YEARS OF EDUCATION REQUIRED FOR GRADE 4 TEACHERS

	Number of years of schooling
Argentina	15-16
Brazil	11-19
Chile	17
India	14
Malaysia	14-15
Paraguay	11-16
Peru	16
Philippines	14
Sri Lanka	15 (including 2 years of primary school teacher training)
Tunisia	15
Uruguay	15

Sources: UNESCO Institute for Statistics database; UNESCO-UIS (2001), Table 34.

TABLE 1.6 **SET INSTRUCTION TIME FOR 9-YEAR-OLD PUPILS IN PUBLIC INSTITUTIONS**

	Year	Instruction time for 9-year-olds (minutes per year)	Duration (minutes per lesson)
Argentina	2004	729	45
Brazil	2003	800	60
Chile	2004	1140	45
India	2003	1051	35
Malaysia	2004	964	30
Paraguay	2003	792	40
Peru	2005	855	45
Tunisia	2005	733	55
Uruguay	2002	740	60

Source: UNESCO-UIS/WEI (2007), Table 5.e.

TABLE 1.7 **SET INSTRUCTION TIME ACROSS SUBJECTS IN PRIMARY SCHOOLS**
Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum for 9- to 11-year-olds

	Year	Reading and writing	Mathematics	Other subjects[1]	TOTAL compulsory core curriculum	Compulsory flexible curriculum	TOTAL compulsory curriculum
Argentina	2004	19	19	56	93	7	100
Chile	2004	14	14	51	79	21	100
India	2003	19	17	60	96	4	100
Malaysia	2004	21	15	64	100	a	100
Paraguay	2004	26	13	54	93	7	100
Peru	2005	...	...	...	67	33	100
Philippines	2005	16	16	68	100	a	100
Tunisia	2005	21	17	62	100	n	100
Uruguay	2004	24	23	39	86	14	100
WEI-SPS median	**2005**	**20**	**17**	**58**	**93**	**11**	**100**

1. Includes science, social studies, modern foreign languages, technology, arts, physical education, etc.
... Data are not available.
a Data are not applicable.
n Magnitude is nil.
Source: UNESCO-UIS/WEI (2007), Table 5.e.w.

Curriculum[4]

The majority of WEI-SPS countries exerted national jurisdiction over school curriculum to ensure that Grade 4 pupils across the country were taught the same scope and level of learning. By exception, Argentina, Brazil and India had a mix of national and local control over curriculum. In Argentina, a broad outline of the curriculum was determined nationally, and then each province determined the details of its local curriculum. In Brazil, national curricular parameters defined a core curriculum for Grades 1 to 4, but by law, states and municipalities also had a great deal of autonomy in structuring education systems and developing curricula, as did schools in terms of curriculum as long as they fell within the national parameters.

The number of annual hours of instruction required for primary pupils by statute varied among WEI-SPS countries, as shown in **Table 1.6**. For example, a 9-year-old pupil should receive 1,140 hours of teaching in Chile, compared to 729 hours in Argentina. The extent to which these statutory hours were met has been examined later in this Report.

Data on instruction time per subject as a percentage of total compulsory instruction time are presented in **Table 1.7**. According to the WEI-SPS median, 20 percent of the compulsory curriculum was spent on reading and writing, compared to 17 percent on mathematics.

4. Based on information from two sources: country education profiles from the International Bureau of Education's World Education Database (*http://www.ibe.unesco.org/countries/WDE/WorldDataE.htm*, accessed on 1 October 2007) and background materials provided by national WEI-SPS project managers.

Current reforms affecting primary schools

In addition to basic data, current reforms indicate the educational issues which are being given priority by WEI-SPS governments. Based on information provided by the countries, major reforms in WEI-SPS countries emphasized curriculum redesign and quality control.

Educational reforms in India, Malaysia and Peru focused on primary level curricula. In India, the new National Curriculum Framework (NCF) was introduced in 2005, while the WEI-SPS was being conducted. The NCF guiding principles included moving away from rote learning and enriching the curriculum beyond textbooks. Nationally, new textbooks were introduced in 2006 for Grades 1, 3, 6, 9 and 11.[5] In 2007, new textbooks were prepared for Grades 2, 4, 7, 10 and 12. This new curriculum is being implemented at different rates in different states; at the time of the WEI-SPS survey, the reforms were underway in Rajasthan and Madhya Pradesh.

In Malaysia, the Grade 4 curriculum was revised in 2003 for the teaching of English, mathematics and science. The skills emphasized remained the same – listening, reading and writing – but the language of instruction for mathematics and science changed from the national language (Bahasa Malaysia) to English. The government believed the switch was necessary for the country to keep up with rapid scientific advances and to remain competitive in a globalized marketplace (Chan and Tan, 2006).

In Peru, the 2005 National Curriculum Design of Regular Basic Education was introduced to implement changes set out in a new 2003 education law covering the pre-primary, primary and secondary levels. Changes included clearly defined learning targets for all general-purpose curriculum areas; prioritization of the specific competencies to be achieved by pupils at each level; introduction of extra-curricular teaching (10 hours per week) related to priorities like language and mathematics; and, in 2006 and 2007, distribution of textbooks developed according to the new curriculum.

Meanwhile, Tunisia introduced a national promotion exam at the Grade 4 level in 2006/07 to evaluate the acquisition of basic competencies. The aim was to improve the quality of education by identifying problem areas and appraising teachers of high-scoring classes.

Summary

Primary education – or the first stage of basic education as it is called in Argentina, Brazil, Chile, Paraguay and Tunisia – generally starts at age 6, lasts six years and is part of compulsory education. In WEI-SPS countries, 95 percent of primary school-age children were enrolled in primary school. While promotion is automatic in Malaysia, in other countries the percentage of pupils who repeated primary grades varied from 1 percent to almost 19 percent.

In terms of financing, WEI-SPS countries spent an average of just over PPP$ 1,000 per primary pupil, though there was considerable variation among countries. Malaysia and Tunisia devoted a greater share of their economic resources to education than did other WEI-SPS countries. Funding for primary education largely came from public sources.

Since the 1960s, the minimum requirements to become a primary school teacher have changed so that teachers who are currently active have different amounts of training. By 2005, however, most WEI-SPS countries required new teachers to have tertiary-level diplomas or degrees.

In most WEI-SPS countries, the national government sets the curriculum content; by exception, Argentina, Brazil and India have a mix of national and local authority over curriculum. Statutory instructional hours varied greatly among countries but the median was 867 hours per year for 9-year-olds. It was also found that 20 percent of the compulsory curriculum was spent on reading and writing and 17 percent on mathematics.

Lastly, current school reforms in some WEI-SPS countries emphasize the revision of curriculum to ensure updated content and quality control mechanisms.

Organization of the report

The SPS results have been presented in two parts: Chapters 2 through 5 focus on primary schools and the overall characteristics of pupils, school heads and school staff; Chapters 6 to 9 provide a more detailed description of classrooms and teachers at the Grade 4 level.

5. In the national system, these are referred to as 'Classes I, III, VI, IV and XI' and 'Classes II, IV, VII, X and XII' respectively.

More specifically, in Part I:

- In Chapter 2, a detailed description is given of the context of schooling, which includes an overview of the basic characteristics of the school systems in the participating countries, with a particular focus on the overall conditions of school facilities, general school resources and related shortages.
- Chapter 3 starts with an overview of the criteria commonly used for primary schools to admit their pupils and the background characteristics of the pupil intake, which are generally related to admissions policies. Then the pupils' attitudes to school and the extent of various student behavioural problems have been presented.
- A detailed picture of the general characteristics of school heads, including age, sex, education and training, has been presented in Chapter 4. The education and pre- and in-service training of teaching staff have also been described, along with the stability of school staff, vacant posts, teacher morale and expectations, and teacher behavioural problems.
- The focus of Chapter 5 is on the management of schools, including the school head's activities, school governing boards and their composition, the locus of decision-making in the schools, the frequency of inspection and its purposes, as well as parental involvement.

In Part II, the emphasis has been on Grade 4 pupils, their classrooms and teachers:

- Chapter 6 deals with basic characteristics of Grade 4 pupils and their general attitudes, and general characteristics of classrooms, such as the prevalence of single- or multi-grades, size of class, textbooks available, classroom resources, etc.
- In Chapter 7 a more detailed picture of Grade 4 teachers has been presented, their demographic profiles, education and pre- and in-service training, teaching experience and allocation of time along different activities, their interaction with pupils and the use of assessment methods.
- The analysis in Chapter 8 focuses on teachers' views of the school climate, the rest of the teaching staff's expectations and attitudes, their perception of the social status of teachers and the reasons for teacher satisfaction.
- Chapter 9 deals with 'opportunity-to-learn' (OTL) in reading. This has been done by looking at the perceived difficulty and types of reading materials used in Grade 4 classes, as well as the most common tasks and activities proposed to pupils at this level. The analyses also include how OTL varies according to the characteristics of pupils taught.
- The conclusions of the study are presented in Chapter 10 with some comments on possible ways to improve some facets of the systems.

2 The context of primary schooling

Michael Bruneforth (UNESCO Institute for Statistics) and T. Neville Postlethwaite (University of Hamburg)

In Chapter 1 a brief description was given for each of the 11 systems of education that form the focus of this publication. The aim was to provide some general information about primary schooling and the place of Grade 4 in the system. In the current chapter, further information has been provided on the kinds of communities in which the primary schools were to be found, enrolment in private and public schools, the conditions of the school buildings and the resources available. The results are based on responses provided by school heads, and unless otherwise noted, they have been reported in terms of the number of primary school pupils within each country.

In what types of communities did primary pupils live?

The location of schools is an important context variable for education policy. Authorities frequently face difficulties in recruiting school heads or teachers for schools in village areas. When building schools in villages, there is often a need to strike a balance between the distance pupils should travel and the lower limit of enrolment accepted to run a school. Cross-country comparisons should, therefore, consider variations in countries with respect to the composition of their populations. In this report, many of the results have been broken down by village and city/town schools.

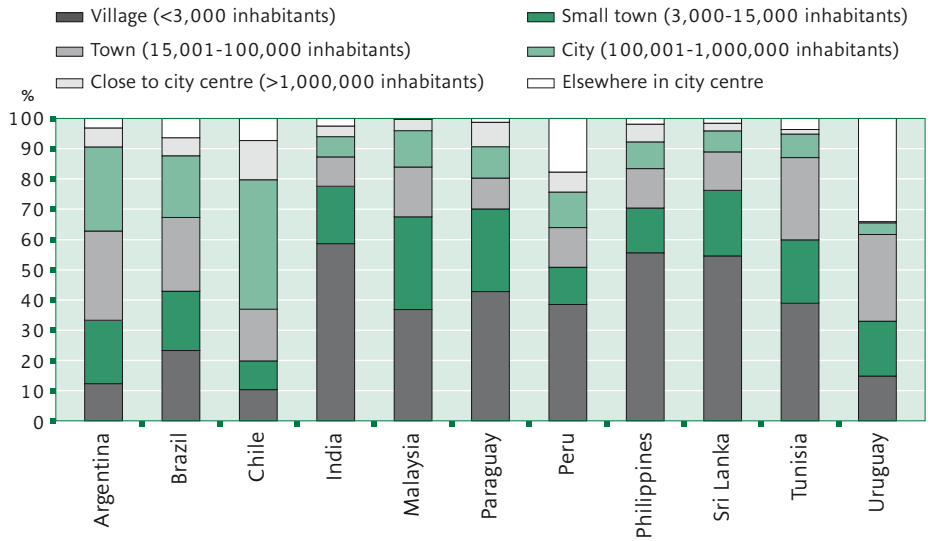
In WEI-SPS, school heads were asked which of the following best described the community in which their school was located. The response categories were:

- village, hamlet or rural area (fewer than 3,000 inhabitants);
- small town (3,000 to 15,000 inhabitants);
- town (15,001 to 100,000 inhabitants);
- city (100,001 to 1,000,000 inhabitants);
- close to the centre of a city with over 1,000,000 inhabitants; or
- elsewhere in a city with over 1,000,000 inhabitants.

Throughout this report, the term 'village' refers to 'hamlet, village or rural area' and the term 'city/town' covers the rest of the categories.

FIGURE 2.1

Distribution of primary pupils by school location



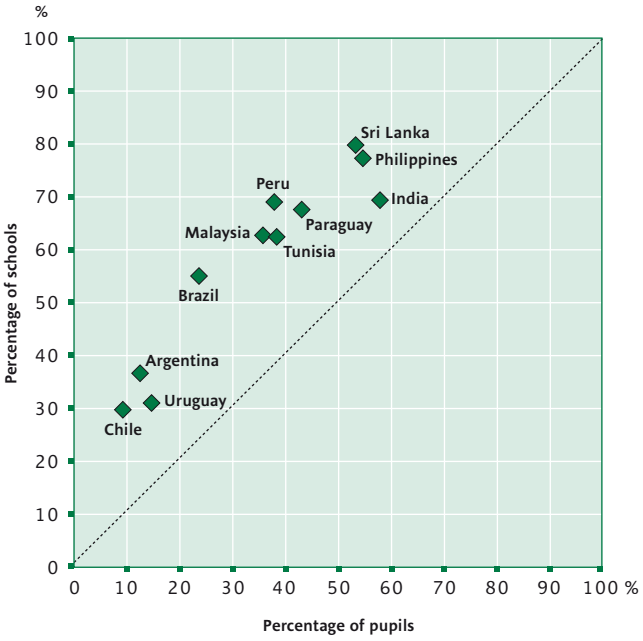
Sources: WEI-SPS database; Table A2.1.

The distribution of primary school pupils by the location of their schools has been presented in **Figure 2.1**. In Argentina, Chile and Uruguay, less than 15 percent of all primary pupils were enrolled in village schools. In Chile, pupils located in communities with more than 100,000 inhabitants accounted for almost two-thirds of the total enrolment. In Argentina, Brazil, Peru and Uruguay, they accounted for more than one-third. On the contrary, more than one-half of the enrolment in India, the Philippines and Sri Lanka was in village schools and less than 17 percent in cities with more than 100,000 inhabitants.

Education planners are interested not only in enrolment data but also in the number of schools. Not surprisingly, a typical village school enrols substantially fewer pupils than a typical city/town school. When there are many small and very small village schools, challenges are encountered when planning the logistics of a school system. The size of schools also has an impact on costs and resources. In **Figure 2.2**, the percentage of village schools can be compared with the percentage of pupils enrolled in them. In all except three of the countries, village schools formed the majority of all schools. It must be noted that, when the sample of schools was drawn, a deliberate decision was made by Argentina to exclude all schools with fewer than 25 pupils. These schools were rural schools and, hence, the share of schools in villages is an underestimate. Chile also had a small share, as did Uruguay. In Brazil, village schools made up 54 percent of all primary schools in the country but enrolled just 23 percent of the primary pupil population. In Peru, 70 percent of schools were in village communities, which enrolled just 38 percent of the country's primary school pupils. Similarly, about four out of five schools in the Philippines and Sri Lanka were village schools, which enrolled slightly more than one-half of the primary pupil population.

FIGURE 2.2

Comparison of village schools and enrolment as shares of the totals



Sources: WEI-SPS database; Table A2.2.

BOX 2.1 HOW TO READ STATISTICAL TABLES IN THIS REPORT?

The graphs presented in this report are derived from tables in Appendix A. The tables provide more detailed information by including summary statistics together with their standard errors of sampling. This box gives some information on how to correctly interpret these tables.

Samples were drawn in order to yield standard errors of sampling for primary schools or for pupils in Grade 4 in primary schools of not more than ±2.5 percent. For this level of sampling accuracy, 19 out of 20 times the population value of a percentage lies within ±5 percent of the estimate derived from the sample. The sampling errors for means have also been given in the tables and the same principle applies for limits of two standard errors of sampling.

Where a percentage or a mean is presented for a sub-group of pupils or schools (e.g. different educational regions, for boys and girls, or pupils from types of schools), then the standard error will be greater than for the sample for a whole country. This occurs, in part, because the sample sizes for sub-groups are smaller than the total sample sizes. Had smaller standard errors for sub-groups been required, this would have increased the size of the total sample and also of the budget required to undertake much larger field data collections and data analyses.

To illustrate, consider the first column of entries in Table 2.1. The average distances to selected amenities at the time of data collection are presented separately for each country, and the median is presented for all WEI-SPS countries. The standard error (SE) of each estimate is also given. For the first country, Argentina, the average distance to a health clinic was 3.0 km, with the standard error of 0.22 km. Thus, there were 19 chances in 20 that, for the average child in Argentina, the average distance from a clinic was 3.0 km ± 2 km (0.22 km). In other words, it can be said with 95 percent confidence that the population value for Argentina was between 2.56 km and 3.44 km.

The median values for the WEI-SPS countries have been given rather than the mean. Since data are provided for only 11 countries, a median is better than a mean as a measure of central tendency.

In interpreting the values in the data tables, it is important to remember that the percentages and means are, for the most part, presented in terms of learners. That is, learners are the units of analysis – even when the variables in this report refer to teachers or schools. Where a percentage for a variable that describes teachers is presented, it should be interpreted as 'the estimated percentage of learners who were in schools with teachers having the particular characteristic'. Similarly, a percentage for a variable that describes schools should be interpreted as 'the stated percentage of learners who were in schools with the particular characteristic.' This approach aims to help educational planners. For example, if a country has many small rural schools and computers have been allocated to schools, is it more important to know that 90 percent of pupils are in schools where there are computers or is it more important to know that computers were available in 50 percent of the schools? The authors have taken the view that, if 90 percent of pupils have access to computers, this is more important than knowing that there are many small rural schools without them. If the problem proves to be important, it is always possible then to look at the kinds of schools in which resources, for example, are missing.

What was the distance to public amenities?

The context of village and remote schools typically involves consideration of the availability of community resources, reliability of transportation to school and ability of rural and remote areas to attract and retain teachers. Access to amenities is a very important factor.

School heads were asked to provide the distance in kilometres between the school and the nearest facilities, e.g. health centre/clinic, tarred or tarmac road, public library, bookshop and a school offering lower secondary education. The mean values of the distances have been presented in **Table 2.1** for all schools and just for village schools. The results reflect important cross-country differences in terms of the infrastructure with which primary schools function. While in Uruguay primary school pupils were in schools that were on average just 2.3 km away from the nearest library, the average was 28 km in Paraguay. In Peru, schools were on average 22 km away from the nearest tarmac road.

It can be seen from Table 2.1 that pupils in village schools were further away from amenities than pupils in cities/towns. This was particularly true for public libraries and bookshops, important sources of reading material for pupils.

As a summary measure for further use in this report, an index of *School remoteness* has been calculated: total kilometres divided by five (which represents the number of public amenities measured). The average distances have been presented in **Figure 2.3** for village and city/town schools *(see **Box 2.2**)*.

The plots in Figure 2.3 represent the average distance in kilometres that primary schools serving different proportions of pupil populations had from various public amenities. For Argentina, the green dot on the top corresponds to 39.2, which means that on average primary schools serving 10 percent of pupils in village communities were 39 km or more from the five types of public amenities. Village primary schools serving one-half of pupils had on average a distance of less than 7.5 km from these amenities, and the other half, more than 7.5 km, as represented by the line in the middle of the box. The top and bottom lines of the box represent the average distance of village schools serving the 25th and 75th percentiles of pupils, or the middle half. In Argentina, the average distance ranged from about 3 km to 20 km for the middle half of primary pupils.

TABLE 2.1 **DISTANCE TO NEAREST PUBLIC AMENITIES (IN KILOMETRES)**

	All schools										Village schools									
	Clinic		Tarmac road		Public library		Bookshop		School offering lower secondary education		Clinic		Tarmac road		Public library		Bookshop		School offering lower secondary education	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	3.0	0.22	1.6	0.19	4.0	0.39	4.5	0.46	1.9	0.16	12.7	1.55	9.5	1.56	19.1	2.67	23.7	3.23	9.5	1.45
Brazil	4.4	0.46	3.9	0.54	7.4	0.61	10.2	0.88	3.1	0.43	13.6	1.81	9.8	1.48	20.1	1.90	25.6	2.71	7.6	1.32
Chile	3.3	0.24	1.4	0.18	4.2	0.37	4.3	0.47	m		13.9	1.71	5.4	1.36	15.7	1.99	17.9	2.08	m	
India	3.0	0.27	1.8	0.24	3.8	0.63	5.3	0.54	1.1	0.18	4.0	0.42	2.0	0.24	5.0	0.89	7.5	0.76	1.5	0.29
Malaysia	4.0	0.32	1.5	0.36	12.4	0.88	9.6	0.77	4.7	0.59	6.4	0.78	3.4	0.97	21.1	2.20	20.1	2.06	8.4	1.15
Paraguay	6.2	0.38	12.1	0.71	28.0	1.45	8.3	0.55	1.4	0.13	11.3	0.84	20.9	1.52	49.1	2.97	15.5	1.13	2.8	0.31
Peru	2.8	0.17	22.6	2.22	11.6	1.60	11.5	1.65	2.7	0.21	5.1	0.38	52.8	5.48	27.5	4.12	27.0	4.20	5.9	0.55
Philippines	1.8	0.18	6.5	1.01	11.2	1.04	18.4	1.45	2.3	0.14	2.1	0.26	7.9	1.54	15.6	1.64	23.7	2.12	2.9	0.17
Sri Lanka	2.7	0.16	1.2	0.15	3.9	0.31	7.0	0.52	1.2	0.15	4.0	0.28	1.6	0.26	6.1	0.58	10.7	0.82	1.7	0.26
Tunisia	1.4	0.08	0.5	0.07	6.2	0.31	3.7	0.23	5.7	0.29	2.3	0.19	1.0	0.17	13.4	0.73	8.6	0.58	10.3	0.57
Uruguay	1.6	0.10	0.6	0.04	2.3	0.19	3.0	0.31	1.8	0.09	3.1	0.50	1.1	0.20	5.4	1.09	9.2	2.05	3.9	0.44
WEI-SPS median	**3.0**		**1.6**		**6.2**		**7.0**		**2.1**		**5.1**		**5.4**		**15.7**		**17.9**		**4.9**	

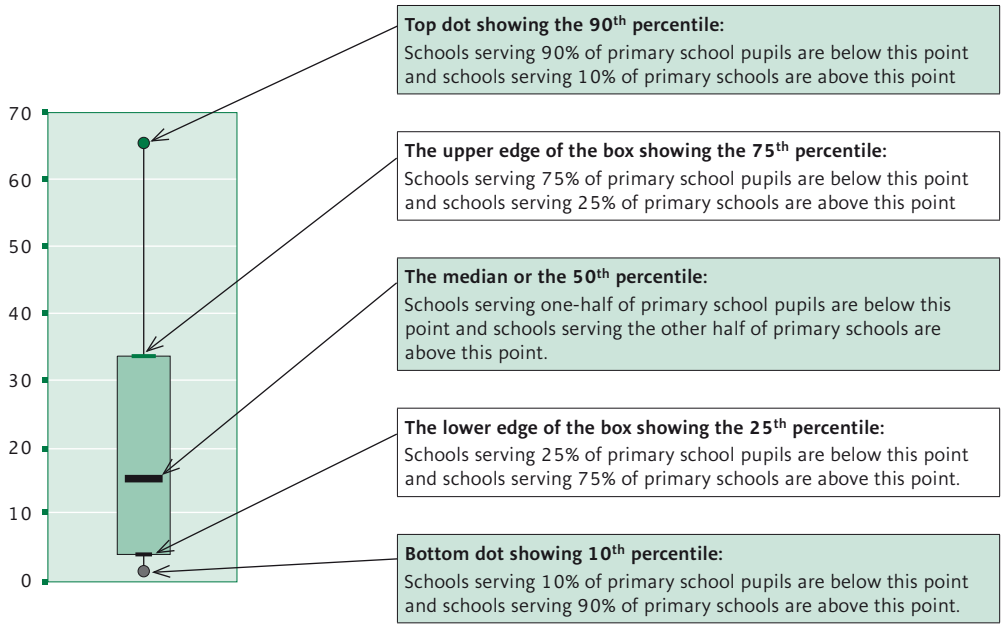
Source: WEI-SPS database.

In Paraguay and Peru, some village schools tended to be a long way from public amenities. In Peru, more than 10 percent of pupils were in schools that were nearly 60 km from such amenities. Even in Argentina and Brazil, 25 percent of pupils were in schools that were 20 km on average from public amenities.

Turning to city/town schools (bearing in mind that some towns had only between 3,000 and 15,000 inhabitants), 10 percent of pupils in Paraguay and the Philippines were more than 10 km from public amenities. In nearly all countries, all pupils in city/town schools were within easy walking distance to public amenities.

BOX 2.2 HOW TO READ BOX PLOTS?

Box plots are used to present the 'five-number summary' of the distribution of continuous variables across countries: 10th and 90th percentiles of values, upper and lower quartiles (or 25th and 75th percentiles of values), and the median (or 50th percentile).

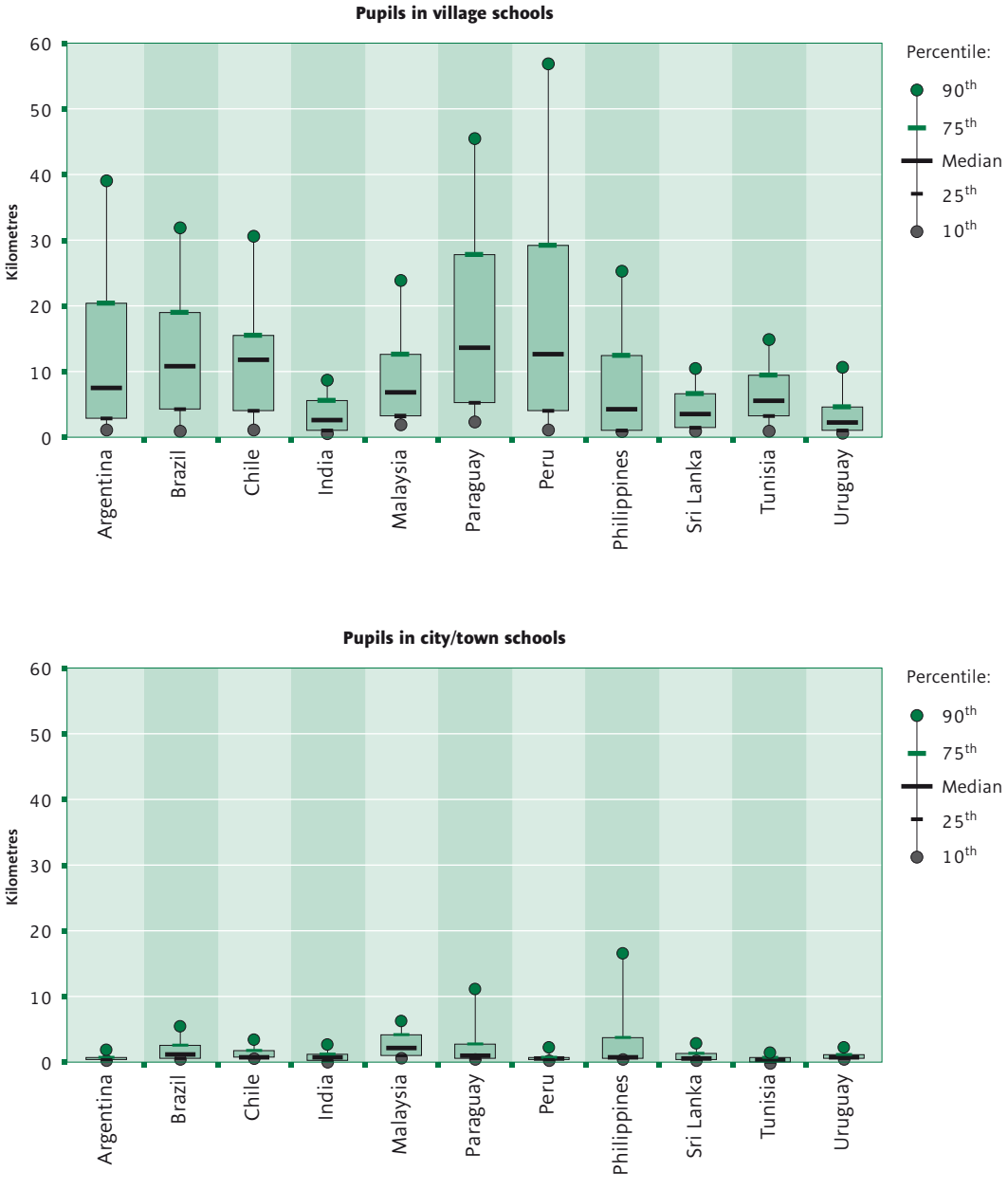


The relative distance between two of these numbers is an indication of the spread or concentration of data points. In the example above, the distance between the 75th and 90th percentiles is much longer than that between the 25th and 10th percentiles. This means that the 15 percent of observations at the lower end of the distribution were much more concentrated than the 15 percent of observations at the upper end. Similarly, if the upper and lower edges of the box representing the middle 50 percent of the cases are close, it would mean the gaps between the 25th and 75th percentiles were relatively small, and vice versa.

FIGURE 2.3

Distance to nearest public amenities by distribution of the primary pupil population

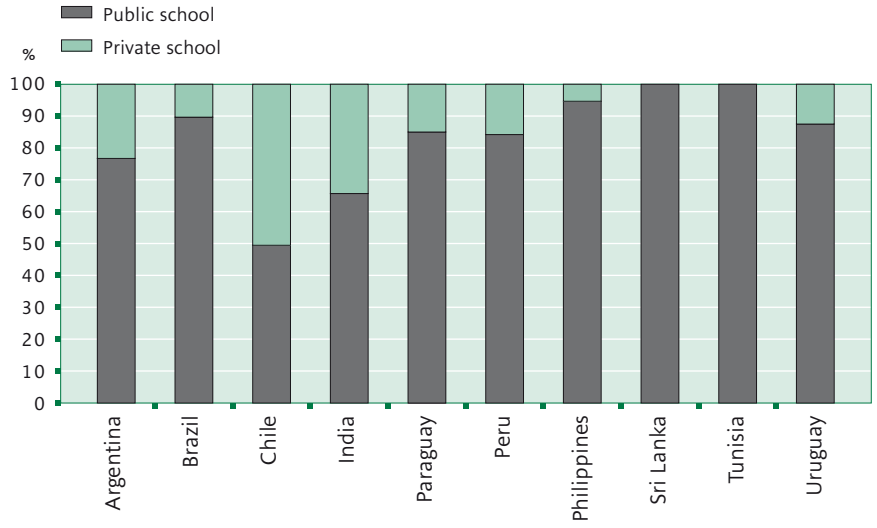
Average distance to the nearest clinic, tarmac road, public library, bookshop and school offering lower secondary education



Sources: WEI-SPS database; Table A2.3.

FIGURE 2.4

Percentage of primary pupils in public and private schools



Sources: WEI-SPS database; Table A2.4.

How many pupils were enrolled in public and private schools?

For the purpose of international comparison, the distinction between public and private schools is made according to their type of management. The main criterion is whether a public agency or a private entity has ultimate control over the school, which refers to who has the power to determine the general policies and activities of the institution and to appoint the managing officers. As many schools are under the operational control of a governing body, the constitution of that body has also been considered.

A school is considered private if it is controlled and managed by a non-governmental organization (e.g. church, trade union or business enterprise) or its governing body consists mostly of members not selected by a public agency. Whether an institution receives its funding from public or private sources does not determine the classification status. To ensure consistency nationally and internationally, the WEI-SPS project team in each country prepared a list of national school types mapped to this classification. School heads were asked to categorize their school as 'public', 'government-dependent private' or 'independent private', and these responses were mapped to international categories. In this report, the latter two were combined into 'private'.

The percentage of primary school pupils in private and public schools has been presented in **Figure 2.4**.[1] In general, most primary pupils in WEI-SPS countries were enrolled in public schools. Chile reported the highest percentage of pupils in private schools (50%). In India, almost one-third of primary pupils were in private schools. In Argentina, private schools accounted for 23 percent of total enrolment at the primary level, and in Brazil, Paraguay, Peru and Uruguay, private enrolment was between 10 percent and 16 percent. Finally, provision of education was almost exclusively public in Sri Lanka and Tunisia.

1. The information on the distinction between public and private schools was not available for Malaysia. Data on private schools for Sri Lanka and Tunisia were omitted since the number of such schools was too few for reliable estimates.

Where were the private schools?

Private education in WEI-SPS countries was almost exclusively a phenomenon of cities and towns. As shown in **Figure 2.5**, enrolment in private schools located in cities or towns made up approximately 90 percent or more of the total private school pupil population in most of the WEI-SPS countries for which data were available. The exception was in India, where one out of every four private school pupils was enrolled in a private school in the village community.

On the flip side, private schools were relatively rare in village communities. This conclusion is obvious from **Figure 2.6.** In Paraguay, 43 percent of pupils were in schools in village communities, yet only 7.3 percent of those in private schools were in villages. In Brazil, village private enrolment was just 2.4 percent of total private enrolment, even though 23 percent of pupils lived in rural communities. Furthermore, in India, which had almost 60 percent of pupils living in villages, pupils in private village schools accounted for only 25 percent of total private enrolment. In Argentina, Brazil, Chile, Peru and Uruguay, less than 5 percent of private enrolment was in village communities – far less than the proportion of pupils living in these communities.

What was the total enrolment in primary schools?

The number of pupils in schools is an important measure because size interacts with resources and learning opportunities. In a large school (e.g. more than 1,000 pupils), unit costs for equipment are lower than in a small school. At the same time, it is sometimes presumed that primary school children often feel lost in large schools and can cope much better in small schools (Cotton, 1996). What was the situation in the WEI-SPS study?

In **Table 2.2**, the average size of village and city/town schools, as well as the range from the 10th to the 90th percentiles, have been presented. It can be seen that the total enrolment was larger in city/town than in village schools. However, the village school attended by a typical primary school pupil in Malaysia and the Philippines (enrolment of 258 and 296 respectively) was larger than a city/town school attended by a typical primary school pupil in India (enrolment of 184). In Malaysia, the Philippines and Sri Lanka, there were some very big schools serving primary school pupils.

These indicators should be read carefully because of certain limitations. For example, in Brazil, primary school consists of Grades 1 to 4, whereas in other countries this level comprises more grades. Secondly, Argentina excluded all schools with fewer than 25 pupils.

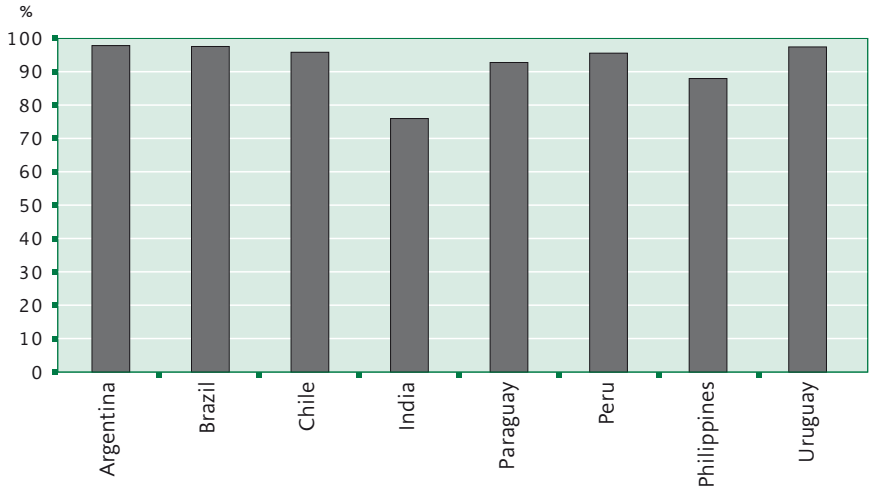
TABLE 2.2 **NUMBER OF PUPILS ENROLLED IN PRIMARY SCHOOL, BY SCHOOL LOCATION**

	Number of pupils per school				Range	
	Village schools		City/town schools			
	Mean	SE	Mean	SE	Village schools	City/town schools
Argentina	96.1	6.06	380.5	5.66	27 -197	128 -691
Brazil	62.7	5.49	247.4	11.47	14-150	44-544
Chile	93.8	7.08	360.8	7.99	24-195	133-658
India	120.3	4.35	183.6	8.76	45-217	69-374
Malaysia	258.2	10.38	757.2	22.68	86-488	195-1,408
Paraguay	107.2	2.49	275.2	7.66	43-177	73-608
Peru	74.6	3.38	264.0	6.92	20-151	37-695
Philippines	296.0	8.87	836.1	56.33	113-546	172-1,803
Sri Lanka	151.4	4.58	467.5	31.60	50-290	91-1010
Tunisia	194.7	4.49	434.8	10.12	95-336	196-692
Uruguay	130.4	7.93	330.0	6.89	20 -321	106-580
WEI-SPS median	**125.4**		**345.4**			

Note: The range refers to the 10th and 90th percentiles.
Source: WEI-SPS database.

FIGURE 2.5

Enrolment in city/town private schools as a percentage of total private school enrolment

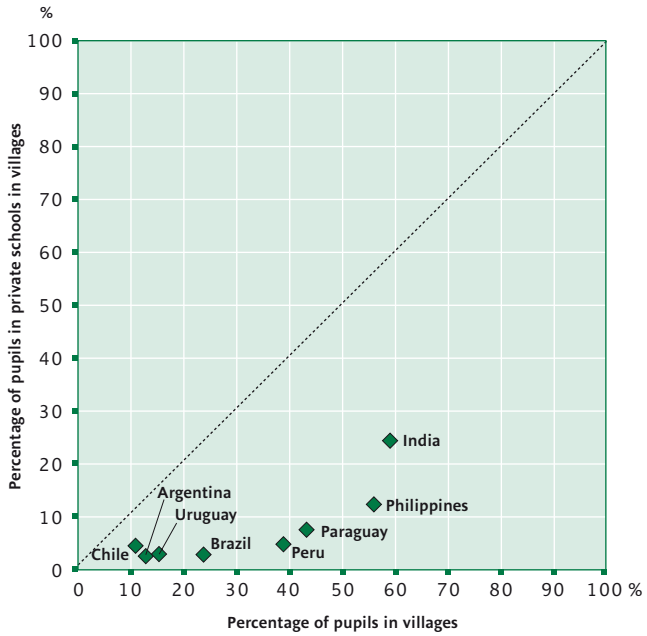


Note: The information on the distinction between public and private schools was not available for Malaysia. Data on private schools for Sri Lanka and Tunisia were omitted since the number of such schools was too few for reliable estimates.

Sources: WEI-SPS database; Table A2.5.

FIGURE 2.6

Percentage of primary pupils in villages and their enrolment in private schools as a percentage of the total private school population



Sources: WEI-SPS database; Tables A2.1 and A2.5.

What was the perceived physical condition of school buildings?

In the WEI-SPS study, school principals reported their perceptions of the condition of buildings. It is of interest to note that in other studies (see, for example, the Namibian report of the SACMEQ study – Makuwa, 2005) this variable had a high correlation with school achievement. For this report, if a school head reported that the 'school needs complete rebuilding' or 'some classrooms need major repairs', then the school would be considered as being in 'poor condition'. On the other hand, if the school heads reported that 'most classrooms need minor repairs' or 'school is in good condition', then the school would be considered as being in 'good condition'.

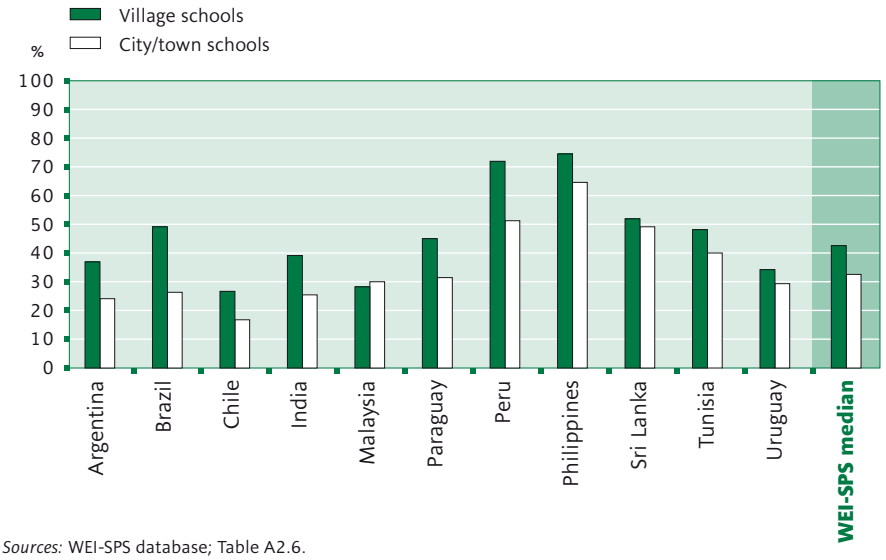
The extent to which schools were in 'poor condition' was analysed and has been presented in **Figure 2.7**. In general, schools in villages were more likely to be perceived to be in poor condition than those in cities or towns. In Peru and the Philippines, the heads of schools in villages serving more than 70 percent of pupils deemed that their schools were in poor condition. In these countries, primary schools serving one-half or more of pupils in cities and towns were also reported to be in poor condition. In Sri Lanka, schools serving about one-half of pupils in both village and city/town communities were reported to be in need of major repairs or complete rebuilding. In Brazil, while primary schools serving one-half of pupils in village communities were deemed to be in poor condition, this was the case for schools serving less than 30 percent of pupils in city/town communities. The disparities between village and city/town schools also seemed large in Argentina, Chile, India and Paraguay. The only exception was Malaysia, where schools serving around 30 percent of pupils in both villages and cities/towns were reported to be in a poor condition.

It must be reiterated that these figures have been based on the perceptions of school heads. It is quite plausible that, the better the school head, the more he or she is likely to be dissatisfied with the condition of the buildings. Although the perception of school heads may have been very subjective, the differences between schools should be investigated independently and, if confirmed, taken into consideration when allocating resources for repairs and renovations.

FIGURE 2.7

Primary pupils in schools with poor infrastructure

Percentage of pupils in schools whose school heads stated that the 'school needs complete rebuilding' or 'some classrooms need major repairs'



Sources: WEI-SPS database; Table A2.6.

What school resources were available?

School heads were presented a list of 31 items representing various resources and were asked if they had each one in their school. The list contained basic items, including sufficient sitting places (e.g. benches and chairs for pupils) and sufficient toilets for boys and girls. The list also includes other less common resources, such as special rooms or computers for administrative and instructional purposes.

To what extent did primary schools in the WEI-SPS countries have these items? To address this question, the data were analysed and have been presented from the pupils' perspective in **Figure 2.8**.

A detailed explanation of how to interpret Figure 2.8 has been provided in Box 2.2. In this case, the box plots represent the number of resources possessed by schools serving different percentages of the pupil population.

For Argentina, the top dot corresponds to 20, implying that 10 percent of primary pupils attended schools in village communities with more than 20 resource items. Put in another way, schools serving 90 percent of pupils in village communities had 20 or fewer resources. The bottom dot corresponds to 7 for Argentina, meaning that primary schools serving 10 percent of pupils in village communities had fewer than seven resource items. The lower and upper edges of the box correspond to 11 and 17 respectively, meaning that schools serving the middle half of pupils in village communities reportedly had between 11 and 17 items. Finally, the bar in the box corresponds to 14, indicating that schools serving one-half of primary pupils in village communities had less than 14 items, and those serving the other half had more than 14.

It can be seen that Malaysia and Chile had the best-resourced pupils both in villages and cities/towns. Tunisia was the only country to report schools with all 31 selected resources, but only for 10 percent of pupils in city/town schools. Meanwhile, village schools serving the best-resourced 10 percent of pupils in the Philippines, Sri Lanka and Tunisia offered just 17 of the 31 resource items. In India, Paraguay and Peru, these schools had less than one-half of the resource items (13, 14 and 14 respectively).

It should be noted that the resource list included items related to special teaching rooms (like science laboratories) and computers. In addition, there is no information about the quality of the resources or the extent to which they are effectively used for instruction and learning. For example, a school may have computers, but the teachers may not know how to use them, especially for instruction or a school may have a library but few books.

A more detailed analysis was conducted by grouping the 31 resource items into six categories or sub-sets as follows:

i) *Electricity/water (2 items).*

ii) *Sufficiency*, which comprised six resources, namely a blackboard in each classroom, sufficient writing places (desks, tables) for pupils, sufficient sitting places (benches, chairs), sufficient toilets for boys and for girls, safety equipment (e.g. fire extinguisher, cyclone shelters, etc.) *(6 items).*

iii) *Facilities*, which comprised school library, staff room, refectory/cafeteria, sports field and first-aid kit *(5 items).*

iv) *Special teaching rooms*, which comprised an audio-visual room and a science laboratory *(2 items).*

v) *Equipment*, which comprised microscope, telephone, fax machine, duplicator or photocopier, TV set, radio, tape recorder, overhead projector, a video-cassette recorder (VCR) and maps *(10 items).*

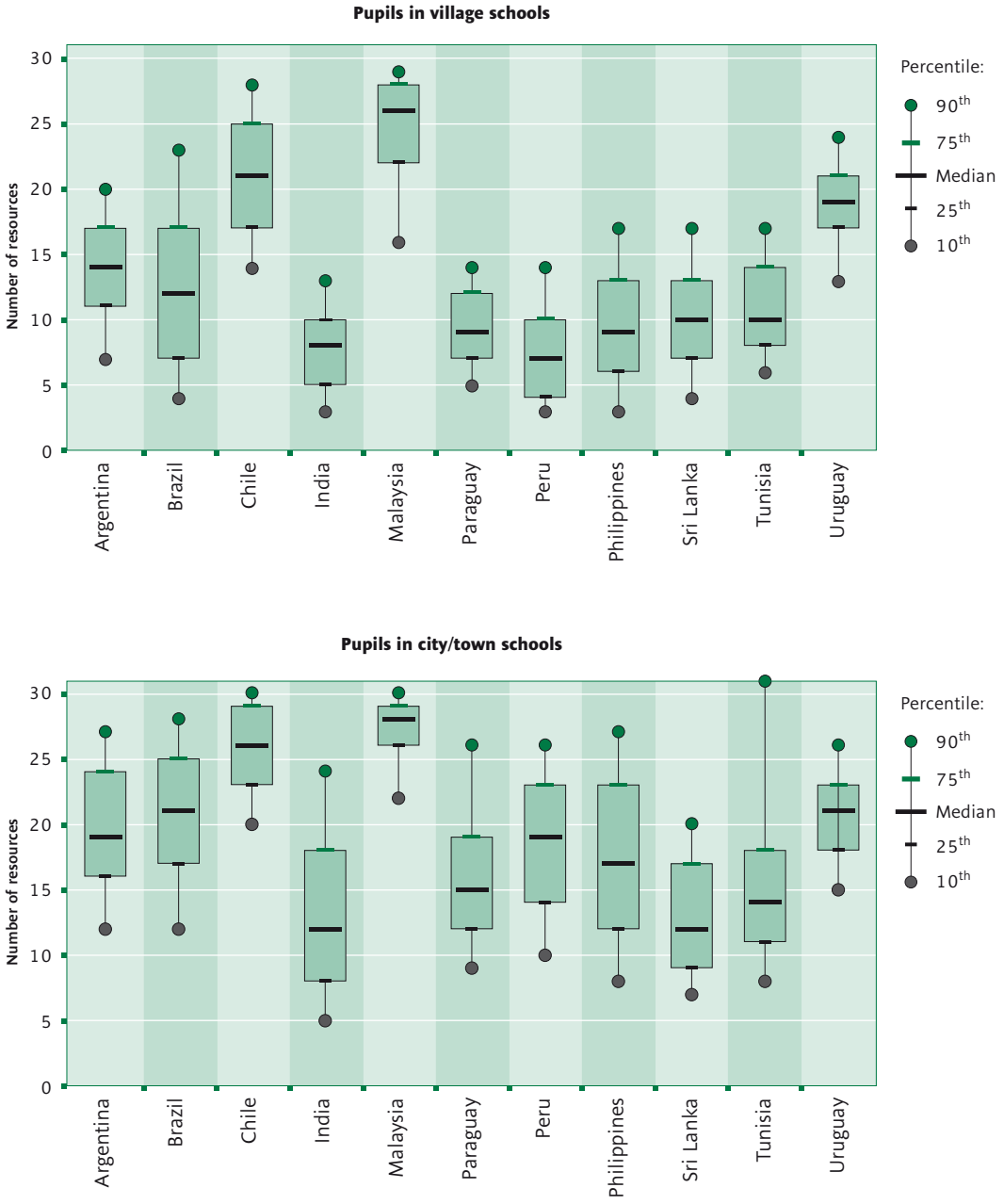
vi) *Computers*, which comprised computers for administrative use, computer-based management system, computers for pupils to use with access to the Internet, computers for pupils to use without access to the Internet, website of the school on the Internet, intranet site within the school. *(6 items)*

Electricity and running water

Two of the most basic resources are electricity and running water. In **Table 2.3** it can be seen that most pupils in WEI-SPS countries were in schools with these items. However, over one-half of pupils in India (the four states in question) were in schools lacking electricity. This was also the case for schools serving more than 20 percent of pupils in Peru and Sri Lanka. In Argentina, Brazil, India, Paraguay, Peru, the Philippines and Sri Lanka, there were more than 10 percent of pupils in schools without running water.

FIGURE 2.8

Number of school resources by distribution of the primary pupil population



Sources: WEI-SPS database; Table A2.7.

TABLE 2.3 PERCENTAGE OF PUPILS IN SCHOOLS WITH ELECTRICITY AND WATER

	Electricity		Running water	
	%	SE	%	SE
Argentina	98.7	0.25	86.8	1.26
Brazil	94.5	1.03	87.2	1.52
Chile	99.4	0.28	98.5	0.57
India	47.6	2.93	86.4	1.71
Malaysia	98.4	0.68	96.5	0.95
Paraguay	96.6	0.50	81.3	1.06
Peru	76.4	1.35	83.8	1.42
Philippines	89.0	1.36	70.1	2.21
Sri Lanka	79.1	1.89	76.8	2.07
Tunisia	98.3	0.74	90.2	1.18
Uruguay	100.0	0.00	99.1	0.41
WEI-SPS median	**96.6**		**86.8**	

Source: WEI-SPS database.

Sufficiency

Blackboards are almost indispensable for teaching. It must be useable in the sense that it is not too shiny or worn for the pupils to see what is written on it. In this case, no question was asked about the usability of the blackboard but only if there was one in each classroom. In WEI-SPS countries, this resource was available in schools serving the majority or all primary pupils. As seen in **Table 2.4**, in Sri Lanka only 91 percent of pupils were in schools with a blackboard in each classroom, and in India, the figure was 95 percent.

In Sri Lanka and India, school heads reported that over 40 percent and 50 percent respectively of pupils were in schools with insufficient writing and sitting places. These resources were also scarce in Peru and the Philippines. Only Chile and Malaysia had over 90 percent of pupils in schools with sufficient writing and sitting places. Brazil joined them for writing places.

Peru, the Philippines and especially Sri Lanka were badly off for toilets. India, Paraguay and Tunisia were not much better. Only Chile and Malaysia can claim a high level of prevalence of safety equipment in primary schools. Thus, it can be concluded that resources, such as sitting and writing places, toilets and safety equipment, are clearly a problem in several WEI-SPS countries.

TABLE 2.4 PERCENTAGE OF PUPILS IN SCHOOLS WITH SUFFICIENT RESOURCES

	Blackboard in each classroom		Sufficient writing places		Sufficient sitting places		Sufficient number of toilets for boys		Sufficient number of toilets for girls		Safety equipment	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	98.9	0.44	88.9	1.31	88.0	1.39	80.0	1.58	79.5	1.62	66.6	1.45
Brazil	99.4	0.28	92.7	1.16	88.3	1.42	82.5	1.82	82.2	1.83	45.2	2.43
Chile	99.5	0.27	99.0	0.42	98.6	0.52	92.5	1.23	92.4	1.25	96.7	0.87
India	95.2	0.81	40.6	2.33	43.2	2.21	62.0	2.22	60.4	2.56	22.4	2.52
Malaysia	100.0	0.00	95.4	1.07	95.5	1.00	89.4	1.69	88.8	1.78	95.3	1.05
Paraguay	99.0	0.28	84.7	1.24	87.4	1.20	69.7	1.57	69.5	1.57	9.5	1.13
Peru	98.0	0.54	70.3	2.15	68.4	2.21	53.0	2.32	52.7	2.29	24.9	1.82
Philippines	98.9	0.52	72.7	2.47	64.3	2.67	51.0	2.85	53.0	2.76	33.9	2.60
Sri Lanka	91.1	1.55	57.5	2.73	58.4	2.56	32.5	2.81	32.8	2.59	0.7	0.48
Tunisia	98.7	0.68	84.9	1.93	88.5	1.69	70.0	2.30	61.7	2.41	21.6	1.80
Uruguay	99.7	0.30	87.8	1.36	85.3	1.52	84.3	1.43	83.8	1.44	31.5	1.74
WEI-SPS median	**98.9**		**84.9**		**87.4**		**70.0**		**69.5**		**31.5**	

Source: WEI-SPS database.

Facilities

Given the importance of libraries for learning to read, it was surprising to learn that, according to the WEI-SPS median, only 64 percent of pupils were in schools with a library. As shown in **Table 2.5**, in Paraguay, the Philippines, Sri Lanka and Tunisia, only every second child was in a school with a library. In Chile and Malaysia, most schools had a staffroom, but this was uncommon in Paraguay, Peru, Sri Lanka and Tunisia. Cafeterias were relatively rare except in Chile and Malaysia. Sports fields were more frequent except in Tunisia. Then only 55 percent of pupils were in a school with a sports field. Finally, most primary pupils in WEI-SPS countries were in schools with a first aid kit. However, this was not the case for more than one-half of pupils in Brazil and 40 percent in Paraguay.

Special teaching rooms

In the WEI-SPS study, school heads were asked about the availability of two types of special teaching rooms: an audio-visual room and a science laboratory. It is indicated in **Table 2.6** that in Malaysia and Chile approximately 70 percent of pupils attended schools with an audio-visual room. In the rest of the countries, this figure ranged from 15 percent in Paraguay to 47 percent in Uruguay.

A science laboratory was even more uncommon, except in Malaysia where 79 percent of pupils were in schools with this facility. In Chile, such schools only covered approximately 47 percent of primary pupils, and fewer than 20 percent in Brazil, India, Paraguay, Tunisia and Uruguay.

TABLE 2.5 PERCENTAGE OF PUPILS IN SCHOOLS WITH BASIC FACILITIES

	School library		Staff room		Cafeteria		Sports field		First aid kit	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	79.7	1.35	57.1	1.82	17.2	1.37	44.8	1.82	81.5	1.44
Brazil	62.0	2.32	72.8	1.97	65.6	2.52	53.3	2.49	44.7	2.48
Chile	85.6	1.65	93.6	1.04	82.7	1.74	80.7	1.82	93.2	1.15
India	64.5	2.54	46.3	2.27	32.2	2.63	63.0	2.49	64.8	2.29
Malaysia	96.6	0.90	95.3	1.09	89.1	1.49	83.6	1.74	99.0	0.51
Paraguay	53.3	1.63	23.4	1.62	59.4	1.31	73.0	1.53	58.0	1.63
Peru	63.9	2.08	32.5	2.09	32.5	2.06	69.8	1.92	69.8	2.02
Philippines	53.1	2.57	38.0	2.47	38.3	2.49	43.9	2.87	63.8	2.28
Sri Lanka	47.6	2.76	17.4	2.09	36.1	2.80	54.8	2.46	81.2	1.78
Tunisia	54.6	2.51	26.5	2.06	14.3	1.46	29.9	2.01	83.1	1.78
Uruguay	93.4	1.04	38.8	1.96	13.0	1.29	47.0	1.88	92.5	1.11
WEI-SPS median	**63.9**		**38.8**		**36.1**		**54.8**		**81.2**	

Source: WEI-SPS database.

TABLE 2.6 PERCENTAGE OF PUPILS IN SCHOOLS WITH SPECIAL TEACHING ROOMS

	Audiovisual room		Science laboratory	
	%	SE	%	SE
Argentina	39.8	1.81	41.0	1.69
Brazil	36.2	2.45	13.5	1.80
Chile	69.0	2.22	46.7	2.33
India	20.1	1.85	14.8	2.08
Malaysia	71.7	2.29	78.8	2.02
Paraguay	15.0	1.24	9.5	1.10
Peru	29.7	2.12	27.5	1.94
Philippines	17.5	1.90	26.1	2.65
Sri Lanka	25.0	2.41	26.2	2.15
Tunisia	22.3	1.93	15.2	1.53
Uruguay	46.7	1.88	19.4	1.53
WEI-SPS median	**29.7**		**26.1**	

Source: WEI-SPS database.

TABLE 2.7 **PERCENTAGE OF PUPILS IN SCHOOLS WITH BASIC EQUIPMENT**

	Microscope		Maps		Telephone		Fax machine		Duplicator/ photocopier		TV set		Radio		Tape recorder		Overhead projector		Video Cassette Recorder (VCR)	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	67.3	1.63	91.6	1.19	80.4	1.26	28.7	1.38	34.9	1.78	88.8	1.27	79.0	1.61	74.2	1.53	26.5	1.65	70.8	1.71
Brazil	25.9	2.25	85.0	1.68	72.4	1.97	37.9	2.26	77.8	1.96	85.6	1.53	80.0	2.18	65.9	2.42	55.3	2.34	78.6	2.15
Chile	74.9	2.00	91.7	1.39	94.4	0.96	72.8	1.96	83.1	1.75	96.5	1.05	95.6	1.04	90.2	1.41	63.1	2.22	80.8	1.95
India	16.4	1.90	91.6	1.15	19.6	2.30	3.5	1.09	5.4	1.39	19.4	2.76	37.7	2.66	32.6	2.46	4.9	1.06	6.4	1.20
Malaysia	86.4	1.87	89.3	1.56	95.4	0.85	84.5	1.59	95.3	0.95	98.0	0.72	98.2	0.72	84.2	1.95	84.7	1.72	74.9	2.20
Paraguay	27.3	1.70	86.1	1.23	36.1	1.50	10.0	1.10	12.7	1.22	37.2	1.62	59.2	1.56	57.8	1.60	10.1	1.18	27.2	1.60
Peru	32.7	2.33	84.4	1.46	46.8	1.74	7.3	0.91	25.5	2.10	55.9	1.76	55.0	2.10	58.2	1.78	13.0	1.85	34.5	1.94
Philippines	51.0	2.51	74.9	2.04	36.3	2.14	16.5	2.26	12.3	1.35	56.6	2.30	66.9	2.46	48.5	2.89	21.2	1.94	28.2	2.17
Sri Lanka	47.5	2.56	63.4	2.54	28.1	2.30	2.5	0.97	6.4	1.42	43.2	2.85	84.5	1.99	64.8	2.70	29.4	2.75	19.7	2.29
Tunisia	37.1	2.31	84.6	1.66	41.3	2.06	16.0	1.55	62.8	2.21	19.3	1.84	44.0	2.31	62.7	2.33	36.5	2.38	16.9	1.71
Uruguay	91.9	1.15	93.9	0.98	97.3	0.66	44.3	1.83	51.2	2.06	95.4	0.91	95.1	1.00	89.5	1.29	44.3	1.96	66.0	2.05
WEI-SPS median	**47.5**		**86.1**		**46.8**		**16.5**		**34.9**		**56.6**		**79.0**		**64.8**		**29.4**		**34.5**	

Source: WEI-SPS database.

It should be emphasised that there is no information on the quality of these facilities nor pupil access to them.

Equipment

The following 10 items are included in this group: microscope, maps, telephone, fax machine, photocopier, TV set, radio, tape recorder, overhead projector and video cassette recorder (VCR). These items are considered to be fundamental for the development of normal school activities. The percentage of pupils in schools with each of these resources has been presented in **Table 2.7**.

Primary schools serving most pupils in Argentina, Chile, Malaysia, the Philippines and Uruguay reported having a microscope. Maps were also relatively common. However, schools serving one out of four primary pupils in the Philippines and those serving one in three in Sri Lanka still did not have this resource. In India, Paraguay, Peru, the Philippines, Sri Lanka and Tunisia, close to one-half of pupils were in schools that did not have a telephone. Relatively few were in schools with a fax machine, except in Chile and Malaysia. With the exception of India, Paraguay, Sri Lanka and Tunisia, more than one-half of pupils were in schools with a TV set. Many were in schools with a radio and tape recorder. But teaching aids, such as overhead projectors and video cassette recorders, were rare except for schools in Brazil, Chile, Malaysia and Uruguay.

Computers

Engagement with new information and communication technologies is represented by access to and use of computers and the Internet. Data on the share of pupils who attended schools with computers and data on their use have been presented in **Table 2.8**. Computer use for administrative purposes was quite common in five WEI-SPS countries (Argentina, Brazil, Chile, Malaysia and Uruguay) but lacking in India, Paraguay, Sri Lanka and Tunisia. Overall, computer-based management systems were less common, but progress appears to have been made in Brazil, Chile, Malaysia and Uruguay. At the same time, school websites and Intranet sites were even less common, especially in India, Paraguay, the Philippines and Sri Lanka.

A major question was how many pupils were in schools with computers for pupil use. These percentages are given at the end of the second part of Table 2.8. It is evident that, in 7 out of the 11 WEI-SPS countries, primary schools serving over one-half of the pupils did not have a computer for them to use. This group consisted of Brazil (64%), India (85%), Paraguay (86%), Peru (55%), the Philippines (76%), Sri Lanka (80%) and Tunisia (57%). On the other hand, only 3 percent of pupils were without school computers in Chile, followed by Malaysia at 21 percent.

TABLE 2.8 PERCENTAGE OF PUPILS IN SCHOOLS WITH COMPUTERS

	Computer for administrative use		Computer-based management system		Website of the school on the Internet		Intranet site within the school		Computers for pupils to use without access to the Internet		Computers for pupils to use with access to the Internet		Pupils without computers	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	75.3	1.61	35.5	1.60	18.0	1.40	7.7	0.91	44.0	1.75	22.9	1.34	48.0	1.73
Brazil	70.4	1.91	50.0	2.46	10.7	1.66	20.1	2.22	23.4	2.09	22.8	2.13	63.5	2.29
Chile	93.4	1.07	67.7	2.08	48.6	2.42	47.3	2.58	46.4	2.38	90.2	1.49	2.7	0.82
India	12.8	1.80	9.8	1.62	2.9	1.05	5.7	1.55	9.9	1.54	8.8	1.61	85.3	1.69
Malaysia	95.2	1.10	62.2	2.49	33.9	2.73	18.9	2.20	61.8	2.55	59.4	2.62	21.1	2.25
Paraguay	29.0	1.71	12.6	1.36	5.0	0.81	3.2	0.64	10.4	1.14	6.5	0.92	86.2	1.27
Peru	52.7	2.00	28.2	1.92	12.1	1.78	7.8	1.23	33.5	2.04	22.1	1.86	54.5	1.95
Philippines	47.8	2.44	16.9	1.83	5.6	0.93	4.7	0.73	22.9	2.16	5.8	0.69	76.0	2.18
Sri Lanka	21.3	2.40	5.7	1.20	2.0	0.85	8.5	1.61	18.9	2.23	3.1	0.99	79.5	2.26
Tunisia	21.9	1.97	33.5	2.07	14.3	1.48	13.3	1.41	31.3	2.15	23.1	1.96	56.8	2.30
Uruguay	93.4	1.00	62.4	2.01	19.9	1.62	7.9	1.09	43.1	2.16	36.8	1.88	38.5	1.96
WEI-SPS median	**52.7**		**33.5**		**12.1**		**7.9**		**31.3**		**22.8**		**56.8**	

Source: WEI-SPS database.

The percentage of pupils attending schools with or without Internet access has been shown in Table 2.8. How can the percentage of pupils having computers with and without access to the Internet be interpreted? In Argentina, for example, there were 48 percent of pupils in schools without computers and, therefore, 52 percent in schools with computers. The schools had some computers without access to the Internet and some with access. Of the 52 percent in schools with computers, there were about twice as many that did not have access (44%) as those who did have access (23%). In Chile, 97 percent of pupils attended schools that had computers and most had access to the Internet, although not all of the computers had access. In short, the WEI-SPS countries seem to have a long way to go before equipping their primary schools with computers for pupils to use.

Resources by school location

It is informative to look at school claims on the six resource categories based on location, i.e. village or city/town communities. To this end, an index was created for each of the six resource groups showing the percentage of items in each group that schools possessed. By way of illustration, School A has only running water and School B has both running water and electricity; School A scores 50 on the electricity/water index, while School B scores 100. Similarly, School A scores 50 if it has electricity but no running water.

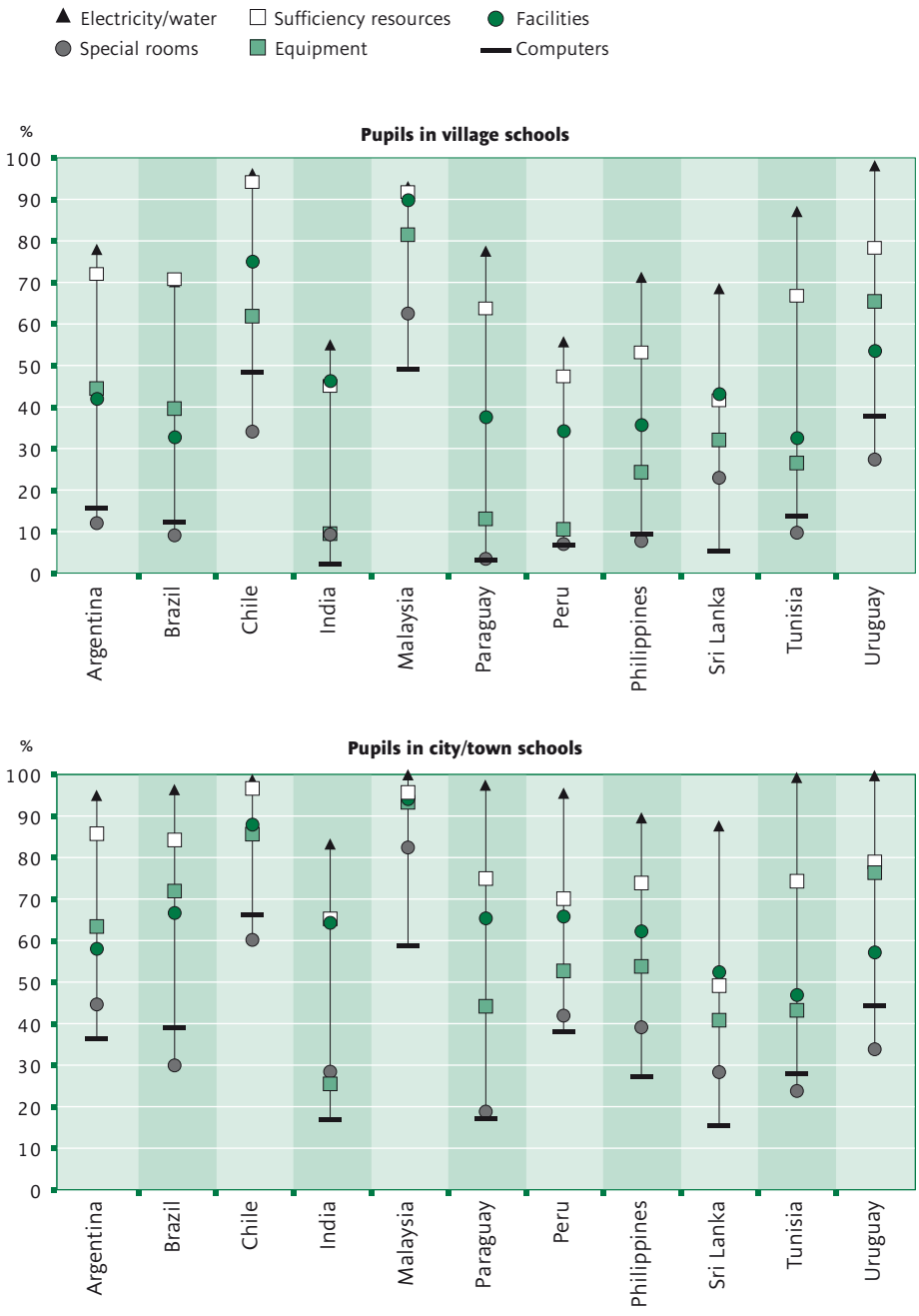
The mean values of the indices were calculated for each resource group separately for schools located in village communities and those in city/town communities. The results have been presented in Table A2.8, as well as displayed in **Figure 2.9**. Chile and Malaysia seemed to have the best-resourced village schools, although special rooms and computers were relatively rare. For computers, the figures were between 3 percent and 16 percent, except in Chile, Malaysia and Uruguay. India, Paraguay, Peru, the Philippines, Sri Lanka and Tunisia were relatively poorly resourced with equipment.

In general town/city schools were much better resourced than those in villages. With the exceptions of India, the Philippines, and Sri Lanka, nearly all town/city schools had water and electricity. Between 15 percent and 66 percent of pupils in city/town schools had access to computer-related resources, and between 19 percent and 83 percent possessed special teaching rooms.

It is important to stress that the sufficiency resource group includes such essential items as blackboards, good sitting and writing arrangements, as well as good toilet facilities. In India, Paraguay, Peru, the Philippines, Sri Lanka and Tunisia, less than 75 percent of pupils in schools in city/town communities had these basic items. In village communities, even fewer than 67 percent of primary pupils in some of these countries attended schools with these facilities.

FIGURE 2.9

Mean values of indices of school resource groups



Sources: WEI-SPS database; Table A2.8.

Resource levels and background characteristics of pupils served by the schools

Providing all schools with adequate resources, regardless of their location and the types of pupils they serve, is an important part of guaranteeing equal educational opportunities. As shown above, city/town schools in the WEI-SPS countries were generally better-resourced than village schools. Another way to look at the level of equality of resource distribution across the schools is by the background characteristics of pupils served by the schools.

Table 2.9 provides a summary of the coefficients of correlation between the number of resources items and an index of *Social advantage of pupil intake (see Chapter 3 for more details about the index)*. As can be seen, the correlation coefficients were positive for all countries, indicating that schools enrolling pupils from more advantaged backgrounds tended to provide more of the 31 school resource items.

The values of the correlation coefficients reflect the strength of the relationship between the two variables. The values ranged from 0.28 for Sri Lanka to 0.63 for Peru, which are substantial. An explanation of the correlation coefficients and the variance would help understand this point. Taking the square of the coefficient is equal to the percent of the variation in one variable that is related to the variation in the other. For instance, the square of the correlation coefficient for India (0.51) was 0.256, meaning that almost 26 percent of the variation in the number of resources items across the primary schools in the four Indian states is related to or explained by the index of *Social advantage of pupil intake* of these schools. The square of the correlation coefficient for each country has been shown in the last column of Table 2.9. Among the WEI-SPS countries, the link between the number of resource items and the social advantage of pupil intake was the weakest in Sri Lanka. Still, almost eight percent of the variation in one variable was related to that of the other, which is not negligible. Particularly striking were Argentina and Peru, where almost 40 percent of the variation in the number of resource items was related to the variation in the index of *Social advantage of pupil intake*.

These results suggest that in the WEI-SPS countries the level of school resources was to a large extent dependent on the background characteristics of the pupils enrolled in the schools. Inequality in school resources goes against the goal of equal educational opportunities. When the distribution of school resources is linked to the backgrounds of a school's pupil population, it means that pupils from disadvantaged backgrounds are subject to double jeopardy, i.e. such pupils generally already suffer from a deficit in their home environment, and on top of this, they attend relatively poorly-resourced schools.

TABLE 2.9 **CORRELATION BETWEEN NUMBER OF SCHOOL RESOURCES AND THE INDEX OF *SOCIAL ADVANTAGE OF SCHOOL INTAKE***

	Correlation coefficient	SE	Percent of variation in one variable related to that in the other
Argentina	0.62	0.025	38.9
Brazil	0.39	0.040	15.4
Chile	0.42	0.034	17.9
India	0.51	0.037	25.7
Malaysia	0.38	0.053	14.7
Paraguay	0.49	0.030	24.5
Peru	0.63	0.030	39.1
Philippines	0.44	0.034	19.6
Sri Lanka	0.28	0.046	7.8
Tunisia	0.34	0.040	11.8
Uruguay	0.44	0.035	19.4
WEI-SPS median	**0.44**		**19.4**

Source: WEI-SPS database.

TABLE 2.10 **RESULTS OF ANOVA ANALYSIS FOR TOTAL RESOURCES AMONG REGIONS**

	Regions	Rho
Argentina	North, Central, South	17.0
Brazil	North, Central, South	34.7
India	Assam, Madhya Pradesh, Rajasthan, Tamil Nadu	22.8
Paraguay	Region 1, Region 2, Region 3, Region 4, Region 5	17.1
Philippines	National Capital Region (NCR), Mindanao, Visayas, Luzon	33.1
Sri Lanka	Central, Eastern, North Central, North Western, Northern, Sabaragamuwa, Southern Uva, Western	5.4
Tunisia	Northwest, Midwest, South, Mideast, Northeast	26.1
Uruguay	Montevideo / Rest of the country	22.1

Source: WEI-SPS database.

The results shown above imply that there is room for improvement in strengthening compensatory policies and programmes in WEI-SPS countries to level the playing field for pupils from all sections of the socioeconomic spectrum.

Differences in school resources within regions

Finally, the equity of resource allocation among regions within countries was also examined. The analysis of variance (ANOVA) in the total number of resources of all sampled schools was conducted for eight countries with available information. The statistic called *rho* (or intra-class correlation) represents the amount of variation in the number of resources among regions within countries. A high *rho* value (closer to 1) means that there is more variation in the school resources reported across the regions within a country. In other words, there are large regional disparities in the allocation of school resources. In contrast, a low *rho* (closer to zero) represents less regional variation in school resources, indicating that their allocation was relatively equitable.

The results of *rho* estimations have been presented in **Table 2.10** where each value was multiplied by 100 for easier understanding. In Argentina, for example, this coefficient was 17.0. This means that 17 percent of the variation in resources was across regions, and in turn, this means that 83 percent of the variation was among schools within regions. In this case, the onus is on the regional authorities to ensure that there is more equity of resources among schools within regions. Normally, it is said that, if the variation among regions exceeds 25 percent, then both national and regional authorities have to work together to improve variation among regions (national responsibility) and equity among schools within regions (regional responsibility).

As can be seen, 5 percent of the variation was among regions in Sri Lanka and 35 percent in Brazil. Table 2.10 suggests that national authorities in Brazil, the Philippines, and Tunisia must help the regions to establish more equity among them. In the other countries, more effort is needed by the regional authorities to ensure more equal conditions among their schools. At the same time, it is shown in Figure 2.9 that resources were less plentiful in India and Sri Lanka, where national and regional authorities must work to raise their levels in order to increase the level of resources.

Conclusion

In the WEI-SPS countries, there was wide variation among countries in the percentage of pupils in village schools. More than one-half of the pupils in India, the Philippines and Sri Lanka were in village schools, but in Argentina, Chile and Uruguay, less than 15 percent of all primary pupils were enrolled in village schools. In Chile, pupils in schools in communities with more than 100,000 inhabitants accounted for more than two-thirds of the total enrolment. In Argentina, Brazil, Peru and Uruguay, they accounted for more than one-third.

In Brazil, even though just 23 percent of the enrolment was in village schools, their schools accounted for 54 percent of schools. In Peru, 69 percent of schools were in village communities but hosted just 38 percent of the country's enrolment. For countries with very high village school enrolment, the share of village schools

was even higher. Almost four out of five schools in the Philippines and Sri Lanka were village schools.

The average distance in kilometres was calculated from a school to a public library, bookshop, tarmac road, secondary school and health centre or clinic. Some village schools were, on average, over 20 km from a library or bookshop (both important sources of reading materials). In Paraguay, village schools were 49 km from a public library. Village schools were nearest to public amenities in India. The distance to secondary schools in villages was, on average, higher in Argentina, Malaysia and Tunisia.

An examination was made of the percentage of pupils in public and private schools. In Sri Lanka, there were no private schools. In Malaysia and Tunisia, there were very few. Chile had the most pupils in private schools (50%), followed by India (about 34%). Nearly all private schools were in towns and cities.

School total enrolment was larger in town/city schools than in village schools. With the exception of the Philippines and Malaysia (average of 836 and 757 pupils respectively in town schools), the schools can be considered as not being too large so that young children did not feel lost in them.

City/town schools tended to have a greater share of pupils in schools where buildings are perceived to be in good condition than did village schools in the same country. Chile had the highest share of pupils in schools that were deemed to be in good condition, and the Philippines had the highest share of pupils in schools where some classrooms were deemed to need major repairs. In Peru, education officials face an enormous task: more than 30 percent of pupils in village schools were in buildings that needed to be completely rebuilt and another 38 percent of pupils were in village schools with classrooms that needed major repairs. In Peru, again, as well as the Philippines and Sri Lanka, a substantial percentage of pupils attended city/town schools that had some classrooms in need of major repairs. It must be emphasized that these values are based on the perceptions of school heads. It is quite plausible that the better the school condition, the more the school head is likely to be dissatisfied with the condition of the buildings.

As expected, relatively few pupils were in schools where all resource items were available. It can be seen that Malaysia and Chile had the best-resourced schools, both in village and city/town schools. But even in the best case, Malaysia, there were only about 30 percent of pupils in schools with all resources. Village schools in India, Paraguay, Peru, the Philippines and Tunisia had few pupils in schools with all resources, although the list included some relatively rare items, such as special teaching rooms and computer-related resources.

Slightly more than one-half of pupils in India (the four states in question) were in schools without electricity. In Peru and Sri Lanka, there were more than 20 percent of pupils in schools without electricity. In Argentina, Brazil, India, Paraguay, Peru, the Philippines, and Sri Lanka, there were more than 10 percent of pupils in schools without running water.

There were several countries where many school heads perceived their schools to be without sufficient sitting and writing places, toilets and safety equipment. It is extremely difficult to teach and learn in these conditions. It takes a particularly dedicated child to learn while sitting on a mud floor (sometime a wet mud floor) having to share a textbook with others and only being able to write by placing the paper or slate on the floor or on the shoulder of the next child.

Just over one-half of the WEI-SPS pupils were in primary schools that had a computer for administrative use. But there were relatively few in schools with such a computer in India, Paraguay, Sri Lanka and Tunisia. There were fewer pupils in schools with a computer-based management system, but good progress appeared to have been made – about 43 percent of pupils were in schools with computers in Brazil, Chile, Malaysia, and Uruguay. Only in Chile nearly all schools were equipped with computers for pupil use with access to the Internet. Very few countries had a website and Intranet system within the schools. It is too early to expect schools in middle-income and low-income countries to have many computers in their schools, either for use by the school administration or by the pupils. As the cost of computers decreases, it can be expected that more and more schools will have them. Across the WEI-SPS countries, schools serving pupils from more advantaged backgrounds seemed to have more resource items, suggesting that equalizing school inputs for disadvantaged populations remains a challenge. There was quite large variations in resources among regions in Brazil, the Philippines and Tunisia.

Country profiles

Argentina: Less than 15 percent of pupils were in village schools, but it must be remembered that Argentina had opted not to include schools with fewer than 25 pupils in the sample and these would surely have been in villages. These schools catered to less than 5 percent of all primary pupils. One-third of pupils were in cities/towns with over 100,000 inhabitants. In village schools, enrolment ranged from 27 to 197, and in town schools, from 128 to 691. Village schools tended to be a long distance from a bookshop and public library. Nearly 77 percent of pupils were in public schools and 23 percent in private. In village schools, school heads felt that 36.9 percent of pupils were in schools where the buildings might be considered to be in poor condition. In towns, this was only about 24.1 percent of pupils in such schools. In terms of resources, more than 50 percent of pupils were in schools that did not have a cafeteria, sports field, audio-visual room, science laboratory, fax machine, duplicator or overhead projector. In Argentina, the number of resource items a school had depended, to a great extent, on the backgrounds of the pupils of the school.

Brazil: 54 percent of all schools were village schools but only enrolled 23 percent of all primary school pupils. One-third of pupils were in schools in towns with over 100,000 inhabitants. In villages, school enrolment ranged from 14 to 150, and in town schools, from 44 to 544. Nearly 90 percent of pupils were in public schools and the rest in private schools. About 50 percent of pupils in village schools were deemed to have buildings that were in poor state. In towns, however, the percentage was 26 percent. More than 50 percent of pupils were in schools that did not have a first aid kit, audio-visual room, science laboratory, microscope, fax machine, or computers for pupils. Finally, 35 percent of the variation of resources was among regions and 65 percent among schools within regions.

Chile: Two-thirds of primary school pupils were in schools in towns with over 100,000 inhabitants. Less than 15 percent of pupils were in village schools. Village school enrolment ranged from 24 to 195, and in town schools, from 133 to 658. Nearly 50 percent of pupils attended private schools, and the vast majority of them were in cities and towns. Both in village and city/town schools, the majority of students were in schools that were considered by their school heads to be in good condition. Chile had well-resourced schools in villages, as well as in cities/towns. Science laboratories and a website or Intranet are the items to which the majority of pupils still did not have access.

India: More than one-half of all primary school children were in village schools. In these schools, enrolment ranged from 45 to 217, and in town schools, from 69 to 374. Only about 65 percent of pupils were in public schools and the rest in private schools. The schools were never far from public amenities. In villages, school heads deemed that 40 percent of pupils were in schools of poor condition. In town schools, the percentage was 25 percent. More than 50 percent of pupils were in schools that did not have electricity, sufficient writing and sitting places, staff room, cafeteria, audio-visual room, science laboratory, microscope, telephone, fax machine, duplicator, TV set, radio, tape recorder, overhead projector, video cassette recorder or computers.

Malaysia: Enrolment in village schools ranged from 86 to 488, and in town schools, from 195 to 1408. The few private schools that existed tended to be in towns. Over 70 percent of pupils in village schools were in buildings that the school heads considered were in good condition. In town schools, the situation was similar. Malaysia had the best-resourced schools in this study. Typically 80 percent to 100 percent of pupils were in schools that had every resource item listed.

Paraguay: Nearly 43 percent of pupils were in village schools. In village schools, enrolment ranged from 43 to 177, and in city/town schools, it was 73 to 608. Village schools were quite a long distance (about 11 km to 49 km) away from public amenities. Over 85 percent of pupils were in public schools and 15 percent in private schools. In village schools, school heads declared that about 45 percent of pupils were in schools that were in poor condition. In city/town schools, this was 31.4 percent of pupils. More than 50 percent of pupils were in schools that did not have a staff room, audio-visual room, science laboratory, microscope, telephone, fax machine, duplicator, TV set, overhead projector, VCR or computers.

Peru: Nearly 38 percent of all primary pupils were in village schools that constituted 69 percent of all schools. Enrolment in village schools ranged from 20 to 151, and in town schools, from 37 to 695. Many village schools were a long distance from public amenities. About 16 percent of pupils were in private schools. In village schools, just over 70 percent of pupils were in schools deemed to be in poor condition by the school heads. In town schools, it was 50 percent of pupils deemed to be in schools in poor condition. More than 50 percent of pupils were in schools that did not have a staff room, cafeteria, audio-visual room, science laboratory, microscope, telephone, fax machine, duplicator, TV set, overhead projector, VCR or computers. Peru stood out among the WEI-SPS countries in the extent to which schools enrolling pupils from more advantaged backgrounds tended to be better resourced.

Philippines: Approximately 56 percent of all primary pupils were enrolled in village schools, and these schools represented 78 percent of all primary schools. Enrolment in village schools ranged from 113 to 546, and in town schools, from 172 to 1,803. The average distance from the village schools to public libraries and bookshops was about 20 km. Approximately 95 percent of all children were in public schools. There were 75 percent of pupils in village schools where the heads deemed the buildings to be in poor condition. For towns, this was over 60 percent. More than 50 percent of pupils were in schools that did not have a staff room, cafeteria, sports field, audio-visual room, science laboratory, telephone, fax machine, duplicator, tape recorder, overhead projector, VCR or computers. About one-third of the variation in resources in schools was among regions, suggesting that the national authorities need to act to establish more equity of provision among regions.

Sri Lanka: Four-fifths of all primary schools were in villages and enrolled about one-half of all primary children. Enrolment in village schools was from 50 to 290, and in city/town schools, from 91 to 1,010. Nearly all pupils were in public schools. In general, schools were not too far from public amenities. One-half of pupils were in village schools where the heads deemed the buildings to be in poor condition. More than 50 percent of pupils were in schools that did not have sufficient toilets for boys and for girls, a school library, staff room, cafeteria, audio-visual room, science laboratory, microscope, telephone, fax machine, duplicator, TV set, overhead projector, VCR or computers.

Tunisia: Nearly 39 percent of primary pupils were in village schools that constituted 62 percent of all schools. Enrolment in village schools ranged from 95 to 336 pupils, and in town schools, from 196 to 692 pupils. Almost all pupils were in public schools. In general, schools were relatively close to public amenities. Almost one-half of pupils in village schools were in buildings in poor condition, according to school heads; some 40 percent of pupils in city/town schools were also in buildings in poor condition. More than one-half of pupils were in schools that lacked a staff room, cafeteria, sports field, audio-visual room, science laboratory, microscope, telephone, fax machine, television set, radio, overhead projector, video-cassette recorder or computers. There was a certain amount of variation of resources among regions, suggesting that the national authorities need to act to have more equity among regions.

Uruguay: Less than 15 percent of pupils were in village schools, with enrolment from 20 to 321. Town schools had enrolment from 106 to 580. Just over 12 percent of pupils were in private schools. In general, schools were relatively close to public amenities. Just over 34 percent of pupils were in village schools where the heads deemed the buildings to be in poor condition. In town schools, this figure was 30 percent. More than 50 percent of pupils were in schools that did not have a staff room, cafeteria, sports field, audio-visual room, science laboratory, fax machine, overhead projector or computers for pupils.

3 Characteristics of pupils in schools

Yanhong Zhang (UNESCO Institute for Statistics)

There is considerable variation in the extent to which pupils are ready or prepared to enter school. This is shaped by personal traits, family circumstances and prior education. Thus, any study of school policies and processes must take into consideration pupil characteristics and their school experiences.

In this chapter a number of pupil characteristics at the primary level in WEI-SPS countries have been examined, including admission policies, the background of pupil intake and pupil attitudes and behaviours. In particular, the issue of co-education versus gender-specific schooling is analysed.

Admission policies of primary schools

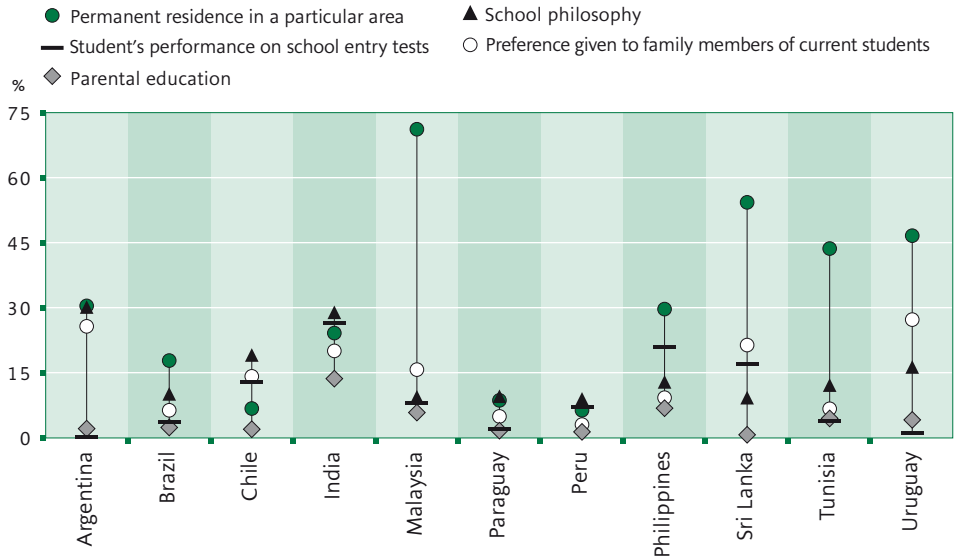
How teachers teach and how schools function on a daily basis are linked to the characteristics of pupils in the classrooms. For example, if school enrolment is limited to a geographic catchment area, the composition of the pupil population will reflect the socio-economic range of the larger environment. If school enrolment reflects selection criteria, such as academic ability or socio-economic status, the mix of pupil characteristics may be relatively uniform. Either way, there may be relatively large differences among schools within the same system.

In the WEI-SPS survey, school heads responded to a question about the extent to which the following criteria were used when admitting pupils: permanent residence in a particular area; pupil's performance on school entry tests; parental education; parents' endorsement of the school philosophy; and preference given to family members of current or former students. The extent was measured as: prerequisite; high priority; considered; or not considered. The detailed responses have been presented in Table A3.1. The percentage of pupils attending schools where principals reported these criteria as a 'prerequisite' or 'high priority' has been displayed in **Figure 3.1**.

FIGURE 3.1

Criteria for admission into primary schools

Percentage of primary pupils whose school heads reported that the following factors were used as 'high priority' or 'prerequisite' when admitting pupils



Sources: WEI-SPS database; Table A3.1.

Residence was the most important criterion for admitting pupils in almost all WEI-SPS countries. In Malaysia, 71 percent of pupils were enrolled on the basis of residency, followed by Sri Lanka (54%), Uruguay (46%), Tunisia (43%), Argentina (30%), the Philippines (29%), India (24%) and Brazil (18%).

At the same time, about 10 percent or more of primary pupils in each of the WEI-SPS countries attended schools where 'parents' endorsement of school philosophy' was reported to be a high priority or prerequisite for admission. This criterion was more commonly used in Argentina (30% – mostly in private schools), India (29%), Chile (19%), Uruguay (16%), the Philippines (13%) and Tunisia (12%). In addition, principals reported that 'preference is given to family members of current or former students' in Uruguay (27%), Argentina (25%), Sri Lanka (21%), India (20%), Malaysia (15%) and Chile (14%). According to school heads in India, more than 13 percent of primary pupils were admitted on the basis of 'parent's education'.

Pupil performance on a school entry test was also considered to be important. This was the case in India (26%), the Philippines (21%), Sri Lanka (17%) and Chile (13%).

Academic entry tests appeared to play a larger role in admissions among private rather than public schools, as is shown in **Figure 3.2**. In Chile, Paraguay, Peru and the Philippines, the share of pupils admitted to private schools on the basis of entry test scores was more than double that of public schools.

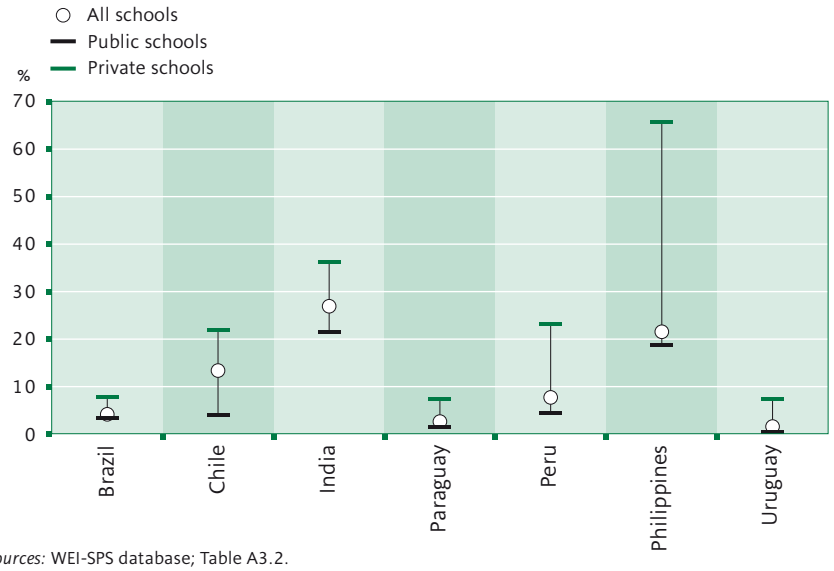
A high priority on academic admission tests was also more common among schools in cities/towns rather than in villages. **Figure 3.3** illustrates that, in Chile, Peru, Sri Lanka and Tunisia, the share of pupils attending city/town schools based on academic selection was more than double that of village schools.

There are many arguments in favour of streaming pupils on the basis of academic abilities and providing them with differentiated instruction. However, the adverse effects of this practice have been well documented in research (Oakes, 1994; Barr, 1994). Negative impacts include: exacerbated inequalities in cognitive outcomes associated with home background;

FIGURE 3.2

Admission on the basis of academic ability (pupil selection), by school type

Percentage of pupils whose school heads reported that performance on entry tests were considered as 'high priority' or 'prerequisite' when admitting pupils

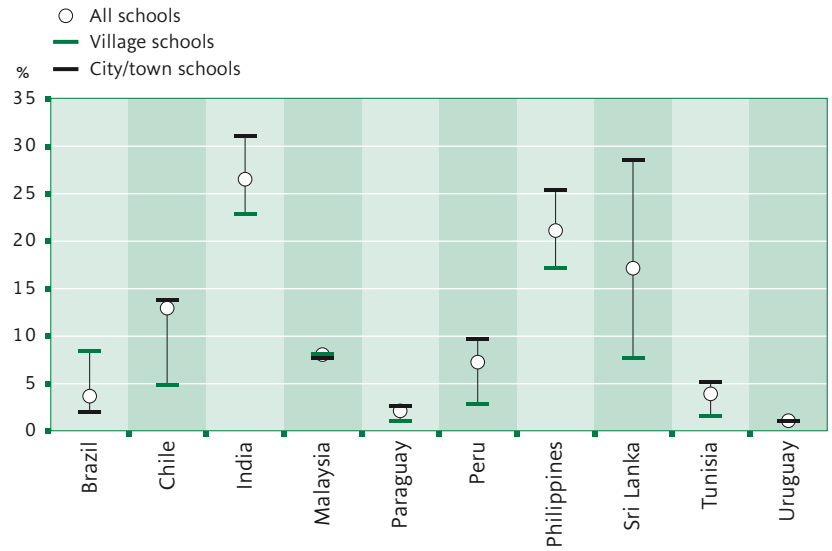


Sources: WEI-SPS database; Table A3.2.

FIGURE 3.3

Admission on the basis of academic ability, by school location

Percentage of pupils whose school heads reported that performance on entry tests were considered as 'high priority' or 'prerequisite' when admitting pupils



Sources: WEI-SPS database; Table A3.2.

polarized attitudes towards school, especially decreased motivation among pupils assigned to low-ability groups; and lower educational attainment and fewer life chances in the long term for pupils in the low-ability groups. These groups tend to have less demanding curricula and fewer learning tasks, resulting in lower levels of achievement. Pupils then tend to internalize the belief early that they are less able and less likely to succeed. In turn, they are less motivated to work hard.

In the next section, it has been shown that schools that admit pupils on the basis of academic abilities were also more likely to have pupils from advantaged backgrounds. This means that streaming pupils on the basis of academic abilities also reinforces socio-economic inequities. Thus, it might be necessary for educational authorities in WEI-SPS countries to review admission policies and regulations for primary schools and to strike a balance between tailoring content and methods of instruction to individual abilities, while providing equally challenging learning opportunities for all pupils to flourish academically.

Characteristics of pupil intake at the school level

Schools, including their teachers and administrators, do not operate in a vacuum. Family background and personal traits of pupils play an important role in shaping school policies and processes, and in turn, affect the extent to which curriculum goals are achieved. In other words, policies and processes are only meaningful when teachers, school administrators and policymakers have a thorough understanding of the characteristics of the population served by the school system.

In the WEI-SPS study, information about pupils' background characteristics was obtained from two sources. First, school heads were asked for the share of pupils in their schools who: have a first language other than that used for instruction; had learning problems needing special attention (such as dyslexia); had to walk more than 5 km or travel for more than an hour to get to school; received support for school attendance; have parents without a complete primary education; and travel to and from school by subsidized

transportation. The responses were: 'no', 'some', 'most' or 'all' pupils. Principals were also asked how the average family income of pupils compares to the gross domestic product (GDP) per capita.

Second, the study asked teachers similar questions about their Grade 4 pupils. For example, the extent to which these pupils came from single-parent families, had learning problems, and travelled a long distance or a long time to come to school. *(See Chapter 6 for these responses.)*

Caution must be exercised in the interpretation of the responses since the accuracy of the information rests on the principal's and teacher's familiarity with the family backgrounds of their pupils, knowledge that may vary among principals and teachers – and, indeed, by pupil. Similarly, responses about special learning needs, distance and travel time are also subjective. However, since perceptions of their pupils usually shape how principals and teachers approach and interact with those pupils, the survey responses can be valuable in understanding the context of policies and practices at the school and classroom levels.

As shown in **Table 3.1**, almost one in every five primary pupils in India and Peru attended schools where, according to their principals, the first language of most or all of the pupils was different from the language of instruction. In Paraguay and the Philippines, more than one-half of the primary school pupils attended such schools. Schools and teachers needed to take these different linguistic backgrounds into account, not only in the development of language instruction but in other parts of the curriculum to ensure that all pupils had the opportunity to succeed academically.

Between 1 percent and 10 percent of primary pupils attended schools where most or all pupils were reported to have learning problems that needed special attention. The Philippines and Uruguay had the largest share (approximately 10%) attending such schools. It should be noted, however, that there was a great range among WEI-SPS countries in regard to the definition of 'special learning needs' and practices related to identifying such pupils and placing them in schools. Thus, the results do not necessarily mean that the share of pupils with special learning needs is actually greatest in the Philippines and Uruguay. *(The detailed responses have been presented in Table A3.3.)*

A high percentage of primary pupils went to schools where the principals reported that most or all of the pupils received support for school attendance in the form of school uniforms, textbooks, meals and various financial assistance schemes. This share ranged from about 12 percent in the Philippines to approximately 68 percent in India and Peru. It should be emphasized that this does not necessarily mean that 12 percent and 68 percent of pupils in the Philippines and Malaysia, respectively, received such support.

TABLE 3.1

SCHOOL HEAD'S PERCEPTION OF CHARACTERISTICS OF PUPIL INTAKE
Percentage of primary pupils in schools where school heads reported that 'most' or 'all' pupils had the following characteristics

	First language different from language of instruction	Learning problems that need special attention	Have to walk more than 5 km or travel for over 1 hour (by bike, bus, etc.) to come to school	Receive support for school attendance (e.g. uniform, textbooks, etc.)	Parents with less than primary education	Travel to and from school by subsidized transportation
Argentina	2.3	5.9	4.6	29.0	21.9	7.7
Brazil	4.1	3.8	8.9	52.4	49.3	13.0
Chile	2.5	5.1	7.0	25.6	18.7	16.2
India	19.1	4.2	1.9	68.3	39.6	3.7
Malaysia	m	1.4	6.5	41.2	10.9	0.7
Paraguay	63.5	3.9	8.8	36.5	45.7	1.4
Peru	18.5	5.0	5.3	68.7	36.9	0.2
Philippines	79.7	10.5	8.0	12.2	23.4	5.6
Sri Lanka	7.4	2.5	18.3	14.5	19.6	3.2
Tunisia	7.4	6.6	6.1	33.7	39.0	0.8
Uruguay	6.9	9.6	1.1	27.7	14.3	3.2

Source: WEI-SPS database; Table A3.3.

Rather, school heads reported that these percentages of pupils attended schools where the majority received support for attendance.

In Brazil, Paraguay and the Philippines, schools serving almost 10 percent of primary pupils had most or all of their pupils walking long distances or travelling for a long time to school. Only three WEI-SPS countries – Argentina, Brazil and Chile – had 10 percent or more of pupils attending schools that used subsidized transportation for most or all of the children.

Approximately one out of four pupils across WEI-SPS countries attended schools where the principals reported that most or all pupils had parents with less than primary education. The proportion actually varied from about one in ten pupils in Malaysia to one in two pupils in Brazil and Paraguay.

Again, it should be emphasized that these results are the perceptions of the school heads and do not necessarily reflect the actual distribution of the educational attainment of the parents. But this information is useful to the extent that the perceptions of principals play a role in making and enforcing school policies.

Index of *Social advantage of pupil intake*

An index of the *Social advantage of pupil intake* was created on the basis of responses by school heads and Grade 4 teachers. Further analysis has found that the following responses provided by the principals captured the socio-economic background of pupil intake: support for school attendance, parents' education and the relative level of family income.

The index was also based on the following responses by teachers concerning the shares of their pupils who: received support for school attendance; had not eaten breakfast or lunch before coming to school; likely had fewer than 25 books at home; worked long hours to support the family income; had heavy housework duties at home; and faced serious problems in the home or neighbourhood. These variables were re-coded so that, the greater the value, the more advantaged the average social background of the pupil population.

Given the subjective nature of the responses, the index of *Social advantage* was created to reflect the specific context of each country. The index was standardized to have a mean of zero and a standard deviation of 1.0 for each country *(see Appendix B for more details)*. Therefore, the absolute values cannot be compared across countries. However, the index can be used to compare the relative levels of social advantage of the pupil populations across different schools within a country.

The average values of the index of *Social advantage* by type of school are presented in **Figure 3.4** and Table A3.4. In the left panel of Figure 3.4, the bars represent the differences in the index scores between pupils attending private and public schools. These differences are also called 'effect sizes' *(see **Box 3.1**)*. This comparison could not be made in Malaysia, Sri Lanka and Tunisia due to the limited number or lack of private schools. On average, pupils attending private schools were from more advantaged backgrounds than their counterparts in public schools. Chile had the smallest socio-economic gap between private and public school pupils, but the effect size was still 0.87, which is large by conventional standards. In the remaining countries, the gaps were even larger. These were particularly pronounced in Brazil and the Philippines, with effect sizes of 2.0 or greater.

It can be seen in Figure 3.4 that, in all WEI-SPS countries, pupils going to city/town schools generally came from more advantaged backgrounds than their counterparts in village schools. Judging by effect size, the gaps were largest in Peru (1.01), Tunisia (0.98), Argentina (0.85) and Chile (0.84). The differences were also notable in Malaysia (0.79), India (0.66), Sri Lanka (0.65), Brazil (0.55) and Paraguay (0.51), and relatively smaller in the Philippines (0.45) and Uruguay (0.31).

According to Figure 3.4, on average pupils attending academically selective schools enjoyed greater social advantages than those in schools without entry exams. The gaps were particularly large in Uruguay (2.31), Chile (1.02), Paraguay (0.99) and Peru (0.83). The only exception to this pattern was Malaysia, but the recorded difference was statistically insignificant.

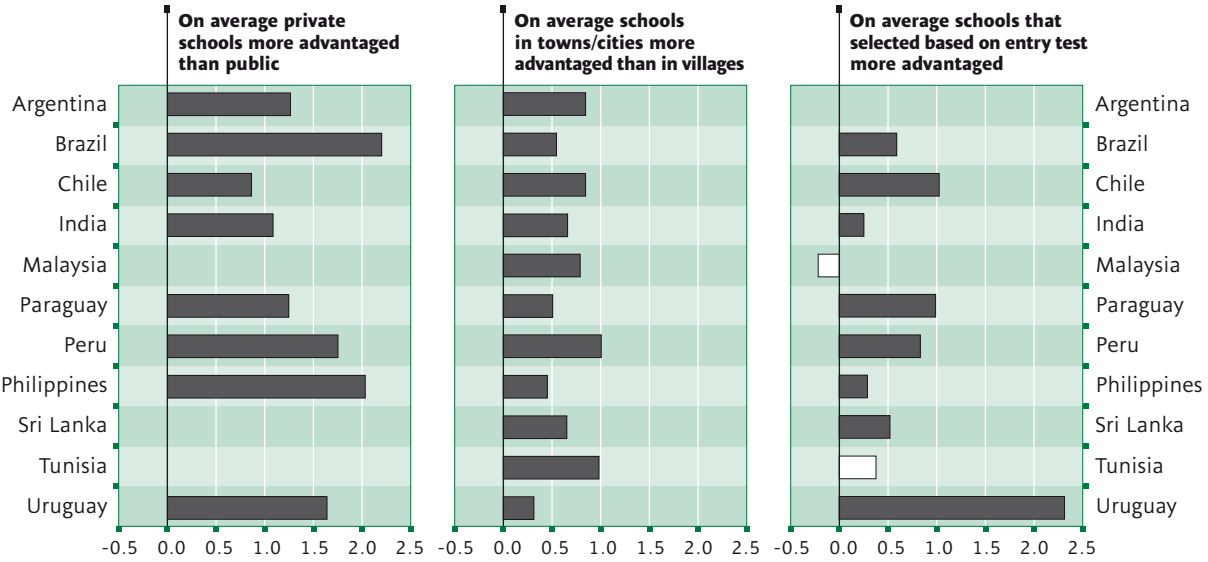
Pupil engagement in school as perceived by school heads

Ultimately, pupil success in school depends upon participation and intrinsic interest in academic studies.

FIGURE 3.4

Comparing pupil backgrounds of school intake

Differences in mean values of the index of *Social advantage of school intake,* by school type, location and academic selection, expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.

Sources: WEI-SPS database; Table A3.4.

BOX 3.1 COMPARING THE MAGNITUDE OF DIFFERENCES AMONG GROUPS

In this report, the mean values of an index have been compared between pairs of pupil groups, e.g. pupils attending private schools and those attending public schools, or pupils attending schools located in villages and those located in cities and towns. When an index is standardized with a mean of zero and standard deviation of 1.0 for each country, a difference in an index between groups can be called an 'effect size'.

In accordance with common practices, this report considers effect sizes of less than 0.20 as small; effect sizes in the order of 0.50 as medium; and those greater than 0.80 as large. In this chapter, differences are considered to be worthy of mention if the effect sizes are equal to or great than 0.20, even if smaller differences are still statistically significant.

For detailed information on the construction of the indices, see Appendix B.

Positive attitudes and behaviours towards school, often referred to as 'school engagement', are crucial elements in learning and success. Research shows that successful students persevere when encountering difficulties, make greater effort to learn and pay attention to their school work. In addition, they tend to display motivation, self-confidence, enthusiasm, interest and pride in success. Engaged students learn, retain and enjoy learning activities more than students who are not engaged (Finn and Rock, 1997; Newmann, 1989; OECD, 2002; Voelkl, 1995).

TABLE 3.2 **SCHOOL HEAD'S PERCEPTION OF PUPILS' SCHOOL ENGAGEMENT**
Results for 'most' or 'all' pupils only

	Pupils enjoy being at school	Pupils work with enthusiasm	Pupils take pride in this school	Pupils value academic achievement	Pupils are cooperative	Pupils are respectful	Pupils value the education they can receive in this school	Pupils do their best to learn as much as possible	Pupils have high respect for their classroom teachers	Pupil-teacher relationships are positive
Argentina	97.9	95.1	95.4	89.1	91.6	93.5	92.1	86.2	94.6	97.8
Brazil	99.6	96.7	98.1	92.9	96.0	95.4	92.7	91.5	97.3	98.6
Chile	99.5	98.3	99.1	96.3	98.4	98.4	98.2	94.3	99.0	99.7
India	98.8	98.0	97.8	95.7	97.6	99.1	97.4	95.9	98.9	99.0
Malaysia	98.8	97.9	99.1	99.0	99.1	99.3	99.2	98.2	99.4	99.2
Paraguay	98.9	99.0	98.6	97.9	98.8	98.8	99.0	97.6	98.6	99.0
Peru	98.1	97.3	97.2	93.0	95.2	97.3	95.6	94.9	98.3	99.6
Philippines	99.9	99.4	98.9	98.4	99.2	99.0	98.6	98.6	99.9	99.9
Sri Lanka	100.0	98.5	98.8	96.8	97.8	98.8	99.5	97.0	99.6	99.7
Tunisia	97.8	91.4	96.8	93.5	93.2	93.9	92.3	91.9	96.2	96.2
Uruguay	99.6	98.4	97.0	92.9	96.0	96.0	93.5	94.1	96.1	99.4

Source: WEI-SPS database.

In this section, data have been presented about the perceptions of school heads on school engagement *(see Chapter 6 for teacher responses related to Grade 4 pupils)*. They were asked the extent to which the following statements applied to their schools: 'none or few', 'most' or 'all' pupils enjoyed being at school; worked with enthusiasm; took pride in the school; valued academic achievement; were cooperative; were respectful; valued the education they could receive in the school; did their best to learn as much as possible; had high respect for their classroom teachers; and had positive relationships with teachers.

It should be noted that school heads and teachers are often reluctant to criticize their students, particularly in a questionnaire circulated by their education ministry. In other words, the responses may be too positive and the results may not be free of social desirability bias.[1] However, one can still glean information from the variation reported in perceptions.

According to **Table 3.2** and Table A3.5, school heads overwhelmingly reported that their pupils had very positive attitudes and behaviours towards school. More than 96 percent of pupils in WEI-SPS countries attended schools where their principals said that most or all of their pupils enjoyed being at school and student-teacher relationships were positive. In Malaysia, Paraguay, the Philippines and Sri Lanka, principals reported virtually all pupils had positive attitudes and behaviours in all aspects. Even in the rest of the countries, almost all pupils were perceived to have very positive attitudes and behaviours in all aspects. The exceptions included Tunisia, where principals – representing 91 percent of pupils – reported that most or all of their pupils 'work with enthusiasm' and 'do their best to learn', and Argentina, where principals – representing about 91 percent of pupils – said that most or all of their pupils 'value academic achievement', 'are cooperative' and 'do their best to learn'.

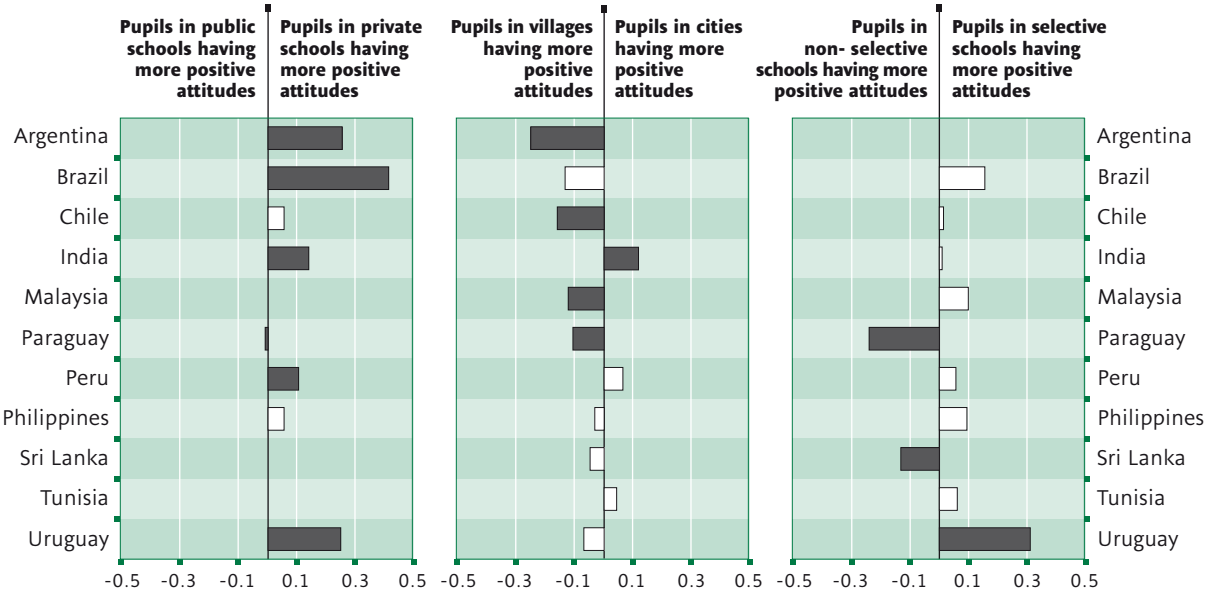
Again, it must be stressed that these results are indirect measures. Yet, despite this constraint, it is encouraging that school heads in WEI-SPS countries generally had very positive evaluations of their pupils' school engagement.

It is interesting to consider whether the responses varied by type of school. A national index of *Pupil engagement* was, therefore, created on the basis of the principals' responses. The index has a mean of zero and a standard deviation of 1.0 for each country. The differences in the index scores between different types of schools have presented in **Figure 3.5** and Table A3.6.

1. In survey research, respondents may have a tendency to over-report socially desirable behaviours and views and under-report socially undesirable behaviours. This inclination to answer questions in a manner that is believed to be socially acceptable or desirable is often referred to as 'social desirability bias'.

FIGURE 3.5

Differences in mean values of the index of *Pupils' school engagement,* expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.

Sources: WEI-SPS database; Table A3.6.

Pupils attending private schools had higher levels of school engagement than their counterparts in public schools for all WEI-SPS countries with available data. A negligible difference was noted for Paraguay. In most WEI-SPS countries, school engagement was reportedly higher for pupils in village schools than their counterparts in city/town schools. The exceptions were India, Peru and Tunisia although differences, when they existed, were quite small. In Figure 3.5, the right panel shows that schools that used entry tests had higher levels of school engagement but, again, the differences were quite small or statistically insignificant. The exceptions were Paraguay and Sri Lanka.

How does school engagement differ according to family background of pupils? Do pupils attending larger schools tend to have lower levels of school engagement? To explore these questions, correlational analyses were conducted between the index of *Pupil engagement* and the index of *Social advantage* with the size of school enrolment. The results have presented in **Table 3.3**.

In the first column in Table 3.3, it can be seen that the correlation coefficients between school engagement and social advantage were positive in all WEI-SPS countries. This means that principals reported that pupils from more advantaged backgrounds also tended, on average, to have higher levels of school engagement. The correlation coefficients ranged from a modest 0.35 in Uruguay to 0.20 or less in Argentina, Brazil, Chile, India and Peru. It was very small or statistically insignificant in Malaysia, the Philippines, Sri Lanka and Tunisia. This means that there was no strong evidence to suggest a link between pupils' school engagement and pupils' social advantage, as viewed by school heads.

TABLE 3.3 **CORRELATION BETWEEN THE INDEX OF *PUPILS' SCHOOL ENGAGEMENT* AND SELECTED SCHOOL CHARACTERISTICS**

	Index of *Social advantage of school intake*		Enrolment in primary schools (school size)	
	Correlation	SE	Correlation	SE
Argentina	**0.21**	0.037	-0.04	0.033
Brazil	**0.21**	0.060	**-0.20**	0.043
Chile	**0.21**	0.039	-0.08	0.058
India	**0.15**	0.048	0.03	0.053
Malaysia	0.08	0.053	**-0.11**	0.055
Paraguay	**0.07**	0.034	**-0.09**	0.037
Peru	**0.12**	0.047	-0.09	0.047
Philippines	0.07	0.042	0.11	0.115
Sri Lanka	0.01	0.059	-0.04	0.064
Tunisia	0.08	0.050	0.03	0.074
Uruguay	**0.35**	0.036	**-0.14**	0.039

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

According to the second column in Table 3.3, pupils in larger schools tended to be seen as less engaged in school by their school heads, as indicated by the negative correlation coefficients, which were relatively small. The positive coefficients were statistically insignificant. Overall, the link between school size and school engagement as perceived by school heads was weak.

These findings may be of use to authorities aiming to target policies and programmes better. For example, city/town schools tend to have greater resources than those in villages *(see Chapter 2)*. Yet, heads of village schools reported greater engagement or commitment on the part of their pupils, compared to their counterparts in cities/towns. Clearly, there is a need to bridge resources among the various types of schools. But, at the same time, educators and parents can do a great deal to assist and encourage pupils in the learning process, independent of available resources.

A range of policies and policy tools are needed to strengthen school engagement. For example, at a broad level, it is important to create a strong sense of belonging for pupils by developing and sustaining a supportive, caring social environment where adults show interest in the life of the pupil in and out of school. Furthermore, it is clearly important to implement personalized instruction, for example. Educational authorities and schools must set clear and consistent goals that are at an appropriate level, i.e. goals that both challenge pupils and allow them to experience a sense of competence and accomplishment. Finally, pupils' engagement in school work depends upon having meaningful and challenging educational environments that reward perseverance and hard work.

Pupil behavioural problems as perceived by school heads

An orderly and safe environment is the foundation for positive teaching and learning experiences. A positive disciplinary climate contributes to school goals by minimizing distractions, as well as physical, psychological and social hazards. Such a school is also more likely to be a place where pupils and school staff do their best work.

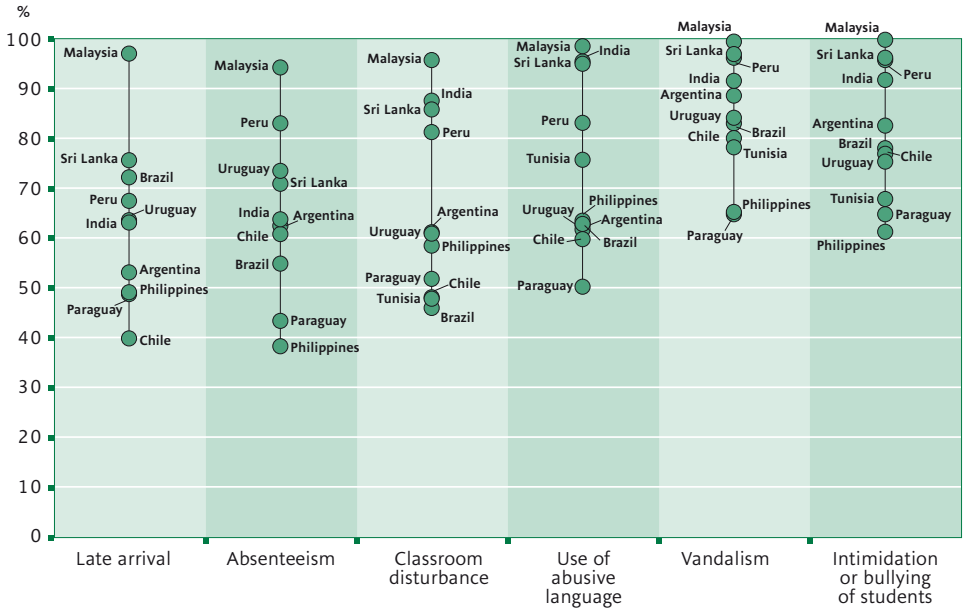
WEI-SPS collected data by asking school heads to what extent they dealt with pupils' behavioural problems – 'not at all', 'very little', 'to some extent' or 'a lot' – which includes pupils arriving late; pupil absenteeism; classroom disturbances by pupils; use of abusive language by pupils; vandalism by pupils; and intimidation or bullying of pupils by pupils.

The results have been presented in Table A3.7. In **Figure 3.6** the variation in results for the category 'not at all' have been shown. In Malaysia, 94 percent or more of pupils were in schools where, according to the school heads, behavioural problems did not exist or existed only to a very small extent. On the other hand, principals in Chile, Paraguay and Peru complained about the widespread problem of late arrival and those in Paraguay and the Philippines about absenteeism.

FIGURE 3.6

School heads' perceptions of pupils' behaviour at school

Percentage of primary pupils whose school heads reported that they did 'not at all' deal with the following behavioural problems



Sources: WEI-SPS database; Table A3.7.

In the Philippines, approximately one-quarter or more of primary pupils attended schools which reportedly experienced the full range of behavioural problems often. In Paraguay, 20 percent of pupils were in schools where these problem behaviours were said to be quite common.

An index was created by summarising these responses in order to facilitate comparison of pupil behaviour in different types of schools. The values of the responses were inverted so that greater values represent more positive attitudes and smaller values represent less positive attitudes. The differences in the index scores have been presented in **Figure 3.7.**

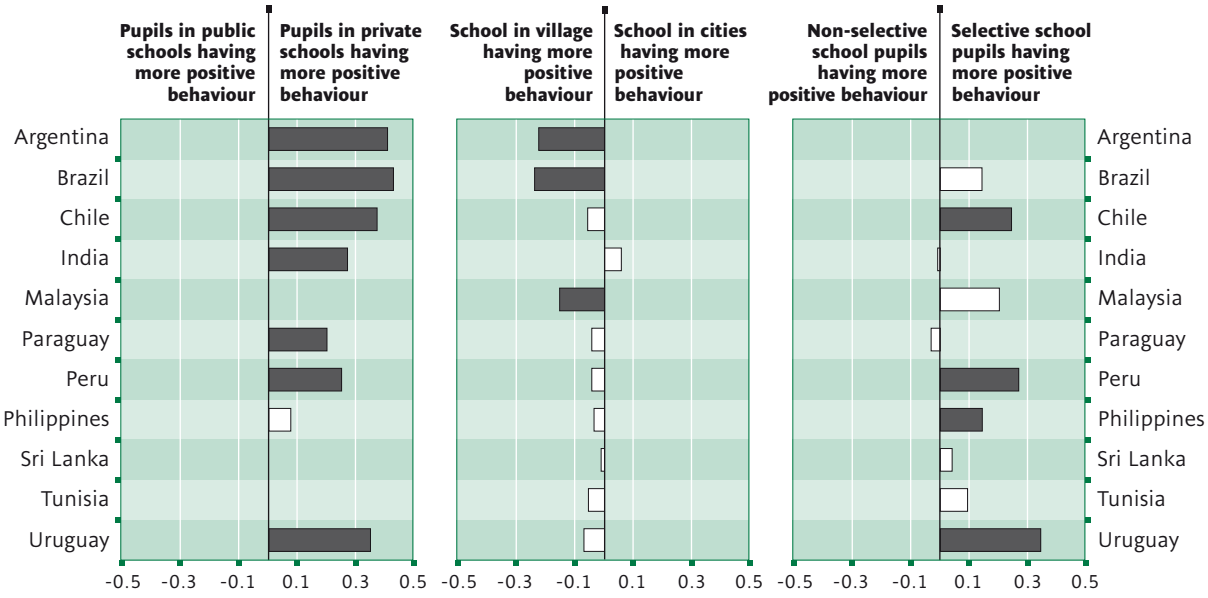
In general, pupils in private schools had higher levels of positive behaviour than those in public schools. The difference was statistically significant for most countries, with the exception of the Philippines. In addition, the mean scores were higher for village rather than city/town schools, particularly in Argentina, Brazil and Malaysia.

Pupils attending academically selective schools tended to have higher levels of positive behaviour than their counterparts in non-selective schools in almost all WEI-SPS countries. It is important to note that these differences were generally modest and that the opposite trend was reported in India and Paraguay.

Again, how did pupils' problem behaviour differ according to family background? Were pupils who attended larger schools more likely to have behavioural problems? In **Table 3.4** the results have been summarized of the correlation analysis between the index o*f Perceived pupil behaviour* and the index of *Social advantage* with school size. Overall, principals of schools with higher scores on the social advantage index tended to report more positive pupil behaviours. The link was stronger in Argentina, Brazil, Chile, India, Peru, Sri Lanka and Uruguay than in other WEI-SPS countries. The exception was Malaysia, where positive behaviour was somewhat more prevalent in less advantaged schools;

FIGURE 3.7

Differences in mean values of the index of *Pupils' positive behaviour,* expressed as effect sizes



Note: Bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A3.8.

TABLE 3.4 CORRELATION BETWEEN THE INDEX OF *PUPILS' POSITIVE BEHAVIOUR* AND SELECTED SCHOOL CHARACTERISTICS

	Index of *Social advantage of school intake*		Enrolment in primary schools (school size)	
	Correlation	SE	Correlation	SE
Argentina	**0.38**	0.033	**-0.12**	0.031
Brazil	**0.31**	0.042	**-0.28**	0.056
Chile	**0.37**	0.034	0.01	0.046
India	**0.29**	0.045	0.05	0.040
Malaysia	-0.08	0.054	**-0.22**	0.053
Paraguay	0.07	0.037	**-0.12**	0.041
Peru	**0.27**	0.049	**-0.23**	0.057
Philippines	0.06	0.045	-0.08	0.081
Sri Lanka	**0.17**	0.059	0.04	0.068
Tunisia	0.05	0.049	**-0.17**	0.055
Uruguay	**0.43**	0.032	**-0.19**	0.042

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

however, the standard errors of sampling were so large that it was impossible to establish a link between the two indices on the basis of the data. In Paraguay, the Philippines and Tunisia, there was also no adequate evidence to confirm the existence of a relationship between family background and pupil behaviour.

There is a conventional argument that, in terms of pupil behaviour, the disciplinary climate tends to be more positive in smaller rather than large schools. It is assumed that pupils in smaller schools are more likely to get more attention and have their needs better met. To test this hypothesis, a correlational analysis

was conducted between the index of *Perceived positive behaviour* and school size *(see Table 3.4)*. The correlation coefficients were negative in all WEI-SPS countries except Chile, India and Sri Lanka. This means that, overall, smaller schools tended to have higher levels of positive behaviour.

In light of the responses from principals, it can be concluded that more action is needed to improve the school disciplinary environment in many WEI-SPS countries. For example, it is important to establish rules and to enforce them through both rewards and sanctions. Generally speaking, rewards improve discipline more than sanctions do. Another key element involves the engagement of parents.

Gender equality in single-sex and co-educational schools

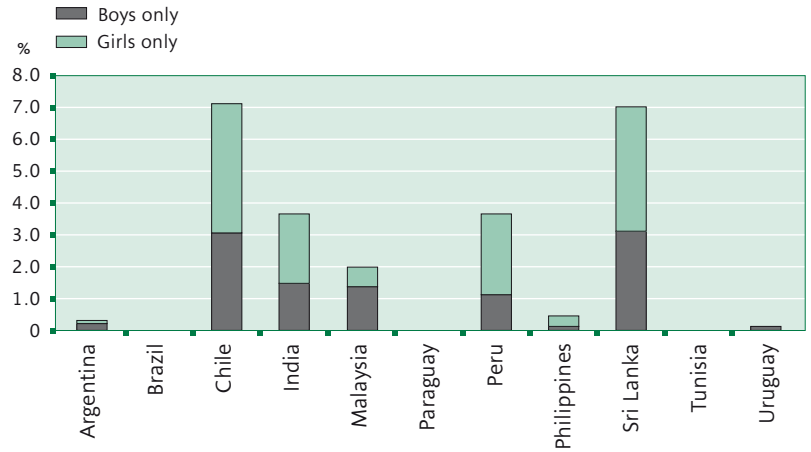
Gender equality is a critical component in the goals of Education for All. While separate education for girls and boys is the convention in some countries, co-educational schools are generally the norm globally. Traditionally, gender-segregated schools reflect societies and communities that have different social expectations (often associated with religious conventions) for girls and boys. This distinction raises questions as to whether the school system limits aspirations of girls.

Yet, research around gender equality in education has found evidence that boys tend to derive more benefits from co-education than girls in terms of academic achievement and self-confidence (especially in the fields of mathematics and sciences) and aspirations for higher levels of schooling and prestigious careers (Dale, 1974; Faulstich-Wieland, 2001; Lockheed and Lee, 1994). Similarly, in some research studies it was seen that girls accelerated in single-gender classes aimed at rectifying traditional deficits in areas such as maths and sciences; the same was true for boys in areas such as reading. But ultimately, in communities where the school population is limited – especially villages in WEI-SPS countries – it is simply more cost-effective to have boys and girls together rather than separately.

In WEI-SPS, school heads were asked to provide information on the gender composition of the pupil population. As shown in Table A3.9 and **Figure 3.8**, single-sex schooling at the primary level was rare or virtually non-existent in Brazil, Paraguay, Tunisia and Uruguay. In Argentina, Malaysia and the Philippines, approximately one percent or less of primary pupils attended girls-only or boys-only schools. In India and Peru, close to 4 percent of primary pupils attended single-sex schools, with girls somewhat more likely than boys.

FIGURE 3.8

Percentage of pupils attending single-sex schools



Sources: WEI-SPS database; Table A3.9.

Single-sex schools were relatively more common in Chile and Sri Lanka, where they covered approximately 7 percent of the primary pupil population. In general, girls were more likely than boys to attend single-sex schools. The only exception was Malaysia, where slightly more boys (1.3%) than girls (0.7%) attended these schools.

Hours of instruction and lost school days

The amount of time devoted to classroom instruction and other school activities is a direct input in the operation of schools. There is ample research indicating that the actual hours spent on instructional activities determine the amount of learning achievements, when all other factors are equal.

In WEI-SPS countries, school heads were asked about the number of weeks that the school was open for instruction in the previous year and the number of hours of instruction in a typical week for Grade 4 pupils. The results have been presented in **Figure 3.9**. *(See Chapter 6 for more detailed responses about Grade 4 instruction in maths and sciences.)*

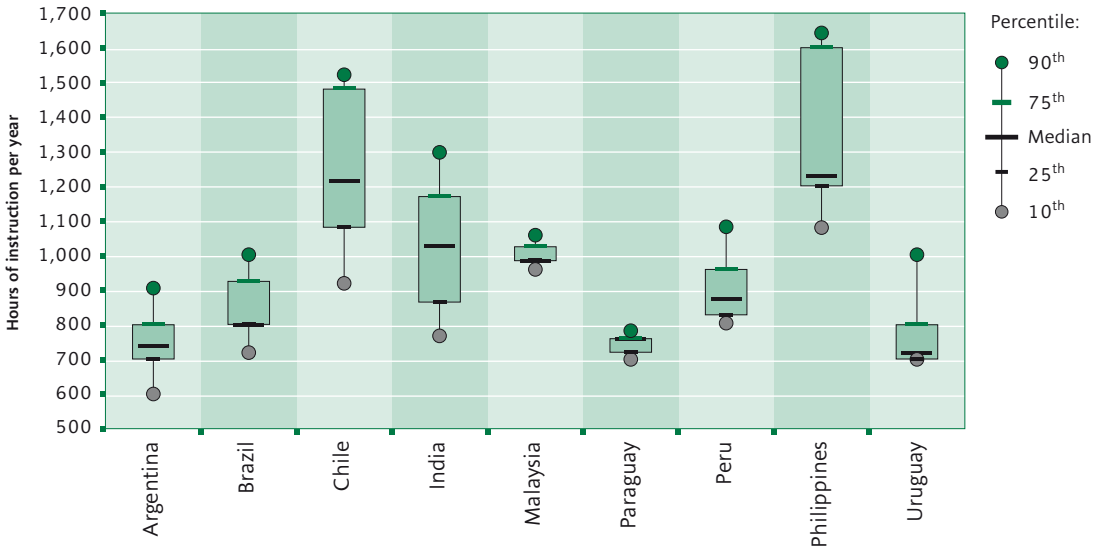
Across WEI-SPS countries, primary pupils varied greatly in terms of hours of instruction per year. Consider the median number of annual hours of schooling – the point where one-half of pupils receive more hours and one-half receive less. The median number was 720 school hours per year in Uruguay, 740 in Argentina, 760 in Paraguay and 800 in Brazil. The median in Peru and Malaysia was 874 and 984 hours respectively, 21 percent and 37 percent more than in Uruguay. With a median of more than 1,000 school hours per year, Chile, India and the Philippines had 43 percent, 69 percent and 71 percent more instructional time than Uruguay *(see Figure 3.9)*.

School heads also reported variation *within* most of the countries. Take two pupils from a school system where schools are ranked from the fewest to the most annual school hours for Grade 4 pupils as reported by their school heads. The pupil attending a school where the total amount of instruction time was less is located at the 10th percentile on the whole distribution. Another pupil attending a school with more instruction time was located at the 90th percentile of the distribution. The

FIGURE 3.9

Variation in instructional time across and within countries

Number of hours of instruction per year by distribution of the pupil population



Sources: WEI-SPS database; Table A3.10.

pupil at the 10th percentile received 960 school hours of instruction per year in Malaysia, while the pupil at the 90th percentile received 1,056 hours of instruction, with a difference of 10 percent. *(See Box 2.2 on how to read a box plot.)* In Paraguay, the difference between the two pupils was similarly modest. However, the gaps between the less instructed and more instructed pupils were greater in Uruguay (43%), Brazil (39%) and Peru (34%) and are particularly large in India (69%) and Chile (65%). In Argentina and the Philippines, the difference in the total amount of instruction time was also more than 50 percent between the two pupils.

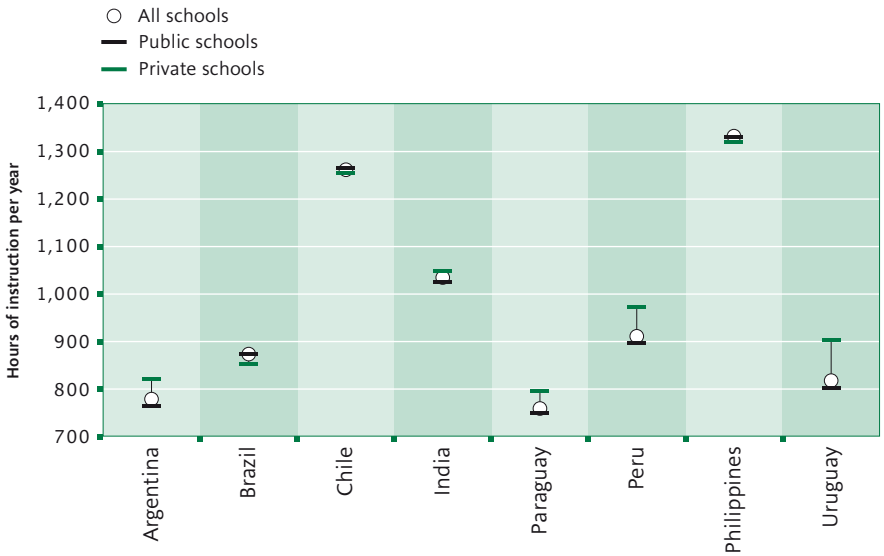
When between-country and within-country differences are considered together, the gaps in instructional time in WEI-SPS schools are also apparent. For example, schools serving one-half of primary pupils in Chile and the Philippines had more school hours than 90 percent of pupils in all WEI-SPS countries, except India. Similarly, schools serving 10 percent of primary pupils in Argentina, Brazil, India, Paraguay and Uruguay received approximately one-half of the annual instructional enjoyed by 10 percent of pupils in Chile and the Philippines.

Was there a difference in instructional time between public and private schools? **Figure 3.10** illustrates the mean number of annual school hours for public and private schools. Pupils in private schools in some WEI-SPS countries received more instructional time than those in public schools. In Argentina, pupils in private schools received 57 hours more instruction annually than their counterparts in public schools; in Paraguay 47 hours more; in Peru 76 hours more; and, in Uruguay, an additional 101 hours. Private school pupils in India were reported to have more instructional time than public school pupils, though the difference was statistically insignificant. On the other hand, private school pupils in Brazil, Chile and the Philippines had less instructional time than their public school counterparts, though the differences were quite small or statistically insignificant.

Another way to look at instruction time is the extent of lost school days. The WEI-SPS study asked school heads about the number of official school days for Grade 4 pupils in the previous year and the number of these days without teaching as a result of late start of term, organization of examinations, school or local festivals,

FIGURE 3.10

Mean number of school hours per year for Grade 4 pupils, by school type



Sources: WEI-SPS database; Table A3.11.

accidents, natural disasters, strikes and absence of teachers. A summary of the results is presented in **Figure 3.11** and in Table A3.12.

The number of official school days in a year varied both within and across the 11 WEI-SPS school systems, especially in Argentina, Chile, India and Paraguay. In India (in the four states reporting), for example, the median number of official school days in the year was 220, represented by the horizontal dash in the bar in Figure 3.11. The bottom dot (or 10th percentile) indicates that 10 percent of the least-instructed primary pupils went to schools that were open for 204 days or less. The top dot (or 90th percentile) indicates that 10 percent of the most instructed primary pupils went to schools that were open for more than 242 days. The lines at the bottom and top of the coloured box represent the 25th and 75th percentiles respectively; thus, the middle 50 percent of pupils went to schools with between 210 and 235 days. Similarly, the range of official school days between the 10th and 90th percentiles of pupils was from 160 days to 187 days in Argentina, from 180 days to 200 days in Chile, and 172 days to 190 days in Paraguay.

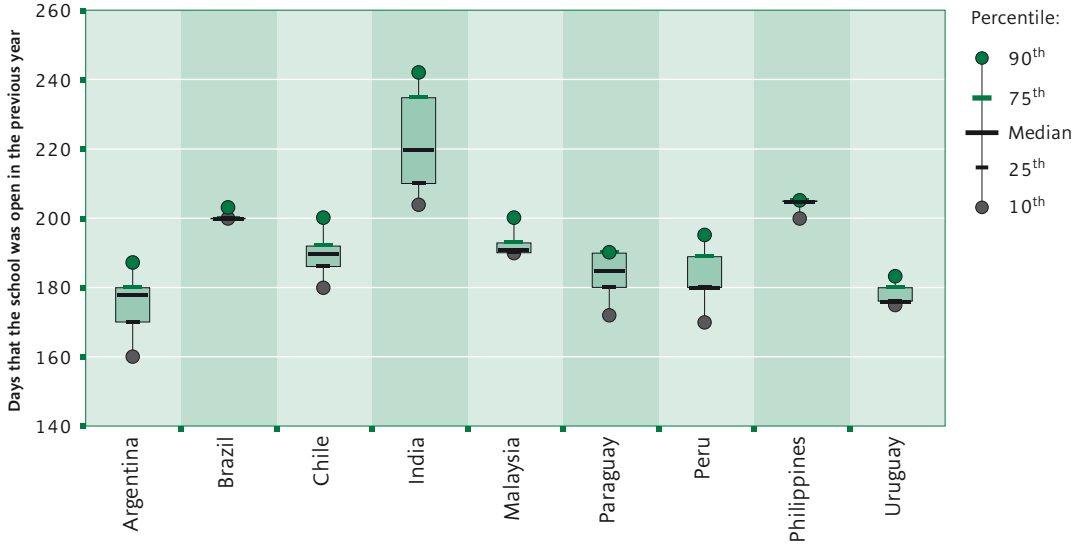
Differences in the number of official school days across countries were also apparent. For example, schools serving 90 percent of pupils in India were open for 204 days a year, much longer than primary schools in other WEI-SPS countries.

It should be noted that the number of official school days reported by school heads may differ from the number of open days stipulated by educational authorities in each country. If there is such a gap, educational authorities should investigate and address the reasons.

Furthermore, the number of days that pupils actually received instruction at school may be different than the number of official school days. As mentioned earlier, schools may lose instructional days for a variety of reasons. In **Figure 3.12** the distribution of these lost days has been displayed as a share of the total number of official school days. Loss of instructional time due to school closure was relatively modest for the majority of pupils in some WEI-SPS countries. In Argentina, Peru and the Philippines, school closure accounted for 4 percent to 6 percent

FIGURE 3.11

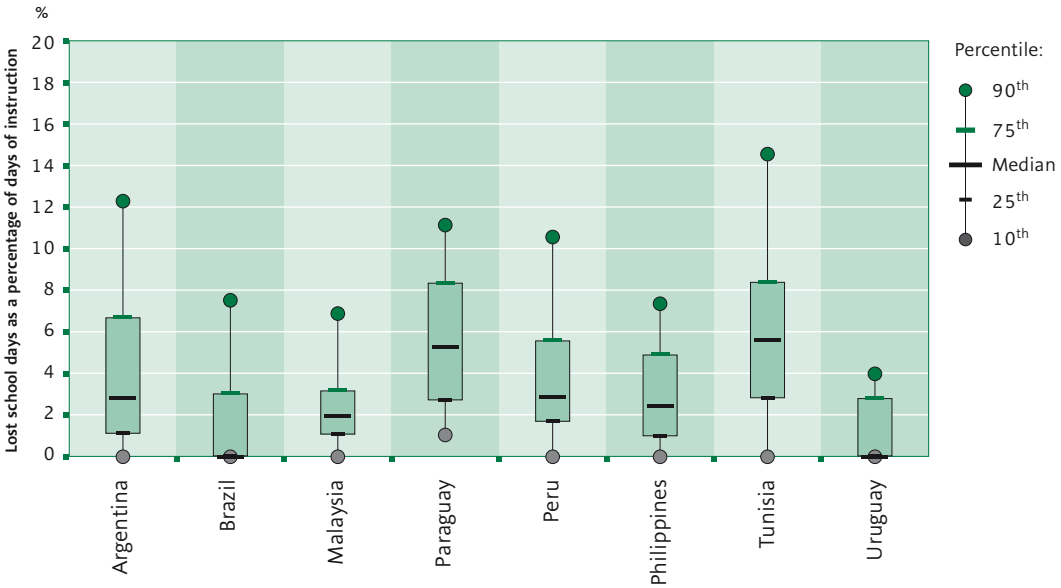
Number of days school was officially open, by distribution of primary pupils



Sources: WEI-SPS database; Table A3.12.

FIGURE 3.12

Lost school days as a percentage of total number of official school days, by distribution of primary pupils



Sources: WEI-SPS database; Table A3.13.

of official schools days for three-quarters of their pupils, as indicated by the upper edge of the box. In Brazil, Malaysia and Uruguay, schools serving three-quarters of primary pupils were reported to have lost approximately 3 percent or less of official school days. In other words, for the vast majority of pupils in most of these countries, the loss of school days was limited.

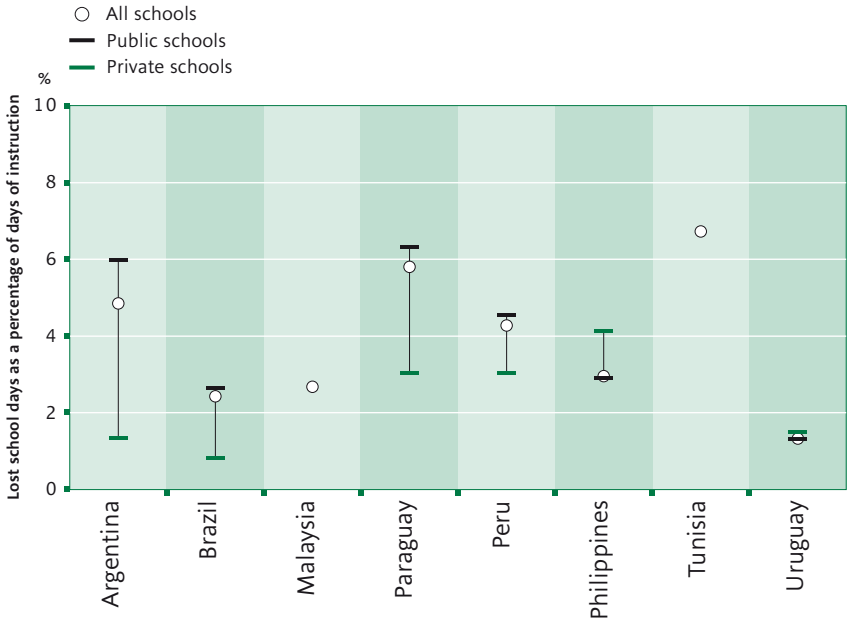
Loss of school days was more serious, however, in some WEI-SPS countries. In Paraguay and Tunisia, schools serving one-quarter of primary pupils were reported to have lost approximately 8 percent or more of official school days. The same was true for up to 10 percent of pupils in Brazil. In Argentina, Paraguay, Peru and Tunisia, schools were closed for at least one out of every ten official school calendar days for up to 10 percent of the pupils.

In **Figure 3.13**, a comparison has been presented of the share of lost school days between public and private schools. In most WEI-SPS countries, lost school days were greater in public than in private schools, but these differences were quite modest. For example, in Peru, pupils attending public schools lost, on average, close to 5 percent of official school days compared to 3 percent for pupils in private schools – a gap of almost two percentage points. The difference was three percentage points in Paraguay and almost five percentage points in Argentina. In Brazil, pupils in public schools also lost more official school days than their counterparts in private schools, but the gap was statistically not different from zero. In Uruguay, there was no public/private difference in school days lost. In the Philippines, pupils attending private schools lost more official school days than their counterparts in private schools, and this difference was one percentage point.

The issue of school or instructional time often emerges in discussions about available policy tools to improve school quality. Due to the cost implications of changing the length of the school year (UIS/OECD, 2001), it is worthwhile for educational authorities in WEI-SPS countries to check and address compliance to official school days.

FIGURE 3.13

Lost school days as a percentage of total number of official school days, by school type



Sources: WEI-SPS database; Table A3.14.

Conclusion

School policies and processes are usually affected by the characteristics of pupils. The composition of pupil intake, first and foremost, depends on how pupils are admitted. In WEI-SPS countries, primary schools predominantly enrolled pupils on the basis of catchment area. At the same time, a variety of other criteria were used to select pupils. For example, in every WEI-SPS country, except Argentina, there were primary schools that used entry exams for pupil admission, and such schools served more than 10 percent of the primary school population in Chile, India, the Philippines and Sri Lanka.

School systems in WEI-SPS countries served pupils with diverse learning needs and very different family backgrounds, which should be taken into account when designing policies and programmes. Judging from the index of *Social advantage* of the composition of school populations, it seemed that on average private schools, where they existed, enrolled pupils from more advantaged backgrounds than did public schools. The differences were quite large in most of these countries, particularly in Brazil, Peru, the Philippines and Uruguay. At the aggregate level, schools located in cities/towns served more advantaged pupil populations than those in villages. Academically selective schools also enrolled pupils from more advantaged backgrounds.

Schools heads in all 11 WEI-SPS countries gave very positive evaluations when asked about their pupils' attitudes and behaviour towards learning and teachers. At the same time, principals serving the vast majority of primary pupil populations in most of the WEI-SPS countries reported that problems, such as late arrival, classroom disturbances and vandalism, were rare. This is encouraging given that the perceptions of school heads also shape their interactions with pupils. On the other hand, heads of private schools reported somewhat higher levels of pupil school engagement and positive behaviour than their counterparts in public schools, as did principals of schools that used entrance test results as an admission criterion compared with their counterparts in academically non-selective schools.

However, the link in some WEI-SPS countries between perceived levels of school engagement by pupils and their socio-economic backgrounds is troubling.

There are two main implications of the findings on the amounts of instructional time and school days. First, the wide variation in the amount of instruction time across WEI-SPS countries is partly the result of different standards set out in national curricular requirements.[2] As a result, governments may need to re-evaluate the amounts of school days and instructional time to ensure that curricular requirements can be met.

The second point to consider is that individual schools do not appear to be applying national or regional standards concerning school and instructional time. This is clearly proven by the substantial variation in data within countries. In addition, some WEI-SPS countries were also faced with a serious problem concerning school closure. Therefore, educational authorities may choose to investigate the reasons behind this variation to ensure that all pupils receive the stipulated amount of time in the classroom.

Country profiles

Argentina: The most common criterion used for admitting primary school pupils was permanent residency in the catchment area. There was, however, a large gap in the average levels of social advantage of pupil intake between public and private schools. At the same time, pupils attending private schools had somewhat higher levels of school engagement and positive behaviour than their public school counterparts. Pupils from more advantaged family backgrounds also had higher levels of school engagement and positive behaviour, neither of which seemed to be related to school size. The annual number of instructional hours in Argentina was similar to that in Paraguay, but less than in the other Latin American countries in the study. Pupils in private schools were reported to have somewhat more instructional time than their counterparts in public schools though the difference was small. The number of official school days in Argentina were reported to be lower than in most of the other countries in the study. The loss of official school time was higher in public schools than in private schools.

Brazil: Admission of pupils on the basis of entrance test scores was quite limited in Brazil. Private schools served pupils from predominantly more advantaged backgrounds than did public schools, and that gap was the largest of all WEI-SPS countries. Levels of school engagement and positive behaviour were somewhat higher in private schools and schools serving pupils from more advantaged backgrounds – but also in village schools and smaller schools – though differences were relatively small. A typical primary school in Brazil had about 870 hours of instruction a year, which was high compared to the other Latin American countries in the study but lower than the Asian countries. Loss of school days due to school closure was as much as 8 percent or more in some schools.

Chile: For every ten Chilean primary school pupils, at least one attended a school where the principal, especially of a private school, reported that performance on entry tests was used as an admission criterion. Given the close link between the family background of pupils and their test scores, this may explain why private schools had pupils from more advantaged backgrounds than did public schools. Schools in cities/towns also had pupils from more advantaged backgrounds than those in village areas. Principals of private schools reported higher levels of pupil school engagement and positive behaviour than their counterparts in public schools, as did schools serving pupils from predominantly more advantaged backgrounds compared to those serving less advantaged populations. Otherwise, there were no differences in school engagement or positive behaviour between smaller and bigger schools. With 7 percent of primary pupils in boys-only and girls-only schools, Chile had the highest rate of gender-based separate schooling, along with Sri Lanka, among WEI-SPS countries. Primary schools serving the vast majority of pupils in Chile had between 920 to 1,520 hours of instructional time a year, higher than other Latin American countries in the study and one of the highest among all WEI-SPS countries.

2. The statutory instructional time for 10-year-old pupils were reported to vary from 729 to 1,240 hours a year for 15 WEI countries in 2003/04, with a difference of 53 percent (UNESCO-UIS, 2006).

India: In the four Indian states participating in the study, almost one out of every three primary school pupils attended schools that reported using entrance test scores as an important criterion in enrolment, more than any other country in the WEI-SPS study. The criterion of pupils' residence was also quite common. The gaps in the national scale of social advantage of school intake between private and public schools were quite large. Pupils attending private schools, schools in cities/towns and schools serving more advantaged backgrounds were reported to have somewhat higher levels of school engagement and positive behaviour. There were single-sex schools in India, which enrolled less than 4 percent of the primary population in the four states. A typical primary school was reported to have 1,030 hours of instruction each year, one of the highest among WEI-SPS countries; although for four out of every five pupils, the annual instructional hours ranged from about 800 to almost 1,300.

Malaysia: More than any other country in the WEI-SPS study, residence in the school's catchment area was the most commonly used criterion for enrolling primary pupils in Malaysia, applying to more than 70 percent of pupils in the country. One out of every ten pupils in Malaysia were in schools where most or all of the pupils had parents with less than primary education. Four out of ten pupils attended schools where most or all of the pupils received support for school attendance. Principals of academically selective schools and smaller schools reported higher levels of positive pupil behaviour than did their counterparts in non-selective and larger schools. In Malaysia, only 2 percent of primary pupils attended boys-only or girls-only schools. Pupils receive about 1,000 hours of instruction per year. Loss of school time due to school closure was as high as 13 days a year for some schools or 7 percent of official school days. The overall rate of lost school days was less than 3 percent, which is lower than for most WEI-SPS countries.

Paraguay: In Paraguay, the use of ability-based pupil selection was quite limited, but schools that used this as an admission criterion had pupils from far more advantaged backgrounds than those that did not. Private schools, on the whole, also had pupils from more advantaged family backgrounds than public schools, and the gap between private and public schools on the index of *Social advantage* was quite large, as was the gap between academically selective and non-selective schools. The level of positive pupil behaviour was also reported to be higher in private schools and academically selective schools, though there was no noticeable relationship between either positive behaviour or school engagement with social advantage. Instructional time for Grade 4 pupils in Paraguay was reported to range from 700 to 780 hours a year for the vast majority of pupils, meaning the difference between the relatively less instructed and more instructed pupils was not as great as in some other countries in the study. Grade 4 pupils in Paraguay also had relatively less instruction time than their counterparts in most other WEI-SPS countries. On the other hand, loss of school time due to school closure is as high as 10 percent in some schools and was more prevalent in public schools.

Peru: Peruvian primary schools made very limited use of entry tests, but those that did had pupils from relatively more advantaged backgrounds. There were large disparities between village and city/town schools regarding the background of pupils. Private schools and academically selective schools had pupils from predominantly more advantaged social backgrounds. Principals of smaller schools reported somewhat higher levels of positive behaviour by pupils. Almost 4 percent of primary school pupils attended single-sex schools. The vast majority of pupils were reported to receive from 800 to 1,080 hours of instruction per year, higher than in most Latin American countries in the study. Private schools overall had more instructional time than public schools. Loss of school time due to school closure was more than 10 percent in some schools, and the problem was somewhat more serious in public rather than in private schools.

Philippines: About one in five primary pupils in the Philippines attended schools that used entry tests for admission, second only to India among WEI-SPS countries. Ability-based selection was more than three times as likely to occur in private schools than in public schools. Principals of various types of schools – private or public, academically selectively or non-selective, smaller or bigger, and those serving pupils from predominantly more or less advantaged backgrounds – reported similar levels of school engagement and positive behaviour by pupils. The Philippines offered pupils the most instructional time among WEI-SPS countries,

between 1,080 and 1,640 hours a year for the vast majority of pupils. Pupils at the higher end of the range received more than twice as much instructional time as their counterparts in other countries. The number of official school days was about 200 days a year for the vast majority of pupils, also relatively high among WEI-SPS countries. Loss of school days due to school closure was a concern, with 7 percent and more of official school days lost for some pupils.

Sri Lanka: More than one-half of primary pupils in Sri Lanka went to schools where residence in the school catchment area was a high priority or prerequisite for admission. Almost one out of five pupils attended schools that used entry tests, most in city/town communities. As a whole, schools in cities/towns had pupils from relatively more advantaged backgrounds than those in village schools. About 7 percent of primary pupils attended single-sex schools in Sri Lanka.

Tunisia: Residence in the school catchment area was said to be the most common criterion for school admission, covering more than 40 percent of pupils. More than one-third of pupils went to schools where most or all of the pupils had parents with less than primary education and received support for school attendance. There was a large gap in the social background of pupils between schools located in village communities and those in cities/towns. Principals reported similar levels of school engagement and positive behaviour by pupils regardless of school location, school size, academic selectivity or social background of the pupil population. Educational authorities must be concerned that primary schools serving one-half of pupils lose 10 or more days a year to school closure, and primary schools serving 10 percent of pupils lost as much as 14 percent of the official school days in a year.

Uruguay: More than any other Latin American country in the WEI-SPS study, residence in Uruguay was reported to be a high priority or prerequisite admission criterion for schools serving almost one-half of the country's pupils. Schools that used academic ability as the basis for selecting pupils involved a very small share of pupils, but they were from far more advantaged backgrounds. The level of school engagement was higher in schools that were private, used academic entry tests or had pupils from more advantaged backgrounds. Pupils from these types of schools were also perceived to have somewhat higher levels of positive behaviour. One-half of primary pupils in Uruguay attended schools that have 720 hours of instruction per year, which was low among WEI-SPS countries but similar to the levels in Argentina and Paraguay. On the other hand, up to 10 percent of pupils went to schools that had 1,000 or more hours of instruction a year. Private schools had 100 hours more instructional time than public schools. Lost school time due to school closure was quite limited in Uruguayan primary schools.

4 School heads and teaching staff

T. Neville Postlethwaite (University of Hamburg)

The school head and teaching staff are instrumental in determining how well the students learn, how they behave, the attitudes they have and the general aura of the school, often called 'school ethos'. It is often said that, when a school gets a good school head, within four years of the arrival the school will improve. Similarly, if a poor new head arrives, within four years the school will have deteriorated.

In this chapter, basic information has been presented about the general characteristics of school heads and the staff, including age, sex, education, pre- and in-service training, and the stability of staff. Furthermore, information has been provided about teacher morale and the school heads' perceptions of student and teacher behaviour. Not only does this allow a partial description of the situation in schools in 2005/2006, but it also forms baseline information against which future data can be compared.

Age and gender of school heads

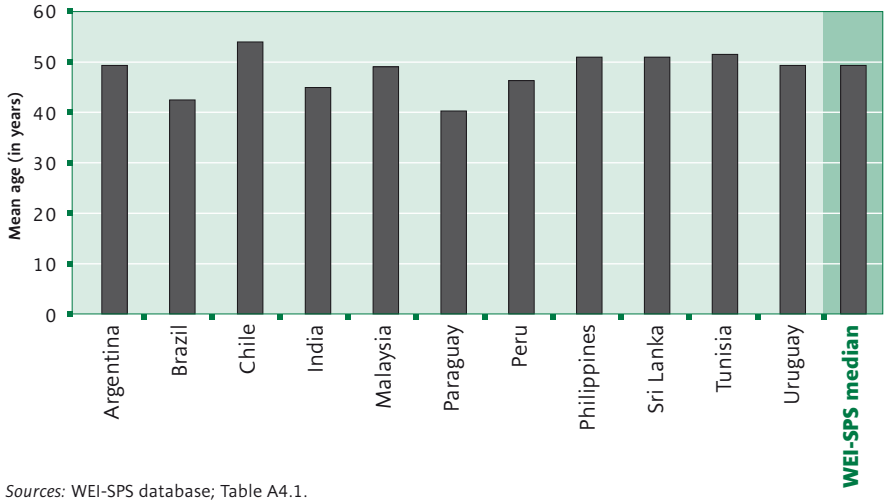
In general, school heads are selected from the teaching force. It can be expected that heads have substantial teaching experience and have been selected due to good teaching records. Thus, it could be expected that, on average, heads would be about 45 to 50 years of age. If gender equity is an important issue in the country, it could also be expected that about one-half of school heads would be female. According to research in many countries *(see Elley, 1993),* it is female teachers who obtain better results in reading and mathematics than male teachers at the primary school level. In this sense, one might expect more female teachers. But, in countries where, for one reason or another, there are many single mothers, the government often sets a target of having, for example, 20 percent male teachers in order to have some male role models for children.

The average age of school heads and the percentage of females among them have been presented in **Figures 4.1** and **4.2**. From Figure 4.1, it can be seen that, in the WEI-SPS median country, a child in primary school had a school head with an average age of 49 years. Primary pupils in Chile had the oldest school heads (average of 54 years), and those in Paraguay, the youngest (40 years).

Approximately 50 percent of primary school children in the WEI countries had a female school head, as indicated in Figure 4.2. There were large differences

FIGURE 4.1

Mean age of school heads

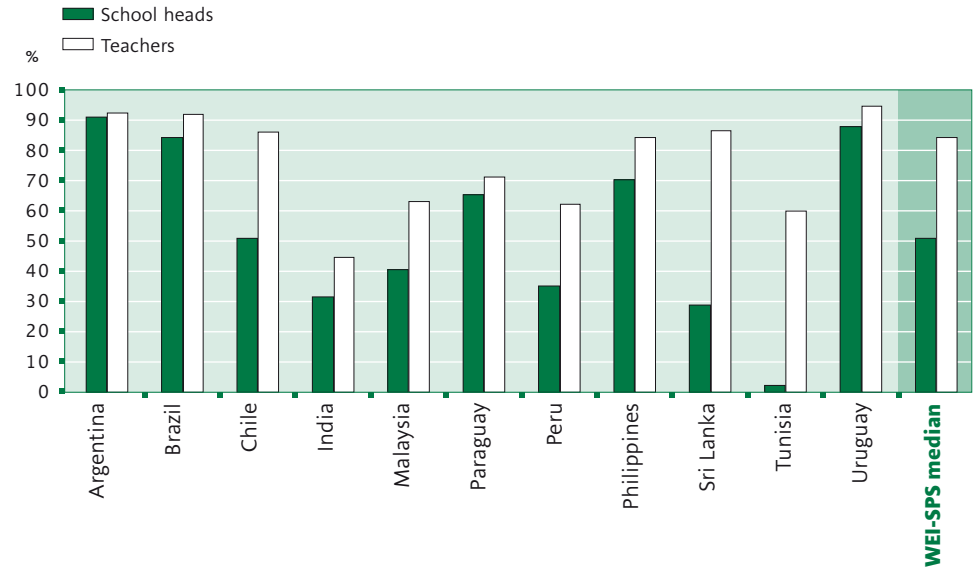


Sources: WEI-SPS database; Table A4.1.

FIGURE 4.2

Female school heads and female teachers

Percentage of primary pupils with female school heads and female teachers



Sources: WEI-SPS database; Table A4.1 and A4.2.

among countries. In Tunisia, only 2.5 percent of primary pupils had school heads who were female, whereas in Argentina, Uruguay, and Brazil, 91 percent, 88 percent and 84 percent respectively of primary children had female school heads. In general, about 14 percent more pupils in villages than in towns/cities had female principals.

The percentage of Grade 4 female teachers have also been presented in Figure 4.2. School heads are typically drawn from the existing teacher pool, and therefore, it might be expected that the gender balance among school heads would be the same as the balance among teachers. From experience, however, it is often the case that the education authorities prefer to have male heads in remote rural areas.

In Argentina, Brazil, Paraguay and Uruguay, the percentage of female heads was roughly proportional to the percentage of female teachers in the primary schools. However, there were large imbalances in Tunisia and Sri Lanka, and modest imbalances in Chile, Malaysia and Peru.

It is possible to examine further the stock of school heads in villages and cities/towns *(see **Figure 4.3**)*. With the exceptions of Tunisia and Uruguay, there were more female school heads in cities/towns than in village schools. In Tunisia, there were very few female school heads in cities/towns and virtually none in village schools.

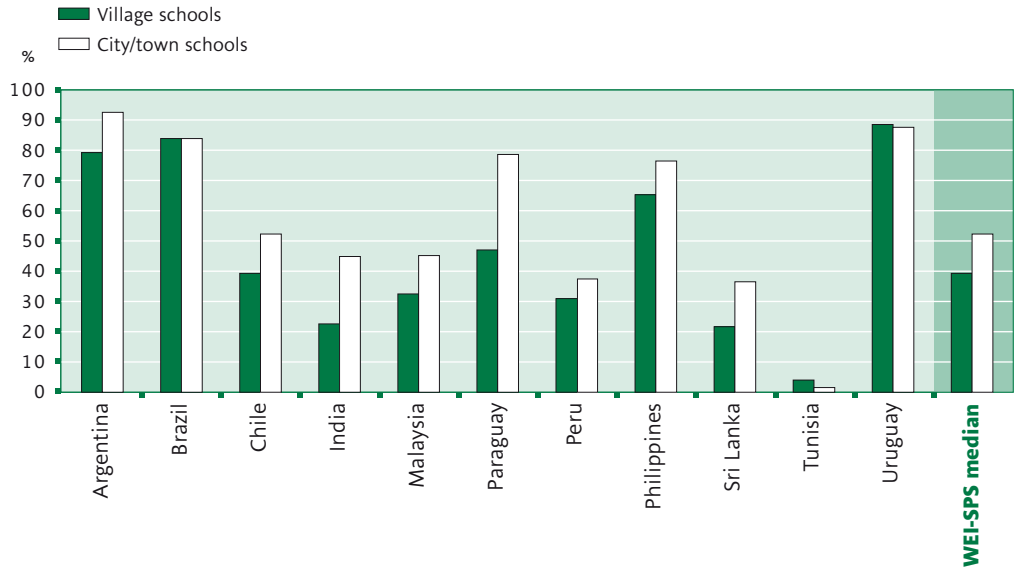
Highest levels of education of school heads

It might be expected that school heads have been drawn from among the better teachers, but are they among the better educated? This question arises because the level of education qualification requirements for teachers has changed over time and school heads are usually recruited from amongst older teachers. What then was the situation in the WEI-SPS countries? The percentage of school heads having acquired different levels of education have been presented in **Figure 4.4**.

FIGURE 4.3

Female school heads by school location

Percentage of primary pupils with female school heads

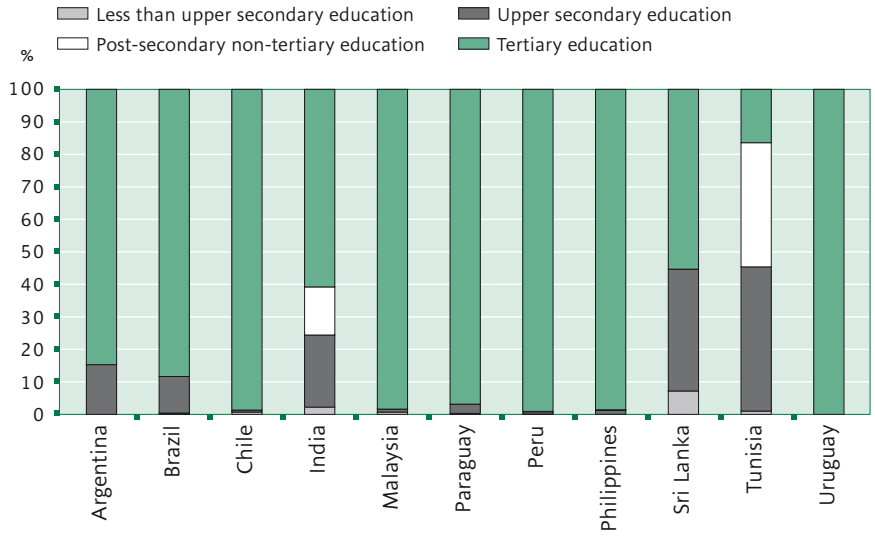


Sources: WEI-SPS database; Table A4.2.

FIGURE 4.4

Level of education attained by school heads

Percentage of primary pupils whose school heads had the following levels of education



Sources: WEI-SPS database; Table A4.3.

It is interesting to note that almost all school heads in a majority of countries had some tertiary education, while in other countries – particularly India, Tunisia and Sri Lanka – a significant number of them had only a secondary diploma or less. The changes in teacher education are different in each country. For example, in 1992 higher institutes of teacher training *(Instituts Supérieurs pour la Formation des Maîtres)* were created in Tunisia to replace the old 'écoles normales'. These institutes train teachers and recruit them from graduates of upper secondary schools. Therefore, younger school heads tend to have more education than older ones. Furthermore, younger school heads were allocated to village schools, while those older were based in cities/towns.

It is of interest to compare the allocation of school heads with tertiary education. As presented in **Figure 4.5**, there was not much difference in the placement of these school heads between village and city/town schools, although in India and Sri Lanka there were more pupils in city/town schools with heads with tertiary education than in village schools. In Tunisia, the opposite was the case, as previously explained.

Levels of pre-service teacher training and management training

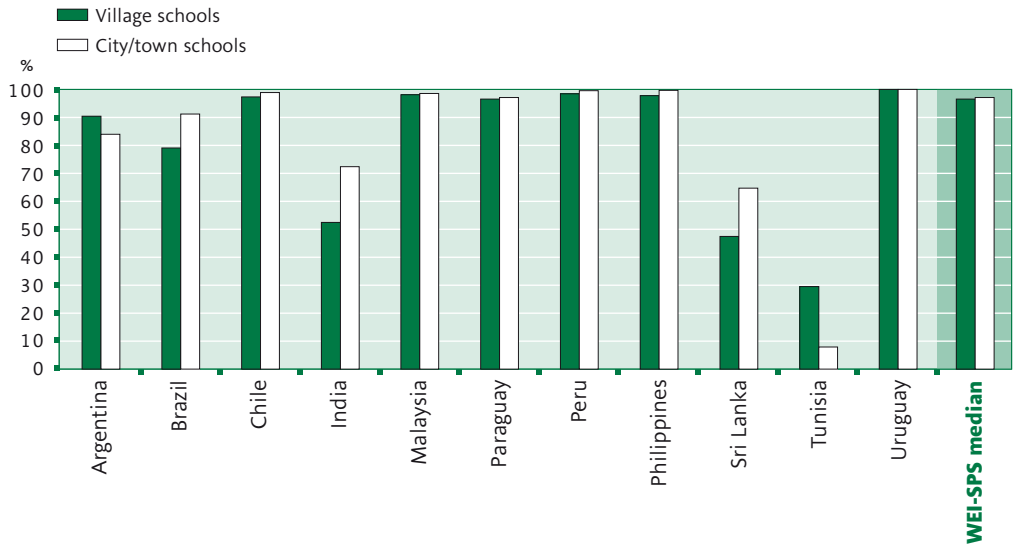
Over time, the number of years of training required to become a certified teacher has changed in the WEI-SPS countries. Generally speaking, the younger the teaching force, the more years of training they should have received – unless there was a sudden influx of teachers to cope with the Education for All (EFA) movement, in which case some short training courses may have been given.

In WEI-SPS, school heads were asked about the number of years of formal pre-service training that they had received prior to starting their service. The response categories and values used for data analysis were: no pre-service training (0); less than one year (0.5); one year in total (1); two years in total (2); three years in total (3); and more than three years (4). The average number of years was based on this coding, the results of which have been presented in **Figure 4.6**.

FIGURE 4.5

School heads with tertiary education, by school location

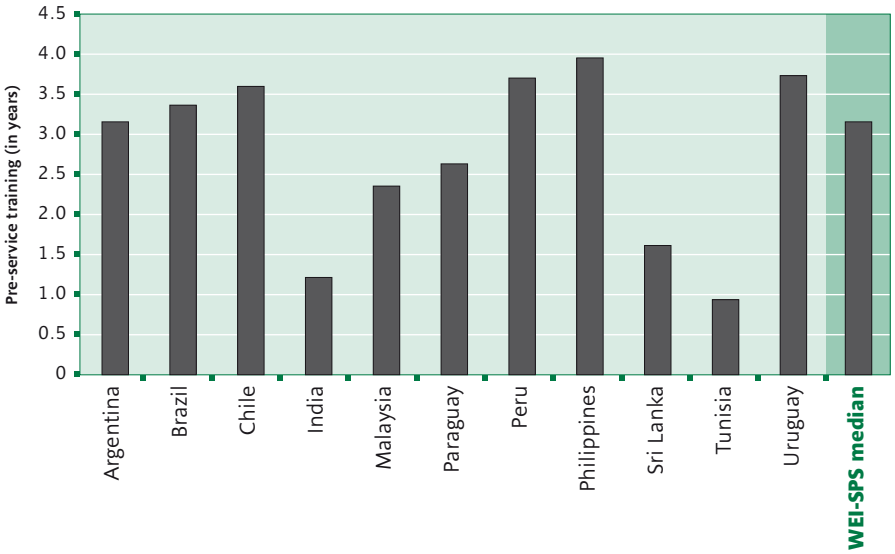
Percentage of primary pupils whose school heads had tertiary education



Sources: WEI-SPS database; Table A4.3.

FIGURE 4.6

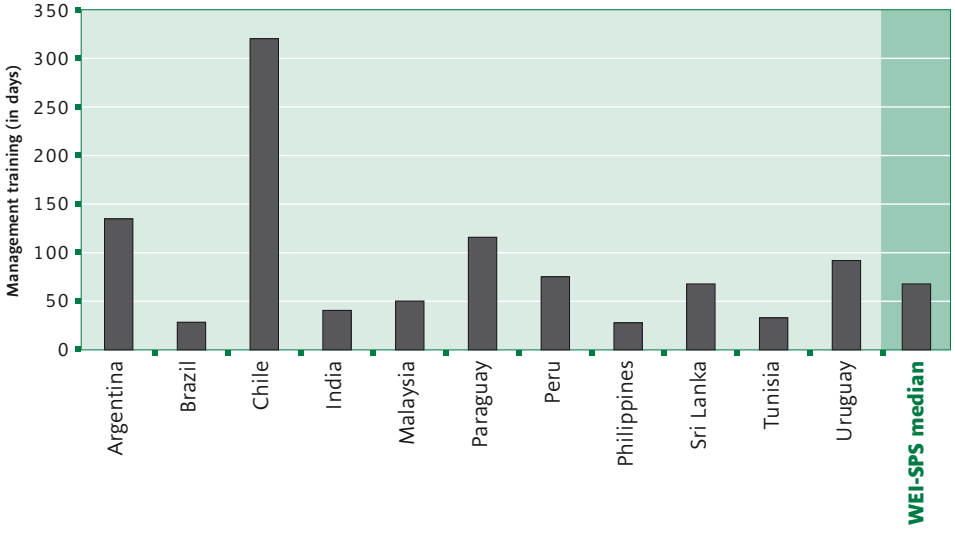
Average number of years of pre-service teacher training



Sources: WEI-SPS database; Table 4.1.

FIGURE 4.7

Average number of days of management training of school heads



Sources: WEI-SPS database; Table 4.1.

TABLE 4.1 PARTICIPATION OF SCHOOL HEADS IN PRE-SERVICE TEACHER TRAINING AND MANAGEMENT COURSES

	Average number of years of pre-service training		Management courses							
			Not aware		Have received training in management					
					No		Yes		If yes, number of days of training	
	Mean	SE	%	SE	%	SE	%	SE	Mean	SE
Argentina	3.2	0.03	3.1	0.71	10.6	1.12	86.3	1.26	134.8	13.42
Brazil	3.4	0.05	4.0	0.94	26.8	2.39	69.2	2.44	28.6	2.78
Chile	3.6	0.04	0.6	0.29	9.6	1.45	89.8	1.47	320.1	23.69
India	1.2	0.05	22.0	2.57	42.1	3.08	35.8	2.74	40.5	9.34
Malaysia	2.4	0.03	1.4	0.64	11.2	1.70	87.4	1.79	50.3	4.38
Paraguay	2.6	0.03	2.1	0.43	38.5	1.66	59.4	1.64	115.9	5.10
Peru	3.7	0.04	1.5	0.54	15.1	1.49	83.4	1.52	75.1	8.08
Philippines	4.0	0.01	1.7	0.46	11.1	1.57	87.1	1.60	28.0	3.24
Sri Lanka	1.6	0.08	2.8	0.95	5.7	1.01	91.5	1.38	67.9	9.34
Tunisia	0.9	0.04	3.1	0.82	2.8	0.83	94.2	1.13	32.9	5.67
Uruguay	3.8	0.02	3.8	0.80	14.4	1.46	81.7	1.59	91.8	6.38
WEI-SPS median	**3.2**								**67.9**	

Source: WEI-SPS database.

The average number of years of pre-service teacher training received by WEI-SPS school heads varied from just less than a year in Tunisia to 3.8 years in Uruguay and 4.0 years in the Philippines..

School heads were also asked if they had received any special training in school management. The response categories were: no knowledge about such courses; have attended a course, and if so, how many days. The results are summarized in **Figure 4.7** and **Table 4.1**. In most WEI-SPS countries, the average for management training was typically less than 100 days, ranging from 28 days in the Philippines to 320 days in Chile, followed by Argentina (135) and Paraguay (116).

As indicated in Table 4.1, 22 percent of primary school children in India had school heads who had never heard of such management courses. This is certainly more than by chance and this must be worrying for the Indian authorities. In addition, a troubling percentage of school heads had never been to management courses in Brazil, India and Paraguay.

Pupil-teacher ratios, average number of teachers per school, levels of education of staff and years of pre-service training

The average number of teachers per school depends on the pedagogical philosophy related to school size. Some argue that all primary schools should be small so that the children do not feel lost and receive the level of attention they need. Others argue that larger schools can provide more facilities and resources because unit costs would be lower. The average pupil-teacher ratios have been presented in **Figure 4.8**. If the number of teachers per school (primary grades) are divided into the number of pupils in the primary grades, this yields what is known as the pupil-teacher ratio.

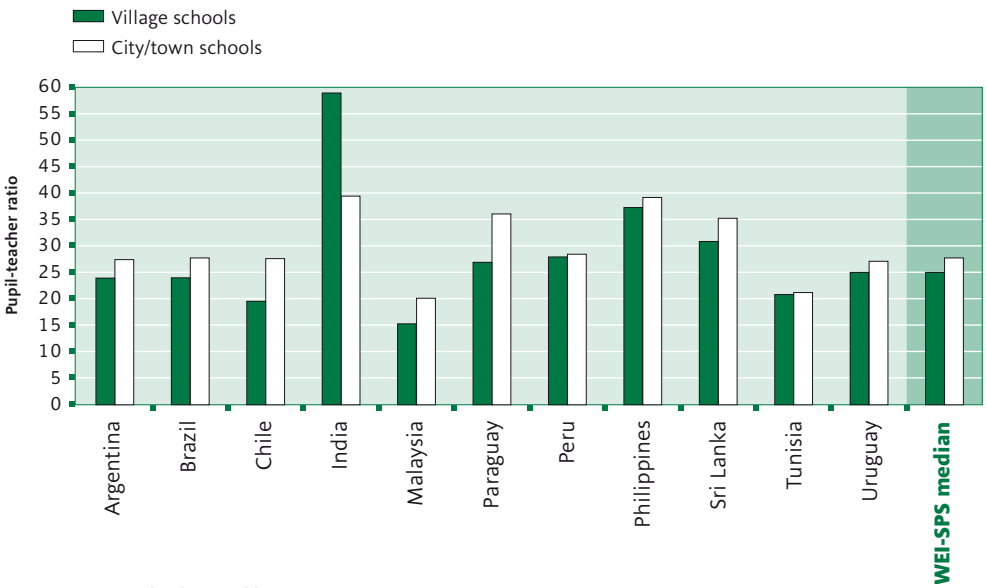
Most WEI-SPS countries had pupil-teacher ratios in the order of 20 to 30 pupils per teacher. India had the highest number, especially in villages (59). Malaysia had the lowest number, with an overall average of 18 pupils per teacher but 15 pupils per teacher in village schools. With the exceptions of Peru and Tunisia where the ratios were the same in villages and cities/towns, all WEI-SPS countries – except India – reported lower pupil-teacher ratios in village schools than in city/town schools.

In **Figure 4.9**, the average number of teachers per school has been presented. In village schools, there were on average between 6 and 12 teachers per school, whereas in city/town schools it was between 9 and 24 – except in Malaysia and the Philippines where there were about 50 teachers per school. The median number of teachers per school in villages was 9 and in city/town schools, it was 19, reflecting higher enrolment in the latter schools.

Given that there was large variation in the pupil-teacher ratios, the percentage of pupils in classes were examined. These percentages in classes with 40 or more and also 50 or more pupils per teacher have been given in **Figure 4.10**. Chile, India and especially the Philippines had substantial percentages of pupils in classes of more than 40.

FIGURE 4.8

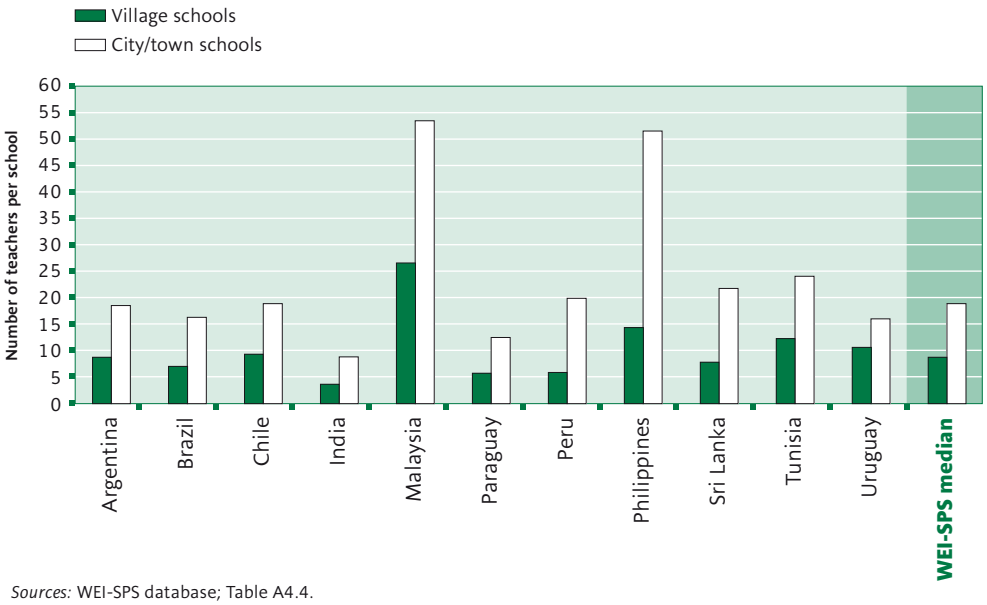
Average pupil-teacher ratio, by school location



Sources: WEI-SPS database; Table A4.4.

FIGURE 4.9

Average number of teachers per school, by school location

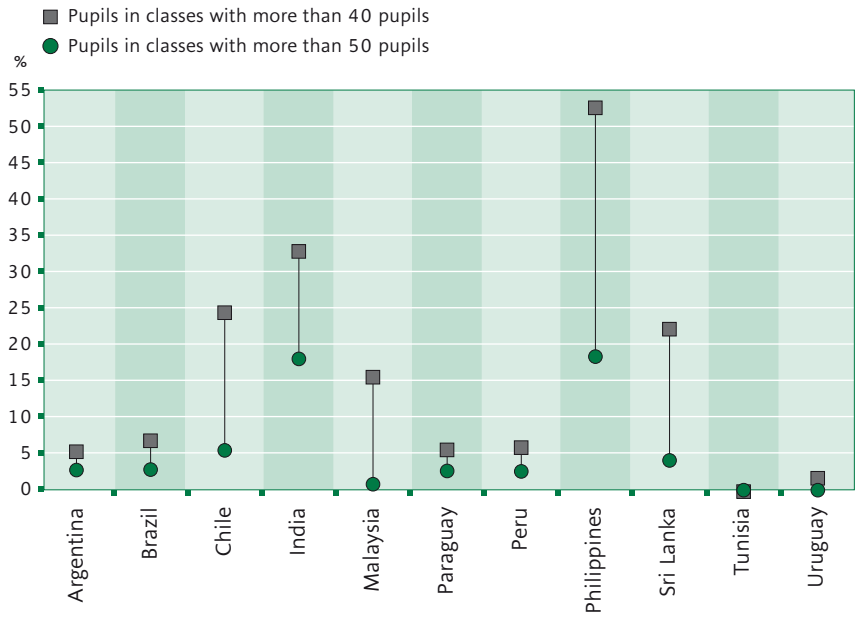


Sources: WEI-SPS database; Table A4.4.

FIGURE 4.10

Large class sizes in primary schools

Percentage of pupils in classes with more than 40 and 50 pupils



Sources: WEI-SPS database; Table A4.5.

Staff levels of education

School heads furnished information on the level of education of each staff member. It is often the overall educational level of the staff, rather than of an individual teacher, that is an important predictor of pupil achievement in various subject areas. In order to transform the information furnished by school heads into years of education, each country provided the average number of years of the length of primary schooling, lower secondary, etc. *(see Appendix B)*.

As presented in **Figure 4.11**, there was little difference between primary school teachers in villages and in cities/towns in relation to the average number of years of education[1]. A typical WEI-SPS pupil was in a school with staff with a median of 16 years of education.

Stability of school staff

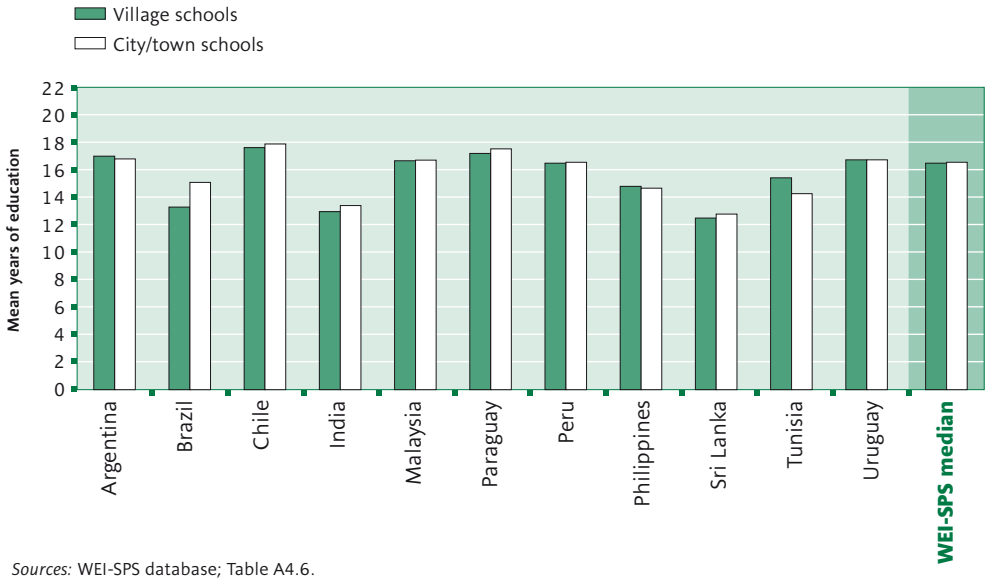
Staff continuity in schools is important for the good of the children and the community. School heads were asked how many current teachers had been at the school for five years or more. It was, therefore, possible to calculate an index of *Staff stability* (the percentage of teachers who had been at the school for five or more years). There is always some instability because there are schools where teachers retire and have to be replaced. In countries where teachers are assigned to schools, there is usually a points system for teachers to 'earn' the choice to teach where they prefer and leave the present school. If 18 out of 20 teachers have been in the school for the last five years, then this is a stability of 90 percent; if it is 16 out of 20, then this represents 80 percent. These are accepted as reasonable indicators of school stability.

In **Figure 4.12**, the percentage of pupils in schools with different percentages of staff stability has been presented.

1. The number of years of pre-service teacher training have not been presented due to missing data.

FIGURE 4.11

Average number of years of staff education, by school location

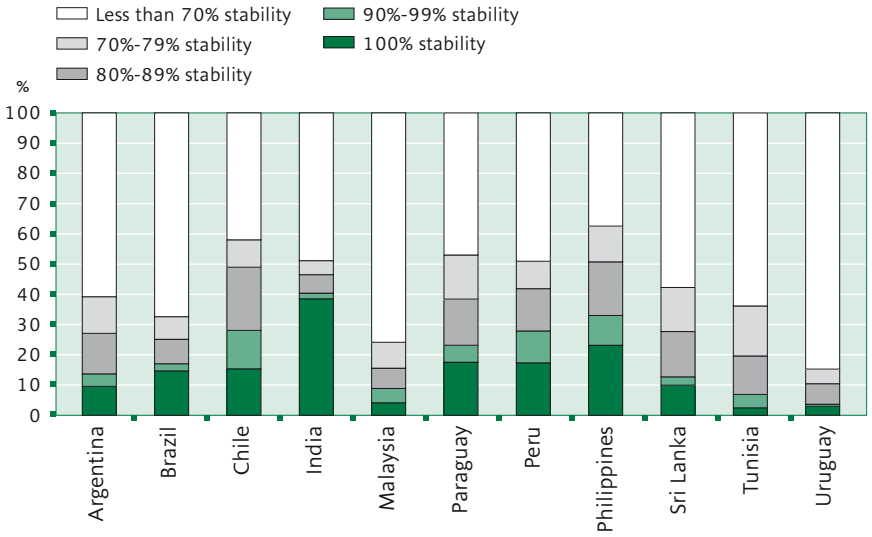


Sources: WEI-SPS database; Table A4.6.

FIGURE 4.12

Staff stability in primary schools

Percentage of pupils in schools where different proportions of teachers had worked at the school for five or more years



Sources: WEI-SPS database; Table A4.7.

TABLE 4.2 **PERCENTAGE OF PUPILS IN SCHOOLS WITH LESS THAN 70% OF STAFF STABILITY, BY SCHOOL LOCATION**

	All schools		Village schools		City/town schools	
	%	SE	%	SE	%	SE
Argentina	60.8	1.88	56.6	4.58	61.3	2.07
Brazil	67.4	2.50	62.4	5.45	68.0	2.69
Chile	42.0	2.30	37.5	6.97	42.5	2.50
India	48.8	2.86	43.0	3.65	56.1	4.01
Malaysia	75.8	2.39	81.5	3.45	72.5	3.11
Paraguay	47.0	1.79	52.2	2.55	43.2	2.53
Peru	49.1	2.15	63.1	3.63	40.2	2.75
Philippines	37.5	2.62	44.3	3.52	28.8	3.61
Sri Lanka	57.7	3.26	58.2	3.89	56.9	5.51
Tunisia	63.9	2.33	81.1	2.72	54.0	3.44
Uruguay	84.7	1.44	85.6	3.53	84.5	1.57
WEI-SPS median	**62.8**		**58.2**		**56.1**	

Source: WEI-SPS database.

For Argentina, as an example, the top part of the bar ranges from 38 percent to 100 percent, meaning that 62 percent of pupils were in schools with less than 70 percent stability of staff. Just over 10 percent were in schools with 70 percent to 79 percent stability of staff. About 13 percent (12 percent to 25 percent on scale) were in schools with 80 percent to 89 percent staff stability. About 4 percent were in schools with 90 percent to 99 percent stability and about 8 percent in schools with 100 percent stability (the lowest part of the bar). Overall, about two-thirds of pupils were in schools that had less than 70 percent stability of staff. Chile, Paraguay, Peru and the Philippines had higher staff stability. However, there was a sufficiently high percentage of pupils in schools with a high turnover of staff to suggest a problem. There is no information in this study as to why teacher turnover was so high. But, this is clearly a subject for future research.

It should be noted that the data presented in Figure 4.12 refer to all primary school teachers, as reported by school heads. In Chapter 7, similar data have been presented but for Grade 4 teachers only.

One question that springs to mind immediately is if there were differences between village and city/town schools. In several WEI-SPS countries, a higher percentage of pupils in village schools experienced higher staff turnover than in city/town schools *(see **Table 4.2**)*. But, the opposite was true in India. There were no significant differences in Argentina, Brazil, Chile, Sri Lanka and Uruguay, where the standard errors of sampling were large.

Filling staff vacancies

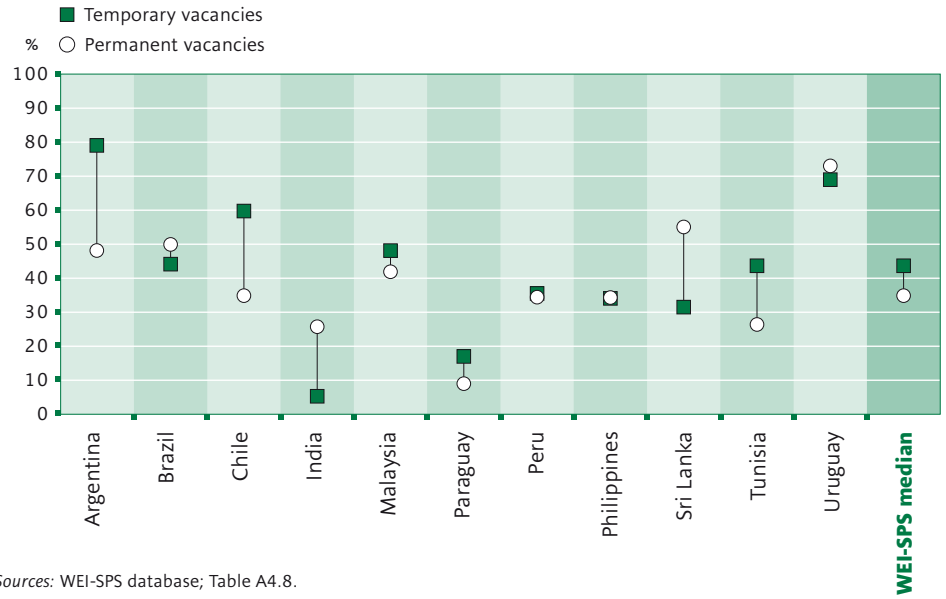
WEI-SPS countries reported data on the number of permanent teaching posts that had to be filled at the beginning of the school year, in addition to the number of temporary teaching vacancies (because of sick leave, maternity leave, etc.) that had to be filled in the two months before the survey. Both of these indicators also provide a measure of teacher stability.

Approximately 35 percent of pupils in the WEI-SPS countries were in 27 percent of schools with vacant permanent positions at the beginning of the school year *(see **Figure 4.13** and Table A4.8)*. The figures were particularly high in Argentina, Brazil, Sri Lanka and Uruguay, and very low in Paraguay. In Argentina, 40 percent of schools (serving 48 percent of all pupils) had vacancies for permanent teaching posts. In Uruguay, on the other hand, 64 percent of schools had vacancies and these schools accounted for more than 70 percent of pupils. Sri Lanka and Uruguay faced the greatest challenge to fill vacant posts.

The situation was even more severe for temporary teachers. Again in Argentina, 26 percent of schools (with 79 percent of pupils) had vacancies in the two months before the data were collected. To varying degrees, this problem existed in all of the WEI-SPS countries, posing a major concern for their education ministries.

FIGURE 4.13

Percentage of pupils in schools with permanent and temporary vacancies

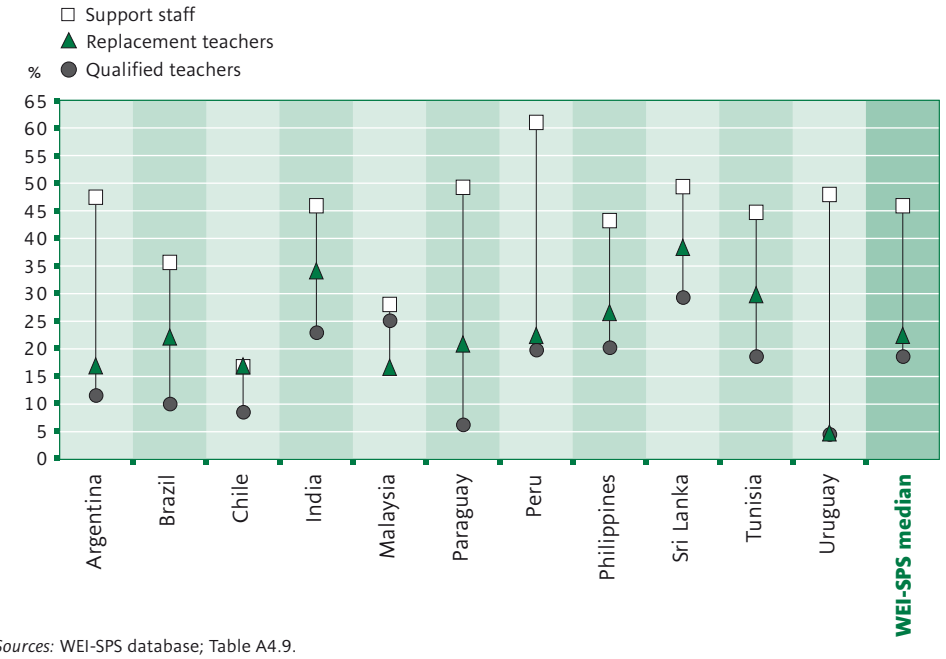


Sources: WEI-SPS database; Table A4.8.

FIGURE 4.14

School heads' perceptions of teacher shortages

Percentage of pupils in schools facing problems with teacher shortage, as reported by school heads



Sources: WEI-SPS database; Table A4.9.

These data can be checked against questions concerning shortages of qualified teachers, replacement teachers and support staff. School heads in India, Malaysia, Peru, the Philippines and Sri Lanka felt that there was a problem with the shortage of qualified teachers *(see **Figure 4.14**)*. In Brazil, India, Paraguay, Peru, the Philippines, Sri Lanka and Uruguay, there was a shortage of replacement teachers, and in all countries, except for Chile, there was a shortage of support staff.

The results about staff stability and shortages add up to a dismal picture. If children are to learn, they must be in schools with adequate and stable staff. Several research studies have shown that it is the staff as a whole that is important rather than one individual teacher. It is important that each ministry's Educational Management Information System (EMIS) collects detailed information about the existing teachers, as well as vacancies, in each school so that the authorities can take remedial action to correct shortfalls.

In-service teacher training

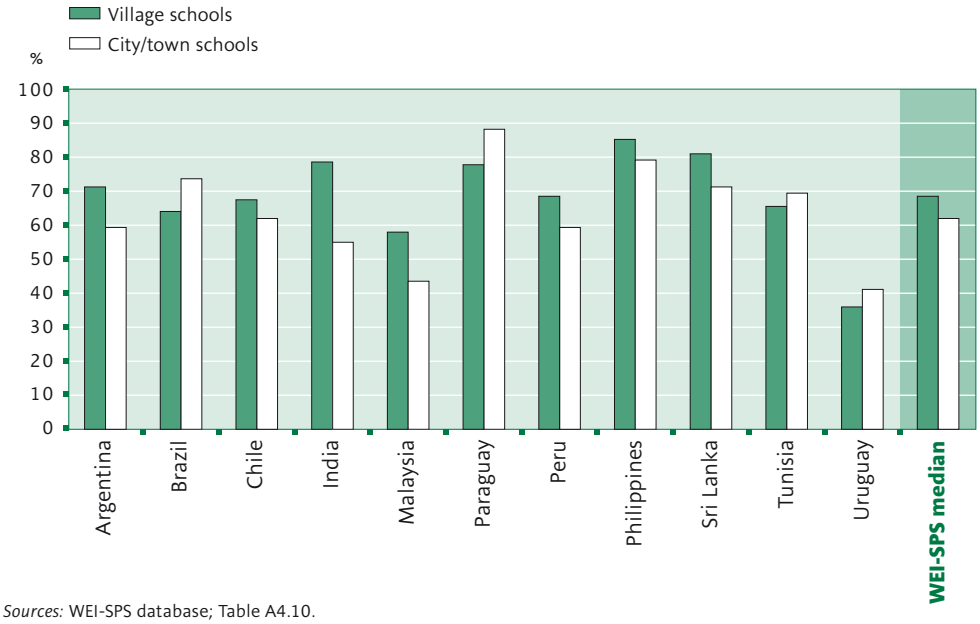
Not only do teachers have to be educated and taught how to teach (pre-service teacher training), but they also have to be kept up to date in content and techniques (in-service teacher training). Primary school heads were asked about the extent to which their classroom teachers had participated in the following professional activities:

- Courses/workshops (e.g. on subject matter or methods and/or other education-related topics except Information and Communication Technology – ICT);
- Course/workshops on ICT;
- Conferences (where teachers and/or researchers present their research results and discuss educational issues);
- Qualification programmes (e.g. Bachelor of Education, Master of Arts, Master of Education, Education Doctorate, Philosophy Doctorate);
- Observation visits to other schools; or
- Participation in a network of teachers (e.g. one organized by an outside agency or over the Internet but excluding participation in a teacher union).

FIGURE 4.15

Teachers with in-service training

Percentage of pupils in schools where teachers had in-service training in the past 12 months



Sources: WEI-SPS database; Table A4.10.

The percentage of pupils in schools where school heads reported that staff members had undergone some programme of professional development are presented in **Figure 4.15**. In general, pupils were in schools where between 60 percent and 70 percent of staff members had gone to some kind of in-service training course in the last 12 months – a significant achievement. Rates were particularly high in Paraguay, the Philippines and Sri Lanka, but low in Uruguay at 40 percent. Some caution is required when examining the figures for pre-service training, since there were many missing data for this variable.

In **Figure 4.16**, more detailed information is presented on the kinds of in-service courses. Overall, almost one-half of the pupils were in schools where staff had reportedly had in-service training in the subject matter they taught. However, relatively few pupils were in schools where staff members were reported as having attended other types of content training.

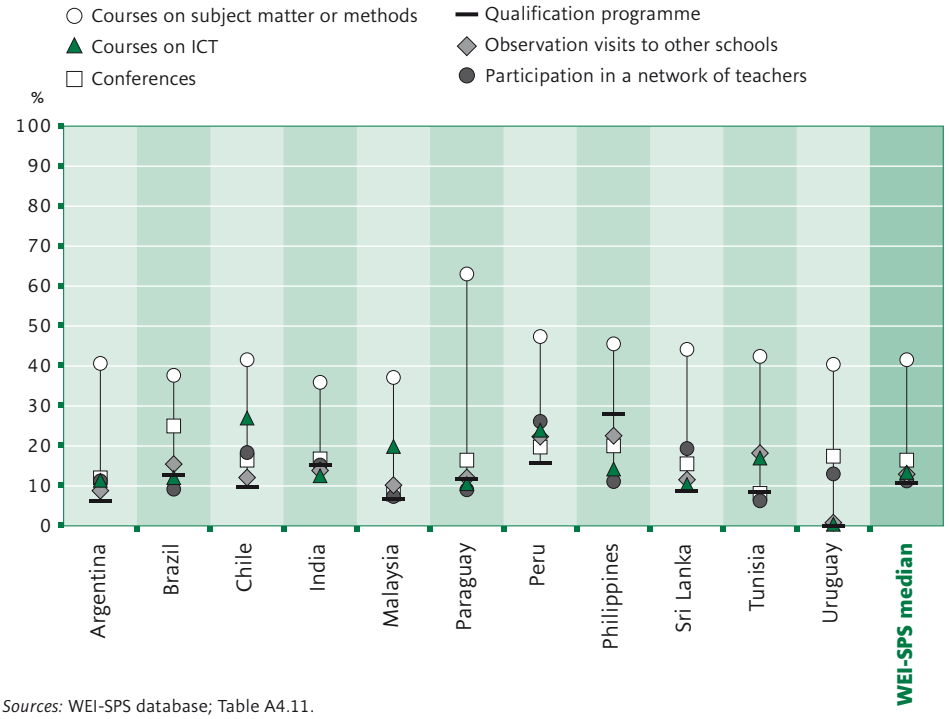
Some notable results include:

- Brazil had a relatively high percentage of pupils whose teachers attended conferences emphasizing research results;
- Chile emphasized ICT courses;
- Malaysia had relatively few pupils whose teachers had attended research-oriented conferences, courses for qualifications and teacher networking;
- Peru had relatively high participation in ICT, observing other teachers and participating in teacher networks;
- The Philippines had high participation in courses leading to qualifications; and
- Tunisia was relatively low on teacher participation in research-oriented conferences and teacher networks.

FIGURE 4.16

Types of in-service training courses completed by teachers

Percentage of pupils with teachers having different types of in-service training



Sources: WEI-SPS database; Table A4.11.

The organization of in-service teacher training courses is never an easy matter. It involves decisions on what is important to be taught in such courses, identifying the best people to teach and ensuring that the relevant people attend. Perhaps the results listed above will help structure future course content.

Perceived behavioural problems among teachers

School heads were asked about the extent to which they had to deal with the following behavioural problems of teachers in their schools:

- Teachers arriving late;
- Teacher absenteeism; or
- Teachers skipping classes.

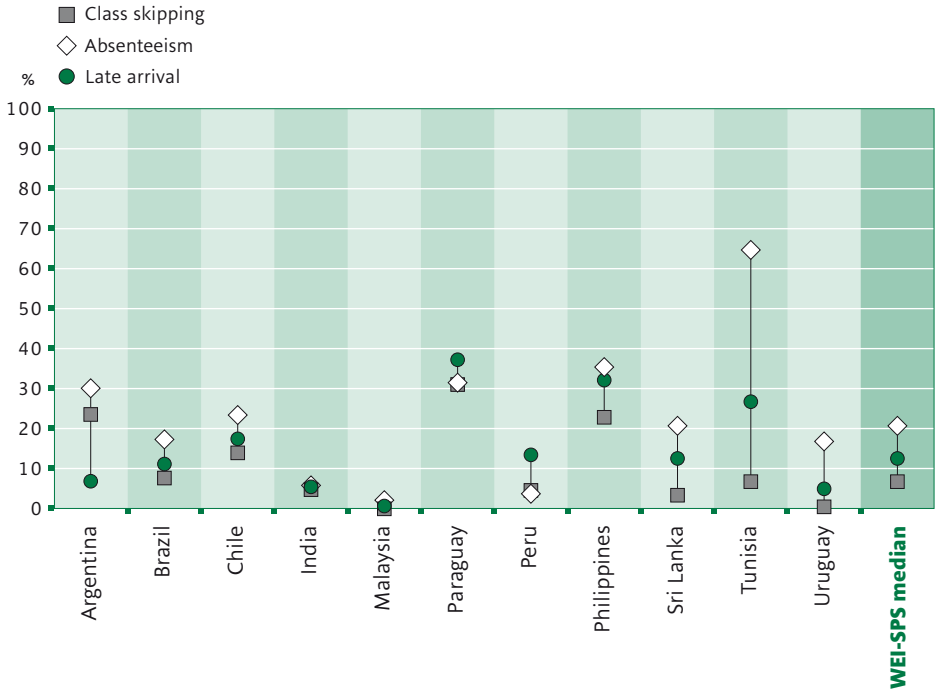
The response categories were: 'not at all', 'very little', 'to some extent' and 'a lot'. The categories 'to some extent' and 'a lot' have been combined and reported as a single category in **Figure 4.17**. (Similar questions were asked about pupils and these have been reported in Chapter 3.)

There were virtually no differences between schools in villages and those in cities/towns, and therefore, these data were not included in the figure. In a good school, there should be no (or miniscule numbers of) teachers arriving late, being absent or skipping classes. Absenteeism was perceived to be a big problem in Tunisia and, to a lesser extent, in Argentina, Chile, Paraguay, the Philippines and Sri Lanka. Late arrival was a problem in Paraguay, the Philippines and Tunisia. Skipping classes appeared to be a problem in Argentina, Paraguay and the Philippines. It was possible to derive a combined index from these criteria: the index of *Teacher behavioural problems* is presented in **Figures 4.18** and **4.19**. A high score on the index indicates problem areas, and a low score, fewer problems.

FIGURE 4.17

School heads' perception of teacher behavioural problems

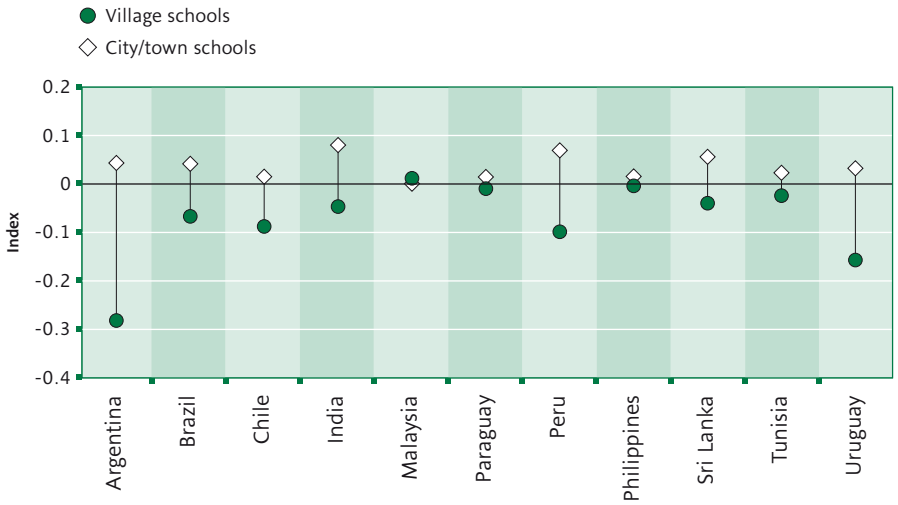
Percentage of pupils in schools where principals reported having to deal with the following problems 'to some extent' and 'a lot'



Sources: WEI-SPS database; Table 4.3.

FIGURE 4.18

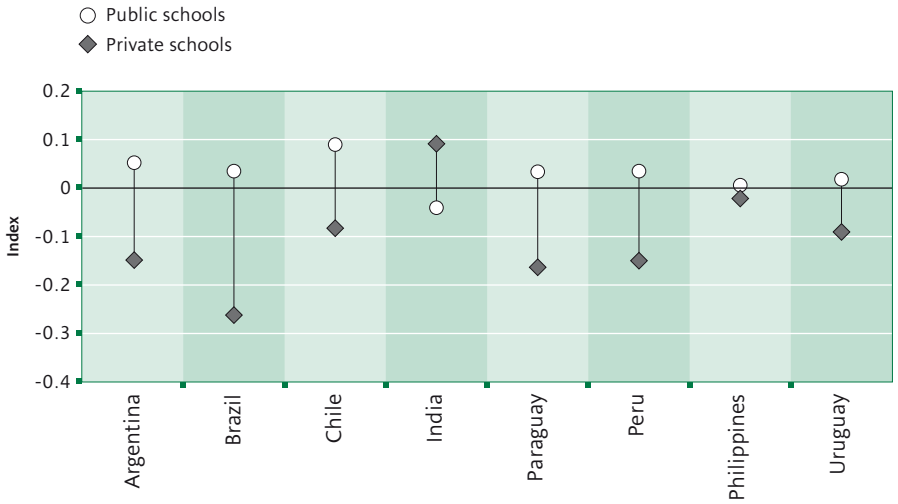
Mean values of the index of *Staff behavioural problems,* by school location



Sources: WEI-SPS database; Table A4.13.

FIGURE 4.19

Mean values of the index of *Staff behavioural problems,* by school type



Sources: WEI-SPS database; Table A4.13.

As seen in **Table 4.3**, Paraguay, the Philippines and Tunisia faced problems with late arrival by teachers, absenteeism and skipping class, whereas India and Malaysia had the fewest problems. In all WEI-SPS countries, school heads of city/town schools reported more teacher behavioural problems than those in villages, but these differences were only significant in Peru and Uruguay.

Earlier in this report, reference was made to an index of *Social advantage of school intake (see Chapter 3)*. The correlations between that index and the index of *Teacher behavioural problems* in each country have been presented in **Table 4.4**. The correlation coefficients for all countries were negative, implying that schools serving pupils of more advantaged backgrounds tended to have lower levels of reported teacher behavioural problems. The only exception was the Philippines, where the correlation coefficient was positive. However, in this case, the standard errors were so large that the correlation between the school social advantage and the level of teacher behavioural problems was not different from zero.

It should be added that even when the correlation coefficients between school social advantage and levels of teacher behavioural problems were negative, the size of the correlations were quite modest. Only in Argentina, Brazil, Malaysia, Peru, Sri Lanka and Uruguay were the coefficients larger than 0.10. In these countries, the higher the social intake of pupils, the fewer teacher behavioural problems were reported. The coefficients were less than -0.10 in the remaining countries.

This means that the link was not very strong, despite the existence of a general correlation between the socio-economic background of pupil intake and the reported teacher behavioural problems in most countries. One explanation was that the school heads' perceptions of teacher behavioural problems were only weakly related to their perceptions of the socio-economic backgrounds

TABLE 4.3 **PERCENTAGE OF PUPILS WITH TEACHERS WITH BEHAVIOURAL PROBLEMS**
Results based on 'to some extent' or 'a lot' responses only

	Late arrival		Absenteeism		Class skipping	
	%	SE	%	SE	%	SE
Argentina	6.8	1.02	29.8	1.75	23.8	1.62
Brazil	11.1	1.55	17.0	1.84	7.9	1.43
Chile	17.4	1.88	23.1	2.01	14.2	1.67
India	5.4	0.92	5.5	1.06	5.0	1.20
Malaysia	0.6	0.39	1.8	0.73	0.2	0.22
Paraguay	37.3	1.82	31.2	1.64	31.3	1.65
Peru	13.4	1.95	3.4	0.84	4.8	0.91
Philippines	32.1	2.50	35.1	2.48	23.2	2.30
Sri Lanka	12.5	1.81	20.4	2.15	3.6	1.07
Tunisia	26.8	2.08	64.4	2.20	7.0	1.23
Uruguay	4.9	0.81	16.5	1.44	0.7	0.29
WEI-SPS median	**12.5**		**20.4**		**7.0**	

Source: WEI-SPS database.

TABLE 4.4 **CORRELATION BETWEEN THE INDEX OF *TEACHER BEHAVIOURAL PROBLEMS* AND INDEX OF *SOCIAL ADVANTAGE OF SCHOOL INTAKE***

	Correlation	SE
Argentina	**-0.13**	0.036
Brazil	**-0.21**	0.045
Chile	-0.08	0.039
India	-0.01	0.048
Malaysia	**-0.12**	0.054
Paraguay	-0.04	0.037
Peru	**-0.15**	0.046
Philippines	0.02	0.044
Sri Lanka	**-0.12**	0.049
Tunisia	-0.04	0.049
Uruguay	**-0.13**	0.034

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

of the pupils that their schools served. Another possibility was that the indices of the socio-economic background of pupil intake and teacher behavioural problems were constructed on the perceptions of schools heads and were more prone to inaccuracies than if they had been based on more direct measures of the two constructs. As a result, the correlation coefficients may not fully capture the actual relationship between the social advantage of pupil intake and staff behavioural problems.

Despite the weaknesses of the measures, the fact that sizeable proportions of primary school pupils attended schools where school heads reported the existence of such problems among staff should be a concern for school administrators and educational authorities. The results also suggest a link between the socio-economic background of pupil composition and teacher commitment in a school. This is clearly an issue of high policy relevance for most WEI-SPS countries.

Conclusion

The characteristics of school heads and their teaching staff were described in the WEI-SPS study through a number of indicators. In general, the average ages of principals and staff were between 40 and 54 years. The average age of 54 years is a little high given that the school head stock has to be renewed. But, in general, school heads were of an expected age in all countries. In WEI-SPS countries, 50 percent of pupils had school heads who were female. There is some research evidence that shows that female heads (and teachers) obtain better achievement results with their primary school pupils, so it was interesting to find so many male heads and teachers in schools. This was particularly true for India, Malaysia, Peru, Sri Lanka and Tunisia. The percentage of female teachers was higher than the percentage of female school heads in these countries, implying that the authorities were under-utilizing the stock of female teachers for the purposes of selecting school heads.

Since the late 1980s, training school heads in management, either before they become heads or after, has become a significant trend. In general, nearly all pupils were in schools that had school heads who had had training, though some heads said that they did not know about such courses. Training courses ranged in duration from one week to almost one year. Little is known about the relative effect of the length of management training on school head performance – a topic which merits further research in the WEI-SPS countries.

Overall, in most WEI-SPS countries, school heads and their staff had completed some tertiary education courses. But, of course, much depends on the quality of the courses that they attended. All teachers had received pre-service training before starting to teach.

The pupil-teacher ratio is an index of the average number of pupils per staff member, which is not the same as class size. All countries had an average of 18 to 38 pupils per teacher, except for India where it was 51. The average was 20 pupils per class, but in some countries, pupils were in schools with an average class size of over 50 (18% in India and the Philippines). Chile had 23 percent of pupils in schools with average class sizes of over 40 pupils. In India, this was 33 percent, and in the Philippines, 53 percent.

The stability of school staff and the shortage of teachers and support staff were both identified as important factors for learning. In the WEI-SPS study, stability of staff was measured by computing the percentage of teachers who had been at the school for five or more years. 58 percent of pupils were in schools where less than 70 percent of the teachers had been in the school for five years. The median values for schools that had vacancy positions at the beginning of the school year was 27 percent for permanent staff and 18 percent for temporary teaching posts. This information was supplemented by the perceptions of school heads in regard to the shortage of these teaching staff. The median values of perceived shortages were 18 percent for qualified staff, 22 percent for replacement teachers and 46 percent for support staff. There would appear to be a problematic staffing situation in nearly all countries.

Another important indicator of the quality of teaching staff is how well they are kept up to date with subject matter and teaching methods. Many teachers in the WEI-SPS countries had attended courses on the subject matter(s) they taught. In Chile, Malaysia and Peru, there were some teachers who attended ICT. courses, and in Brazil, it was research-based conferences that were of interest.

Finally, the school heads were asked about problems concerning teacher absenteeism, lateness in arriving at school and skipping classes. In Paraguay, the Philippines and Tunisia, there were more pupils in schools with perceived problems in teacher behaviour, whereas in India, Malaysia, Peru and Uruguay, there were the fewest pupils in schools with such problems. In schools where the social intake of pupils was higher, there tended to be fewer perceived teacher behavioural problems.

Country profiles

Argentina: had the highest percentage of pupils in schools with female school heads. The heads were offered a six-month management course and a large percentage had attended them. There were many temporary teaching posts that needed to be filled. 60 percent of teachers were said to have attended in-service teacher training courses in the last year, but the heads reported that there was a problem with teacher absenteeism.

Brazil: invested more time than other countries in pre-service training for its teachers. There were some problems with the quality staffing of schools, especially in remote areas. In general, the stability of staff and the number of vacant permanent positions were concerns.

Chile: tended to have school heads who were slightly older than in other countries, of which 50 percent were male. 90 percent of heads said that they had attended a management course, which had a duration of one year. On average, pre-service training lasted 3.7 years. Teaching staff were relatively stable, although there was a slight problem in some city/town schools.

India: seemed to have more problems than the other countries in the study. Only 45 percent of teaching staff were female. Only 60 percent of school heads had had tertiary education, and in general, school heads had only 1.2 years of pre-service training. Only 36 percent of pupils were in schools where the head reported to have had a management course, and 22 percent of heads said that they did not even know that these courses were available. The pupil-teacher ratio was over 50:1 in villages. The staff did not tend to have very high levels of education, and there were shortages of qualified teachers and replacements.

Malaysia: a relatively affluent country, had well-qualified heads and staff, good staff stability and a low pupil-teacher ratio. There was a shortage of qualified teachers in some areas, and less than 50 percent of teachers had attended an in-service course in the last 12 months. There were very few behavioural problems with teachers, as reported by school heads.

Paraguay: in many ways represented the average for the countries in the study. Only 38 percent of school heads had been to management courses. Paraguay provided a lot of in-service training to its teachers, especially in subject matter training. The school heads reported problems with teachers arriving late and being absent.

Peru: like Paraguay was average for nearly all aspects of education examined in this chapter. The only difference was that school heads perceived there to be a shortage of support staff. There were relatively few teacher behavioural problems.

Philippines: again, was average for school heads and staff characteristics examined in this chapter. Pre-service training was somewhat shorter than in other countries, but the stability of staff was strong. Relatively more pupils were in schools where heads reported teacher behavioural problems.

Sri Lanka: shared certain similarities with India. Only 28 percent of school heads were female, despite female teachers accounting for 80 percent of the primary school teaching force. Only 50 percent of teachers had tertiary education, although this was slightly more in cities/towns. Teachers had pre-service training that lasted only 1.7 years on average. There were quite a few permanent teaching positions that were vacant.

Tunisia: had only 2.5 percent of heads who were female, though 60 percent of the primary school teaching force was female. Relatively few had a tertiary education. Pre-service training of heads and teachers was low in comparison with other countries in the study. Teacher absenteeism was perceived to be a severe problem by the school heads.

Uruguay: had an adequate supply of qualified staff and replacements, even though the stability of staff was not high. School heads reported only 40 percent of their teachers as having attended an in-service course in the last 12 months, and again, this was low compared with other countries in the study. Heads reported very few teacher behavioural problems.

5 School management, inspection and parental involvement in school

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School heads typically have the major responsibility of ensuring the smooth operation of schools. They are often promoted from among the ranks of experienced teachers and, thus, are expected to be familiar with how instruction is delivered. As instructional leaders, school heads are also expected to lead decisions on various aspects of school operations.

In this chapter, results have been presented from the WEI-SPS study related to school heads and instructional leadership; school governance and autonomy; monitoring and evaluation; and parental involvement. More specifically, the following questions have been addressed: In what types of activities were primary school heads in WEI-SPS countries involved on a frequent basis? To what extent did primary schools have power over issues about staffing, budgeting and instruction? Educational authorities often use inspection as a way to manage school systems and to improve schools. How frequently were primary schools in WEI-SPS countries visited by external inspectors and for what purposes? Finally, parental involvement in schools is often regarded as a tool both to ensure community support for schools and to hold schools accountable. To what extent were parents involved in the operation of primary schools in WEI-SPS countries? The results are based on responses provided by school heads and, unless otherwise noted, have been reported in terms of the number of primary school *pupils* within each country.

School heads and instructional leadership

In the school context, decisions affecting student learning are made at different levels, ranging from classroom teachers, school heads and their assistants, to education authorities. Central to this decision-making is the instructional leadership role played by school heads who generally carry out a wide range of tasks, including shaping school culture by developing and articulating a vision, winning support for it and inspiring others to attain it. An important part of a school head's responsibility is to develop and implement sound policies, procedures and practices. In addition, as instructional leaders, school heads are also expected to provide an environment that promotes individual contributions to the organization's work. Their success in carrying out these responsibilities is related to the demands of their daily activities.

One such task is teaching. WEI-SPS countries had different teaching requirements of school heads. In Malaysia, for example, heads were required to teach a minimum of five lesson periods per week. In some other countries, such as Chile, government policies focused on increasing the professionalization of school principals, which meant devoting more time to administrative, managerial and leadership duties.

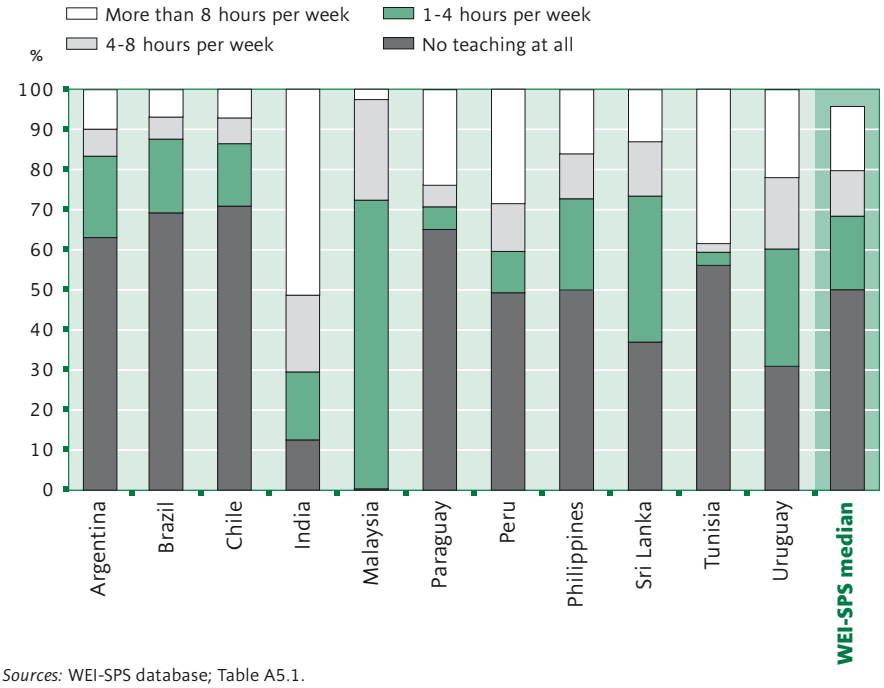
The WEI-SPS questionnaire asked school heads about their weekly teaching obligations. The responses have been presented in **Figure 5.1** and Table A5.1. In each of the 11 countries, at least some school heads were required to teach every week – from as little as one hour to more than eight hours. The share of primary school pupils with principals who had teaching obligations varied widely among countries. In most of the Latin American countries, principals of primary schools serving relatively limited proportions of pupils had teaching obligations. In Brazil and Chile, about 30 percent of pupils attended schools where the principals had some teaching obligations, including 10 percent of pupils who went to schools where heads taught four to eight hours and more every week. In Paraguay, Peru and Uruguay, at least one out of every five primary school pupils had a school head who taught more than eight hours each week.

In India, principals of primary schools serving one-half of the pupils reported to teach more than eight hours each week. In Tunisia, this was true for two out of five primary school pupils. On the other hand, all primary school heads in Malaysia reported having teaching obligations, although the heads of primary schools serving more than 70 percent of pupils said that they taught between one and four hours a week. The share of pupils with principals who had this level of teaching obligation varied from 10 percent or less in Paraguay, Peru and Tunisia to roughly 20 percent and more in Argentina, Brazil, the Philippines, Sri Lanka and Uruguay.

FIGURE 5.1

Teaching obligations of school heads

Percentage of primary pupils whose school heads reported having various levels of teaching obligations



Sources: WEI-SPS database; Table A5.1.

Aside from mandatory teaching, the primary responsibility of school heads is the operation of the school. In the WEI-SPS, school heads answered two sets of questions about their involvement in various administrative tasks. The first set of questions asked how frequently ('never or a few times a year', 'about once a month', 'about once a week' or 'daily') they did the following:

- public relations with the local community;
- managing school facilities and resources;
- keeping school accounts and budgeting;
- taking care of administrative and clerical duties;
- coordinating lesson programmes of various classes and grades;
- discussing student performance with classroom teachers;
- monitoring the progress of instructional innovations;
- coordinating special measures for students with learning problems;
- keeping student progress records;
- dealing with disciplinary problems; and
- organizing extra-curricular activities for students.

Detailed results were analyzed and summarized in Table A5.2. In **Table 5.1**, the percentage of pupils attending schools where principals carried out the selected activities 'once a week' or 'daily' have been presented. Across WEI-SPS countries, school heads were more often dealing with disciplinary problems, managing school facilities and resources, and taking care of administrative and clerical duties; and were relatively less often engaged in coordinating special measures for pupils with learning problems, coordinating lesson programmes, keeping school accounts and budgeting, and organizing extra-curricular activities.

TABLE 5.1 **ADMINISTRATIVE ACTIVITIES OF SCHOOL HEADS**
Percentage of pupils attending schools where school heads carried out the following activities once a week or daily

	Public relations	Manage school facilities	Keep school accounts	Administrative	Coordinate the lesson programmes	Discuss student performance	Monitor progress	Coordinate special measures	Keep progress records	Discipline	Organize extra-curricular activities	Other
Argentina	60	72	49	80	31	32	36	57	42	90	22	30
Brazil	54	82	62	86	32	50	49	38	40	88	34	50
Chile	51	74	53	89	36	45	33	34	39	83	37	50
India	41	59	37	70	66	51	57	59	38	77	68	14
Malaysia	47	64	33	74	23	26	32	26	10	61	50	43
Paraguay	52	53	28	93	38	44	43	46	43	90	16	34
Peru	44	69	36	85	34	23	27	27	42	90	26	21
Philippines	49	83	35	86	62	39	56	51	55	66	26	32
Sri Lanka	38	81	57	92	44	35	32	47	29	87	43	24
Tunisia	73	83	81	83	18	39	39	41	58	24	23	17
Uruguay	67	90	87	86	25	33	28	57	27	91	24	28
WEI-SPS median	**51**	**74**	**49**	**86**	**34**	**39**	**36**	**46**	**40**	**87**	**26**	**30**

Sources: WEI-SPS database; Table A5.2.

There was, however, enormous variation among countries. For example, more than one-half of primary pupils in the Philippines and Tunisia had school heads who reported working on student progress reports about once a week or daily – compared to only about 10 percent of pupils in Malaysia. One explanation for the low level reported in Malaysia may be that the vast majority of principals delegated such tasks to senior assistants.

Similarly, principals of schools enrolling around 90 percent of primary pupils in the Latin American countries participating in the study reported that they dealt with disciplinary problems on a weekly or daily basis. In Tunisia, the comparable figure was only approximately 24 percent. In India, about two-thirds of pupils had principals who reported to frequently organize extra-curricular activities, compared to about one-third or less of pupils in the Latin American countries and in the Philippines and Tunisia.

The second set of questions asked school heads how often ('never or a few times a year', 'about once a month', 'about once a week' or 'daily') they engaged in the following activities related to the provision of instructional support and leadership:

- observing teachers' teaching and advising them on their teaching;
- organizing activities aimed at the professional development of teachers;
- supporting classroom teachers in lesson preparation and execution of school tasks;
- discussing the use of textbooks with classroom teachers;
- attending lessons given by classroom teachers;
- discussing impressions of classroom visits with classroom teachers;
- evaluating classroom teachers' records on student progress;
- discussing new teaching methods with classroom teachers;
- providing suggestions and recommendations to classroom teachers on how to improve student performance; and
- stimulating classroom teachers to initiate instructional innovations.

Detailed analyses of the responses have been summarized and presented in Table A5.3. In **Table 5.2**, the percentage of pupils attending schools where principals carried out each of these activities 'once a week' or 'daily' has been shown. Across WEI-SPS countries, school heads were more likely to be observing and advising teachers, supporting teachers in lesson preparation and school tasks, and providing advice on how to improve pupil performance.

TABLE 5.2 **INTRUCTIONAL SUPPORT ACTIVITIES OF SCHOOL HEADS**
Percentage of pupils attending schools where school heads carried out the following activities once a week or daily

	Observe teaching	Professional development	Support classroom teachers	Discuss use of textbooks	Attend lessons	Discuss classroom visits	Evaluate students progress	Discuss new teaching methods	Provide suggestions	Stimulate classroom teachers
Argentina	75	26	59	19	44	39	25	21	62	35
Brazil	63	39	39	28	19	24	26	36	60	62
Chile	60	51	42	25	27	35	33	43	53	58
India	75	27	77	69	69	61	32	45	53	50
Malaysia	49	17	50	15	31	23	25	18	23	31
Paraguay	72	18	64	39	47	37	33	32	55	44
Peru	65	15	46	28	38	30	23	18	41	27
Philippines	76	28	81	33	59	54	36	29	59	53
Sri Lanka	81	32	74	35	55	46	28	32	40	45
Tunisia	65	15	37	20	58	50	32	18	57	58
Uruguay	72	29	55	18	38	34	16	16	53	53
WEI-SPS median	**72**	**27**	**55**	**28**	**44**	**37**	**28**	**29**	**53**	**50**

Sources: WEI-SPS database; Table A5.3.

There was great variation among countries. For example, about two-thirds or more of pupils in India, the Philippines and Sri Lanka had school heads who helped teachers in lesson preparation and execution of school tasks – compared to one-half or less of pupils in Brazil, Chile, Malaysia, Peru and Tunisia. Similarly, school heads in Brazil (62%), Chile (58%) and Tunisia (58%) were involved much more frequently in prompting new teaching approaches in the classroom than their counterparts in Argentina (35%), Malaysia (31%) and Peru (27%). Again, in Malaysia, subject panels were usually delegated to deal with curricular and instructional matters, while principals acted more as teacher administrators or generalists.

Across WEI-SPS countries, school heads were less frequently involved in organizing professional development activities for teachers and evaluating teacher records on the progress of pupils. Again, there was great variation among countries. In India, 69 percent of pupils had school heads who discussed the use of textbooks with teachers on a weekly or daily basis – compared to only about 20 percent or less in Argentina, Malaysia, Tunisia and Uruguay.

It was interesting to note whether or how the engagement of school heads in administrative duties and instructional leadership varied across schools *within* WEI-SPS countries. For example, large schools might be more likely than small schools to have dedicated administrative staff, permitting principals to focus on instructional leadership and support. On the other hand, larger schools may have more complex and a higher volume of administrative work. This implies that principals of larger schools may be required to devote more time and energy to administrative issues than their counterparts in small schools.

To what extent did either of these scenarios fit the reality in WEI-SPS countries? Did the school heads' emphasis on administrative duties versus instructional leadership and support also vary by their educational backgrounds? Did the day-to-day work of school heads reflect different priorities between public and private schools, or schools located in village communities and in city/town communities? To explore this, two composite indices were created, each by averaging the values of the responses to the two sets of survey questions outlined in this section. Thus, the first index relates to school heads' emphasis on administrative duties and the second index relates to their time commitment to instructional leadership and support. A greater value implies that school heads devoted more time to that type of activity.

Table 5.3 is a summary of the results of a correlation analysis between the work emphasis of school heads and their school's size and their own education level.

TABLE 5.3 **EMPHASIS OF SCHOOL HEAD'S WORK, BY SCHOOL SIZE AND SCHOOL HEAD'S LEVEL OF EDUCATION**
Coefficients of correlation between indices of emphasis on daily work

	Emphasis on administrative support				Emphasis on instructional leadership			
	School size		Education of school head		School size		Education of school head	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	-0.049	0.036	-0.020	0.049	-0.009	0.035	-0.019	0.050
Brazil	**0.113**	0.053	**0.158**	0.051	**-0.142**	0.051	-0.030	0.062
Chile	**-0.137**	0.041	-0.038	0.031	-0.056	0.044	-0.040	0.021
India	0.029	0.043	0.046	0.039	0.020	0.051	-0.048	0.043
Malaysia	0.026	0.036	-0.087	0.078	0.004	0.045	-0.063	0.062
Paraguay	**0.187**	0.035	0.049	0.037	0.078	0.039	0.011	0.038
Peru	-0.060	0.044	**-0.041**	0.019	-0.067	0.047	**-0.072**	0.017
Philippines	0.011	0.096	0.047	0.037	0.059	0.047	0.043	0.034
Sri Lanka	0.036	0.069	-0.002	0.059	-0.027	0.050	-0.045	0.056
Tunisia	0.046	0.046	0.085	0.046	-0.015	0.050	0.097	0.050
Uruguay	0.016	0.043	m		0.033	0.045	m	

Note: Correlation that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

The correlation coefficients between administrative support and school size were positive in 8 out of 11 countries, suggesting that the principals of larger schools tended to demonstrate greater engagement in these duties in their daily work. The correlation between instructional support and school size were positive in five countries, but negative in the other six. Therefore, it is difficult to say that there was necessarily a pattern across the WEI-SPS countries. The school heads' level of educational qualifications correlated negatively with their emphasis on administrative duties in one-half of the ten countries with available data and correlated negatively with their emphasis on instructional support in seven of the ten countries. However, the correlation coefficients were statistically not different from zero in most cases and quite small. In other words, there is no strong evidence to make general claims about the relationship among each of the four pairs of indicators across the WEI-SPS countries.

In **Figure 5.2**, public and private schools were compared in terms of the effect sizes of the differences in the mean values of the two indices *(see Box 3.1)*. As shown in the first panel, the bars are to the left of the axis corresponding to zero in five out of eight countries for which there was a distinction between public and private schools. This implies that, in the majority of the countries, heads of public schools reported higher levels of emphasis on administrative duties in their daily work than their counterparts in private schools. The differences were most pronounced in Argentina, the Philippines and Uruguay. On the other hand, in Paraguay and Peru, heads of private schools reported more emphasis on administrative duties in their daily work than their public school counterparts. However, these differences were so small that they were negligible. In Brazil, heads of public and private schools reported virtually the same levels of emphasis on administrative work in their daily tasks.

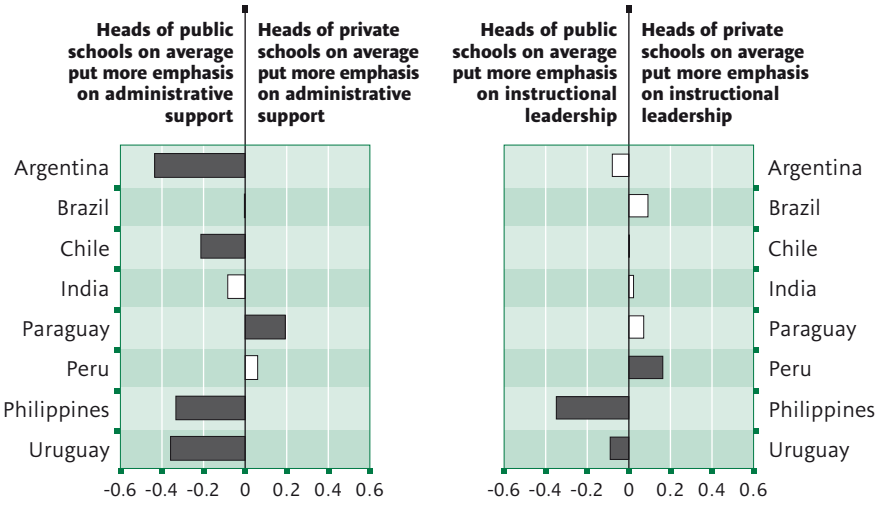
There was no clear pattern across WEI-SPS countries for differences between public and private schools. In Brazil, India and Paraguay, the mean values of the index scores were higher for private schools than private schools, but the gaps were not statistically significant. In the Philippines, on the other hand, public school heads reported putting more emphasis on instructional issues than their counterparts in private schools. This was also true in Argentina and Uruguay, but the differences were small.

The design of the WEI-SPS did not allow an evaluation of which leadership style is more effective in various circumstances. Sometimes, school heads are expected to play the role of an effective administrator. At other times, they are required to provide instructional leadership, which may mean searching for and implementing solutions to everyday problems in order for the school to operate smoothly. Or, it may mean motivating teachers to go beyond and achieve more in order for schools to improve. Effective leaders choose the style that best fits the goals that they aim to achieve and the circumstances that they face.

FIGURE 5.2

Comparing the emphasis of school heads' work across schools

Differences in the index of *Emphasis of school heads' work,* expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A5.4.

School governance and school autonomy

There has been a movement in favour of decentralization as a way to achieve various goals, such as improving quality and efficiency, sharing the financial burden of schools, boosting democratic participation and strengthening accountability (McGinn and Welsh, 1999). A mechanism commonly used in decentralization to strengthen the involvement of stakeholders is to establish governing boards which typically oversee schools and represent community participation in deciding the overall direction. They also provide a structure for public accountability and a way for parents and the community to influence school policies (Cummings and Riddell, 1994; Davies, 1990; Fiske, 1996; McGinn and Welsh, 1999).

In the WEI-SPS, school heads were asked whether their school had a governing board. As shown in Table A5.5 and **Figure 5.3**, boards were relatively prevalent in most of the countries but there was a wide range overall. The majority of pupils attended schools that had a governing board in Chile (93%), Tunisia (89%), Peru (85%), India (79%), Brazil (78%), Sri Lanka (70%) and Paraguay (56%). It was less common for pupils to have school boards in Malaysia (29%), Argentina (26%) and Uruguay (8%).

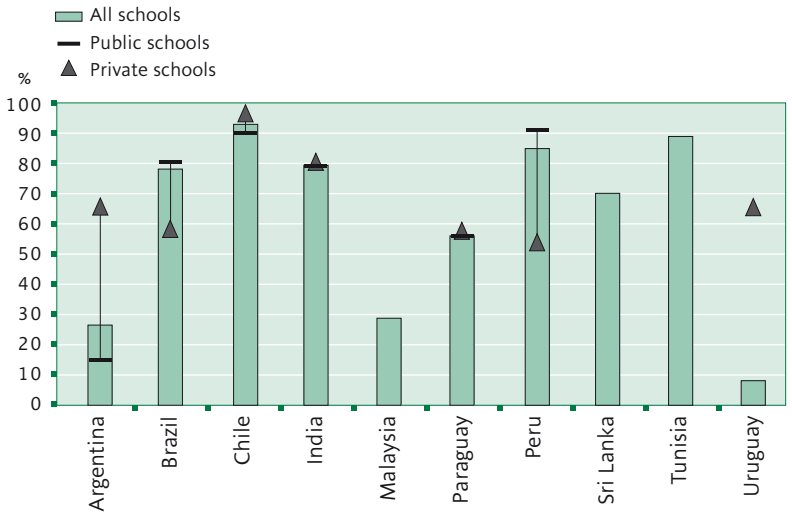
Across WEI-SPS countries, there was no clear pattern as to whether public or private schools were more likely to have a school board. In Argentina, private schools were much more likely to have a governing board than public schools. The same was true to some extent in Chile, though the difference was relatively small. In Uruguay, all the schools that reported having a governing board were private. On the contrary, public schools in Brazil and Peru were more likely to have a governing board than private schools. In India and Paraguay, there was virtually no difference in this area.

If a school had a governing board, the heads were asked whether this included representatives from the following groups: teaching staff; school heads or deputy heads; parents; the education authority; local government; the business sector; or religious groups. The responses have been summarized and presented in Table A5.6 and **Figure 5.4**.

FIGURE 5.3

Presence of governing boards across schools

Percentage of primary pupils in schools that have governing boards, by school type

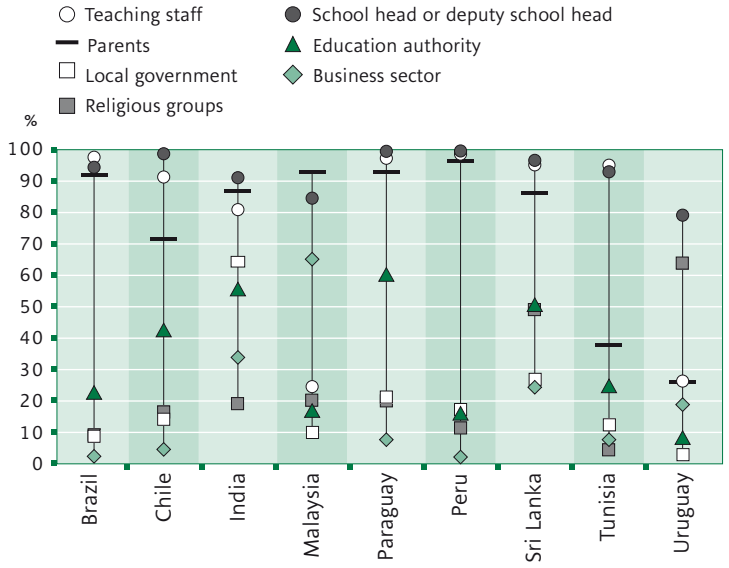


Sources: WEI-SPS database; Table A5.5.

FIGURE 5.4

Composition of school governing boards

Percentage of primary pupils in schools where the governing board, where it existed, had representatives from the following groups



Sources: WEI-SPS database; Table A5.6.

WEI-SPS countries varied in terms of school board representation. For example, representation by teaching staff was common in most of the countries, except in Uruguay (26%) and Malaysia (24%) – where most schools did not have governing boards. Representation by school heads or deputy heads was relatively common throughout. In Tunisia and Uruguay, only a minority of governing boards included parents. More than one-half of the boards did not have representatives from the education authority in WEI-SPS countries, except in Paraguay (60%) and India (55%). The representation of local government was also relatively rare, with the exception of India (64%). In Malaysia, representatives from the business community were included in the majority of governing boards (65%). In India, this group represented approximately 34 percent. Except in these two countries, the business community was not commonly represented on governing boards. The representation of religious groups was relatively common in Uruguay (64%) and Sri Lanka (49%).

It is difficult to describe a general pattern in the representation of various groups on school governing boards among different countries. Nevertheless, where these boards did exist, representation of teaching staff, school management and parents was relatively high. In countries where boards were less common, representation of teaching staff, parents, the education authority and local government was less likely and representation from business and religious groups more likely. Since no data were collected on the operations of the governing boards, it was not possible to investigate what role they actually played in WEI-SPS countries or whether this affected its composition.

Furthermore, the study collected data on whether schools had 'significant responsibility' for the following issues:

- selecting teachers for hire;
- firing teachers;
- establishing teachers' starting salaries;
- determining teachers' salary increases;
- formulating the school budget;
- deciding on budget allocations within the school;
- establishing pupil disciplinary policies;
- establishing pupil assessment policies;
- approving admittance to the school;
- choosing which textbooks are used;
- determining course content; and
- deciding which courses are offered.

The results are presented in Table A5.7 and **Figure 5.5**. Overall, schools seemed less likely to have power over issues related to teacher hiring and compensation. They were somewhat more likely to be autonomous on issues related to the school budget and course offerings. Schools were relatively more likely to have significant responsibilities for establishing school policies about pupil management issues, such as admissions, assessments and disciplinary policies.

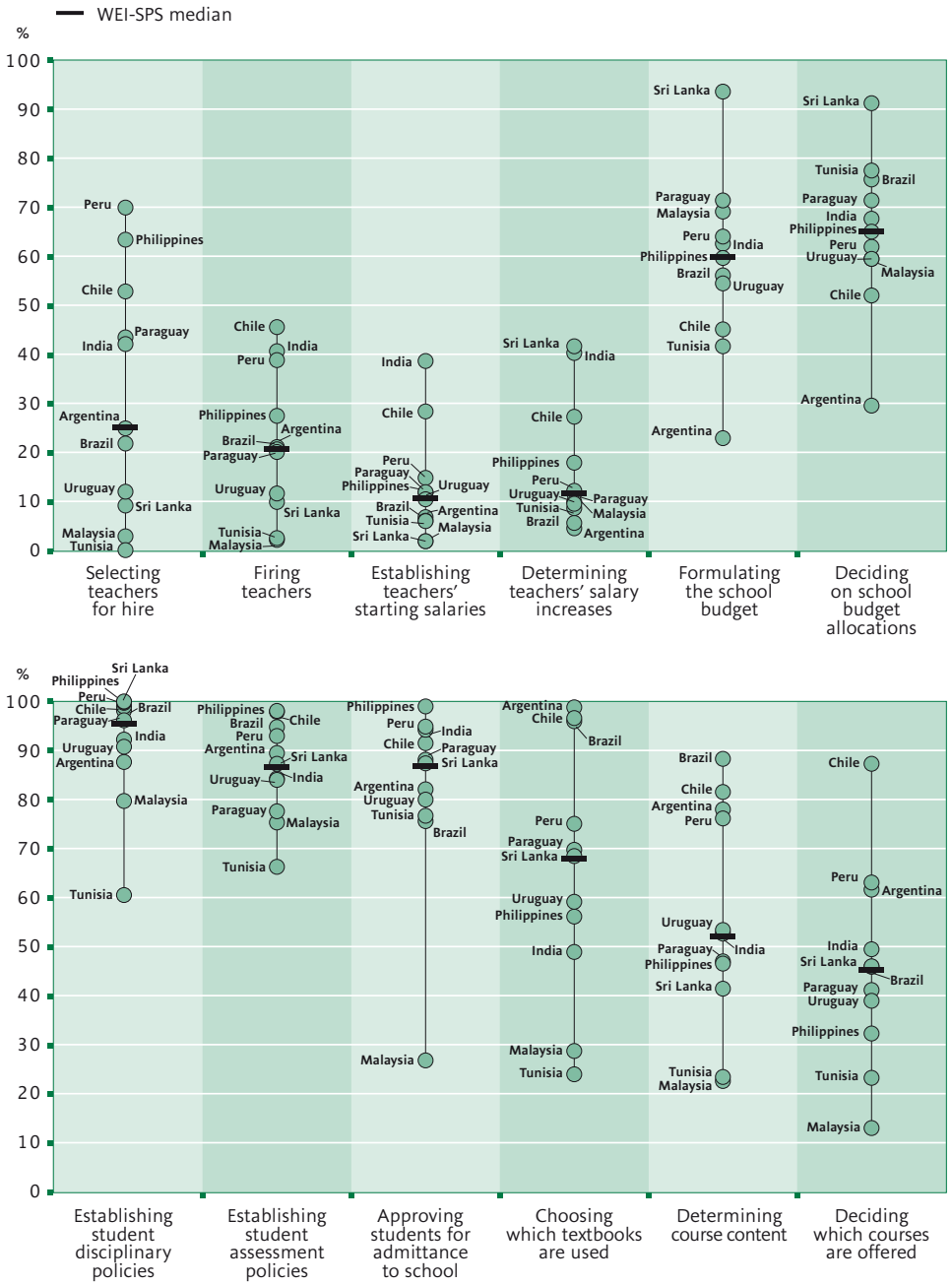
There was, however, considerable variation among countries in terms of the extent of autonomy in making various decisions. For example, the share of pupils attending schools with significant responsibility over the hiring of teachers was relatively small in Tunisia (0.3%), Malaysia (3%) and Sri Lanka (9%). In contrast, the share was more than one-half of pupils in Chile (53%), the Philippines (63%) and Peru (70%). The area of student disciplinary policies provides another example – virtually all primary schools in Peru, the Philippines and Sri Lanka had significant responsibility in this regard. In contrast, primary schools responsible for this issue covered only about 60 percent of pupils in Tunisia and 80 percent in Malaysia.

In order to facilitate comparisons, four indices were constructed to represent the four types of areas in which schools had significant autonomy: i) teacher hiring/firing and salaries; ii) school budget; iii) admission, assessment and disciplining of pupils; and iv) instructional content and course offerings. The indices were created in such a way that a greater value means that the school had more autonomy. The indices were standardized to have a mean of zero and a standard deviation of 1.0 across all WEI-SPS countries. Thus, the indices allow for comparisons both *between* and *within* countries. A value greater than 1.0 simply means that a school had a higher level of control than a typical school on the issue in question. Similarly, a negative value means that the school was reported to have a lower level of control.

FIGURE 5.5

School autonomy on decision-making

Percentage of primary pupils in schools where the school's governing board, school head or classroom teachers had significant responsibility over the following decisions



Sources: WEI-SPS database; Table A5.7.

The mean values of the four indices were calculated and have been presented in Table A5.8 and **Figure 5.6**. These results confirm that there was great variation across and within WEI-SPS countries over school autonomy. Compared to other WEI-SPS countries, schools in Malaysia, Tunisia and Uruguay had lower levels of autonomy, on average, in all or most of the four types of decisions. On the other hand, schools in Paraguay, Peru and Sri Lanka tended to have higher levels of autonomy on the four types of decisions. Schools in Argentina and Chile had relatively lower levels of autonomy on issues related to school budgeting, with the opposite situation being true in Malaysia and Tunisia.

Schools in India, the Philippines and Sri Lanka, and especially Malaysia and Tunisia, were less likely to have significant responsibility for decisions about instructional content and course offerings than on other matters. On the other hand, primary schools in Malaysia and Tunisia had relatively more autonomy on issues about school budget, as did schools in Paraguay and Sri Lanka. In contrast, schools in Argentina, Brazil and Chile were more likely to have significant responsibility for instructional content. Schools in Peru, the Philippines and Uruguay were more likely to have significant responsibilities over decisions about pupils.

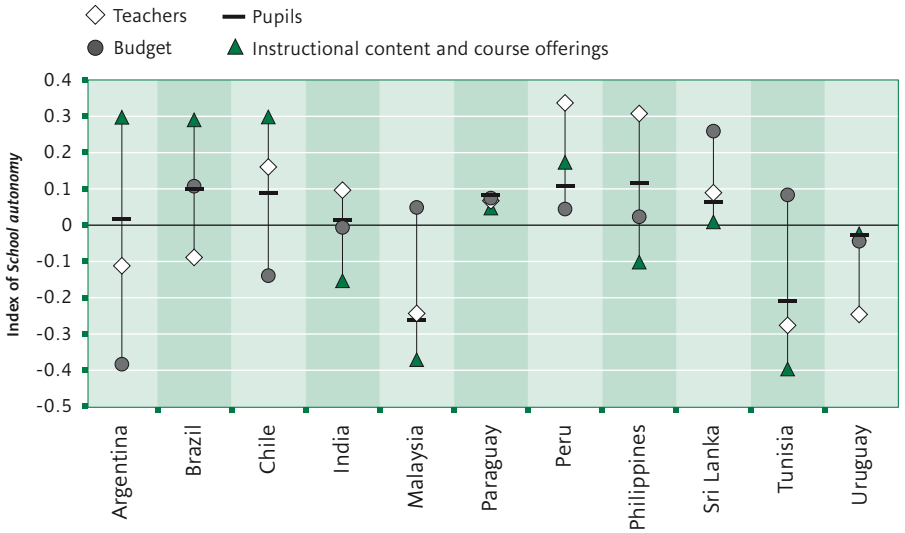
Within countries, school heads in Latin America had the most control over instructional content but were quite limited in their decision-making power on hiring and firing teachers and school budget. For example, Argentina had relatively high levels of autonomy related to curricular content, but quite low levels of responsibility for budgeting. This pattern was similar in Chile. In Brazil, primary schools had the most say on curricular issues but limited power over the hiring and firing of teachers. In Paraguay and Peru, school heads reported similarly high levels of autonomy on all four issues.

On the other hand, school heads in the Asian countries in the study had higher levels of latitude on hiring and firing teachers and school budget but relatively less latitude on instructional contents. Schools in India had the most latitude about the hiring and firing of teachers but limited responsibility over curricular content.

FIGURE 5.6

The extent of autonomy of primary schools

Mean values of the international scales of indices of school autonomy on various decisions



Sources: WEI-SPS database; Table A5.8.

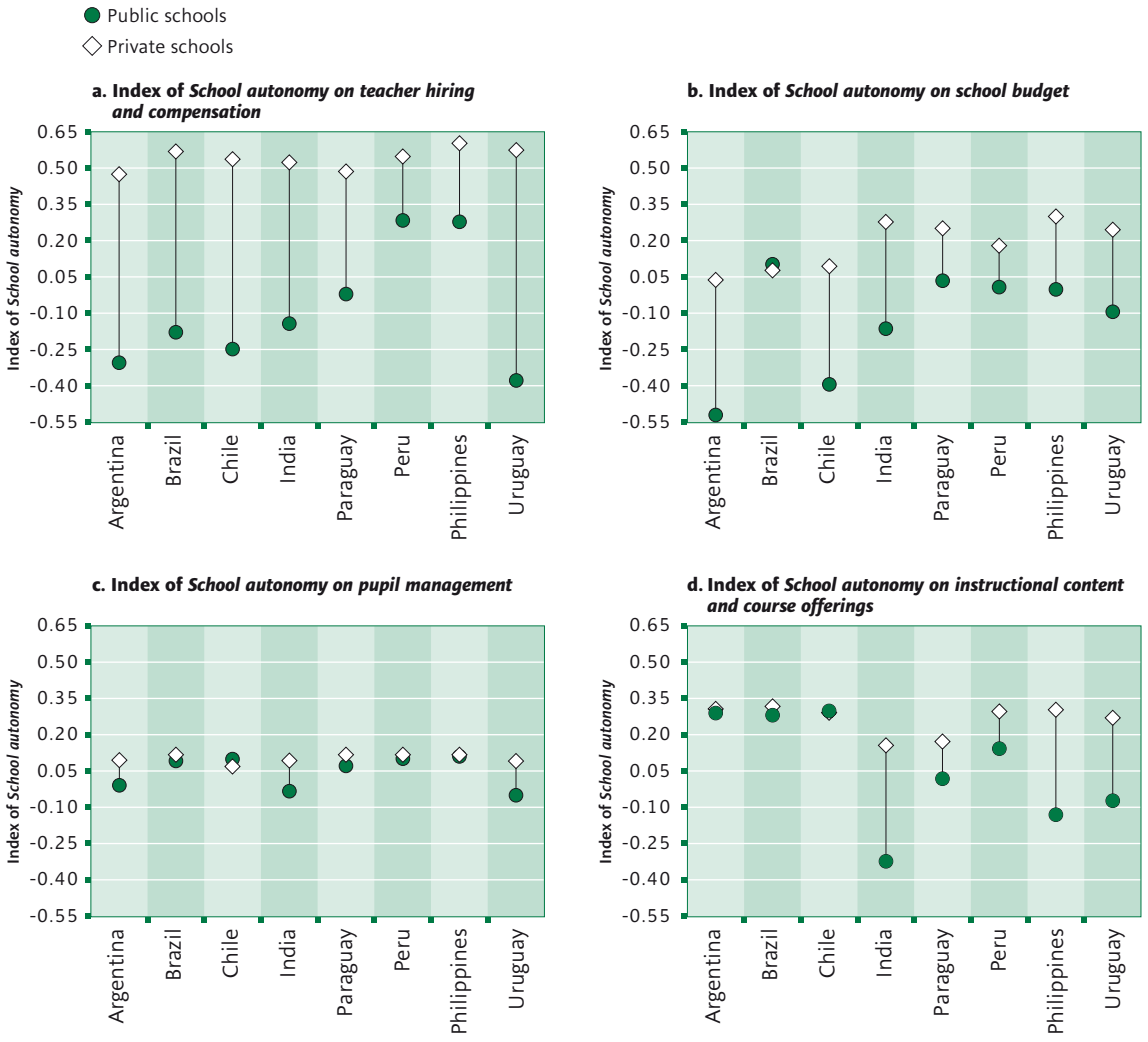
In Malaysia, schools had more input on budgeting than on any other issue but were most limited in the admission, assessment and disciplining of pupils and on curricular content. This pattern was almost a mirror image of what was reported in Tunisia. In both the Philippines and Malaysia, schools had relatively low levels of control over instructional content, but school heads in the Philippines had the most control over admission, assessment and disciplining of pupils, which was the opposite in Malaysia.

Did private schools have more autonomy on school management and operations than public schools? To address this question, the mean values of the four indices were calculated separately for public and private schools for the eight countries with available data. The results have been presented in Table A5.9 and **Figure 5.7**.

As can be seen in the first panel of Figure 5.7, the symbols representing private schools are above those for public schools in most cases for the four indices.

FIGURE 5.7

Differences in decision-making autonomy between public and private schools, by issue



Sources: WEI-SPS database; Table A5.9.

The size of the differences between public and private schools, however, varied both among countries as well as across indices. The differences seemed most pronounced on the issues of teacher hiring and compensation.

The difference between public and private schools in the index of *Autonomy on teacher hiring and compensation* was relatively small in Peru and the Philippines, although it was still more than one-quarter of a standard deviation on the international scale. The difference grew to one-half of a standard deviation in Paraguay and two-thirds of a standard deviation or more in India (0.66), Brazil (0.74), Argentina (0.77) and Chile (0.78). The difference was most striking in Uruguay, where the mean values of the index for private schools were almost one standard deviation higher than that for public schools.

Private schools were also reported to have more autonomy than public schools in formulating budgets and deciding on budget allocations within schools. The only exception was Brazil, where there was virtually no difference in the mean values of the index of *Autonomy on school budget*. For the rest of the countries, the mean values of the index for private schools ranged from around one-fifth of a standard deviation in Peru (0.17) to around one-third in the Philippines (0.30) and Uruguay (0.34), and even greater in India (0.44), Chile (0.48) and Argentina (0.55).

As for decision-making on the admission, assessment and disciplining of pupils, principals of private schools in Argentina, India and Uruguay reported somewhat higher levels of autonomy than their counterparts in public schools. However, the differences were so small that they were negligible. Overall, private and public schools seemed to have rather similar levels of autonomy on pupil affairs across WEI-SPS countries.

Countries also differed in terms of how public and private schools compared on average levels of autonomy in selecting textbooks and determining course content and course offerings. In Argentina, Brazil and Chile, there was virtually no difference between public and private schools on the average levels of responsibility for these areas. In Paraguay and Peru, private schools overall seemed to have more input in these areas than public schools, though the differences were small. In India and the Philippines, private schools had noticeably higher levels of autonomy on instructional content than did their public school counterparts.

Monitoring and evaluation

Monitoring and evaluation are essential for school management, classroom teachers and pupils in order to consolidate achievements and identify areas of weakness. Such monitoring can be conducted by central administration or at the school level (Edmonds, 1979; Levine and Lezotte, 1990; Mortimore et al., 1988; Reynolds, 1992; Rutter et al., 1979).

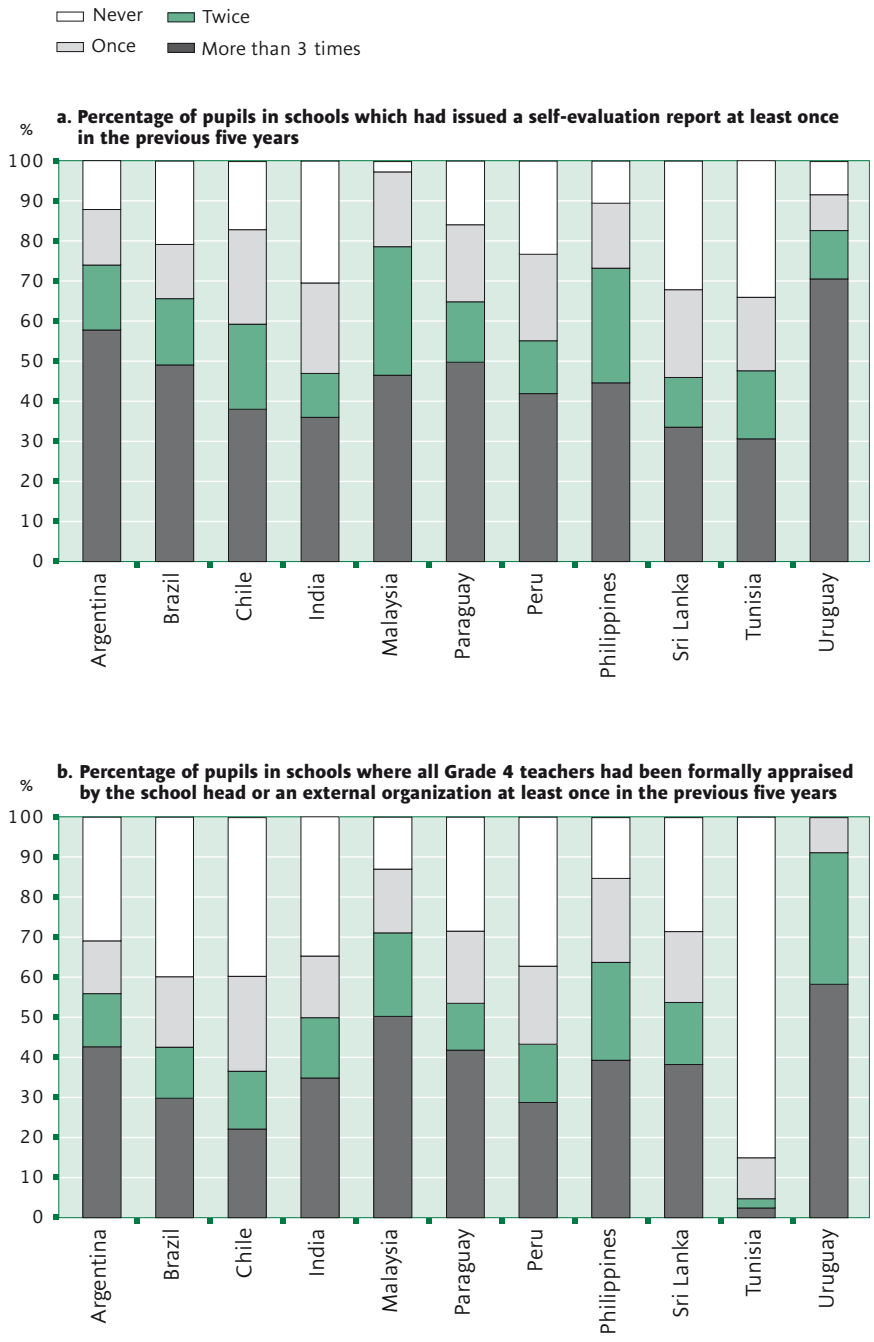
In the WEI-SPS study, data on the number of monitoring mechanisms were collected from both teachers and school heads. Teachers responded to questions about monitoring at the classroom level and the results have been presented in Chapter 7. In this section, responses provided by principals for the school level have been presented. The school heads were asked whether, in the previous five years, the school had issued a self-evaluation report and whether all Grade 4 teachers had been formally appraised by the school head or an external organization in the previous five years. They were also asked whether an external inspector, school advisor or review panel had visited the school in the past two years and, if so, for what purposes. Lastly, school heads answered questions about the purpose for which pupil assessments were used.

Data on the first type of monitoring activity have been summarized and presented in Table A5.10 and **Figure 5.8**. Schools serving as many as 30 percent of the primary pupil population in India, Sri Lanka and Tunisia had not issued a self-evaluation report in five years. On the other hand, in Malaysia schools covering nearly all primary pupils had issued such reports in that time period, and schools serving almost 80 percent of primary pupils had done so twice or even more. Other countries where schools serving the vast majority of primary pupils had issued two or more self-evaluation reports over the previous five years included the Philippines (73%), Argentina (74%) and Uruguay (83%).

In terms of appraising Grade 4 teachers, in Uruguay all schools had done so at least once in the previous five years. The same was true for schools serving around 70 percent or more of pupils in Argentina, Malaysia, Paraguay, the Philippines and Sri Lanka.

FIGURE 5.8

School self-evaluations and teacher appraisals



Sources: WEI-SPS database; Table A5.10.

Schools serving substantial proportions of pupil populations had not had their Grade 4 teachers appraised by the school head or an external organization in Brazil (40%), Chile (40%), Peru (37%) and India (35%). The extreme was Tunisia, where the majority of pupils (85%) went to schools where Grade 4 teachers had never been appraised by the school head or an external organization.

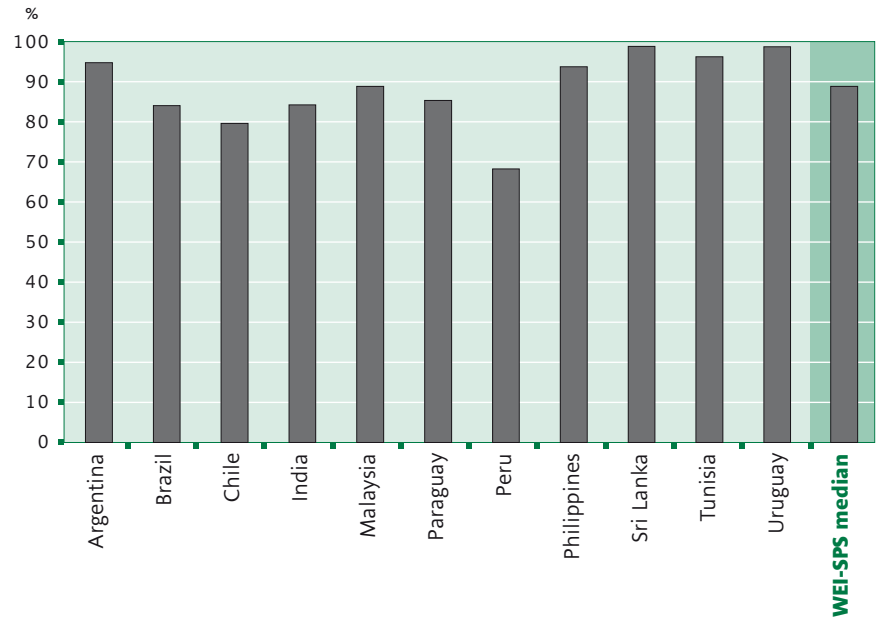
Where schools were more likely to have issued a self-evaluation report, it was also more likely that their Grade 4 teachers had been appraised. For example, Malaysia, the Philippines and Uruguay were the three countries where schools were most likely to have issued at least one self-evaluation report in the previous five years. They were also the top three countries in terms of the share of Grade 4 teachers who had been appraised. In contrast, Brazil, Chile, India, Peru and Tunisia all had large proportions of primary pupils attending schools that had not issued a self-evaluation report over the five-year period and were among the least likely to have appraised their Grade 4 teachers.

Data on the second type of monitoring – inspection by external inspector, school advisor or review panel – have been summarized and presented in Table A5.11 and **Figure 5.9**. Across WEI-SPS countries, the vast majority of pupils were in primary schools that had gone through such an inspection in the two years prior to the time that the study was undertaken. Such schools covered around 90 percent or more of pupils in Malaysia (89%), the Philippines (94%), Argentina (95%), Tunisia (96%), Sri Lanka (99%) and Uruguay (99%). On the other hand, primary schools serving about 20 percent or more of the pupils in Chile and Peru had not received such visits.

FIGURE 5.9

External inspections of schools

Percentage of primary pupils in schools that had been visited by an external inspector, school advisor or review panel in the previous two years



Sources: WEI-SPS database; Table A5.11.

For those schools that had an external inspection in the past two years, school heads were asked further questions about the purpose of the visit:

- reviewing the performance of the whole school;
- conducting an evaluation of teaching in a particular subject matter;
- appraising individual classroom teacher(s);
- assisting classroom teachers to improve their teaching skills;
- advising the school head and/or other key staff on management and administration; or
- addressing a crisis or problem in the school.

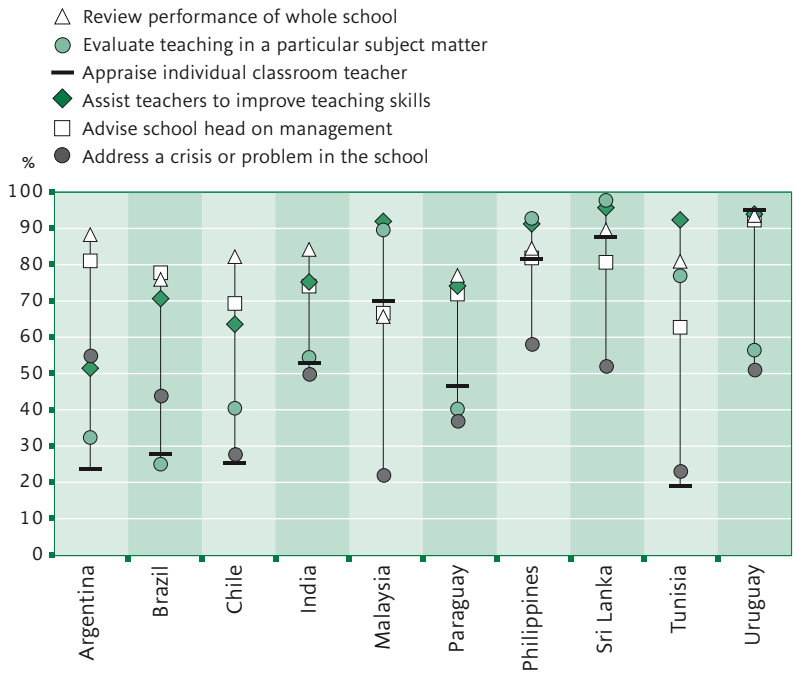
The percentage of pupils attending schools that were reported to have received external inspections for these purposes were calculated and have been presented in Table A5.12 and **Figure 5.10**. Across WEI-SPS countries, external inspections seemed to be mostly about reviewing the performance of the whole school. This was the case in Argentina, Brazil, Chile, India, Paraguay and Uruguay. Such visits were also reported to be for the purpose of providing assistance to teachers in Malaysia, the Philippines, Sri Lanka, Tunisia and Uruguay. The assistance seemed to target teachers overall rather than individual teachers, since 'appraising individual classroom teachers' was less likely to be the main purpose of such visits in most countries. The exception was Uruguay, where appraising individual teachers was reported to be the most common purpose of the external visits.

One of the most common tools for monitoring the performance and progress of pupil learning is through classroom assessment, public examinations, national assessment and international assessments (Kellaghan and Greaney, 2001).

FIGURE 5.10

Purpose of external inspections

Percentage of pupils in schools where an external inspection was performed for the following purposes

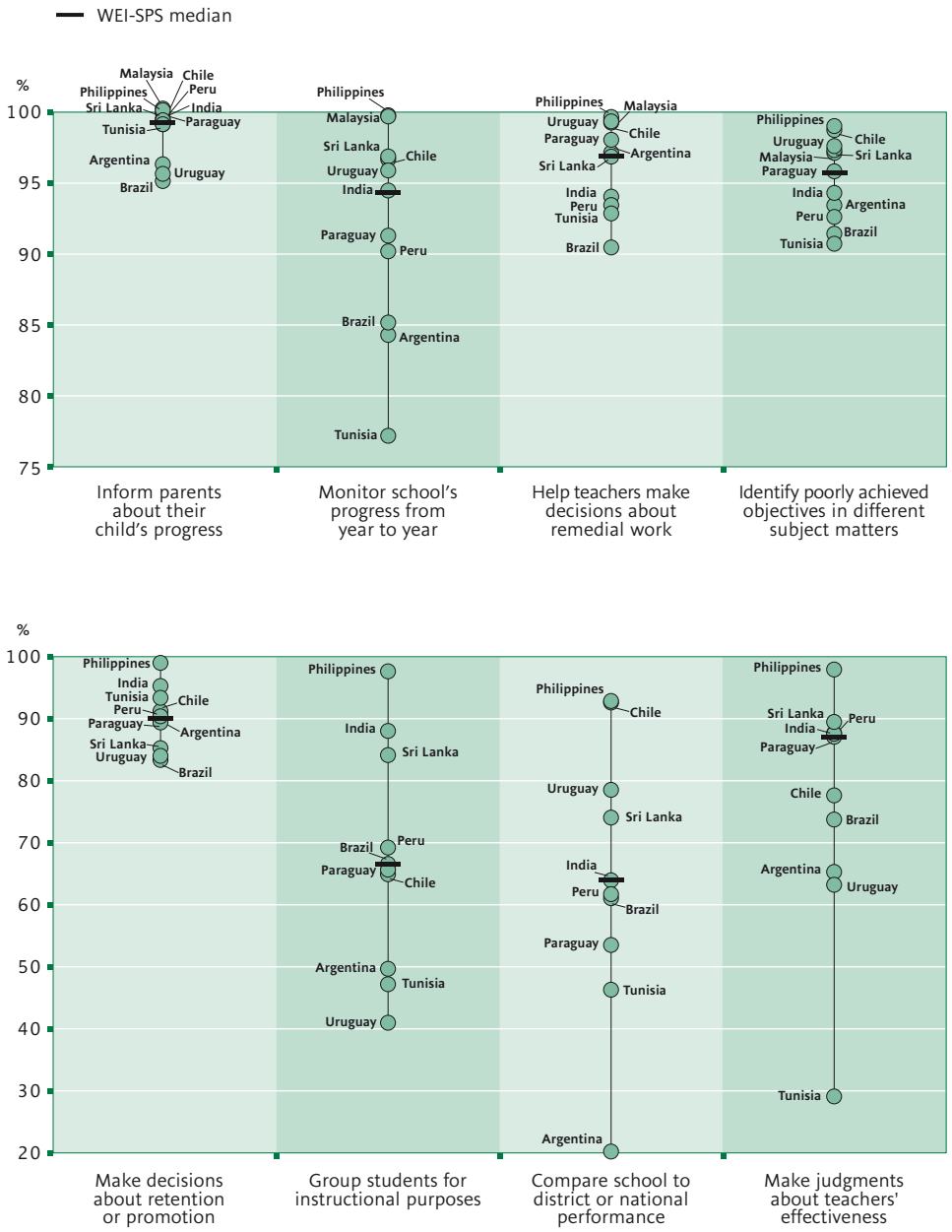


Sources: WEI-SPS database; Table A5.12.

FIGURE 5.11

Purpose of school assessments

Percentage of pupils in schools where nation-wide or school/classroom assessments were used for the following purposes



Sources: WEI-SPS database; Table A5.13.

In WEI-SPS, school heads were asked whether a variety of assessments (nation-wide, school or classroom level) were used for the following purposes:

- informing parents about their child's progress;
- making decisions about retention or promotion;
- grouping students for instructional purposes;
- comparing the school to district or national performance;
- monitoring the school's progress from year to year;
- making judgments about the effectiveness of classroom teachers;
- helping teachers make decisions about remedial work; and
- identifying poorly achieved objectives in different subject matters.

The percentage of pupils attending schools that were reported to use each of the assessments have been summarized and presented in Table A5.13. In **Figure 5.11**, the share of pupils attending schools that used assessments for any of the purposes described have been displayed.

Across all WEI-SPS countries, schools predominantly reported using assessments for informing parents about their child's progress, helping teachers to plan for remedial work and identifying deficiencies in achieving instructional objectives. Primary schools serving 90 percent or more of pupils used assessments for such informational and diagnostic purposes. Schools serving the vast majority of pupils in all WEI-SPS countries also used these results for grade promotion and monitoring progress at the school level.

There was variation among WEI-SPS countries in terms of using assessments for other purposes. For example, the vast majority of pupils in India (88%), Peru (88%), Sri Lanka (90%), Malaysia (95%) and the Philippines (98%) attended schools where assessments were used to evaluate teaching effectiveness. In Argentina and Uruguay, they were 66 percent and 63 percent respectively. In Tunisia, only about 29 percent of pupils were enrolled in schools that used assessments for this purpose. Similarly, schools that enrolled less than one-half of the pupils in Argentina and Tunisia used assessments for comparing the performance of the school against district or national trends. In Malaysia, the Philippines and Uruguay, such schools enrolled around 80 percent of the pupils.

According to the results, it can be concluded that there is much room for improvement in terms of monitoring and evaluation in WEI-SPS countries. It is important to emphasize the appropriate use of different tools for this purpose. For instance, while there are benefits to making monitoring central and on-going, there is evidence that over-frequent monitoring from central authorities can be counter-productive (Mortimore et al., 1988). Improperly designed tests or over-frequent testing can also have negative effects on the achievement of instructional goals (Kellaghan and Greaney, 2001; Postlethwaite, 2004).

Parental involvement

There are multiple benefits from parents being involved in their child's education. Research has shown that parental involvement in schooling enhances children's self-esteem, improves academic achievement and improves parent-child relationships. Parents also benefit in that such involvement helps them develop positive attitudes towards school and a better understanding of the schooling process (Baker and Soden, 1997; Fan and Chen, 1999; Epstein et al., 1997; Hoover-Dempsey and Sandler, 1997; Sanders and Epstein, 2000).

In WEI-SPS, school heads were asked about the approximate percentage of parents involved in the following types of activities:

- teaching/learning process, such as assisting in classrooms with learning activities;
- other school and extra-curricular activities, such as field trips, school library, open days, supervision of students during sporting activities, concerts and school plays;
- fundraising;
- helping in construction and maintenance of school buildings and classrooms;
- donating funds towards staff payment and other purposes; and
- being on the school governing board.

The first two questions were about parents directly participating in their child's educational activities, both inside and outside of the classroom. The next three questions were about obtaining parents' help in improving the financial and infrastructure conditions of the school. The last question was about involving parents at a broader level. The responses were calculated in terms of the estimated percentage of parents involved in each type of activity at some time during the school year. The results have been summarized and presented in Table A5.14 and **Figure 5.12**.

Across WEI-SPS countries, parental involvement seemed to centre around generating resources and providing help with school-related activities. This was particularly the case in Argentina, Brazil, Chile, Malaysia, Paraguay, Peru, the Philippines, Tunisia and Uruguay, where parents were heavily involved in fundraising and various school and extra-curricular activities. In quite a number of countries, it was also relatively common for parents to participate by donating funds. In Paraguay and Peru, parents helped with the construction and maintenance of school buildings and classrooms. In contrast, serving on the school governing board or participating in teaching and learning were less common.

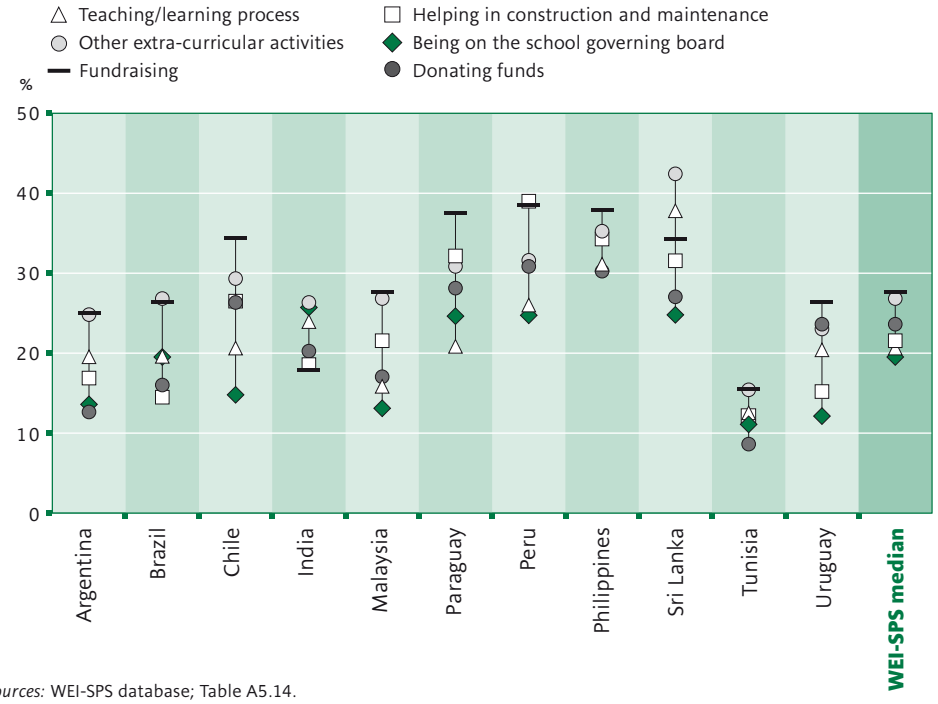
From these results, it is difficult to decipher whether parents of 'most or all' pupils were involved or just parents of a small share of pupils. Regardless, the fact that across WEI-SPS countries less than one-half of parents, on average, participated in any type of activity implies that more could be done to tap this potential to construct a supportive environment for pupils to succeed in schools.

School heads also provided information on whether parents were required to pay for textbooks, school supplies (e.g. exercise books, pens, rulers) and uniforms as part of their child's attendance at school. The results have been presented in Table A5.15 and **Figure 5.13**.

FIGURE 5.12

Parental involvement in various school activities

Percentage of parents involved in the following activities at some time during the school year, as reported by school heads

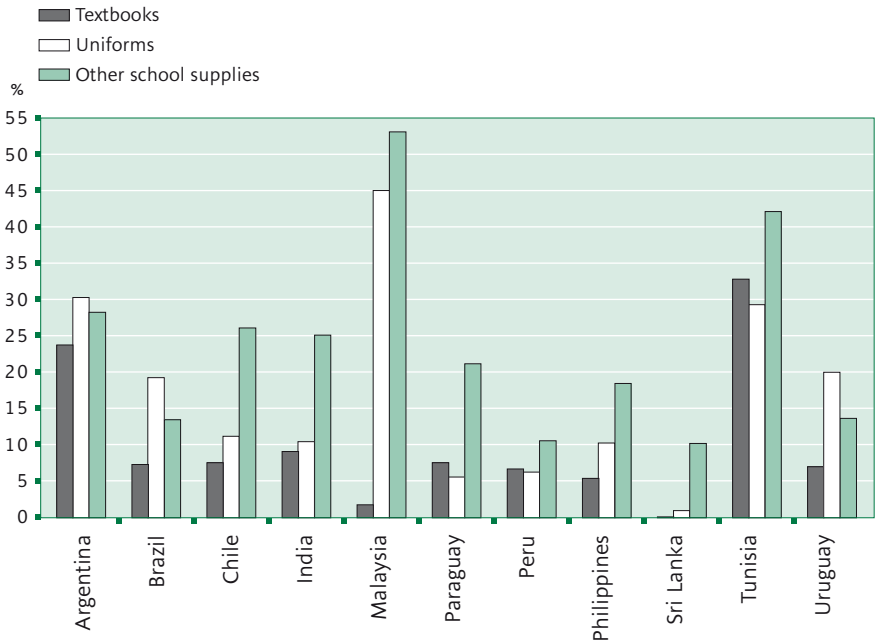


Sources: WEI-SPS database; Table A5.14.

FIGURE 5.13

Parents' financial involvement in procuring school supplies

Percentage of pupils in schools where school heads reported that parents were required to pay for various school items



Sources: WEI-SPS database; Table A5.15.

One or more out of four primary pupils in Argentina (24%) and Tunisia (33%) attended schools that required parents to pay for their child's textbooks. Similar ratios for parents paying for other school supplies were found in more countries, including Argentina, Chile, India, Malaysia, Paraguay, the Philippines and Tunisia. This was particularly pronounced in Malaysia and Tunisia at more than 40 percent. Requiring parents to pay for school uniforms was also relatively common in Argentina (30%), Tunisia (30%) and Malaysia (40%). Therefore, it was quite common for parents in Argentina and Tunisia to pay for all three types of school items.

While asking for parents to pay directly for the items needed by their children, schools might arrange to seek assistance from other sources to help out pupils in need. In the WEI-SPS, school heads were asked whether a parent-teacher association (PTA) or other parental group provided items needed at school, and if so, what share of pupils actually received items from such sources. These responses have been summarized and presented in Table A5.16 and **Figure 5.14**.

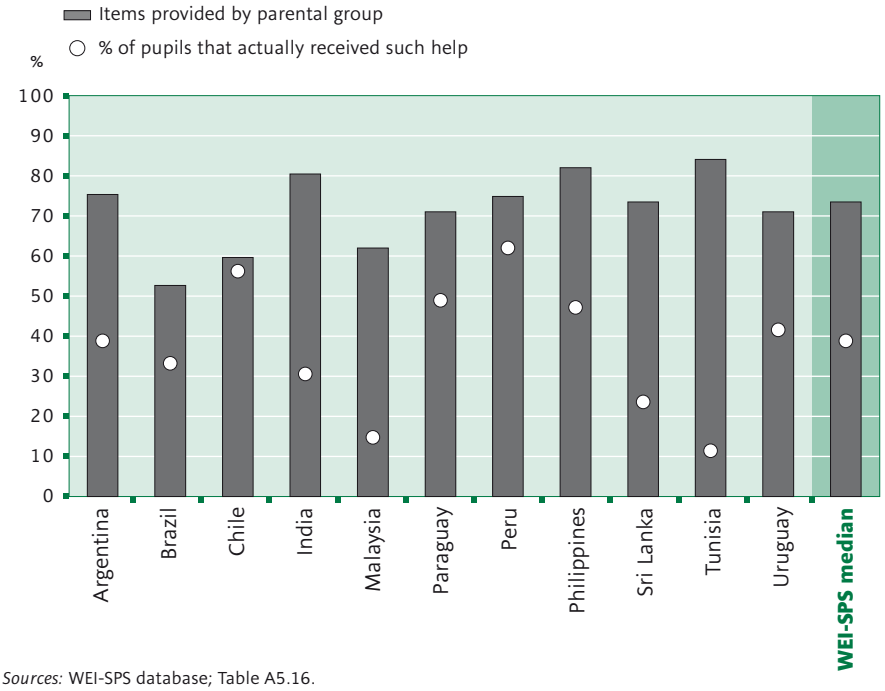
Out of all the schools that needed various items, those that received assistance from parental groups covered more than one-half of the primary school population in all WEI-SPS countries. Such assistance was more common in India, the Philippines and Tunisia than in Brazil, Chile and Malaysia.

In some countries, schools that received these contributions distributed the items more widely. For example, on average about one-half or more of the pupils in such schools in Chile, Paraguay and Peru received items provided by parental groups. In contrast, these items went to a relatively small proportion of pupils in Tunisia (11%) and Malaysia (15%).

FIGURE 5.14

Involvement of parental organizations in procuring school supplies

Percentage of pupils who received school items from parent-teacher associations or other parental groups



Sources: WEI-SPS database; Table A5.16.

Conclusion

In this chapter, responses provided by school heads have been analyzed to provide a picture of: how school heads fulfilled their administrative duties and provided instructional leadership and support; the level of autonomy schools had in decision-making related to staffing, budgets and instructional contents; the use of inspections and assessments; and parental involvement. WEI-SPS countries varied greatly in terms of how much school heads emphasized administrative duties in contrast to instructional leadership and support.

WEI-SPS countries seemed to have very different practices regarding the roles and specific tasks of school heads. Principals of primary schools serving one-half or more of primary pupils did not have any teaching obligations on a weekly basis in 7 of the 11 countries in the study, mostly in Latin America but including the Philippines and Tunisia as well. This may reflect a high level of professionalization of principals in those countries. On the other hand, principals serving most or all pupils in India and Malaysia reported having weekly teaching obligations.

The high level of professionalization of school principals in WEI-SPS countries is also reflected in the substantial portions of their time devoted to administrative issues, such as dealing with disciplinary problems, managing school facilities and resources, and taking care of administrative and clerical duties. On the other hand, they were less frequently engaged in tasks such as coordinating special measures for pupils with learning problems, coordinating lesson programmes for various classes and grades, keeping school accounts and budgeting, and organizing extra-curricular activities for students. As instructional leaders, school heads in most of the countries reported spending more time on observing and advising teachers' teaching, supporting teachers in lesson preparation and execution of school

tasks, and providing suggestions on how to improve pupil performance. They spent relatively less time on organizing professional development activities for teachers and discussing new teaching methods with them.

School governing boards were common for primary schools serving a vast majority of pupils in most WEI-SPS countries. There was no clear pattern as to whether school boards were more prevalent in the public or private sector. Where boards did exist, representation of teaching staff, school management and parents was relatively high. In countries where school governing boards were less common, the representation was more likely to include the business sector and religious groups.

There was enormous variation both among and within WEI-SPS countries in the level of autonomy that schools had on decision-making. Primary schools in most of the Latin American countries seemed to have more input on course content and course offerings but less on school budget. The opposite was reported in Asian countries and Tunisia. Public schools seemed to have less autonomy on teacher hiring and compensation than private schools. To some extent, this was also true regarding the school budget and course content and offerings.

Frequent evaluation and constructive feedback are essential to the improvement of the work of school administrators and teachers. WEI-SPS countries had mechanisms for schools to conduct self-evaluations and teacher appraisals, but the extent to which these were used varied. Overall, self-evaluation of schools was somewhat more common than the appraisal of Grade 4 teachers. On the other hand, schools serving most pupils in WEI-SPS countries also reported visits by external inspectors. The purpose of such inspections was mostly about school performance and providing general assistance and support to teachers. Primary schools in WEI-SPS countries used pupil assessments for informing parents about the progress of pupils, targeting weaknesses in learning in order to devise remedial strategies, and identifying deficiencies in instruction. In general, there seemed room for improvement in the use of monitoring and evaluation tools to strengthen school and instructional work.

According to reports by school heads, parental involvement – when it occurred – tended to focus on generating resources for the school and participating in in-class or extra-curricular activities. It was relatively less common for parents to be members of the school governing board. Overall, schools in WEI-SPS countries seemed to have a long way to go in terms of involving parents in the schooling of their children. It should be emphasized that, despite its importance, parental involvement should entail much more than resource mobilization. The ultimate goal of involving parents is to improve the instruction and learning at the school. This could include, for instance, receiving timely and appropriate feedback from teachers about their child's learning. Parental involvement in their child's schooling could also occur at home with parents and teachers coordinating support in order to provide a home environment conducive to pupil learning.

Country profiles

Argentina: School principals serving most pupils did not have any teaching obligations. Principals of public schools were reported to spend more time on administrative duties than their counterparts at private schools, although there was no difference between the two in the emphasis placed on providing instructional leadership. It was not common for primary schools to have a governing board, but if they did, they were usually private schools. Membership of school boards mostly included school heads, teachers, parents and representatives from religious groups and education authorities. Primary schools in Argentina had high levels of autonomy on issues such as pupil affairs and school instruction but less on issues like teacher hiring and compensation and school budgeting. Compared with other Latin American countries in the study, it was relatively common for primary schools in Argentina to require parents to pay for textbooks, school supplies and uniforms.

Brazil: Overall, school heads had very limited teaching obligations. Principals of public and private schools reported similar levels of emphasis in their daily tasks between performing administrative duties and providing instructional leadership. Primary schools usually had a governing board, with public schools more likely to do so than private ones. The boards predominantly consisted of school heads, teachers and parents. Schools had high levels of autonomy on instruction, pupil affairs and school budget

but low levels of control over teacher hiring and compensation, particularly in public schools. While it was relatively common that primary schools conducted self-evaluations, a large share of teachers had not been appraised in the previous five years. Less than 20 percent of pupils attended schools that required parents to pay for textbooks, school supplies and uniforms. On the other hand, schools serving about one-half of pupils arranged to provide assistance for school items through parent-teacher associations.

Chile: Principals had very limited teaching obligations. While heads of public and private schools placed similar emphasis on providing instructional support, performing administrative duties was more of a daily work priority among public school principals. Almost all primary schools had a governing board, which typically consisted of school heads, teachers, parents and representatives of the education authority. Except for the school budget, primary schools overall had high levels of autonomy in deciding how schools were run. However, public schools had lower levels of autonomy than private ones in regard to teacher hiring and compensation and school budgeting. Frequent self-evaluations were conducted by most primary schools, but many teachers did not receive regular appraisals.

India: The vast majority of pupils went to schools where the principal taught for a number of hours per week. There was very little difference between public and private schools in terms of how principals emphasized performing administrative duties in contrast to providing instructional support in their daily activities. It was quite common for primary schools to have a governing board and the membership of these boards was relatively diverse. Private schools in India seemed to have more autonomy than their public counterparts in making decisions about teacher hiring and compensation, the school budget and instructional content. Primary schools and teachers in India would benefit from regular evaluations and appraisals. Just 10 percent of pupils attended schools that required parents to pay for textbooks or uniforms, although schools serving one out of every four pupils, on average, arranged assistance to needy pupils.

Malaysia: Notably among WEI-SPS countries, all primary school heads in Malaysia were required to teach weekly. School governing boards were relatively uncommon for primary schools. Of those that did exist, they consisted mostly of parents, school heads and representatives from the business community. Primary schools had somewhat more autonomy on the school budget but less on issues related to teachers, pupil affairs and, especially, instructional content. Schools conducted self-evaluations relatively frequently, as well as appraisals of most Grade 4 teachers. Much more than in the other countries in the study, it was relatively common practice for Malaysian schools to require parents to pay for school supplies and uniforms, though they were rarely asked to pay for textbooks. Many primary schools arranged assistance from parent-teacher groups for pupils in need, but coverage was relatively low.

Paraguay: Principals had very limited teaching obligations. Different from most WEI-SPS countries, principals of private schools spent more time performing administrative duties than their public school counterparts. Slightly more than one-half of pupils attended schools with a governing board, which was typically comprised of school heads, teachers, parents and representatives from the local educational authority. Overall, schools had high levels of autonomy, particularly private schools. They also had relatively frequent evaluations of both schools and teachers. Schools serving about one out of five pupils asked parents to pay for their child's school supplies, but asking parents to pay for textbooks and school uniforms was quite limited. It was relatively common for schools to arrange assistance for pupils in need, the coverage of which was relatively high.

Peru: One-half of pupils were at schools where principals had teaching obligations. Principals of public and private schools reported virtually similar levels of emphasis on performing administrative duties and providing instructional leadership in their daily activities. Most primary schools had a governing board, although this was more common in public than private schools. These boards mostly consisted of school heads and teachers. Primary schools, especially private schools, had high levels of autonomy. Although self-evaluation of schools was relatively frequent, a large section of the teaching force had not received regular appraisals. Requiring parents to pay for textbooks, school supplies and uniforms was limited to schools serving 10 percent or less of the pupil population.

At the same time, it was quite common for schools to arrange financial assistance for needy pupils, the coverage of which was relatively high.

Philippines: School heads in the Philippines were more likely to teach than their counterparts in other Asian countries in the study. Principals of public schools put much more emphasis on both performing administrative duties and providing instructional support than their counterparts in private schools. Public schools had high levels of autonomy on most issues except instructional content. Primary schools conducted frequent self-evaluations and appraised their teachers. Schools serving less than one out of five pupils required parents to pay for textbooks, school supplies and school uniforms. At the same time, it was fairly common for schools to arrange assistance to needy pupils, the coverage of which was fairly high.

Sri Lanka: Principals of schools serving the majority of pupils had weekly teaching obligations. Most pupils went to schools that had a governing board, which was typically comprised of school heads, teachers and parents. Primary schools had high levels of autonomy on all issues. Evaluation of primary schools and teachers could be further strengthened. Direct contributions by parents to schools, in the form of fees for textbooks, school supplies and uniforms, were either non-existent or quite limited. At the same time, schools serving a majority of pupils had some form of assistance, but their coverage was relatively limited.

Tunisia: It was relatively common for primary school principals not to teach. Many primary schools had a governing board, which was typically comprised of school heads, teachers and parents. Primary schools were reported to have considerable autonomy on the school budget but less on other issues, particularly instructional content. Schools serving almost one-third of pupils had rarely conducted self-evaluations and Grade 4 teachers were rarely formally appraised, which could certainly be strengthened. Schools serving close to one-third of pupils required parents to pay for textbooks, school supplies and uniforms. Even though many schools had some form of assistance to pupils in need, the overall coverage was quite limited.

Uruguay: It was relatively common for principals of primary schools to teach classes. Principals of public schools placed more emphasis on performing administrative duties and, to some extent, providing instructional support as well, than their counterparts in private schools. It was relatively rare for primary schools to have a governing board, and most of those that did, were private schools. As a result, the board members were generally school administrators and representatives of religious groups, with minimal representation of education authorities. Primary schools, particularly public schools, had less autonomy relative to other Latin American countries in the study. Schools conducted frequent appraisals of schools and teachers. Parents were somewhat more likely to be required to pay for school uniforms than for textbooks and school supplies, but this kind of direct contribution was limited to schools serving one in five pupils. Many schools had some form of assistance for pupils in need but the assistance was limited to less than one-half of pupils.

6 Grade 4 pupils and their classrooms

T. Neville Postlethwaite (University of Hamburg) and Yanhong Zhang (UNESCO Institute for Statistics)

In this chapter, data have been presented on Grade 4 pupils and their classrooms in WEI countries. First, an analysis has been presented of the extent to which pupils in schools were socially advantaged or disadvantaged and how this may have influenced them and their teachers. This is followed by information on classrooms, such as the extent of grade repetition, incidence of single or multi-grade classrooms, subject matter versus general class teachers, the amount of teaching time, and sufficiency and availability of textbooks and other classroom resources.

It is worthwhile to remind the reader that nearly all of the results in this report have been presented in terms of pupils.

Socio-economic advantage/disadvantage of Grade 4 pupils, as perceived by their teachers

To examine the socio-economic background of pupils, Grade 4 teachers were asked whether they had 'no pupils', 'some pupils' or 'most or all pupils' with the following characteristics:

- came from single-parent families;
- had health problems that inhibit learning (impaired vision or audition, chronic disease, etc.);
- had learning problems that need special attention (slow learners, dyslexia, etc.);
- had to walk more than 5 km or travel for over 1 hour (by bike, bus, etc.) to come to school;
- received support for school attendance (e.g. uniform, textbooks, meals, financial support, etc.);
- had not eaten (breakfast, lunch) before coming to school;
- were likely to have fewer than 25 books at home;
- had to work long hours to support the family income;
- had heavy housework duties at home; or
- had serious problems in the home or neighbourhood (e.g. unemployment, alcoholism, drug abuse, violence, etc.).

Three of these questions had also been asked of school heads *(see Chapter 3)* about all children in primary school. The replies by Grade 4 teachers about pupils 'having learning problems' and 'receiving support for school attendance' were equivalent to those provided by school heads for all primary pupils.

These results have been presented in **Figure 6.1** and Table A6.1. The graphical results are for 'most' or 'all' pupils.

It should be noted that the scales for the two graphs (Figure 6.1) are different. In the first graph, the percentage of pupils in schools where teachers said that 'most or all' of the pupils had this background characteristic ranges from 0 percent to 20 percent, whereas in the second graph, the scale ranges from 0 percent to 70 percent.

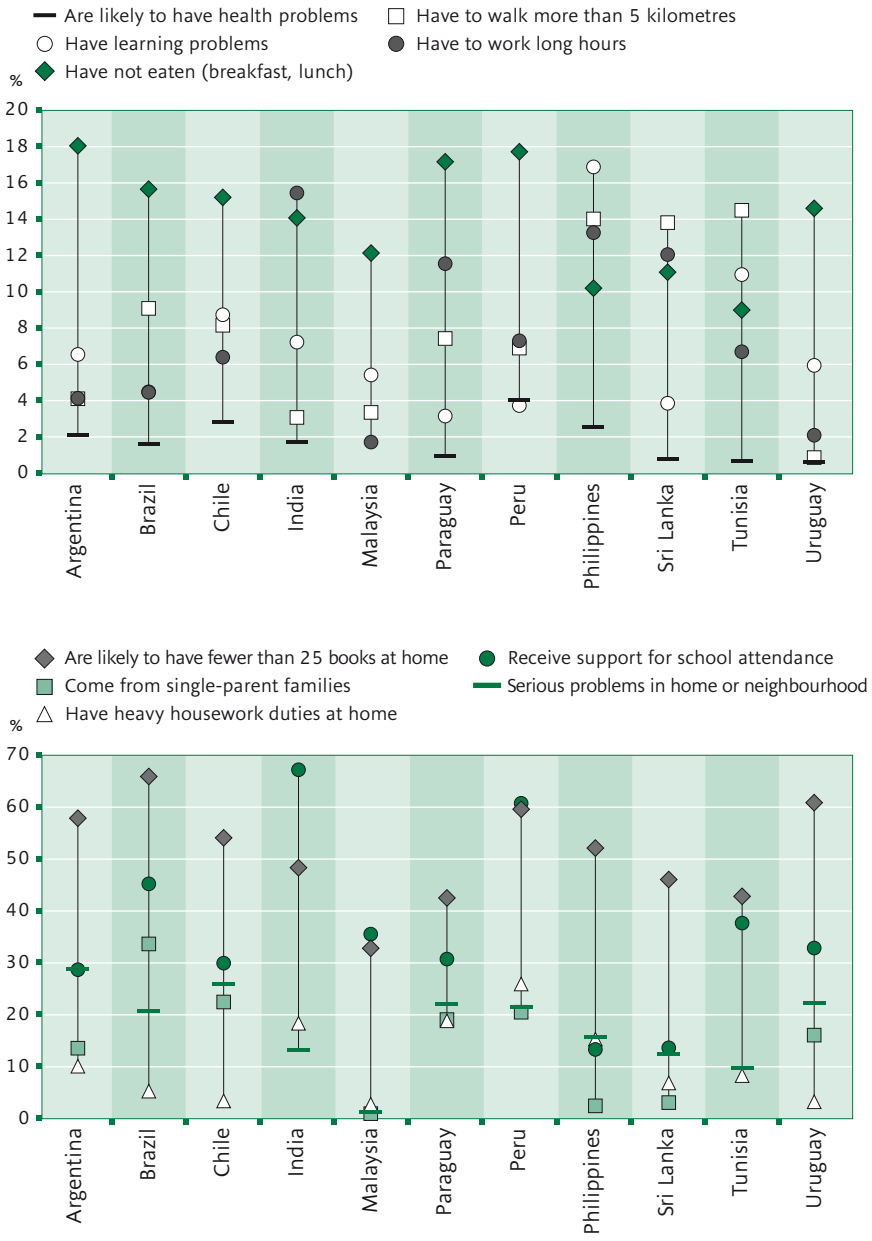
The percentage of pupils in schools where teachers perceived 'most' or 'all' pupils to be from single-parent families were quite high in Brazil, Chile, Paraguay and Peru, whereas they were extremely low in Malaysia, the Philippines and Sri Lanka. In no country was there a perception of a high percentage of pupils having health problems. Only in the Philippines was there a relatively high percentage of pupils with special learning problems. Also in the Philippines, Sri Lanka and Tunisia, approximately 15 percent of pupils had to walk more than 5 km to attend school. There was quite a high percentage of pupils in schools in all countries where teachers perceived most of them to be receiving support for attendance (such as textbooks, meals, etc.), especially in Brazil, India and Peru.

In many countries, some 12 to 18 percent of pupils were in schools where most had not eaten before going to class. A decade and a half ago, Pollitt (1990) showed that poor nutrition results in a lack of concentration and reduced perseverance at school. It was also particularly disturbing to note the percentage of pupils from homes where there were fewer than 25 books. Given the ample evidence that indicates that access to books is a main contributor to learning to read, educational authorities may need to provide solutions (such as mobile libraries visiting schools and village communities). In most countries, relatively few pupils had to spend long

FIGURE 6.1

Background characteristics of pupils as perceived by teachers

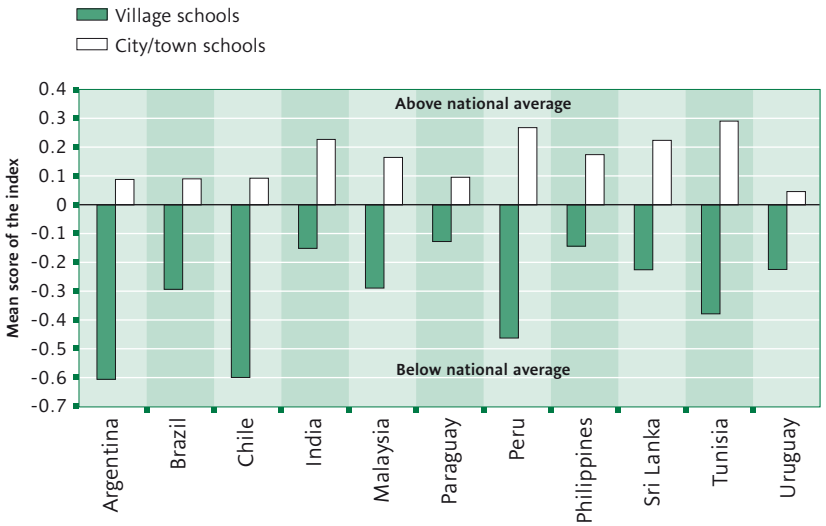
Percentage of Grade 4 pupils whose teachers reported that 'most' or 'all' pupils in their classrooms had the following characteristics



Note: The other response categories were 'no pupils' and 'some pupils'.
Sources: WEI-SPS database; Table A6.1.

FIGURE 6.2

Mean scores of the index of *Social advantage of classroom intake,* by school location



Sources: WEI-SPS database; Table A6.2.

hours to support the family or doing heavy household duties. In the majority of countries, there was a worryingly high percentage of pupils from disadvantaged neighbourhoods, except in Malaysia and India. Again, this points to the need for inter-ministerial planning to ensure that all pupils in a society have reasonable conditions in which to learn – both in and out of school.

It was possible to construct an index of *Relative social disadvantage/advantage* using the responses provided by the teachers. After careful analysis, responses to the following six questions were used to construct the index: 1) Received support for school attendance; 2) Had not eaten breakfast or lunch before coming to school; 3) Were likely to have fewer than 25 books at home; 4) Had to work long hours to support the family income; 5) Had heavy housework duties at home; and 6) Had serious problems in the home or neighbourhood.

The index was created by factor analysis using these six variables.[1] The analysis was conducted *for each country*, and the index was standardized to have a mean of zero and a standard deviation of 1.0. Thus, the index does not allow comparison of the absolute levels of the index across countries, though it could be used to compare the distribution of its values by different groups. It was created in such a way that, the greater the values, the more advantaged the socio-economic background of a class, and the lower the values, the less advantaged the socio-economic background.

The index was used to examine if teachers' perceptions about pupil backgrounds differed for schools in villages and cities/towns. These results have been presented in **Figure 6.2**.

It can be seen that in all countries the city/town areas had a value exceeding that of villages, indicating that teachers in village schools perceived their pupils to be more disadvantaged than teachers in city/town schools.

1. These six variables were also used to construct an index of *Social advantage of pupil intake*. See Chapter 3.

It is to be noted that in some countries (Paraguay and Uruguay) the differences were very small.

Pupil attitudes towards school

In order to collect information on teachers' perceptions of the attitudes of Grade 4 pupils towards school, they were asked about the extent to which their pupils had the following attitudes:

- enjoy being at school;
- work with enthusiasm;
- take pride in this school;
- value academic achievement;
- are cooperative;
- value the education they can receive in this school;
- do their best to learn as much as possible;
- show a sense of belonging to the class; and
- are respectful.

The results are shown in **Figure 6.3**. Only the results for 'most' or 'all' pupils have been reported since teachers' perceptions in general were highly favourable. Differences among countries can be seen – for example, teachers in Argentina rated their pupils consistently lower on all nine variables than teachers in India and Sri Lanka. In general, across all countries, the lower ratings were for 'working enthusiastically', 'valuing academic achievement' and 'doing their best to learn'.

In Argentina, a relatively high percentage of pupils was seen as respectful and having a 'sense of belonging to the class', but lower percentages of pupils were seen 'to do their best to learn', 'work enthusiastically', 'enjoy school' or 'value academic achievement'. The picture was somewhat similar in Brazil, Tunisia and Uruguay. In Chile, virtually all pupils were perceived as showing a 'sense of belonging to the class', 'were respectful', 'enjoyed school' and took 'pride in the school'; lower percentages were perceived to be doing their best to 'learn or work enthusiastically'. In India, a very high percentage of pupils were perceived to be doing everything, especially doing their 'best to learn' and 'valuing academic achievement'. Sri Lanka was similar to India. In Malaysia, despite a well-resourced school system, the responses were not as positive, especially about 'working enthusiastically' and 'doing their best to learn'.

An index of *Perceived pupil motivation* was created on the basis of these nine items. The index was standardized to have a mean of zero and standard deviation of 1.0 for each country. Positive values mean that Grade 4 pupils were perceived by their teachers to be highly motivated, and negative values indicate that pupils were perceived to be poorly motivated. In **Table 6.1**, the correlation coefficients of this index and a number of classroom variables have been presented.

TABLE 6.1 **CORRELATION BETWEEN *PERCEIVED PUPIL MOTIVATION* AND SELECTED VARIABLES OF THE CLASSROOM ENVIRONMENT**

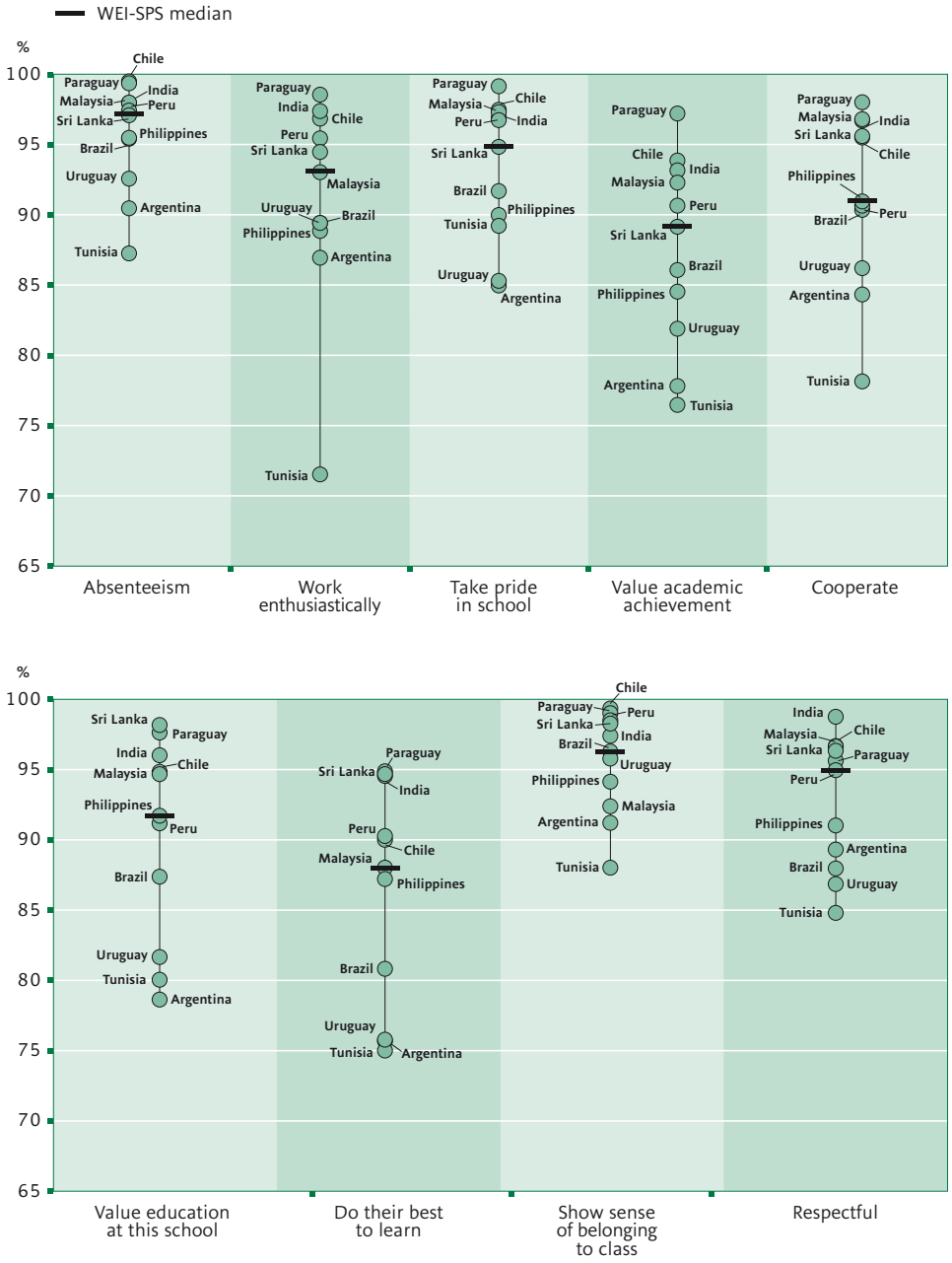
	Social advantage of classroom intake		Number of classroom resources		Percentage having repeated a grade	
	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**0.30**	0.029	**0.12**	0.028	**-0.23**	0.037
Brazil	**0.28**	0.039	**0.16**	0.034	**-0.25**	0.049
Chile	**0.16**	0.038	**0.14**	0.036	**-0.12**	0.041
India	**0.27**	0.038	0.03	0.044	0.00	0.044
Malaysia	**0.19**	0.040	0.05	0.035	m	
Paraguay	**0.13**	0.034	0.04	0.035	-0.06	0.035
Peru	**0.12**	0.036	**0.07**	0.036	-0.05	0.043
Philippines	**0.26**	0.042	0.07	0.042	-0.06	0.036
Sri Lanka	**0.22**	0.066	0.06	0.054	-0.08	0.056
Tunisia	**0.22**	0.038	**0.17**	0.037	-0.07	0.043
Uruguay	**0.45**	0.035	**0.19**	0.034	**-0.39**	0.025

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

FIGURE 6.3

Grade 4 teachers' perceptions of pupil attitudes

Percentage of pupils whose teachers reported 'most' or 'all' pupils had the following attitudes



Sources: WEI-SPS database; Table A6.3.

In the first column of the table, the coefficients between the index of *Social advantage of classroom intake* and the index of *Pupil motivation* were positive for all countries and were statistically significant. This means that higher levels of perceived pupil motivation were associated with more advantaged socio-economic backgrounds. The link between these two variables was particularly strong in Uruguay. According to the second column, Grade 4 pupils attending classes with more teaching resources were also perceived to have higher levels of motivation in all WEI-SPS countries, though the relationship was not as strong as between social advantage and pupil motivation. As can be seen in the last column of the table, a higher incidence of grade repetition was also associated with lower levels of motivation, except in India where no correlation was found.

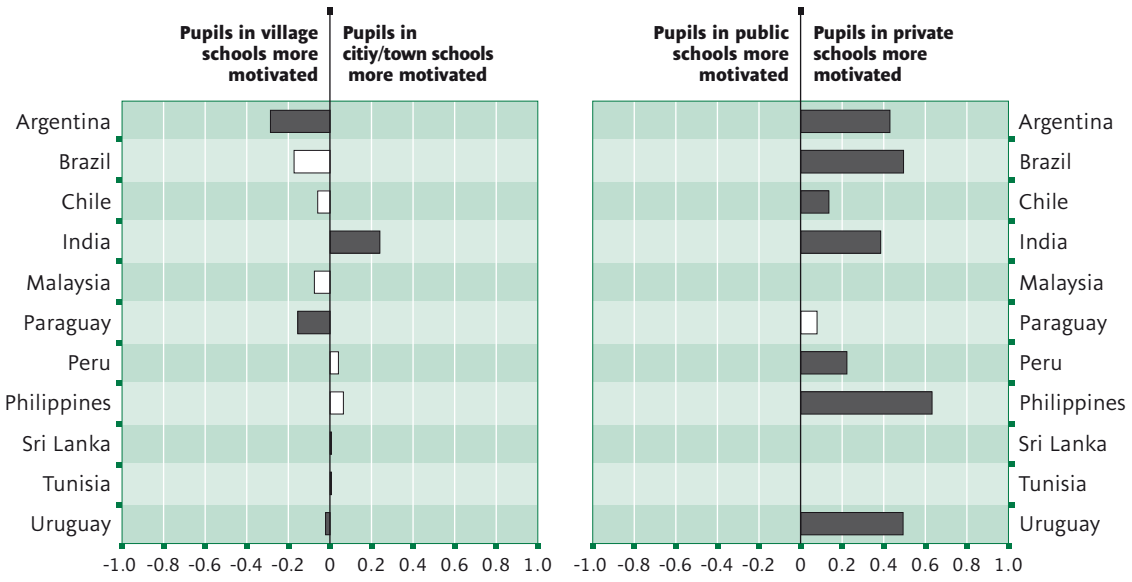
In **Figure 6.4**, the differences in the value of the index of *Perceived pupil motivation* between village and city/town schools, as well as between public and private schools, have been presented. As can be seen, Grade 4 pupils in village schools in Argentina, Brazil, Chile, Malaysia, Paraguay and Uruguay were perceived to have higher levels of motivation than their counterparts in city/town schools. However, the standard errors of the gaps (differences) in all of these countries, except Argentina and Paraguay, were so large that they were not statistically significant. On the other hand, Grade 4 pupils attending city/town schools in India, Peru and the Philippines were reported to have higher levels of motivation than their counterparts in village schools.

On the other hand, pupils attending private schools were uniformly perceived to have higher levels of motivation in all WEI-SPS countries with available data. Only in Paraguay was the gap not statistically different from zero. The difference was about one-half of a

FIGURE 6.4

Comparing teacher-perceived pupil motivation across schools

Differences in the mean values of the index of *Teacher-perceived pupil motivation*, by school type and location, expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A6.4.

standard deviation or more on the national scale of the index in Brazil, the Philippines and Uruguay.

Since the measure of Grade 4 pupil motivation was constructed on the basis of teachers' perceptions, it is challenging to determine whether these perceptions actually reflected the reality or were biased. Either case is troubling. Bias may be linked to the Pygmalion effect or teacher expectancy effect. The poor resources of schools or students' families can lead teachers to lower their expectations of their pupils. The children often internalize and act out these negative impressions in the form of low motivation to learn or misbehaviour in the classroom. The fact that pupils attending private schools were perceived to have higher levels of motivation than their public school counterparts is troubling. From a policy perspective, it is essential to create a nurturing and supportive school environment so that all pupils are confident that they have equal chances to fulfil their dreams for the future through hard work.

Levels of grade repetition in schools

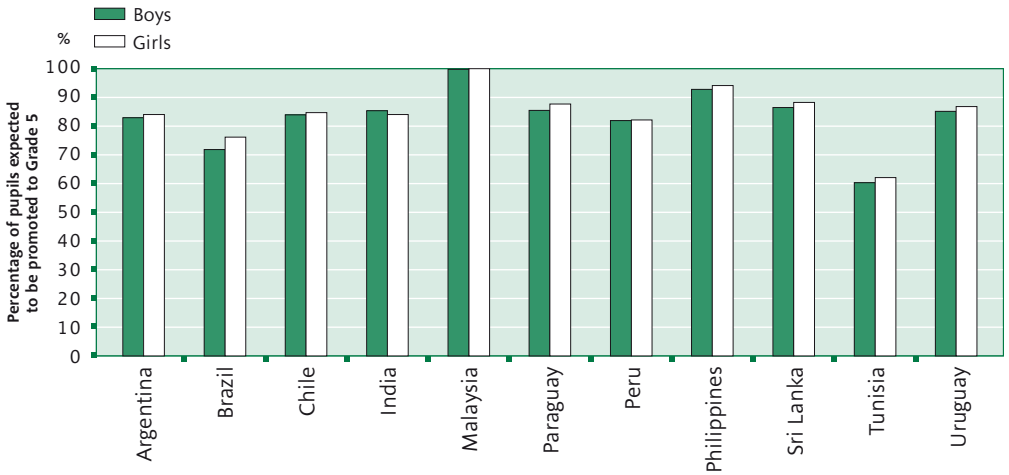
Many education systems apply a policy that requires pupils who have failed to satisfactorily repeat their current grade instead of moving on to the next one. This policy is motivated by the belief that an extra year in the grade will give struggling pupils an opportunity to master content and be better prepared to succeed in higher grades in the future. Those who favour grade repetition policies also tend to believe that it is important for schools to maintain high standards.

In contrast, other school systems apply a social promotion policy of moving pupils to the next grade level despite poor achievement at their current grade. It is motivated by the belief that promotion maintains the motivation of pupils and that such pupils will get more from exposure to new content than they would from repeating their current grade.

Grade 4 teachers were asked about the percentage of pupils who had already repeated a grade before Grade 4, the percentage they expected to be promoted to Grade 5 and the percentage they expected to transfer to lower secondary school. The results have been presented in Table A6.5 and **Figures 6.5** (expected to be promoted to Grade 5) and **6.6** (expected to be promoted to lower secondary school).

FIGURE 6.5

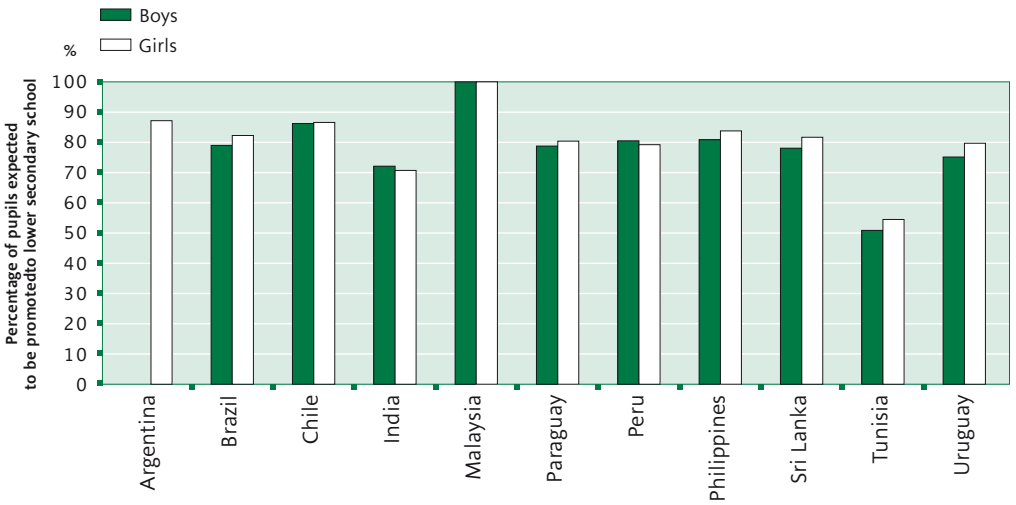
Percentage of Grade 4 pupils expected to be promoted to Grade 5



Sources: WEI-SPS database; Table A6.5.

FIGURE 6.6

Percentage of pupils expected to be promoted to lower secondary school



Note: For Argentina, more than 20 percent of the sampled teachers did not respond to the question about boys, which is below the minimum technical standards. As a result, the estimates for boys for Argentina are not reported.
Sources: WEI-SPS database; Table A6.5.

In Argentina and Brazil, the percentages of repeaters were high. In Malaysia, there was virtually no grade repetition, and therefore, officials chose not to include this question. For the median of all WEI-SPS countries, about 84 percent of pupils were expected to be promoted to Grade 5. About 80 percent of pupils were perceived by teachers as being likely to be promoted to lower secondary school. Again, the percentage was particularly low for Tunisia (approximately 50%), as well as India (about 70%).

An extensive review of research on grade repetition provides valuable insight to this discussion. As stated by Brophy (2006):

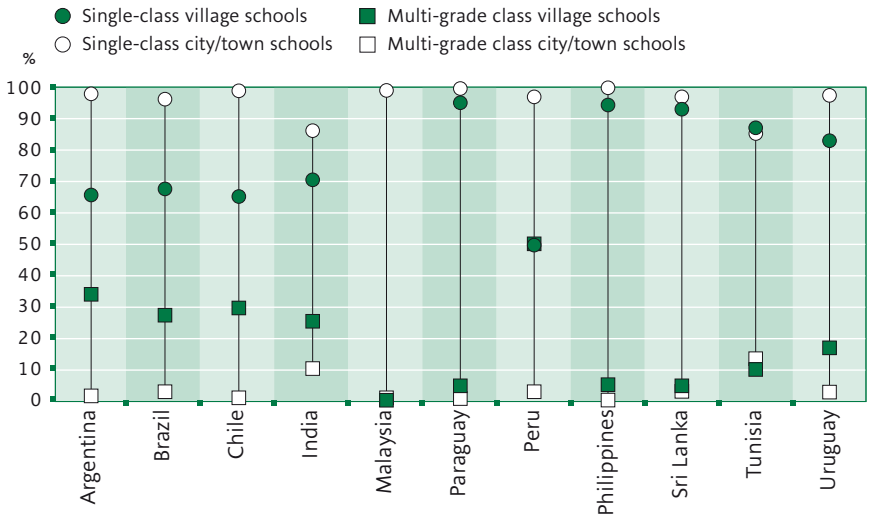
> *The repeated resurgence of calls for school-imposed grade retention underscores the need to educate the public in some developed countries about the consistently negative findings. This should be done with sensitivity (acknowledging that the rationales seem compelling and that claims of research support create confusion), but also with assertive insistence that school-imposed grade retention repeatedly has been shown to be counterproductive in the long run, both for the grade repeaters and for the school system as a whole. Theoretical arguments can be made for grouping either by age or by achievement level as the way to create relatively homogeneous classes of pupils. However, empirical data clearly favour grouping by age. It is time to close the books on grade retention as a response to low achievement, and formulate policies that combine automatic promotion with interventions to improve the progress of pupils at risk for school failure.*

Grade 4 class organization, teacher time and textbook supply

Some schools have single-grade organization, while others have grades mixed together (multi-grade classes). Some have large classes and others tend to have small classes. Some have teachers teaching all subjects and other systems have them teaching specialized subjects. Some have sufficient textbooks for pupils, while there is a shortage in others. What was the situation in the WEI-SPS countries? The results have been presented in **Figure 6.7**.

FIGURE 6.7

Percentage of pupils in single-grade or multi-grade classes, by school location



Sources: WEI-SPS database; Table A6.6.

Single-grade versus multi-grade schools

In small schools, there are often insufficient pupils to have single-grade classrooms. For a few classes, the school head may have mixed grades so that pupils from the higher grade can help teach pupils from the lower grade. This is often the case in schools located in villages. In Figure 6.7, it can be seen that about two-thirds or more of the pupils were in single-grade schools. In city/town schools, nearly all pupils were in single-grade classes, but teachers in Argentina, Brazil and Chile reported that only between 60 and 70 percent of pupils were in such classes in village schools. In Peru, more than 50 percent of pupils in village schools were in multi-grade classes.

Class size

Class size and pupil-teacher ratio are similar indicators but not exactly the same. Class size is the actual number of pupils in a class, whereas the pupil-teacher ratio represents the number of pupils in a school divided by the number of teachers *(see Chapter 4)*. In a way, it is the 'teacher wealth' of a school. For example, a school could have six classes with 30 pupils per class, but it may have seven teachers instructing on different subjects. In this case, the class size would be 30, but the pupil-teacher ratio would be 25.7 (180 pupils (the total enrolment of the school) divided by 7).

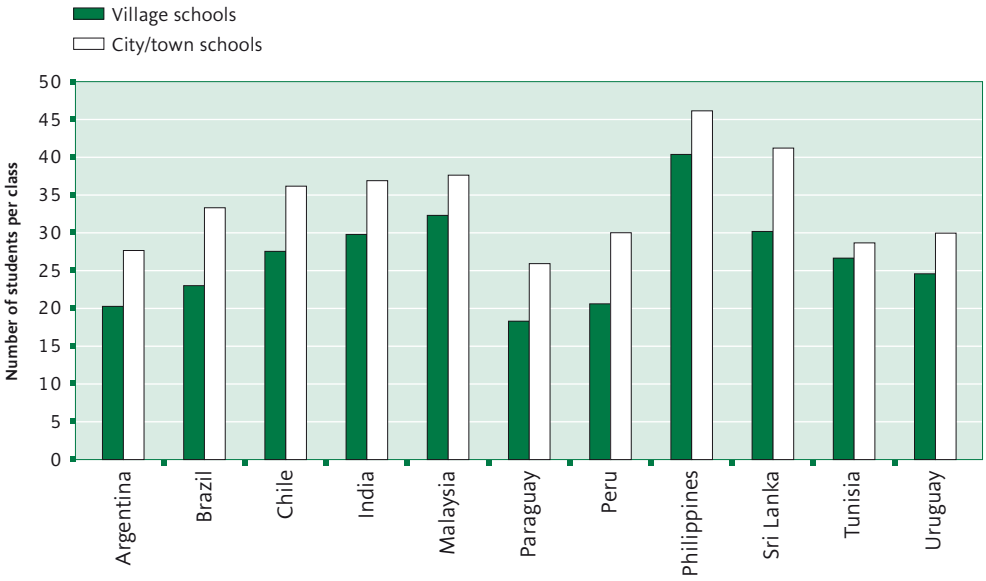
Grade 4 teachers were requested to report the number of pupils in their classes, and these results have been given in **Figure 6.8** for both village and city/town schools. In the Philippines, the average class size was 43 pupils but with larger classes in cities rather than village schools. Argentina, Paraguay and Peru reported the smallest class sizes, with an average of 26 pupils. In Tunisia, the figure was in the middle 20s, and the other countries were in the high 20s to mid-30s.

Subject matter versus general class teachers

Grade 4 teachers were asked whether they taught reading and mathematics or only one of the subjects. Therefore, it was possible to calculate the percentage of pupils whose teachers taught only one subject (subject matter teacher) or both subjects (general class teacher).

FIGURE 6.8

Average class size by school location



Sources: WEI-SPS database; Table A6.7.

It was assumed that, if they taught both, they were class teachers, and if they only taught one, they were subject matter teachers. This was true in most cases, but occasionally single-subject teachers may not be specialists and reflect staff organization instead.

The percentage of pupils with subject matter and general class teachers have been presented in **Figure 6.9**. There were large differences among countries. In Malaysia, nearly all pupils had teachers who were specialized. This was the case for 25 to 40 percent of pupils in Argentina, the Philippines and Tunisia. Nearly all pupils in Paraguay, Sri Lanka and Uruguay had general class teachers.

It should be noted that the percentage of general class teachers differs slightly from similar data presented in Chapter 9. This is because the values reported in this chapter are from a database that includes teachers who did not answer the Opportunity to Learn (OTL) questionnaire, which was the basis of the results presented in Chapter 9.

Teaching time

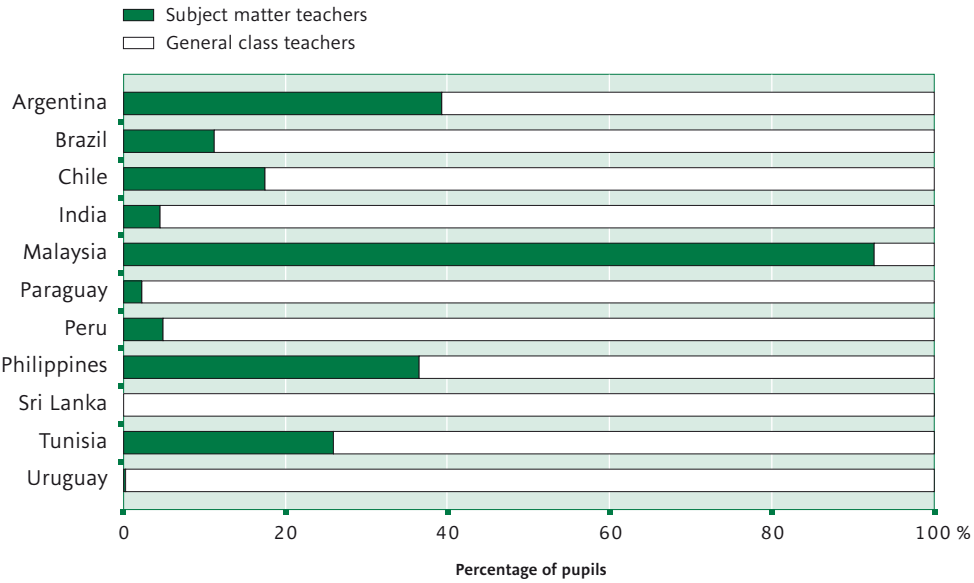
Figure 6.10 contains the results of a question in the school questionnaire about the number of weeks the school operated during the previous year.

It must be emphasized that the data are based on reports by the school head and not necessarily on the official number of weeks set by the authorities. Typically, schools were open for instruction for fewer days than officially prescribed. This may be due to closures for special visitors, local events or inclement weather. There was some noteworthy variation among countries. For example, in Malaysia schools were open for five weeks more per year than in India. If counting only five school days per week, this is a difference of 25 days of learning opportunity.

Data on school operating time were also used to further examine an item addressed in the questionnaire which asked teachers how many minutes they taught reading or mathematics in a typical school week. The combined results have been presented in **Figure 6.11.**

FIGURE 6.9

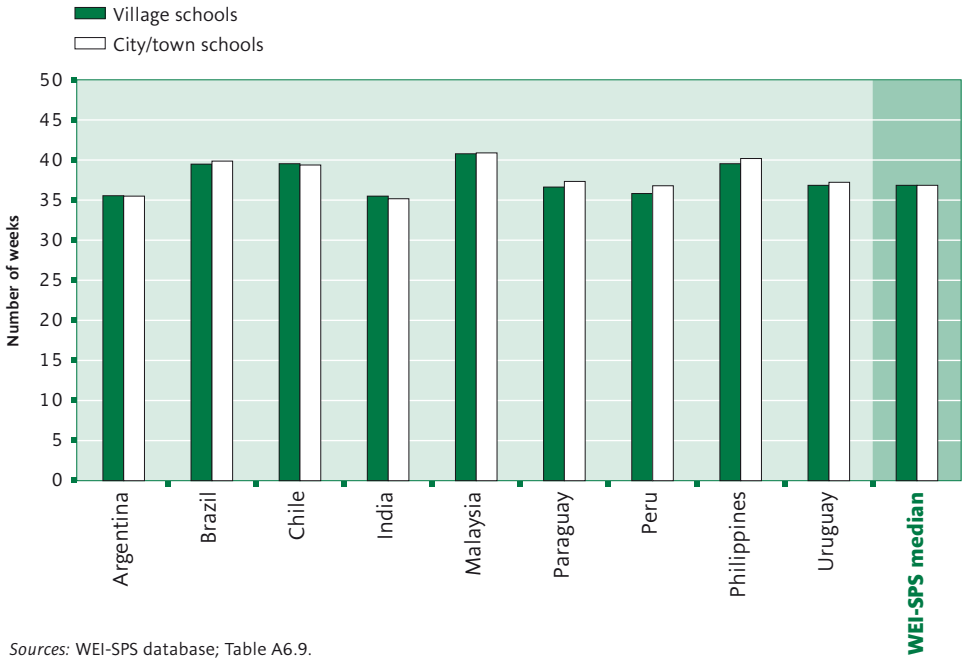
Percentage of pupils by subject matter or general class teachers



Sources: WEI-SPS database; Table A6.8.

FIGURE 6.10

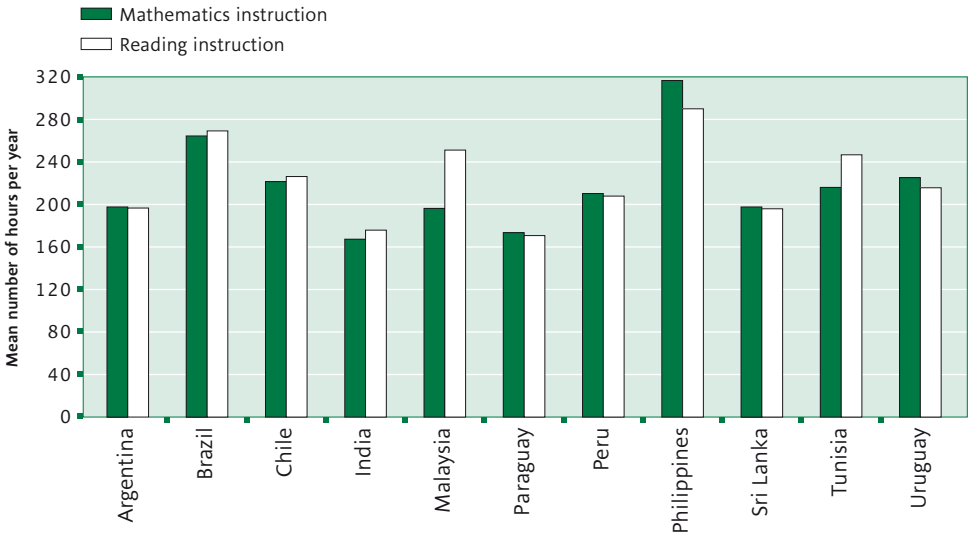
Number of weeks the school operated during the previous year



Sources: WEI-SPS database; Table A6.9.

FIGURE 6.11

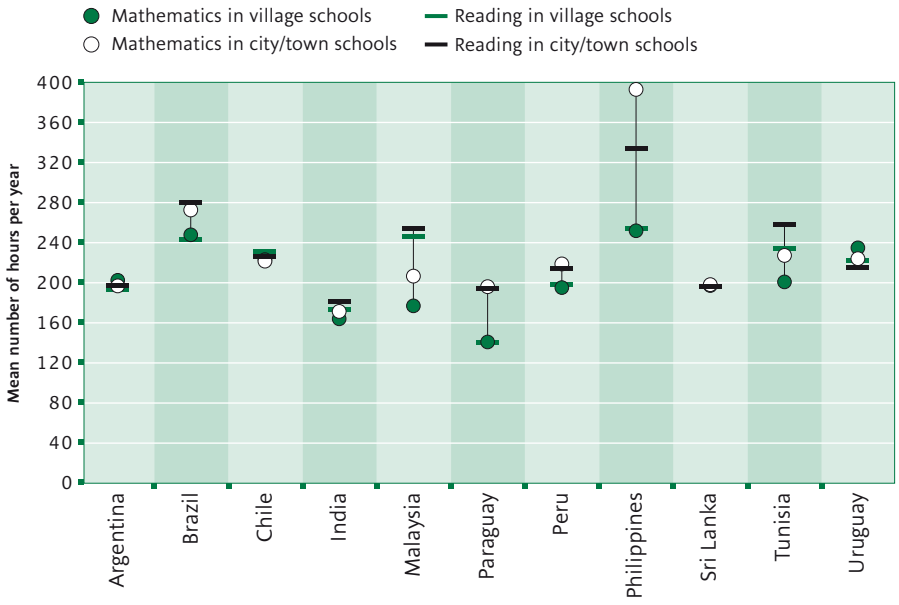
Annual number of hours for reading and mathematics instruction



Sources: WEI-SPS database; Table A6.10.

FIGURE 6.12

Number of hours of teaching time, by school location and subject



Sources: WEI-SPS database; Table A6.11.

It can be seen that teachers in the Philippines taught more in a week than teachers in any other country. It must be remembered that the school education system in the Philippines has been in place for only 10 years and the difference in teaching time could be due to this. Teachers in Paraguay and India taught the least. Malaysia was unusual in that the teachers taught reading for only 251 hours a year but taught mathematics for 196 hours a year. In Tunisia, teachers taught mathematics less hours than reading per year.

It is not clear why there were such large differences in hours of instruction per year among countries. Many international studies (e.g. IEA and PISA) have shown that instructional time is highly related to pupil achievement. In light of the data presented here, authorities may choose to re-evaluate the criteria used to determine instructional time per week and per subject.

The differences between village and city/town schools for hours of teacher instruction have been presented in **Figure 6.12**. It can be seen that there was variation related to subject matter and only a little difference between village and town schools, except in Malaysia, Paraguay and the Philippines.

Pupils having sufficient textbooks

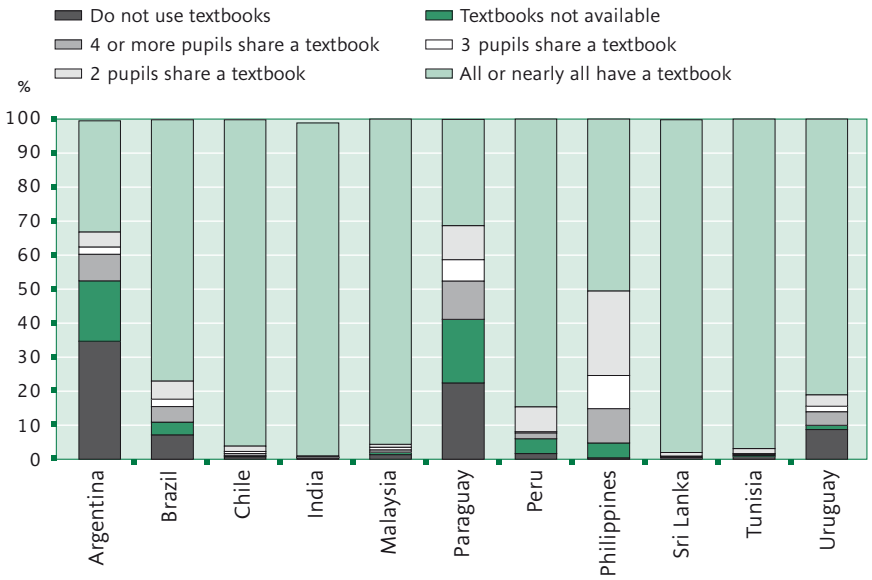
In some countries, not every pupil has a textbook for the subject being taught. It is difficult to teach in such circumstances. What was the situation in the WEI-SPS countries?

Teachers were queried on the extent to which their Grade 4 pupils had textbooks for reading/language and mathematics instruction. The response categories were:

- No, I do not use textbooks;
- No, textbooks are not available to my class;
- No, 4 or more students have to share one textbook;
- No, 3 students have to share one textbook;
- No, 2 students have to share one textbook;
- Yes, all or nearly all students have it; or
- I don't know.

FIGURE 6.13

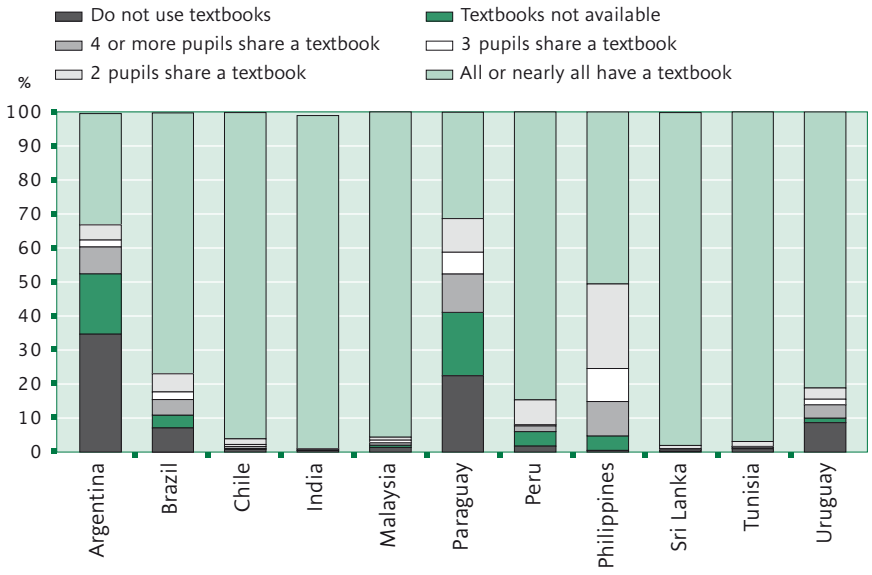
Percentage of Grade 4 pupils who shared textbooks for reading/language instruction



Sources: WEI-SPS database; Table A6.12.

FIGURE 6.14

Percentage of pupils sharing textbooks for mathematics instruction



Sources: WEI-SPS database; Table A6.13.

The results have been presented in **Figures 6.13** and **6.14** for reading and mathematics instruction respectively.

Approximately 85 percent of all pupils were in schools where teachers said that all or nearly all pupils had their own textbooks. It was encouraging to note that in India, Malaysia, Sri Lanka and Tunisia nearly all pupils had their own textbook. Some issues were notable in Argentina, Paraguay and the Philippines. Two to three pupils had to share a textbook in the Philippines, where there were reported delays in textbook procurement because of budgetary constraints and distribution problems. In Argentina and Paraguay, either the textbooks were not available or the teachers said that they did not use textbooks. It is common in some countries for teachers to prepare their own material, either by photocopying documents or by writing their own text.

It is perhaps worth mentioning that, at one time, there was a movement in some European countries for teachers to produce their own curricular and learning materials. But this movement waned, simply because it was too much for teachers to produce all of these materials themselves. Thus, it is important that pupils have good textbooks.

Basic classroom resources

In primary school, a very important aid for children learning to read with comprehension is access to many books. It is usually better if these are in a classroom library (Elley, 1992 and 1993), or at least available in a school library where pupils can take the books home to read.

Grade 4 teachers were asked whether pupils had access either in their classrooms or in their schools to each of the following resources:

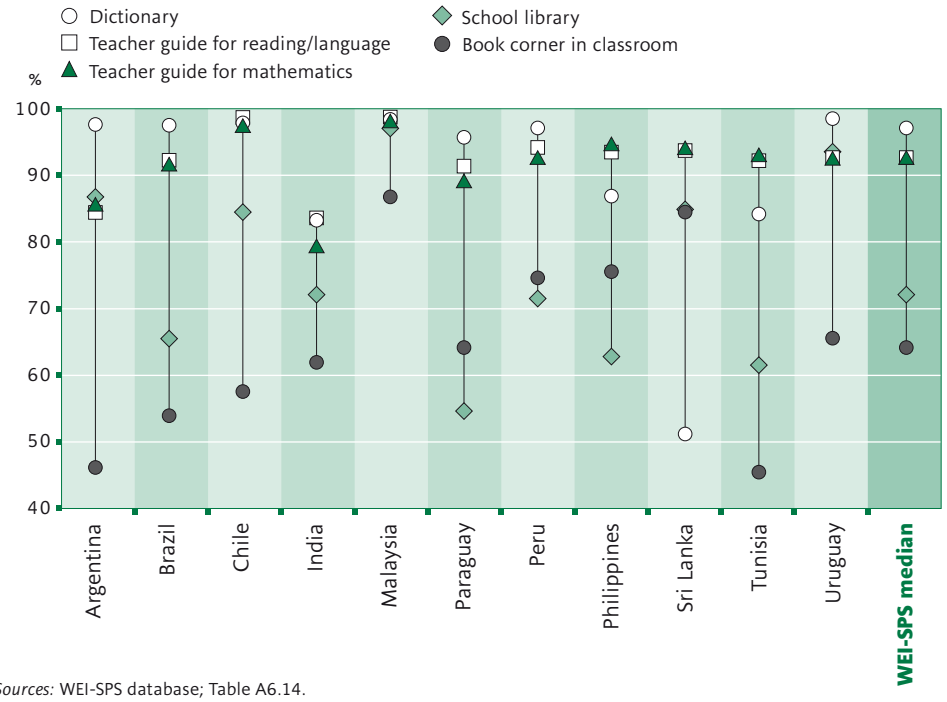
- dictionary for reading/language instruction;
- teacher guide for reading/language instruction;
- teacher guide for mathematics/arithmetic instruction;
- classroom reading corner with books; and
- school library.

It is important to point out that data was not gathered on the quality of the resources. Libraries, for example, might have contained very few books or many in very bad condition. The results on basic classroom resources have been presented in **Figure 6.15**.

FIGURE 6.15

Access to basic classroom resources

Percentage of pupils with access to the following classroom resources



Sources: WEI-SPS database; Table A6.14.

From Figure 6.15, it can be seen that in most WEI-SPS countries close to 90 percent of pupils were in schools where they had access to language teacher guides, mathematics teacher guides and dictionaries, as reported by their teachers. Sri Lanka scored a little low on access to dictionaries. Access to reading books was relatively low in many WEI-SPS countries – especially Argentina, Brazil, Chile and Tunisia – in terms of book corners in the classroom; and in Brazil, Paraguay, the Philippines and Tunisia in terms of school libraries. In all countries – except Paraguay, Peru and the Philippines – there were more school libraries than classroom corners. This was surprising given that several research studies (Elley, 1992, 1993) have shown that, in primary schools, classroom corners are usually better for children learning to read for comprehension than school libraries.

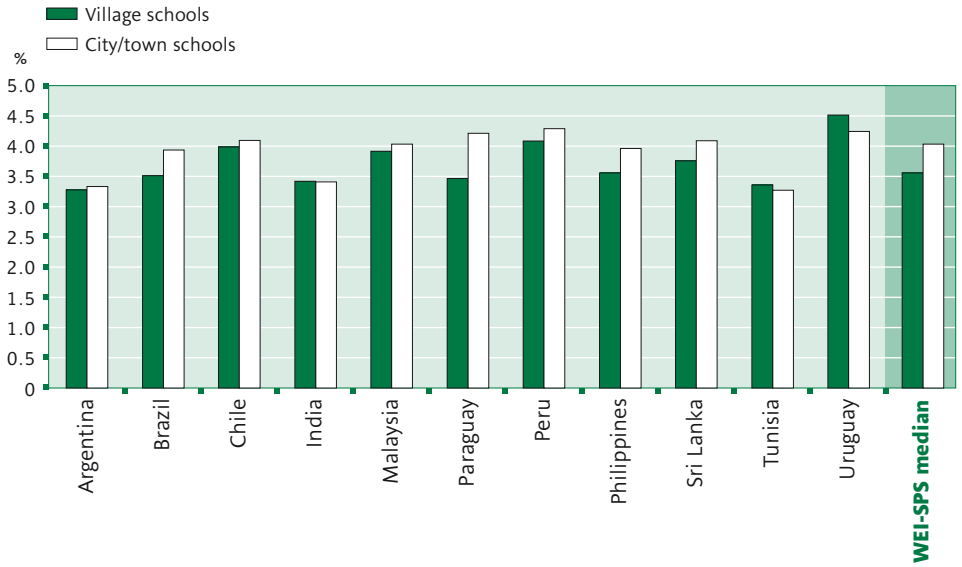
It was possible to compute an index of *Classroom resources* by adding the five items. Thus, a classroom with all five items will have a score of 5, and another classroom with none of these items will have a score of zero. The results have been given in **Figure 6.16** for village and city/town schools. It can be seen that city/town schools tended to be better resourced than schools in villages, but the differences were small in Chile, India, Malaysia, Peru and Tunisia. In other words, these kinds of resources had been allocated relatively equitably between these two school locations.

There remains the question as to what extent pupils were allowed to take books home to read. These results have been presented in **Figure 6.17**.

It can be seen that in most countries over 80 percent of pupils could take books home. However, in Paraguay, Peru and Tunisia, the percentage of pupils allowed to do so was lower. There were also countries where pupils were in schools without classroom or school libraries. Such pupils are clearly at a disadvantage.

FIGURE 6.16

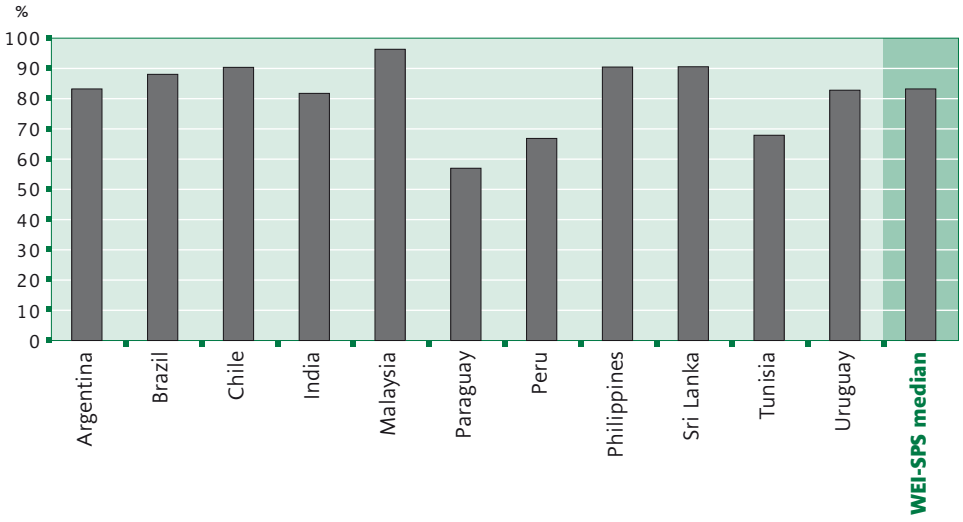
Number of classroom resource items, by school location



Sources: WEI-SPS database; Table A6.15.

FIGURE 6.17

Percentage of pupils who were able to borrow and take books home



Sources: WEI-SPS database; Table A6.14.

Conclusion

Several measures of socio-economic disadvantage were examined. On average, 15 percent of Grade 4 pupils were from single-parent families, but the percentage was particularly high in Brazil, Chile and Peru. A substantial percentage of pupils came from homes or neighbourhoods where there were social problems. In some countries, notably Argentina and Peru, approximately 18 percent of pupils were going to school without having had a meal. This will affect their powers of concentration, raising the question whether the state should provide school meals. Finally, 50 percent of pupils were from homes with fewer than 25 books, according to their teachers; this is a high percentage when books are an important determinant of reading comprehension. In nearly all countries, authorities should determine what measures might be taken to allow children to have more books to read. This might be done through a mobile library system, through schools encouraging pupils to take books home to read, or through other innovative measures.

Grade repetition: Much of the research on grade repetition shows that it does not help pupil achievement and can create social division. Teachers were asked several questions concerning grade repetition. Malaysia had no grade repetition because of its automatic promotion policy. However, Brazil, Peru, Tunisia and Uruguay had reason to question the amount of repetition or the expectation of promotion they were practising.

Class organization: About 90 percent of pupils were in single-grade classrooms, while the remainder were in multi-grade classes. Multi-grade classes tended to be much more prevalent in villages than in city/town schools. This was presumably because the relatively low number of pupils going to village schools could not justify single-grade classes. In Peru, 50 percent of children in village schools were in multi-grade classes. In Argentina, Brazil and Chile, the figure was around 30 percent.

Class size: Class size is an issue that is often debated. Research results have been somewhat inconclusive. In some countries, large classes perform better than small ones, while in other countries, the reverse is true. In some schools, school heads place more talented pupils in small classes, and in other schools, it is the slower children who are placed in smaller classes. In the WEI-SPS study, the average class size was 31. The range was 23 to 43 pupils per class.

Subject matter and general class teachers: School systems often introduce subject matter specialists in Grade 4, especially for mathematics instruction. In this study it was assumed that, when teachers reported teaching only one subject, they were specialist teachers. Although this is generally true, there are cases where this does not apply. Despite possible exceptions, 21 percent of pupils were in classes with specialist subject matter teachers. In Malaysia, nearly all pupils (93%) had subject matter teachers, compared to nearly 40 percent in Argentina and the Philippines. It will be of interest to see if specialization has any effect on what the teachers offer their pupils to learn *(see Chapter 9)*.

Instructional time: Schools were open for instruction between 32 and 40 weeks per year. Assuming a five-day week, then some countries had up to 40 more days of instruction per year. The average amount of time per week that pupils received teaching was 5 hours and 36 minutes in mathematics and 5 hours and 48 minutes in reading. If these hours are multiplied by the number of weeks the schools were open, an average for mathematics was 199 hours per year and for reading it was 222 hours per year. The WEI-SPS study did not collect information on why these differences exist. For reading instruction, the hours of instruction per year ranged from 171 hours in Paraguay to 290 hours in the Philippines. In mathematics, they ranged from 167 hours per year in India to 317 hours in the Philippines. Those countries with relatively few hours of exposure to learning might wish to reconsider their position.

Provision of textbooks: About 80 percent of pupils had their own textbooks. The remainder had to share or had no textbook. On average, about 13 percent of Grade 4 pupils did not have textbooks (either the teachers did not have them or had decided not to use them). In Argentina and Paraguay, approximately 40 to 50 percent of pupils had no textbook – a finding so different from other countries that it bears examination by their authorities.

Selected resources in the classroom and school: About 90 percent of pupils were in schools where Grade 4 teachers reported that they had access to dictionaries and subject matter guides. However, 46 to 86 percent of pupils were in classrooms with a classroom book corner from which they could borrow books. Studies have shown that in primary school a book corner is more useful than a school library (see Elley, 1992), and therefore, it can be concluded that over 30 percent of pupils in some countries did not have access to books. In Malaysia, 96 percent of pupils had access to all of the resources and were able to take books home. On average, 83 percent of pupils could take books home, but in Paraguay, the Philippines and Tunisia, approximately 30 to 40 percent could not. In such cases, it is important that education authorities find a way to make books more readily available, either through book flood programmes, mobile libraries or other means.

Country profiles

Argentina: was reported to have somewhat more children from homes and neighbourhoods with problems, with fewer books at home and pupils who had not eaten before going to school. About 50 percent of pupils were reported to be in schools where the teachers did not have or did not use a mathematics textbook. There were many schools without classroom book corners for the pupils to take books home to read.

Brazil: was reported to have many Grade 4 pupils from single-parent families, low availability of books at home and children receiving support to go to school. There was also more grade repetition in Brazil for primary school pupils.

Chile: the only feature that stood out was the large number of pupils reported to come from single-parent families.

India: was reported to have a high percentage of pupils receiving some kind of support to go to school, and teachers taught fewer hours per year.

Malaysia: was characterized by having a high proportion of subject matter teachers at the Grade 4 level, whereas most other countries tended to have predominantly general class teachers. The reading teachers taught about 50 hours per year more than the mathematics teachers. This reflects the curriculum emphasis. There were fewer pupils from single-parent families and a low level of pupils from disadvantaged neighbourhoods.

Paraguay: was reported to have many single-parent families compared with other countries, and often the children had not eaten before going to school. The teaching load was low in hours per year and there were children without mathematics textbooks.

Peru: was said to have many pupils from single-parent families, few books at home and children receiving support to go to school.

Philippines: was reported to have more pupils perceived to have learning problems, larger average class sizes and up to 50 percent of pupils having to share textbooks.

Sri Lanka: was probably the most average country in this study, but pupils lacked good access to dictionaries and the teaching load per year was relatively low.

Tunisia: was reported to have many pupils repeating grades and relatively few pupils in schools with book corners and school libraries.

Uruguay: was reported to have a high percentage of pupils from single-parent families, few books in the home and pupils from neighbourhoods with problems. There was high grade repetition.

In general, many of the South American countries appeared to have schools with children from poor, single-parent families with little support for learning at home. This is a special problem that needs extra support in schools, e.g. more support staff and extra teaching. Some countries had problems of access to textbooks, while others had high rates of grade repetition. The teaching loads were also quite different and should be examined further.

7 General characteristics of Grade 4 teachers and their teaching

Patrick Griffin (University of Melbourne) and T. Neville Postlethwaite (University of Hamburg)

In Chapter 6, Grade 4 teachers' perceptions of their pupils were reported. In this chapter, information has been provided on the characteristics of the Grade 4 teachers: their workloads, in-service training, structures of their lessons and various teaching/learning activities and strategies that they employed. Finally, the way in which they said they assessed their pupils' learning has been examined.

Teachers are a key part of the educational process. They also represent a major expenditure for education budgets. In **Figure 7.1**, it can be seen that teacher salaries as a percentage of educational budgets ranged from 67 percent in Uruguay to 94 percent in the Philippines. Typically, salaries as a percentage of the educational budget was around 82 percent, leaving just 18 percent for other things such as textbooks, and other teaching-learning aids paid out of current expenditure.

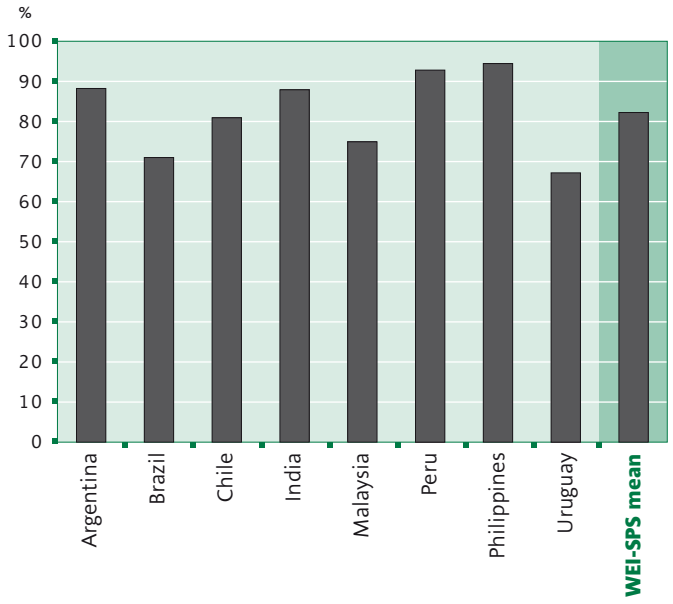
A word of warning is appropriate at this juncture. In this chapter there are several data that could be regarded as sensitive (workloads and teaching styles of teachers) and in some cases the teacher data might be coloured by a social desirability effect, i.e. respondents reported what they thought the authorities might want to hear rather than what they actually did.

Background characteristics of Grade 4 teachers

The first teacher background data to be examined relate to age and sex, which have been presented in **Figures 7.2** and **7.3** respectively. As can be seen from Figure 7.2, the typical WEI-SPS pupil had a teacher who was about 40 years old. The teachers in Chile were, on average, older than those in Malaysia and Paraguay.

FIGURE 7.1

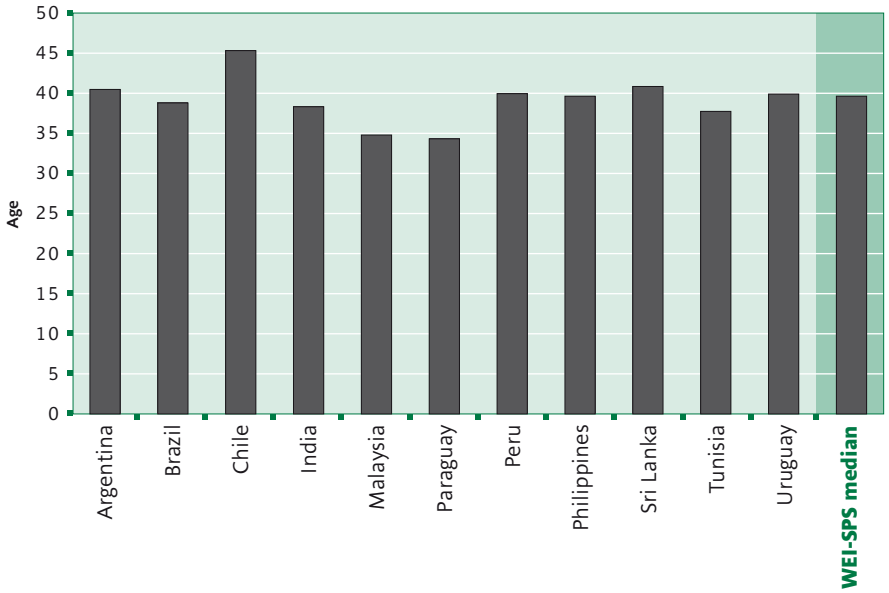
Teacher compensation as a percentage of current total primary school expenditure



Sources: UIS database, 2006; Table A7.1.

FIGURE 7.2

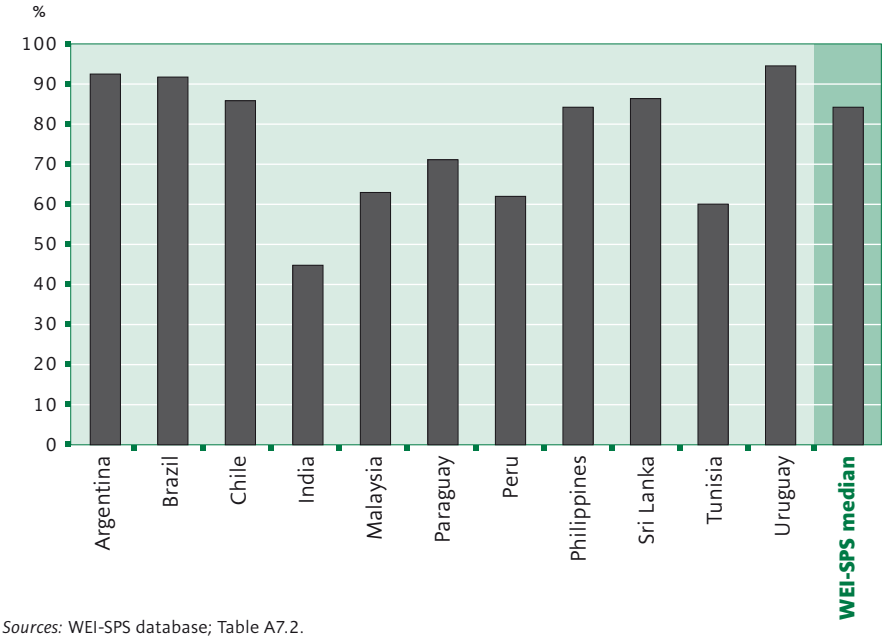
Mean age of teachers



Sources: WEI-SPS database; Table A7.2.

FIGURE 7.3

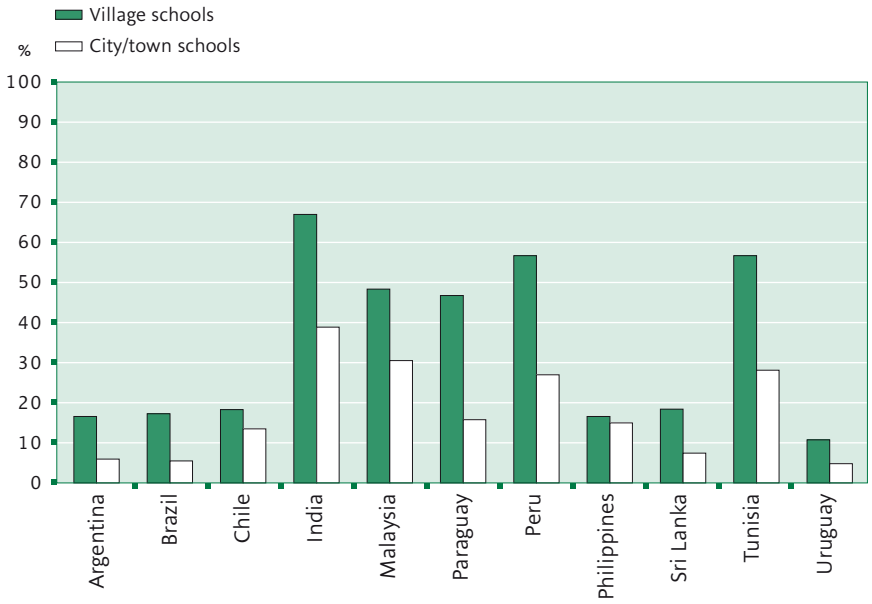
Percentage of Grade 4 pupils with female teachers



Sources: WEI-SPS database; Table A7.2.

FIGURE 7.4

Percentage of Grade 4 pupils with male teachers, by school location



Sources: WEI-SPS database; Table A7.3.

Typically 84 percent of pupils had female teachers *(see Table A7.2 in the Appendix)*. In most developed countries, the overwhelming majority of teachers in primary school are female (UNESCO-UIS, 2006). This was certainly the case in Argentina, Brazil and Uruguay, where more than 90 percent of primary teachers were female. Female teachers were relatively fewer in Malaysia, Peru and Tunisia. In India, they accounted for less than 50 percent of the total number of teachers in the country. The factors that influence female participation in primary education are complex and may involve socio-cultural, economic, religious and legal factors.[1] In some studies, female teachers were found to be associated with higher pupil performance levels (Elley, 1993; Makuwa, 2005).

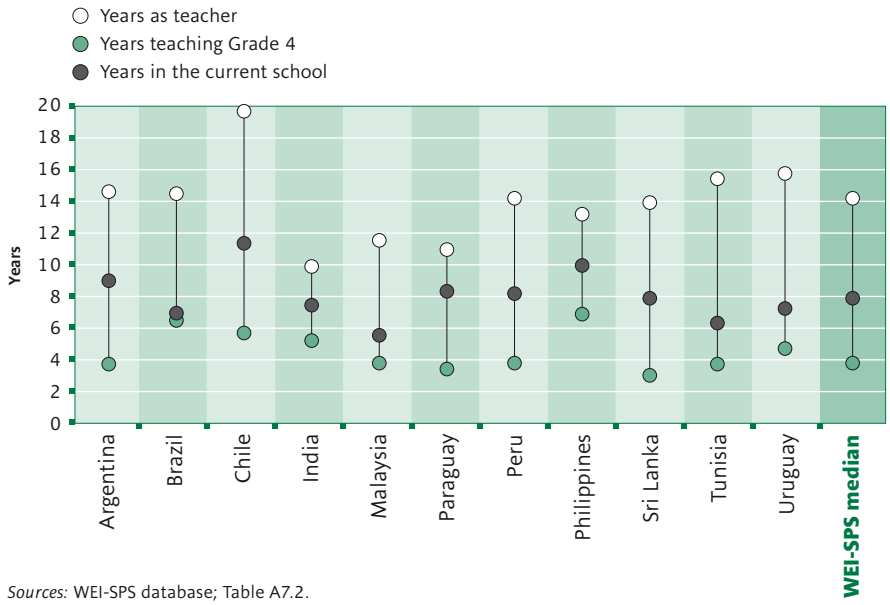
Finally, as can be seen in **Figure 7.4**, there were generally more Grade 4 pupils with male teachers in village schools than in city/town schools. The differences were particularly important in India, Malaysia, Paraguay, Peru and Tunisia.

The average level of teaching experience also varied in the WEI-SPS countries. Overall, countries with an older teaching force had teachers with more experience. As can be seen from **Figure 7.5**, typically teachers had an average of 14 years of experience, of which almost four years had been spent teaching Grade 4. However, Grade 4 pupils in the four states in India were taught by teachers with an average of 10 years of experience, with one-half of that time teaching Grade 4. In contrast, in Argentina, Brazil, Chile, Tunisia and Uruguay, Grade 4 pupils were taught by teachers with an average of almost 15 or more years of teaching experience, including between four and seven years at Grade 4 level. A typical Grade 4 pupil in Chile had a teacher with almost 20 years of experience, with almost six years of that time teaching Grade 4.

1. In 2004, 84 percent of primary teachers in North America and Western Europe were women, compared with 45 percent of teachers in sub-Saharan Africa and 44 percent in South and West Asia (UNESCO-UIS, 2006).

FIGURE 7.5

Mean years of employment as a teacher, teaching Grade 4 and teaching in the current school



Sources: WEI-SPS database; Table A7.2.

Given the high overall level of years of teaching experience in the WEI-SPS countries, it can be inferred that teachers had the appropriate experience for the teaching skills required.

As shown in **Table 7.1** Grade 4 teachers typically had more than 16 years of education including nearly three spent in pre-service teacher training. In some cases, these reported numbers of years of education seemed too high. Take Argentina as an example. Primary and secondary education together last 12 years. Teacher training lasts three years. But teachers reported a total education of 17.1 years. By means of explanation, it is possible that some teachers had repeated a grade in school and others had changed course in tertiary education thus adding to the number of years. The figures in this table should be read with regard to these kinds of considerations. Meanwhile, teachers in

TABLE 7.1 YEARS OF EDUCATION AND TRAINING OF TEACHERS

Results based on reports by reading teachers, given in proportion to the number of primary pupils

	Years of education		Years of pre-service training	
	Mean	SE	Mean	SE
Argentina	17.1	0.05	3.0	0.02
Brazil	15.8	0.16	3.3	0.03
Chile	17.6	0.08	3.7	0.03
India	15.3	0.11	1.1	0.04
Malaysia	16.7	0.03	2.5	0.03
Paraguay	17.4	0.05	2.7	0.03
Peru	16.6	0.03	3.7	0.04
Philippines	14.9	0.02	1.6	0.07
Sri Lanka	12.5	0.09	2.0	0.07
Tunisia	15.6	0.08	1.1	0.03
Uruguay	16.7	0.00	3.6	0.02
WEI-SPS median	**16.5**		**2.7**	

Source: WEI-SPS database.

India and Sri Lanka had slightly less formal academic education than those from other WEI-SPS countries. Generally, teachers had between 1.1 and 3.7 years of pre-service and generally training.

Teacher workload

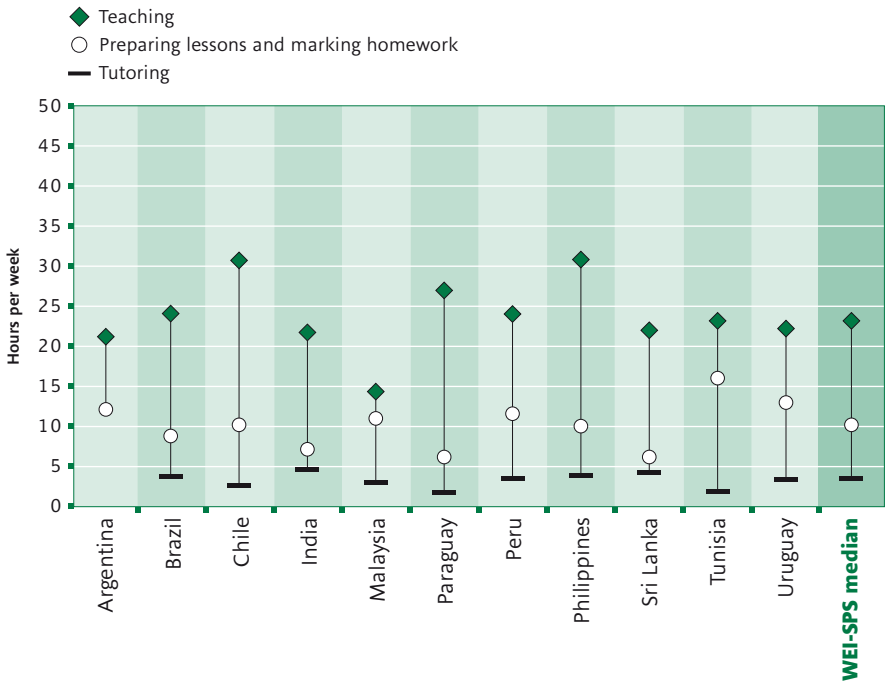
Teachers were asked to report the number of hours they taught in the sampled schools (excluding breaks, preparation time, extra-curricular activities, and tutorial or remedial support time). They were asked to consider all groups of pupils they taught and also all shifts that they taught. Teachers were also asked to indicate whether they taught at more than one school and, finally, their total hours of teaching in all schools. The results on workload have been presented in **Figure 7.6** for teachers teaching in one school only and in **Figure 7.7** for those instructing in more than one school.

Over 90 percent of Grade 4 pupils had teachers who taught in only one school (see Table A7.6). As shown in **Figure 7.8**, Argentina, Brazil and Uruguay reported the highest percentages of pupils (20% to 30%) with teachers teaching in more than one school.

A typical Grade 4 pupil had a teacher who taught for 23 hours per week *in one school only.* However, the workload varied among countries. In Malaysia, the average Grade 4 teacher taught just 14 hours per week but in Chile and the Philippines the average workload was 31 hours per week. There was also wide variation in time spent by teachers on preparing lessons and marking homework. In Paraguay and Sri Lanka teachers worked six hours per week on these tasks compared with 13 hours reported per week in Uruguay and 16 hours per week in Tunisia. Typically teachers reported spending only 3.5 hours a week tutoring pupils. The total teacher workload (teaching, preparing lessons,

FIGURE 7.6

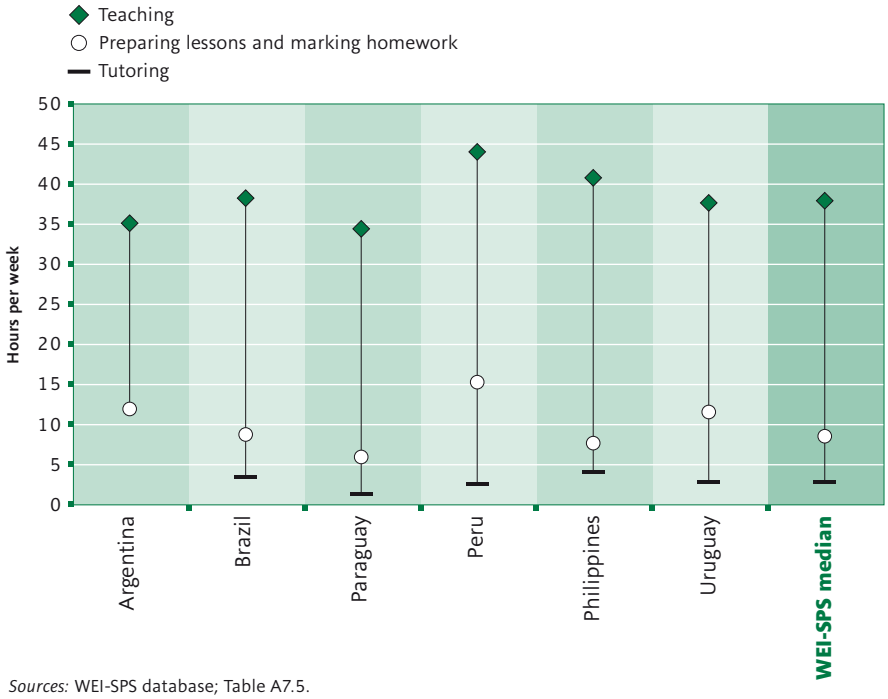
Workload of teachers working at one school only



Sources: WEI-SPS database; Table A7.4.

FIGURE 7.7

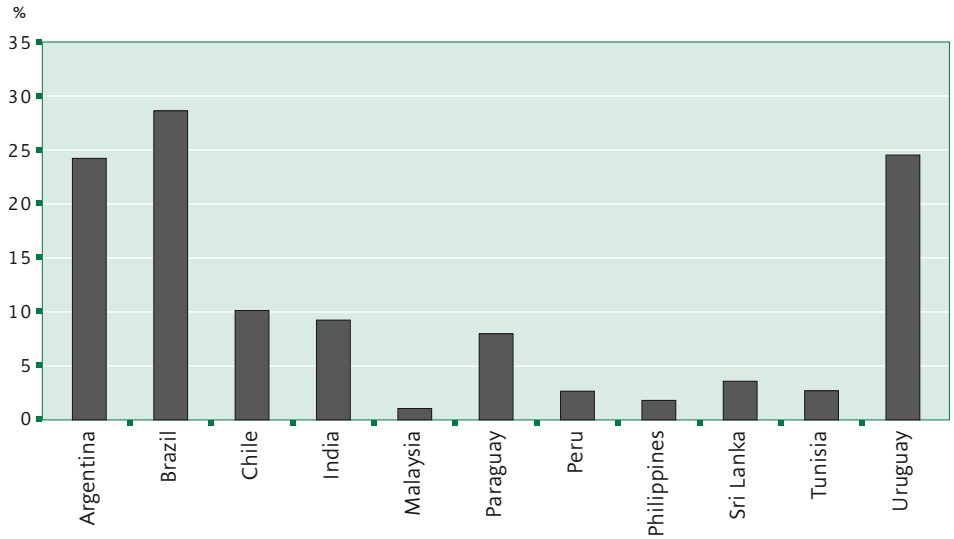
Workload of teachers working at more than one school



Sources: WEI-SPS database; Table A7.5.

FIGURE 7.8

Percentage of Grade 4 pupils with teachers working at more than one school



Sources: WEI-SPS database; Table A7.6.

marking homework and tutoring combined) was typically 33 hours per week in the WEI-SPS countries. In Chile and the Philippines, the total teacher weekly workload was 41 hours.

Grade 4 pupils taught by teachers teaching *in more than one school* ranged from one percent in Malaysia to 29 percent in Brazil. These teachers reported spending 38 hours teaching in a typical week – which was about 15 hours more than teachers teaching in one school only. The median total load across WEI-SPS countries was 48 hours per week. However, in Peru teachers on average had a workload of over 59 hours per week. In some countries those teaching in more than one school spent less time on preparing lessons and marking home work than those teaching in one school only. This would seem to be inevitable given the greater teaching load and also the amount of time needed for travelling. On the other hand, given that homework is a major predictor of achievement it would seem that this is an issue worthy of further consideration (Walberg, 1994).

In-service training for teachers (INSET)

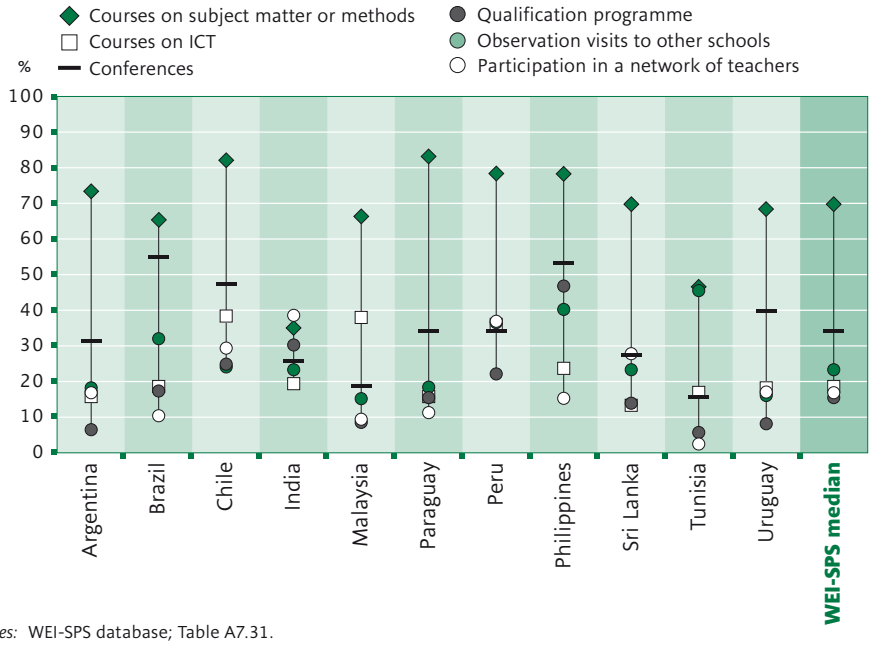
Teachers were asked what kinds of in-service teacher training programmes they had attended in the previous 12 months – and for how many days. The courses listed were:

- *Courses/workshops (e.g. on subject matter or methods and/or other education-related topics, except Information and Communication Technology – ICT);*
- *Course/workshops on Information and Communication Technology – ICT;*
- *Conferences (where teachers and/or researchers present their research results and discuss educational issues);*
- *Qualification programme (e.g. Bachelor's of Education, Master's of Arts, Master's of Education, Education Doctorate, Philosophy Doctorate);*
- *Observation visits to other schools; and*
- *Participation in a network of teachers (e.g. one organized by an outside agency or over the Internet but excluding participation in a teacher union).*

The results have been presented in **Figure 7.9**.

FIGURE 7.9

Percentage of pupils with teachers who participated in different types of in-service training activities



Sources: WEI-SPS database; Table A7.31.

The reported involvement of Grade 4 teachers engaged in in-service training for teachers (INSET) ranged from 4 to 12 days per year in WEI-SPS countries. Most in-service programmes that teachers took focused on subject matter content, with high participation in these types of training in Chile and Paraguay, while India and Tunisia had the lowest participation. There was not high participation in courses focussing on ICT. However, more than one-third of pupils in Chile, Malaysia and Peru were said to have teachers who had had ICT training. In Brazil and the Philippines, there were many pupils whose teachers had participated in research-based conferences. In India and the Philippines, a high percentage of pupils had teachers who had participated in courses leading to a qualification. In Tunisia, there were relatively more pupils with teachers who had participated in observational visits to other schools. Finally, participation in teacher networks was highest in Peru and India. It should be pointed out that no data were available on the quality of such programmes.

A typical teacher in Argentina, Brazil, Chile, India, Malaysia, Paraguay and Peru had about 10 days or more of different types of in-service training courses. In particular, a typical teacher in Chile, Paraguay and Peru had 12 days or more of training, which was three times more than in Tunisia, where the number of days for attending such courses was four days on average. With an average of about five days, the amount of time that Grade 4 teachers in Sri Lanka and Uruguay spent on in-service courses also seemed relatively limited. In the Philippines, Grade 4 teachers on average spent seven days on such courses *(see Table A7.31)*.

Lesson structure

The teachers were asked to indicate the structure of a typical lesson, specifically the percentage of time they spent on each of the following activities during a typical lesson:

- Settling the pupils down at the beginning of the lesson and dealing with disruption;
- Reviewing pupils' homework;
- Demonstrating and explaining topics to the whole class;
- Managing question and answer sessions;
- Listening to recitations;
- Working with individual pupils;
- Working with groups of pupils;
- Giving homework; and
- Having pupils do class work.

The results have been presented in **Figure 7.10**. The most time-consuming lesson activity was demonstration and explanation and the least time-consuming was settling pupils down and giving homework. Interestingly, Sri Lanka and Tunisia allocated relatively less time to demonstrating and explaining topics and more to working with pupils individually or in groups and having pupils do class work. In general, across the WEI-SPS countries, there appeared to be a good balance among these classroom activities.

Teaching styles

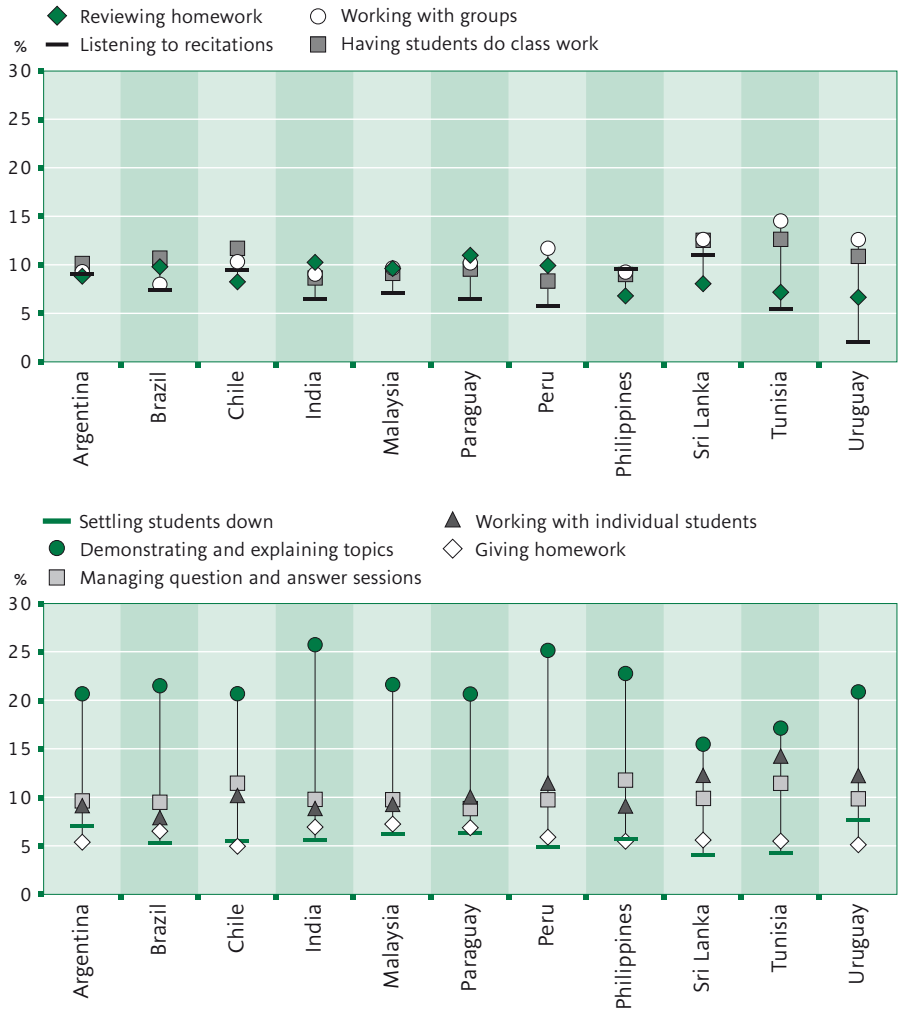
To describe and measure teaching styles, teachers were asked how often they performed each of the following 17 activities in their lessons – 'never or almost never', 'in some lessons' or 'in most lessons'.

- *At the beginning of the lesson I present a short summary of the previous lesson.*
- *I explain the aims of a lesson at the beginning of the lesson.*
- *I only start with a new topic after all previous steps have been understood by all pupils.*
- *I use examples to clarify the subject matter of the lesson.*
- *I offer the pupils opportunities to search for solutions themselves.*
- *I check regularly, by asking questions, whether or not the subject matter has been understood.*
- *I ask pupils to summarize out loud what I have explained.*
- *When I have finished teaching a topic I give a summary of the contents taught.*
- *I provide pupils with ample opportunity to practise newly taught subject matter.*
- *When working with the pupils when they are doing assignments, I ask them first how they think dealing with the assignment.*
- *I offer pupils the opportunity to compare different strategies to solve problems.*
- *I ask pupils to cooperate in small groups in doing assignments.*
- *I ask pupils to provide one another with explanations, ask each other questions and to correct each others work.*

FIGURE 7.10

Structure of Grade 4 lessons

Percentage of time spent on the following activities during a typical lesson



Sources: WEI-SPS database; Table A7.7.

- *When discussing assignments, after they have been carried out, I ask first about the way the pupil has tackled the assignment before providing feedback.*
- *I see to it that assignments can be carried out correctly by almost all pupils.*
- *When pupils are working on assignments individually I walk around and check their work.*
- *When pupils are working individually I provide extra explanations to the pupils who need it.*

From an analysis conducted to see how the questions clustered together, it was possible to identify three clusters. These three clusters were named: teacher-centred teaching practice; strongly-structured teaching practice; and pupil-centred teaching practice.

The activities in each cluster were as follows:

Teacher-centred teaching practices

- *I only start with a new topic after all previous steps have been understood by all pupils.*

- *I check regularly, by asking questions, whether or not the subject matter has been understood.*
- *When pupils are working on assignments individually I walk around and check their work.*
- *I use examples to clarify the subject matter of the lesson.*
- *I see to it that assignments can be carried out correctly by almost all pupils.*
- *When pupils are working individually I provide extra explanations to the pupils who need it.*

These were named teacher-centred because the activities depended on the teacher taking initiative.

Strongly-structured teaching practice

- *At the beginning of the lesson I present a short summary of the previous lesson.*
- *I explain the aims of a lesson at the beginning of the lesson.*
- *I provide pupils with ample opportunity to practise newly taught subject matter.*
- *When I have finished teaching a topic I give a summary of the contents taught.*

These kinds of activities reflect a preference for a strongly-structured teaching approach by teachers.

Pupil-centred teaching practice

- *I ask pupils to summarize out loud what I have explained.*
- *When working with the pupils when they are doing assignments, I ask them first how they think dealing with the assignment.*
- *When discussing assignments, after they have been carried out, I ask first about the way the pupil has tackled the assignment before providing feedback.*
- *I offer pupils the opportunity to compare different strategies to solve problems.*

These activities are referred to as pupil-centred because the teacher put the onus on the pupil to do things.

It is obvious that the teachers in all countries have stated that they performed all of these activities to some extent in most lessons (see Tables A7.8, A7.9 and A7.10). They may well have given what is known as socially desirable answers. Nevertheless, it is of interest to note that there are quite sizeable percentages of pupils whose teachers only undertook a practice in some lessons but not in all. For example, in Malaysia as many as 40 percent of pupils had teachers who 'started a new topic after all previous steps had been understood' only in some lessons or no lessons. Presumably, there must have been many topics in the curriculum that did not need previous knowledge. It is instructive for countries to examine these results because it is surprising to observe the number of pupils whose teachers undertook these activities only in some lessons.

In **Figure 7.11** the percentage of pupils whose teachers said they undertook the teacher-centred activities/ practices in 'most lessons' (the first cluster of variables) can be seen.

Most teachers carried out the various practices most of the time. In Malaysia and Sri Lanka, the percentages of pupils who had teachers 'starting a new step after previous steps had been understood' were relatively low. In Tunisia relatively low percentage of pupils had teachers 'seeing that assignments could be carried out correctly'.

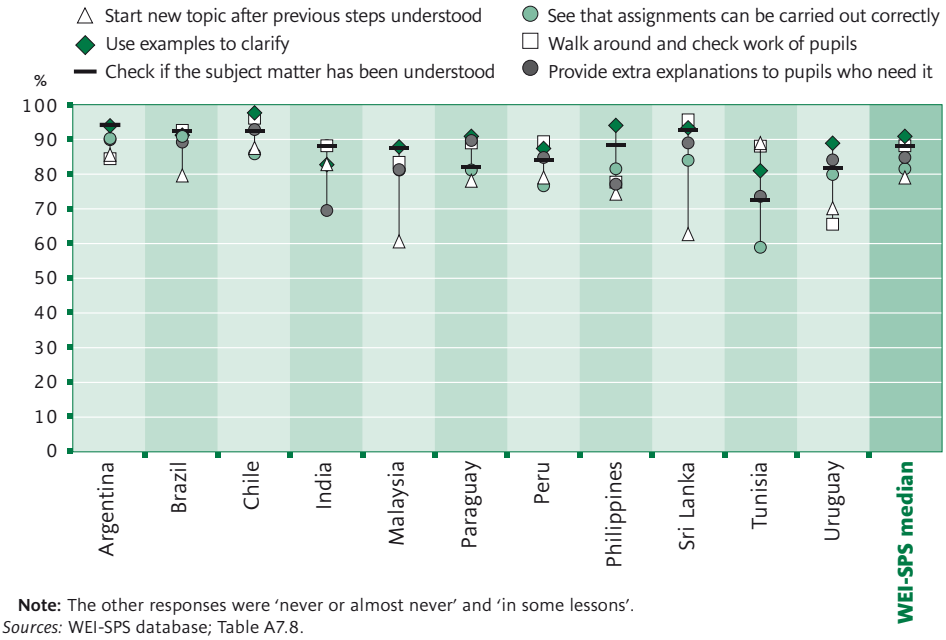
The second cluster of variables concerned teaching practices that were 'strongly structured'. The details of the results have been presented in Table A7.9. In **Figure 7.12**, the percentage of pupils who had teachers reporting using 'strongly-structured' activities in most lessons have been presented. In several countries it was uncommon for the teachers to 'explain the aims of a lesson at the beginning of the lesson', particularly in Argentina, Malaysia, the Philippines, Tunisia and Uruguay. Summarizing the contents of a lesson varied widely among countries – this was the case for teachers of 87 percent of pupils in Sri Lanka, while relatively few teachers did so in Tunisia and Uruguay. Most pupils had teachers who said that they gave the pupils plenty of opportunity to practice.

The third cluster of teaching practices concerned pupil-centred activities. Detailed results have been presented in Table A7.10. In most WEI-SPS countries, roughly half of the pupils had teachers who asked them to 'summarize out loud what the teacher had just explained'. This was also true of 'asking pupils first how they thought of dealing with the assignment' and 'asking first about the way pupils had tackled the assignment before providing feedback'. For the variable 'offering other pupils the opportunity to compare different strategies to solve problems',

FIGURE 7.11

Use of teacher-centred teaching practices

Percentage of pupils whose teachers reported performing the following activities 'in most lessons'

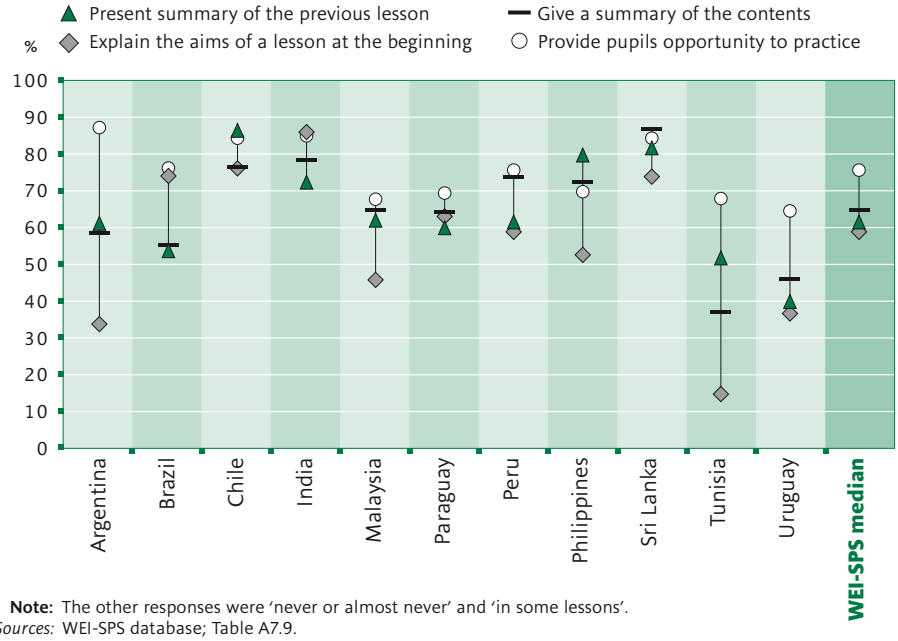


Note: The other responses were 'never or almost never' and 'in some lessons'.
Sources: WEI-SPS database; Table A7.8.

FIGURE 7.12

Use of strongly-structured teaching practices

Percentage of pupils whose teachers reported performing the following activities 'in most lessons'

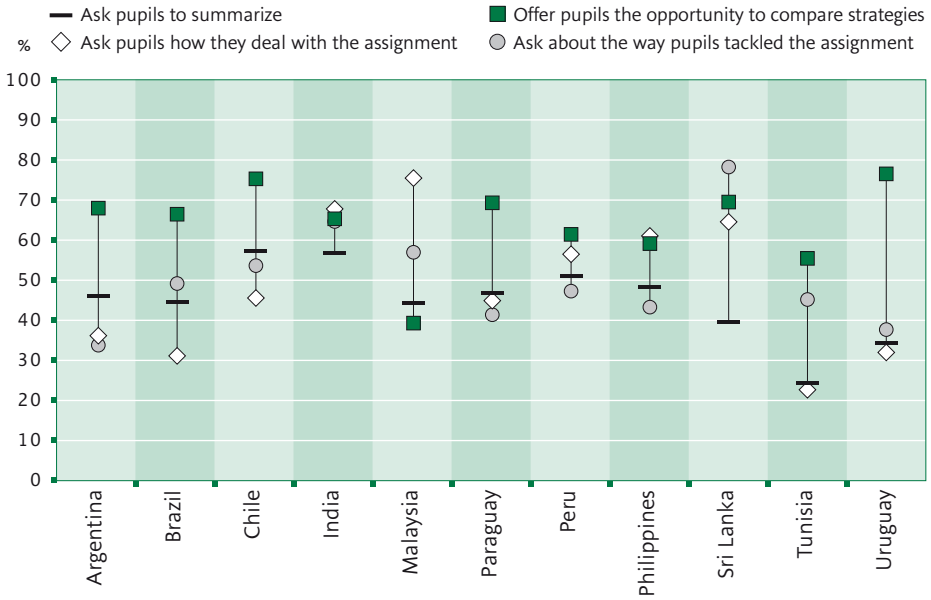


Note: The other responses were 'never or almost never' and 'in some lessons'.
Sources: WEI-SPS database; Table A7.9.

FIGURE 7.13

Use of pupil-centred teaching practices

Percentage of pupils whose teachers reported performing the following activities 'in most lessons'



Note: The other responses were 'never or almost never' and 'in some lessons'.
Sources: WEI-SPS database; Table A7.10.

67 percent of pupils in some countries had teachers who said that they followed this practice 'in most lessons' and 32 percent had teachers who said that they did so 'in some lessons'.

In **Figure 7.13** the percentage of pupils whose teachers said that they undertook each pupil-centred practice 'in most lessons' have been presented. It can be seen that 'asking pupils how they dealt with assignments' was rated relatively low in Argentina, Brazil, Chile, Paraguay, Tunisia, and Uruguay, but relatively high in Malaysia. Conversely, 'offering pupils the opportunity to compare strategies' was rated high in all countries except Malaysia.

For each country, an index was created of teaching practices by taking the average across the items in each of the above three groups[2]. It will be recalled that 'in some lessons' was coded 2 and 'in most lessons' was coded 3. In **Figure 7.14** the mean values have been presented for each cluster of practices. Since the loadings (correlations of each variable with the cluster) were slightly different from country to country, comparisons can only be made *within* countries. It can be seen that the teachers practised all of the activities' indices a lot but teacher-centred activities were slightly more common than pupil-centred and strongly-structured activities.

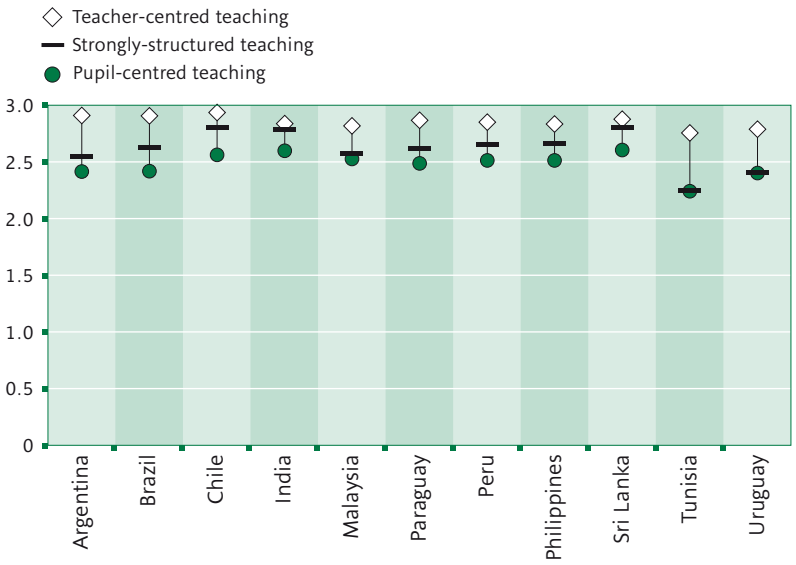
Correlations were computed between the index of *Pupil-centred teaching practices* and the social advantage of the classroom intake, classroom resources, the percentage of pupils repeating a grade, as well as years of teaching experience and teachers' academic education. The correlations have been presented in **Table 7.2**.

2. The loadings in each country on the factor have been presented in Tables A7.12, A7.13 and A7.14.

FIGURE 7.14

Teaching practices compared within countries

Mean scores of indices of teaching practices



Sources: WEI-SPS database; Table A7.11.

TABLE 7.2 **CORRELATION BETWEEN THE INDEX OF *PUPIL-CENTRED TEACHING PRACTICES* AND SELECTED TEACHER AND CLASSROOM VARIABLES**

	Social advantage of classroom intake		Number of classroom resource items		Percentage of pupils in the class who have repeated a grade		Number of years as a classroom teacher		Years of teacher's education	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**0.10**	0.030	**0.08**	0.026	-0.01	0.029	**0.08**	0.029	-0.02	0.031
Brazil	**0.13**	0.041	**0.12**	0.048	**-0.14**	0.064	**0.12**	0.035	-0.02	0.049
Chile	0.03	0.036	**0.10**	0.040	-0.05	0.044	**0.19**	0.039	0.00	0.031
India	**0.14**	0.051	**0.10**	0.052	-0.01	0.038	-0.04	0.042	**0.11**	0.047
Malaysia	0.00	0.043	**0.12**	0.039	a		**0.09**	0.036	-0.04	0.019
Paraguay	0.05	0.033	**0.11**	0.036	-0.02	0.046	0.06	0.028	0.03	0.051
Peru	**0.11**	0.034	0.04	0.038	-0.03	0.036	0.07	0.036	-0.03	0.029
Philippines	**0.12**	0.031	**0.10**	0.040	-0.05	0.044	0.05	0.043	0.00	0.029
Sri Lanka	0.09	0.053	**0.13**	0.044	0.04	0.055	-0.02	0.041	-0.04	0.040
Tunisia	0.05	0.039	**0.17**	0.037	-0.04	0.044	0.03	0.036	0.03	0.039
Uruguay	**0.14**	0.032	**0.11**	0.035	**-0.09**	0.031	**0.13**	0.032	a	

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

In a few countries, teachers with more years of experience were more likely to practise pupil-centred activities. In six countries, classrooms with a more advantaged social intake had teachers who practised more pupil-centred activities but overall there was a greater correlation to classroom resources. Differences between village and city/town schools, and between private and public schools, were also calculated. Only in Paraguay, Peru and the Philippines were teacher-centred activities practised more in city/town schools and in private schools *(see Tables A7.28, A7.29 and A7.30)*.

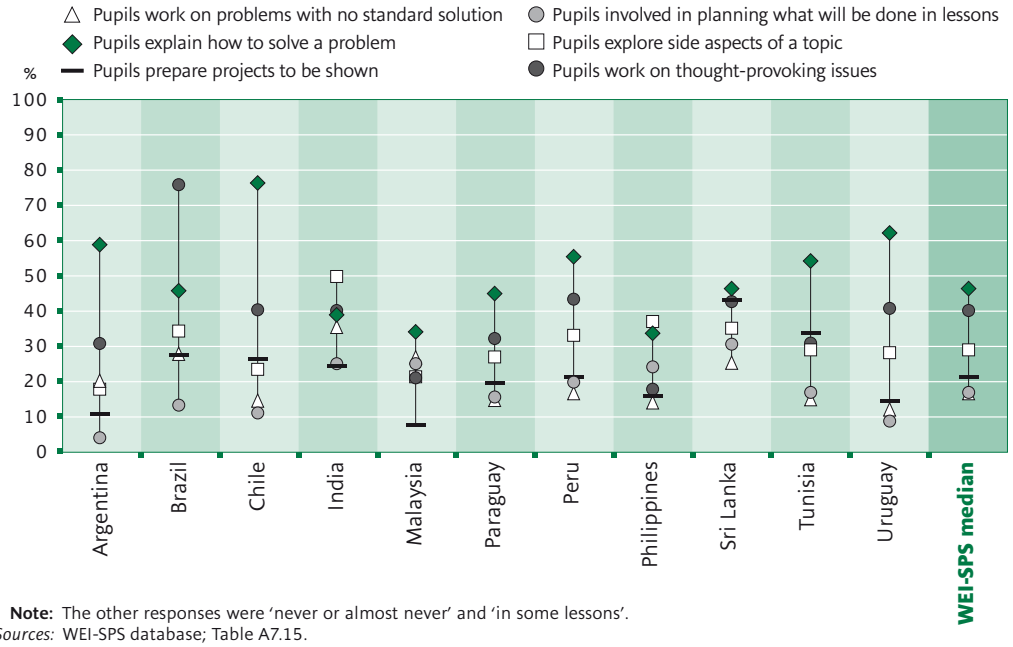
Pupil learning approaches as perceived by teachers

Teachers were asked how often the following pupil activities occurred in their classes ('never or almost never', 'in some lessons', or 'in most lessons'):

FIGURE 7.15

Use of active learning approaches

Percentage of pupils whose teachers reported that the following activities occurred 'in most lessons'



Note: The other responses were 'never or almost never' and 'in some lessons'.
Sources: WEI-SPS database; Table A7.15.

- *The whole class repeats sentences that I say first.*
- *Pupils copy texts from the blackboard.*
- *Pupils all work on assignments.*
- *Pupils work on problems for which they cannot use a standard solution.*
- *Pupils explain how they have gone about solving a problem.*
- *Pupils assess each other's work.*
- *Pupils work in groups on an assignment.*
- *Pupils work alone on an assignment.*
- *Pupils prepare projects or posters to be shown to the class.*
- *Pupils do their homework assignments at school.*
- *Pupils recite or chant tables, formulas, etc.*
- *Pupils use available local materials (e.g. for classroom demonstrations).*
- *Pupils participate in question and answer sessions in mental arithmetic.*
- *Pupils solve problems on the blackboard.*
- *Pupils receive explanations about the errors they made.*
- *Pupils are involved in planning what will be done in some lessons.*
- *Pupils have a lot of short drill exercises on the same topic.*
- *Pupils explore interesting side-aspects of the topic they learn.*
- *Pupils work on thought-provoking issues.*

From statistical analysis it was found that the activities clustered into three groups: active learning, group work and rote repetition activities.[3] Detailed results on active-learning have been presented in Table A7.15, group work in Table A7.16 and rote repetition in Table A7.17. The percentage of pupils whose teachers responded 'in most lessons' to the statements about active learning have been presented in **Figure 7.15**.

It can be seen that there was considerable variation among countries. 'Explaining how they solve problems' was a common approach in nearly all countries. But it was used for more pupils in Argentina and Chile, for example, than in Malaysia and the Philippines.

3. The loadings in each country have been presented in Tables A7.19, A7.20 and A7.21.

Relatively low percentages of pupils in Argentina, Malaysia and Uruguay were asked by teachers to prepare projects to be shown to the class. Overall, relatively few pupils were asked to work on 'problems with no standard solution' or were involved in planning what will be done in the lesson. Although, Brazil had teachers who reported a high percentage of pupils working on 'thought-provoking issues' in most lessons.

In **Figure 7.16**, the data on engagement in group activities 'in most lessons' have been presented. It can be seen that there was considerable variation among countries in the percentage of pupils engaged in group activities. 'Working in groups on assignments' was only undertaken by about 20-30 percent of pupils in Argentina, Malaysia, the Philippines and Uruguay but by about 50 percent of pupils in Brazil, Chile, India and Peru. Higher percentages of pupils in Chile, India, and Sri Lanka had teachers who said that they 'used available local materials' more so than in other countries. Only in Brazil and Uruguay, quite a low percentage of pupils participated in question and answer sessions in mental arithmetic.

Finally in **Figure 7.17** data have been summarized on the percentage of pupils whose teachers used rote repetition approaches in most lessons. In India, there were relatively high percentages of pupils whose teachers had the whole class repeating sentences in most lessons. There were relatively high percentages (over 40%) of pupils copying texts from the blackboard in Brazil, India, Malaysia, Paraguay, and Sri Lanka in most lessons. Finally there were more than 50 percent of pupils in India and Malaysia whose teachers had them reciting or chanting tables, formulae, etc.

It was possible to compare the percentage of pupils *within* countries on the indices of each of the clusters of activities. Three summary indices of pupil learning approaches were created by taking the average values across the responses within each group of items.

FIGURE 7.16

Use of group work approaches

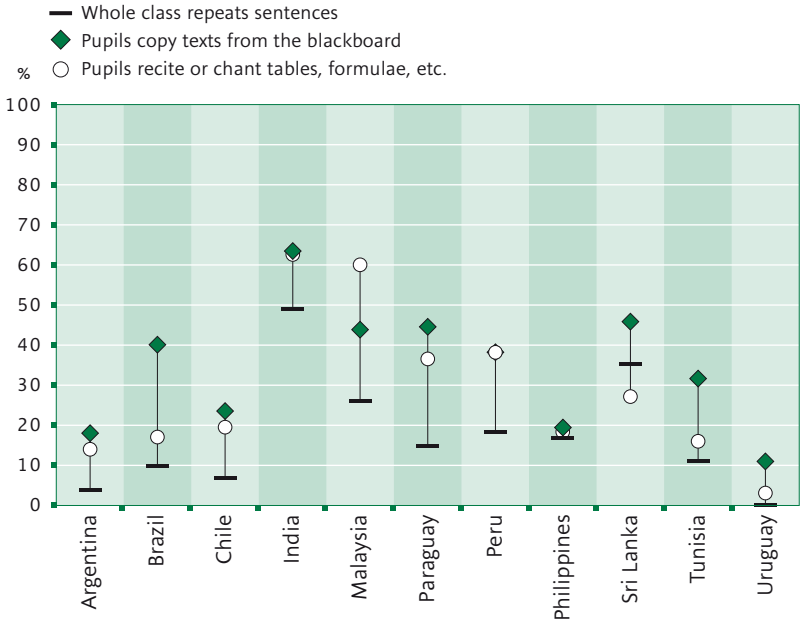
Percentage of pupils whose teachers reported that the following activities occurred 'in most lessons'

Note: The other responses were 'never or almost never' and 'in some lessons'.
Sources: WEI-SPS database; Table A7.16.

FIGURE 7.17

Use of rote repetition approaches

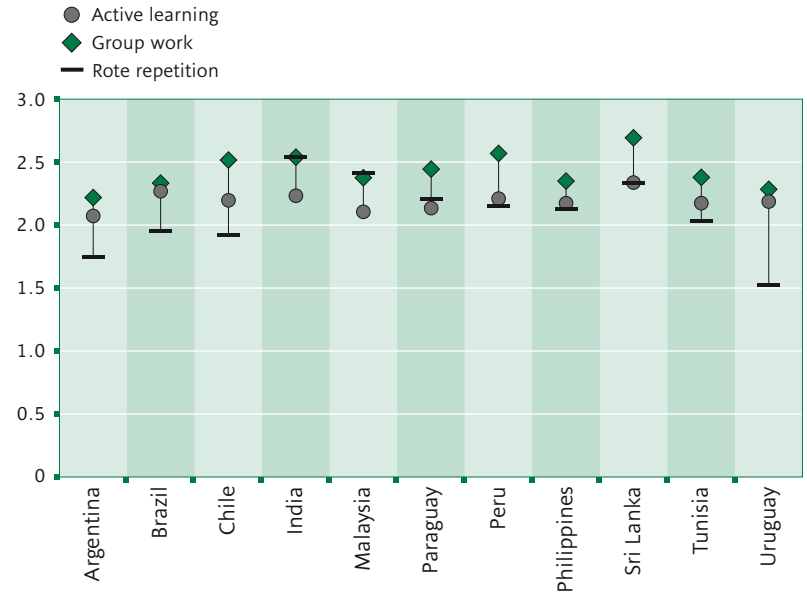
Percentage of pupils whose teachers reported that the following activities occurred 'in most lessons'



Note: The other responses were 'never or almost never' and 'in some lessons'.
Sources: WEI-SPS database; Table A7.17.

FIGURE 7.18

Mean values of indices of learning approaches



Sources: WEI-SPS database; Table A7.18.

TABLE 7.3 CORRELATION BETWEEN THE INDEX OF *ACTIVE PUPIL LEARNING* AND SELECTED TEACHER AND CLASSROOM VARIABLES

	Social advantage of classroom intake		Number of classroom resource items		Percentage of pupils in the class who have repeated a grade		Number of years as a classroom teacher		Years of teacher's education	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**0.10**	0.030	**0.15**	0.027	**-0.15**	0.028	0.08	0.030	-0.05	0.029
Brazil	**0.13**	0.041	**0.19**	0.052	**-0.15**	0.053	0.07	0.039	**0.13**	0.044
Chile	0.03	0.036	**0.15**	0.040	-0.09	0.045	0.05	0.037	0.05	0.043
India	**0.14**	0.051	**0.11**	0.046	0.08	0.038	-0.09	0.047	**0.12**	0.037
Malaysia	0.00	0.043	**0.08**	0.035	a		0.04	0.036	-0.05	0.020
Paraguay	0.05	0.033	**0.21**	0.032	-0.04	0.076	0.07	0.031	0.04	0.043
Peru	**0.11**	0.034	**0.15**	0.039	**-0.14**	0.031	0.01	0.037	0.00	0.025
Philippines	**0.12**	0.031	0.08	0.047	-0.05	0.048	0.06	0.038	0.02	0.042
Sri Lanka	0.09	0.053	0.09	0.051	0.01	0.045	-0.02	0.040	0.01	0.038
Tunisia	0.05	0.039	**0.13**	0.035	**-0.14**	0.037	0.05	0.040	0.02	0.043
Uruguay	**0.14**	0.032	**0.12**	0.035	**-0.21**	0.029	0.14	0.031	a	

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

These have been presented in **Figure 7.18**. It can be seen that there was a fairly even mixture of approaches and that in general, the group work approaches were most used and rote repetition approaches least used. The interesting exceptions were India and Malaysia where rote repetition was more pronounced. It was possible to correlate the activities' indices with the same variables as was done for the teaching practices earlier in this chapter. The results for the active learning activities have been presented in **Table 7.3**. For the other indices, the results have been presented in Tables A7.22 and A7.23 in Appendix A.

The active learning index correlated significantly with classroom resources in nine out of the 11 countries and with the social intake in six countries. As expected, it correlated negatively with grade repetition in five of the countries but not with teacher experience or teacher years of academic education. Although not shown here, the different indices were examined in city/town versus village schools and in private versus public schools. In Brazil, Malaysia and Peru, active learning was practised more in city/town than in village schools, and in Brazil, Paraguay, Peru and the Philippines more in private than in public schools *(see Tables A7.25, A7.26 and A7.27)*. Group work tended to be more common in public than in private schools, and rote repetition was used more in village than in city schools and in public rather than private schools.

Pupil assessment

Understanding how pupils progress towards various learning goals is essential for instructional improvement. Information on how each pupil in a class is learning is necessary for identifying the effects of previous teaching and learning activities as well as for planning purpose. Feedback to pupils about where they stand in terms of achieving learning targets is crucial to their motivation. The percentage of pupils with teachers who reported different kinds of pupil assessment activities have been reported in **Tables 7.4** to **7.8**.

TABLE 7.4 PERCENTAGE OF PUPILS ASSESSED ON THEIR RESPONSES IN CLASS

	Never		Less than once a month		Once a month		Once a week or more		Daily	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	0.1	0.06	0.8	0.28	0.9	0.24	7.9	0.75	90.2	0.80
Brazil	0.4	0.33	0.9	0.25	2.3	0.47	19.2	1.42	77.2	1.53
Chile	0.8	0.38	2.1	0.63	2.5	0.66	12.1	1.20	82.6	1.53
India	0.2	0.10	3.2	0.86	4.5	0.91	25.2	2.13	66.9	2.14
Malaysia	0.6	0.32	2.1	0.50	5.0	0.79	32.7	1.99	59.6	2.08
Paraguay	0.1	0.05	1.5	0.39	3.3	0.62	18.6	1.26	76.5	1.39
Peru	0.1	0.11	0.5	0.22	1.2	0.37	12.9	1.23	85.4	1.30
Philippines	0.0	0.01	0.3	0.19	0.9	0.35	10.4	1.24	88.3	1.30
Sri Lanka	0.1	0.09	0.3	0.16	4.8	1.08	13.5	1.51	81.4	1.82
Tunisia	0.6	0.27	2.9	0.61	3.0	0.70	14.1	1.39	79.4	1.56
Uruguay	3.2	0.58	5.2	0.77	9.1	0.96	33.5	1.51	48.9	1.65
WEI-SPS median	**0.2**		**1.5**		**3.0**		**14.1**		**79.4**	

Source: WEI-SPS database.

TABLE 7.5 PERCENTAGE OF PUPILS ASSESSED ON TEACHER-MADE TESTS

	Never		Less than once a month		Once a month		Once a week or more		Daily	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	0.1	0.05	10.9	0.97	54.5	1.48	30.2	1.40	4.3	0.53
Brazil	1.7	0.61	14.4	1.36	59.3	2.09	23.0	1.83	1.6	0.41
Chile	0.6	0.29	2.2	0.52	26.7	1.90	63.5	2.14	7.1	1.13
India	0.6	0.28	8.0	1.33	44.5	2.04	37.9	2.12	9.0	1.20
Malaysia	0.2	0.15	10.6	1.22	72.8	1.75	15.0	1.40	1.4	0.46
Paraguay	0.2	0.11	14.1	1.18	54.1	1.77	26.9	1.61	4.7	0.75
Peru	0.2	0.18	2.2	0.47	32.8	1.77	47.9	1.80	16.9	1.38
Philippines	0.1	0.09	1.1	0.37	5.9	1.03	50.7	2.21	42.1	2.15
Sri Lanka	0.3	0.22	2.6	0.64	39.3	2.42	43.9	2.47	13.8	1.83
Tunisia	m		6.7	0.97	44.2	1.99	31.5	1.78	17.7	1.50
Uruguay	1.5	0.35	28.5	1.49	41.7	1.67	21.9	1.41	6.4	0.83
WEI-SPS median	**0.3**		**8.0**		**44.2**		**31.5**		**7.1**	

Source: WEI-SPS database.

TABLE 7.6 PERCENTAGE OF PUPILS ASSESSED ON THEIR WORK IN EXERCISE BOOKS

	Never		Less than once a month		Once a month		Once a week or more		Daily	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	30.9	1.53	4.8	0.63	5.2	0.57	28.0	1.37	31.2	1.49
Brazil	3.4	0.60	3.5	0.65	5.7	1.09	33.4	1.93	54.1	2.20
Chile	1.1	0.41	1.6	0.44	8.5	1.10	43.0	1.96	45.8	2.01
India	0.6	0.24	3.5	0.70	16.4	2.01	41.1	2.50	38.4	2.51
Malaysia	0.0	0.00	0.4	0.11	4.3	0.74	29.6	1.74	65.6	1.82
Paraguay	22.8	1.44	6.0	0.83	9.7	0.99	30.8	1.55	30.7	1.66
Peru	4.4	0.81	0.9	0.32	2.9	0.55	40.1	1.76	51.8	1.74
Philippines	0.9	0.33	1.1	0.45	1.1	0.31	28.4	2.04	68.5	2.04
Sri Lanka	m		m		2.0	0.51	20.3	1.86	77.7	1.89
Tunisia	1.2	0.40	4.2	0.71	7.0	0.99	33.2	1.74	54.4	1.94
Uruguay	12.0	1.06	8.5	0.91	14.4	1.12	50.1	1.68	15.0	1.26
WEI-SPS median	**2.3**		**3.5**		**5.7**		**33.2**		**51.8**	

Source: WEI-SPS database.

TABLE 7.7 PERCENTAGE OF PUPILS ASSESSED ON HOMEWORK ASSIGNMENTS

	Never		Less than once a month		Once a month		Once a week or more		Daily	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	3.0	0.51	1.8	0.39	1.4	0.34	20.1	1.20	73.8	1.36
Brazil	1.9	0.52	1.8	0.39	2.3	0.77	27.0	1.94	67.0	1.99
Chile	5.0	0.91	4.9	0.79	4.5	0.79	39.0	1.98	46.6	2.01
India	0.1	0.06	0.5	0.23	2.9	1.06	24.3	1.85	72.2	2.08
Malaysia	0.3	0.17	0.0	0.01	0.1	0.03	28.2	1.92	71.4	1.93
Paraguay	0.3	0.16	0.5	0.25	0.7	0.29	14.6	1.24	84.0	1.30
Peru	0.7	0.26	0.6	0.27	0.5	0.21	10.0	1.05	88.1	1.16
Philippines	0.0	0.02	0.1	0.12	m		8.0	0.87	91.9	0.87
Sri Lanka	m		0.2	0.16	1.8	0.70	17.3	1.66	80.7	1.78
Tunisia	3.3	0.68	4.5	0.89	2.2	0.50	44.6	2.12	45.4	1.98
Uruguay	6.1	0.84	4.9	0.66	2.8	0.64	14.8	1.06	71.5	1.44
WEI-SPS median	**1.3**		**0.6**		**2.0**		**20.1**		**72.2**	

Source: WEI-SPS database.

TABLE 7.8 PERCENTAGE OF PUPILS ASSESSED ON EXTERNALLY-MADE TESTS

	Never		Less than once a month		Once a month		Once a week or more		Daily	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	84.4	1.15	11.7	1.06	2.9	0.56	0.6	0.19	0.5	0.25
Brazil	57.2	2.07	31.1	1.99	8.7	1.17	2.0	0.83	0.9	0.33
Chile	6.7	1.00	22.3	1.81	31.2	1.89	33.6	2.03	6.3	0.88
India	32.1	2.60	24.9	2.60	30.2	2.25	7.2	1.11	5.5	1.06
Malaysia	23.7	1.82	53.4	2.09	18.9	1.68	3.4	0.61	0.6	0.33
Paraguay	72.6	1.63	15.5	1.22	9.2	1.05	2.2	0.55	0.5	0.23
Peru	56.8	2.09	28.8	1.81	9.8	1.09	3.7	0.66	1.0	0.26
Philippines	a		a		a		a		a	
Sri Lanka	5.8	1.38	12.6	1.47	46.9	2.47	31.6	2.12	3.1	0.60
Tunisia	1.3	0.40	31.5	1.78	60.4	1.85	5.5	0.78	1.3	0.37
Uruguay	87.2	1.23	11.5	1.15	0.2	0.11	0.5	0.22	0.7	0.30
WEI-SPS median	**44.4**		**23.6**		**14.3**		**3.6**		**1.0**	

Source: WEI-SPS database.

In every participating country, teachers used a variety of strategies in the continuous assessment of their pupils. Overall, they commonly relied on teacher-made tests and exercises in workbooks. Homework assignments varied from relatively low in Tunisia and Chile to relatively high in Peru and the Philippines. The use of externally-made tests appeared to be relatively common in Sri Lanka and Chile, but they were not used extensively in any other country.

However, there was considerable variation in the combination of assessment forms and the frequency in which they were employed. In general, teachers assessed pupils' responses in the classroom on a daily basis in all WEI-SPS countries. This was backed up by work in exercise books albeit less frequently for pupils in Argentina, Paraguay and Uruguay. Teacher-made tests were used weekly or monthly, except in the Philippines, where 42 percent of pupils took such tests daily. Externally-made tests were used once a month or less, with the exceptions of Uruguay and Argentina, where 87 percent and 85 percent respectively of pupils had teachers who reportedly never used these tests. Finally, nearly all pupils were reported to have homework daily or more than once a week. Nevertheless, a small percentage of pupils in Argentina, Chile, Tunisia and Uruguay never had homework. This is clearly an issue of concern for the authorities.

Conclusion

In keeping with world wide trends, the primary teachers in the participating countries were predominantly young (about 40 years old) and female. There was a wide range of pre-service teacher training – from 1.1 years in India and Tunisia to more than 3.7 years in Chile and Uruguay. Teacher placement was relatively stable as most teachers had been in their present post for more than eight years.

Teacher professional development also indicated that there was an interesting emphasis on research, courses for further qualifications, observation visits and teaching at other schools. This was in addition to the normal content- and method-based workshops and courses. These results may have involved some degree of social desirability bias, but the persistence across countries provides some credence to the response patterns.

The reported workload per week for teachers teaching in only one school ranged from 25 hours (Malaysia) to 41 hours (Chile and the Philippines). It was mostly in Argentina, Brazil, and Uruguay that some teachers had to teach in more than one school with workloads ranging from 41 to 59 hours.

In terms of teaching approaches, just over 20 percent of pupils had teachers who focused on actual demonstration and explaining topics to the whole class.

Approximately 10 percent of pupils had teachers who engaged in the following: questions and answers, helping individuals, helping groups, reviewing homework, and class work. Some interesting differences were observed among countries on the extent to which they used different types of activities that could be categorised as pupil-centred, strongly-structured, or teacher-centred. Most teachers used exercises in notebooks, and teacher-made tests to assess their pupils.

It was apparent that most teachers used set texts, as well as demonstration and class exercises as instructional methods, without necessarily access to teacher guides, or other classroom resources. Overall, teachers in Argentina appeared to have the fewest resources. Pupil texts were not common, nor were resources such as a dictionary, teacher guides, or a reading corner. They also tended to spend less time than average in reading and mathematics instruction. This observation may be reflected in Chapter 9 where Argentina appeared to have a slightly lower mean score related to *'variety of reading materials used in Grade 4 classes'*. Certainly, these indices might also be taken as *opportunity to teach* measures. The lack of access to resources was related to a teacher-centred approach.

Indices were created of activities related to teaching styles such as teacher-centred practices, strongly-structured practices and pupil-centred activities. The same was true for learning approaches such as active learning, group work, and rote repetition. There were interesting differences among countries on several variables. The active learning index and the pupil-centred approach were usually correlated with schools with a socially advantaged intake of pupils and higher levels of classroom resources. It was therefore not surprising to note that private schools and urban schools undertook more active learning activities and more pupil-centred teaching approaches than public schools and village schools.

Country profiles

Argentina: A typical teacher was 40 years old and had spent about 9 years in the present school. She or he had 17 years of formal education, including three years of pre-service teacher training. Nearly one quarter of all teachers taught in more than one school. For the other teachers, the weekly workload, including preparing lessons and marking homework, was 33 hours per week. The teachers reported that they had about 12 days of in-service training in the past year. According to their reports about teaching activities, relatively few 'explained lesson aims', 'gave a summary when finished', asked pupils to cooperate in groups', 'asked pupils to provide explanations', or 'asked pupils how they did their assignments'. Teacher-centred approaches were more commonly used than pupil-centred.

Brazil: A typical teacher was 39 years old and had spent seven years in his or her present school. She or he had 16 years of formal education of which three years were pre-service teacher training. Nearly 30 percent of teachers taught in more than one school and their total teacher load was 46 hours per week. The other 70 percent of teachers had a load of 33 hours per week. The average teacher had about 10 hours of in-service training in the previous year, of which much was spent on the upgrading of subject matter content and method. However, some time was invested in research-based conferences and observing in other schools. Teaching activities tended to be slightly more teacher-centred than the average for WEI-SPS countries. Pupil activities tended to be less focused on rote repetition and more on 'working on non-standard problems'.

Chile: A typical teacher was 45 years old and had been in the present school for 11 years. He or she had 18 years of formal education and four years of teacher training. Only ten percent of teachers taught in more than one school. Teachers had 13 days of in-service training in the previous year. Many took courses 'updating subject matter knowledge and methods', as well as ICT courses, research-based conferences, qualification programmes and observing in other schools. Relative to other countries, Chilean teachers were high on the teacher-centred activities scale and on the strongly-structured' scale. They also focused more on group work and less on rote repetition. The teachers undertook a lot of pupil assessment mostly using teacher-made tests.

India: A typical teacher was about 38 years old, had been teaching in the present school for about eight years, had about 15 years of formal education, and one year of teacher training. Less than 50 percent of teachers were female. Nine percent taught in more than one school and had a teaching load of about

30 hours per week. They tended to have had 12 days of in-service training in the previous year. The general approach to teaching was traditional with little scope for enquiry and experiential learning. Rote repetition was practised a great deal and active learning was not emphasized. Teachers assessed pupils continuously using a variety of practices.

Malaysia: A typical teacher was about 35 years old, had been teaching in the present school for about six years, had about 17 years of formal education, and 2.5 years of pre-service teacher training. Teachers taught at only one school and their workload was 25 hours per week. In the previous year, they had 11 days of in-service training, much of which was devoted to subject matter content, method and ICT. Relative to other countries, fewer pupils had teachers who 'explained the aims of the lesson', 'moved to a new topic only when all pupils had understood' and 'allowed pupils to compare strategies'. More pupils had teachers who 'asked pupils to provide explanations', and 'asked pupils how they had done an assignment'. In general, the teachers had a 'pupil-centred' approach. On the other hand, many pupils had teachers who stressed rote learning by 'repeating sentences', 'copying from the blackboard' and 'reciting and chanting'. There were only minimal differences in these activities between the teachers in village and town schools. The assessment strategies relied mostly on exercises in notebooks, responses in class, and homework assignments.

Paraguay: A typical teacher was about 40 years old, had been teaching in the present school for about eight years and had about 17 years of formal education of which three years were for pre-service teacher training. Almost all teachers taught in only one school and had a workload of 33 hours per week. They had 12 days of in-service training in the previous year, primarily focussed on subject matter content and method. The teachers tended to place the same emphasis on 'pupil centred activities', 'teacher-centred', and 'strongly-structured' teaching styles. There was some emphasis on rote repetition. Pupil assessment was conducted mostly using exercises in notebooks and teacher-made tests.

Peru: A typical teacher was about 40 years old, had been teaching in the present school for about eight years, and had about 13 years of formal education, including four years of pre-service teacher training. Most teachers taught at only one school and had a teaching load of 36 hours per week. They had 12 days of in-service training in the previous school year, most of which was focussed on subject matter content and method, but also on ICT, research-based conferences, observational visits to other schools, and participation in teacher networks. The teachers seemed to focus equally on teacher-centred, pupil-centred and strongly-structured teaching styles. There was a great deal of pupil assessment using teacher-made tests and exercises in notebooks.

Philippines: A typical teacher was about 40 years old, had been teaching in the present school for about 10 years, had about 11 years of formal education in addition to four years of pre-service teacher training. Almost all teachers taught only in one school and their teaching load was reported to be 41 hours per week. This was more than in any other WEI-SPS country, except for Chile. A typical teacher had seven days of in-service training, mostly focussed on subject matter content and methods, but also on research-based conferences. Teachers tended to describe their approaches as being 'strongly-structured and 'pupil-centred'. But average amounts of pupil activities were devoted to rote repetition, active learning and group work. Teachers did a lot of pupil assessment mostly using teacher-made tests.

Sri Lanka: A typical teacher was about 41 years old, had been teaching in the present school for about eight years, had about 13 years of formal education of which two were for pre-service teacher training. Nearly all taught in only one school and had a workload of 28 hours per week. Teachers had 5 days of in-service training, primarily focussed on subject matter content and method. The teachers were high on the scales of pupil-centred activities and strongly structured learning approaches. They used a lot of group work. Pupil assessment was widely practised, using mostly teacher-made tests and some developed externally.

Tunisia: A typical teacher was about 38 years old, had been teaching in the present school for about six years, had about 13 years of formal education and one year of pre-service teacher training. Almost all teachers taught in only one school with a teaching load of

39 hours per week. A typical teacher had four days of in-service teacher training in the previous year, more or less equally split among subject matter knowledge and methods and observational visits to other schools. Relative to other countries in the study, teachers in Tunisia said that they spent more time preparing lessons and marking homework. They spent less time on 'settling the pupils down', 'demonstrating and explaining topics to the whole class', and 'reviewing homework', and more time on working with pupils individually and in groups. On classroom activities, teachers were low on pupil- and teacher-centred scales. About 50 percent of pupils had teachers who used homework assignments for assessment, while 30 percent were assessed on the basis of exercises in notebooks and teacher-made tests.

Uruguay: A typical teacher was about 40 years old, had been teaching in the current school for about seven years, and had about 17 years of formal education in addition to four years of pre-service teacher training. Twenty-five percent of teachers taught in more than one school with a workload of 35 hours per week compared with 49 hours for those teaching in more than one school. A typical teacher had five days on in-service training in the previous year. Most of this was on subject matter content and methods, and to some extent, on research-based conferences. Relative to other countries, the Uruguayan teachers spent less time on setting and reviewing home work. Learning activities were more pupil-centred with a lot of active learning. Pupil assessment was conducted using mostly exercises in notebooks and responses of pupils in class.

8 Teacher attitudes, perceptions and satisfaction

Aletta Grisay (University of Liège)

Introduction

In school effectiveness studies, a number of authors (e.g. Rutter and al., 1979; Purkey and Smith, 1983; Levine and Lezotte, 1990; Freiberg, 1999; Ghaith, 2003) reported on the important role played by what has been called a positive *school ethos* or *school climate* in fostering pupils' academic achievement, self-concept and school motivation. School ethos can be defined as a combination of values, attitudes, expectations and behaviours that are more or less shared by the members of a school community and are usually perceived as 'distinctive' by pupils, teachers, as well as by parents or other local community actors. Generally, in schools with a positive ethos, there is a consensus among school staff, pupils and pupils' families about the value of academic and educational achievement, and some form of partnership in pursuing it. Aspirations to academic success are fostered in all pupils, and a sense of identity and belonging to the school community is promoted. The school atmosphere is usually quiet, safe and work-oriented; pupil/teachers relationships are perceived as positive. Pupils' motivation is high, and teachers report high levels of satisfaction with their job.

The aim of this chapter is to explore the information collected through the WEI-SPS teacher questionnaire on a number of dimensions that can be considered as particularly important components of the school climate, in terms of teachers' attitudes and perceptions:

- Teachers' perceptions of school staff's expectations concerning pupils' achievement of academic standards;
- Teachers' perceptions of the role of the school head in conveying a clear and shared vision of the school's objectives;
- Teachers' complaints about possible problems that might hinder their capacity to deliver appropriate instruction;
- Teachers' professional satisfaction; and
- Teachers' perceptions of the social status of teachers, compared to other professionals.

Teachers' perceptions of school staff's expectations concerning academic achievement

Effective schools are typically described in the literature as institutions where the school head and teachers consider it to be extremely important that *all* pupils meet the academic standards that were set for them, and are convinced that their major role is to help them to reach those standards. Conversely, in ineffective schools the staff members often express the idea that the aptitudes or the motivation of some pupils are insufficient to attain the instructional objectives, and that there is little that a teacher can do to improve the situation.

In order to explore the emphasis put on academic achievement, teachers were asked to what extent they agreed with six statements:

- *Our school puts great emphasis on cognitive outcomes in basic school subjects.*
- *Most of the teachers in this school do their best to help students attain high achievement results.*
- *Most of the teachers in this school strive to ensure that all students do well.*
- *It is important in our school that each student reaches his/her full potential.*
- *The school head and staff have high expectations for students' achievement.*
- *We consider as a priority in this school to help the weakest students to attain reasonable levels of achievement.*

The rate of positive answers ('agree' or 'strongly agree') appeared to be over 90 percent for almost all items in all participating countries *(see Table A8.1)*, suggesting that this set of items may have been less discriminating than expected, probably due to social compliance biases.

In **Figure 8.1**, only the percentage of Grade 4 pupils in schools where the teacher ticked the highest answer category ('strongly agree') have been presented for each of the items.

In Chile, India and the Philippines, more than 50 percent of the Grade 4 pupils attended classes whose teachers

said that they strongly agreed with all six items used to cover the dimension *Emphasis on academic achievement*. The proportion of 'strongly agree' was also very high for almost all items in all other countries (except Peru, where a majority of teachers selected 'agree' rather than 'strongly agree').

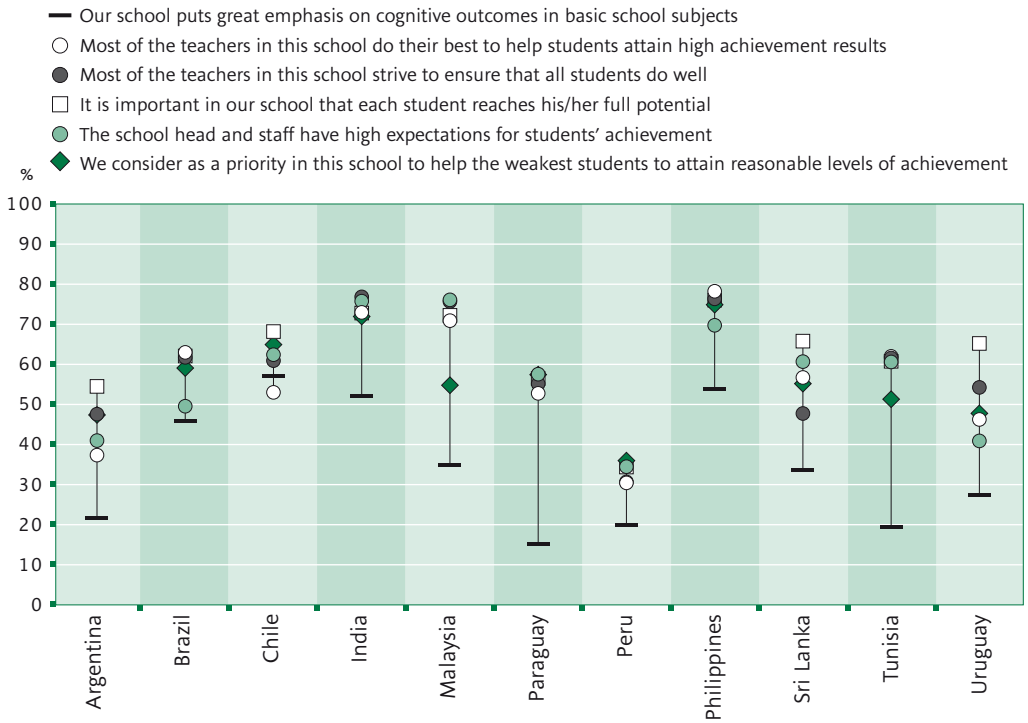
Only one of the items – '*Our school puts great emphasis on cognitive outcomes in basic school subjects*' – drew slightly less positive responses in most countries, probably because the expression 'basic school subjects' was considered too restrictive. It referred to the idea that the curriculum should be focussed on a set of basic or minimal competences, which is often controversial among educators.

An overall indicator of *School emphasis on academic achievement* was created by averaging the available answers to the six items, so that the scores can vary from 1 (strongly disagree with all items) to 4 (strongly agree with all items). The mean scores have been presented, together with the standard error and the alpha reliability of the scale, in Table A8.5. Mean values above 2 indicate countries where a majority of pupils had teachers who tended to agree or strongly agree with most of the items, while values below 2 would indicate that a majority of pupils had teachers who tended to disagree or strongly disagree. The very high mean scores observed in all countries seem to point to possible effects of social desirability.

FIGURE 8.1

Teachers' perception of *Emphasis on academic achievement* among school staff

Percentage of Grade 4 pupils whose teacher reported to 'strongly agree' with the following statements



Note: Response categories were 'strongly disagree', 'disagree', 'agree' and 'strongly agree'.
Sources: WEI-SPS database; Table A8.1.

TABLE 8.1 **CORRELATION BETWEEN THE INDEX OF *EMPHASIS ON ACADEMIC ACHIEVEMENT* AND SELECTED CHARACTERISTICS OF PUPILS**

	Index of *Social advantage of classroom intake*		Number of classroom resources		Percentage of pupils repeating a grade		Perceived pupil motivation	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**0.11**	0.031	**0.07**	0.034	**-0.12**	0.027	**0.27**	0.027
Brazil	**0.15**	0.045	**0.15**	0.040	**-0.22**	0.041	**0.30**	0.032
Chile	**0.07**	0.034	**0.21**	0.056	**-0.14**	0.055	**0.26**	0.033
India	**0.18**	0.037	0.09	0.049	-0.07	0.039	**0.36**	0.044
Malaysia	0.03	0.043	**0.10**	0.036	a		**0.29**	0.035
Paraguay	**0.10**	0.035	**0.12**	0.035	**-0.13**	0.037	**0.28**	0.033
Peru	**0.17**	0.035	0.04	0.037	-0.05	0.038	**0.27**	0.032
Philippines	**0.12**	0.039	**0.13**	0.038	0.01	0.035	**0.28**	0.037
Sri Lanka	**0.13**	0.053	0.07	0.047	-0.07	0.049	**0.25**	0.046
Tunisia	0.08	0.041	**0.13**	0.033	0.04	0.038	**0.24**	0.039
Uruguay	**0.07**	0.034	**0.17**	0.029	**-0.20**	0.031	**0.24**	0.029

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

In order to estimate the impact of this potential bias, an indicator of *Social desirability* of the respondent's answers was created.[1] The correlation of this indicator with *School emphasis on academic achievement* was 0.46, confirming that this set of questions was probably affected to a significant extent by compliance bias.

For this reason, the differences in *School emphasis on academic achievement* scale scores observed across the WEI-SPS countries could not be considered as interpretable. It was hard to tell whether theses differences were due to higher levels of compliance among the respondents in certain countries or to authentic differences in the respondents' perceptions.

However, the interpretation was slightly easier at the national level. Despite the weakness of the indicator (and the reduced discrimination power that resulted from it), the scale had interesting correlations with some characteristics of the pupils taught by the respondent *(see **Table 8.1**)*.

It can be seen from Table 8.1 that in almost all countries, the emphasis placed by the school staff on academic achievement tended to be somewhat higher for classes attended by pupils perceived as 'motivated' by their teacher, and, to a lesser extent, for classes with high proportions of advantaged pupils and better educational resources. Conversely, the indicator had lower values for classes with high proportions of pupils repeating a grade. This pattern of results is quite common in the literature about teachers' expectations. It has often been described as a case of reciprocal relationship: on the one hand, teachers develop higher expectations when they teach a class that they perceive as motivated and well-performing. On the other hand, other things being equal, students learn better and develop more motivation when taught by a teacher who has high expectations.

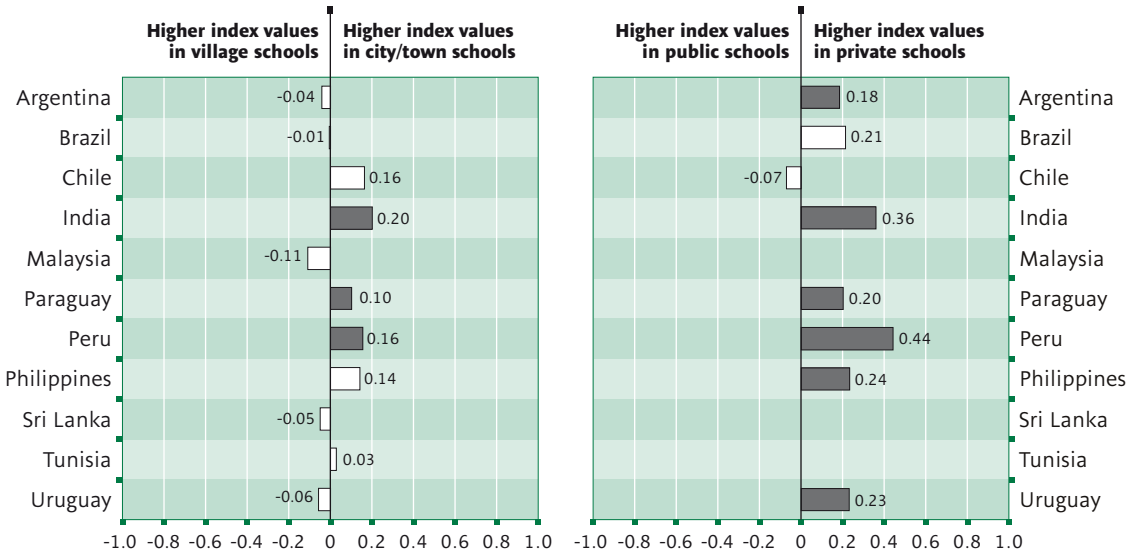
Some differences were also observed in relation to school location and school type, and have been presented in **Figure 8.2**. The first panel of Figure 8.2 is devoted to the standardized differences in mean index scores of pupils attending village schools compared to those attending city/town schools. In the second panel, differences in mean index scores of pupils attending public schools, compared to those in private schools have been shown. In both cases, the differences have been expressed as fractions of the standard deviation of the national scores, i.e. as effect sizes *(see the explanation in Box 3.1)*.

Only very minor differences were observed in the mean values of the index of *Emphasis on academic achievement* between village and urban schools, although in India, Chile, Peru and the Philippines,

1. This indicator was computed by averaging the proportion of items where the teacher tended to select the most 'desirable' answer to three *other* questions in the Teacher Questionnaire (TQ20 and TQ21 on teaching practices and TQ24 on satisfaction with various aspects of the school and teaching profession).

FIGURE 8.2

Differences in mean values of the index of *Emphasis on academic achievement*, by school location and type



Notes: Response categories were 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A8.6.

there was a slight trend towards higher emphasis in urban schools. By contrast, in countries where private schools existed[2], the difference between public and private schools was generally significant (in favour of private schools). The largest effect size was found in Peru, where the mean level of emphasis reported by teachers in private schools outscored the level reported in public schools by nearly half of a standard deviation.

Teachers' positive or negative perceptions of selected aspects of their professional life

Teachers responded to 17 items aimed at collecting information about their satisfaction with various aspects of professional life. Three indicators were derived from this set of items:[3] *Role of principals in implementing a shared vision of school objectives; Teacher complaints about problems hindering instruction;* and *Teacher professional satisfaction*.

i) Role of school heads in implementing a shared vision of school objectives among staff

Educational environments that are unpredictable or ridden with conflicts are known to be unsuitable for young children. Negative effects on pupils' development

2. In Malaysia, private schools were included in the sample, but the school type variable was not included in the database. Therefore, no effect size could be computed for private/public schools in Malaysia.

3. The factor structure that emerged from a Principal Component Analysis (PCA) analysis of this set of items was somewhat unstable across the participating countries, partly due to a few items that appeared to have a relatively low communality and moderate loadings on more than one factor (item14: *I make a conscious effort to coordinate the content of my courses with that of other teachers*; item 16: *I sometimes feel it is a waste of time to try to do my best as a teacher*; and item 17: *I would recommend other teachers to come and teach in this school*). These 3 items appeared to be flawed in a number of countries, and were deleted from further analyses. The remaining 14 items tended to cluster into three reasonably consistent factors. Separate PCAs on each of these groups of items confirmed that, in all three cases, single factors could be extracted in all or almost all countries.

have been observed in schools where there is significant inconsistency in teachers' educational values, instructional practices or disciplinary methods. One of the important roles of the school head is to help create a consensus among the school staff about their common mission and the practices to fulfil it. To measure this dimension, six items were included in the Teacher questionnaire:

- *My school head lets staff members know what is expected of them.*
- *My school head is supportive and encouraging towards the staff.*
- *My school head enforces school rules for student conduct.*
- *Most of my colleagues share my beliefs about what the central mission of the school should be.*
- *My school head knows what kind of school he/she wants and has communicated it to the staff.*
- *There is a great deal of cooperation among staff members.*

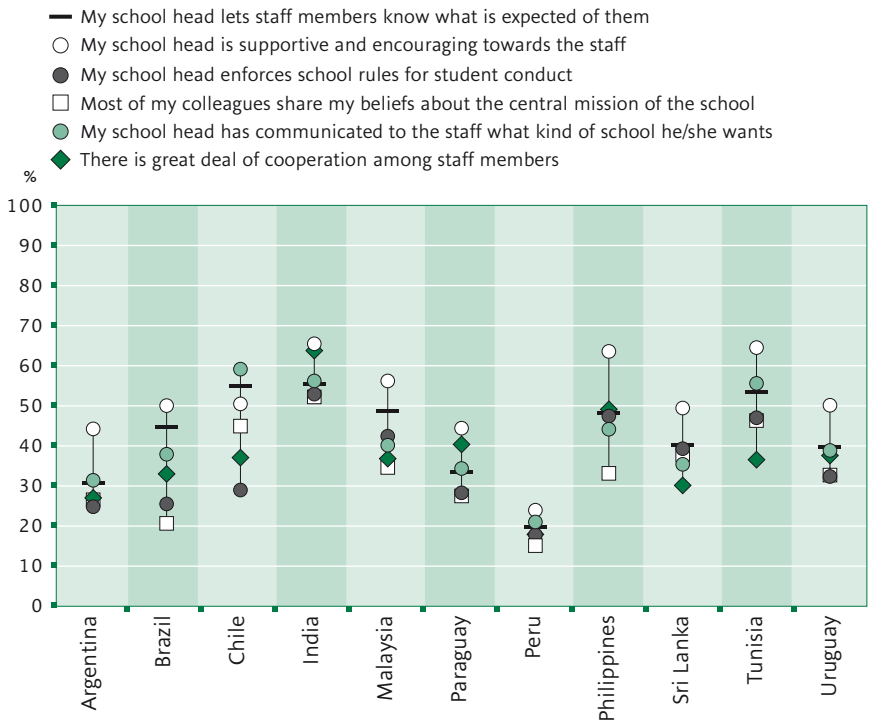
The percentage of Grade 4 pupils in schools where the teacher ticked the various answer categories for each of these items have been presented in Table A8.2. The rate of positive answers ('agree' or 'strongly agree') appeared to be over 90 percent for almost all items in all participating countries, suggesting that, again, this set of items may have suffered from social compliance biases.

In **Figure 8.3**, only the percentage of Grade 4 pupils in schools where the teacher ticked the highest answer category ('strongly agree') have been presented for each of the items.

FIGURE 8.3

Teacher satisfaction with the role of the school head in implementing a shared vision of school objectives among staff

Percentage of Grade 4 pupils whose teacher reported to 'agree' or 'strongly agree' with the following statements



Note: Response categories were 'strongly disagree', 'disagree', 'agree' and 'strongly agree'.
Sources: WEI-SPS database; Table A8.2.

TABLE 8.2 CORRELATION BETWEEN THE INDEX OF *VISION OF SCHOOL OBJECTIVES* AND SELECTED CHARACTERISTICS OF THE CLASSROOM ENVIRONMENT

	Index of *Social advantage of classroom intake*		Number of classroom resources		Percentage of pupils repeating a grade		Perceived pupil motivation	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**0.11**	0.028	**0.11**	0.033	**-0.09**	0.024	**0.25**	0.028
Brazil	**0.19**	0.040	**0.25**	0.038	**-0.19**	0.053	**0.25**	0.034
Chile	0.04	0.036	**0.18**	0.038	-0.09	0.044	**0.26**	0.037
India	**0.17**	0.041	**0.14**	0.059	-0.02	0.036	**0.39**	0.041
Malaysia	-0.01	0.040	**0.10**	0.037	a		**0.28**	0.035
Paraguay	**0.13**	0.035	**0.08**	0.033	**-0.07**	0.028	**0.31**	0.032
Peru	**0.18**	0.034	0.05	0.041	-0.03	0.034	**0.20**	0.034
Philippines	0.08	0.042	**0.13**	0.039	0.05	0.041	**0.25**	0.038
Sri Lanka	0.08	0.061	0.04	0.054	-0.01	0.062	**0.31**	0.055
Tunisia	0.04	0.045	**0.22**	0.037	0.03	0.045	**0.21**	0.040
Uruguay	**0.12**	0.031	**0.17**	0.032	**-0.19**	0.032	**0.23**	0.034

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

There was little variation in teacher responses to the six items in India, where the proportion of pupils with teachers who strongly agreed was the highest for almost all items (around 60%), nor in Peru, where the proportion was the lowest (around 20%). Here again, the Peruvian teachers tended to give moderately positive answers ('agree') rather than extreme answers ('strongly agree').

In most countries, the highest values were observed for the item '*My school head is supportive and encouraging towards the staff*' and the lowest for the item '*Most of my colleagues share my beliefs about what the central mission of the school should be*'.

An overall indicator of *Vision of school objectives* was created by averaging the non-missing answers to these six items, so that the scores can vary from 1 ('strongly disagree' with all items) to 4 ('strongly agree' with all items). The mean scores have been presented, together with the standard error and the alpha reliability of the scale, in Table A8.5. The very high mean scores observed (more than 3 in all countries) suggest here again the impact of social desirability bias.

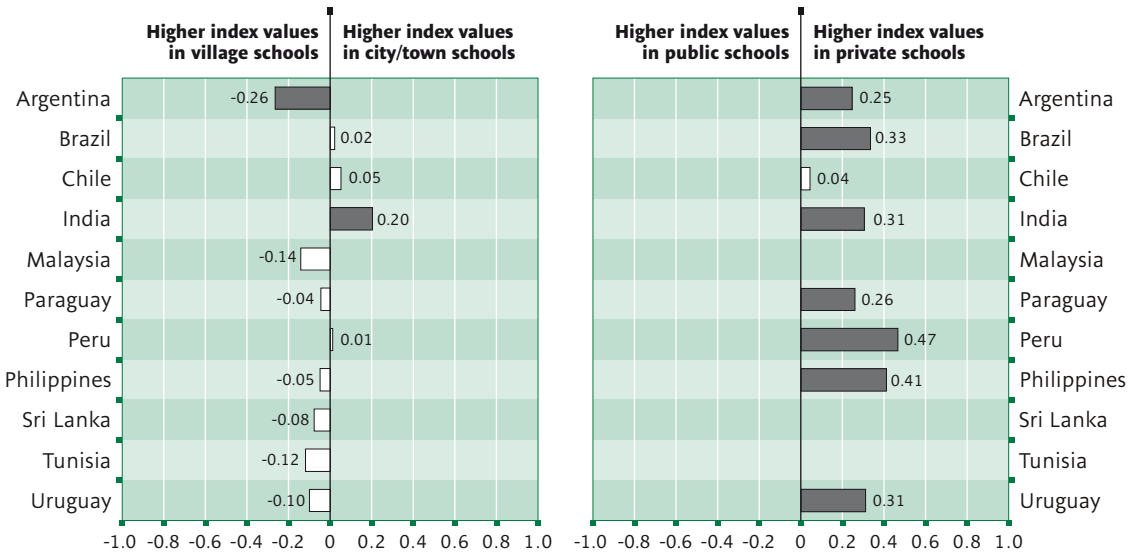
A correlation of 0.51 was observed between the scale score of *Vision of school objectives* and an indicator of *Social desirability*[4]. Therefore, the international differences between country means cannot be interpreted, since they could be due either to higher levels of compliance in India, the Philippines, Malaysia and Tunisia than in Peru, Argentina, Brazil, Paraguay and Uruguay, or to true differences in the role of principals and in consistency of perceptions of school mission in these two groups of countries.

At the country level, however, the variations of the indicator were less ambiguous. In general they were correlated positively with *Perceived pupil motivation*, with availability of *Classroom resources* and also, in some countries, with the index of *Social advantage of classroom intake*. Conversely, the correlations tended to be negative in a number of countries with the proportion of *Grade repeaters* in the class *(see **Table 8.2**)*. This pattern of results makes sense in the perspective of reciprocal effects mentioned above: the attitudes and practices of the school staff seem to be more positive in more advantaged schools, and this in turn has a probable impact on students' characteristics, particularly motivation.

4. The *Social desirability* indicator was computed by averaging the proportion of items where the teacher tended to select the most 'desirable' answer to other questions in the TQ. To avoid spurious dependency, this particular indicator included information about the respondents' propensity towards extreme answers that was derived from TQ20, TQ21 and TQ23, but not from TQ24 itself. The same indicator was used to check potential compliance effects in all three scales derived from TQ24.

FIGURE 8.4

Differences in mean values of the index of *Vision of school objectives*, by school location and type



Notes: Response categories were 'strongly disagree', 'disagree', 'agree' and 'strongly agree'.
A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A8.7.

In most WEI-SPS countries, no significant differences in mean scores of *Vision of school objectives* were found between village and city/town schools. As can be seen in the first panel of **Figure 8.4**, the exceptions were Argentina (where teachers in village schools reported higher levels of satisfaction than city teachers with the role of their school head in implementing a positive and shared *Vision of school objectives*) and India, where the reverse was true.

As can be seen in the second panel, the contrast was much larger between public and private schools. In all countries with non-negligible numbers of private schools, except Chile, the mean score of the index of *Vision of school objectives* was significantly higher in private than in public schools. The largest effect sizes (about 0.4 standard deviation) were observed in Peru and the Philippines.

ii) Teacher complaints about factors hindering instruction

Instructional time is one of the most valuable resources in schools, but it is easily wasted when classroom discipline is poor or when the teacher must attend to too many administrative tasks. To explore this dimension, teachers were asked to respond to the following items:

- *The level of pupil misbehaviour in my school interferes with my teaching.*
- *Routine duties and paperwork interfere with my teaching.*
- *Pupils coming late and skipping classes interfere with my teaching.*

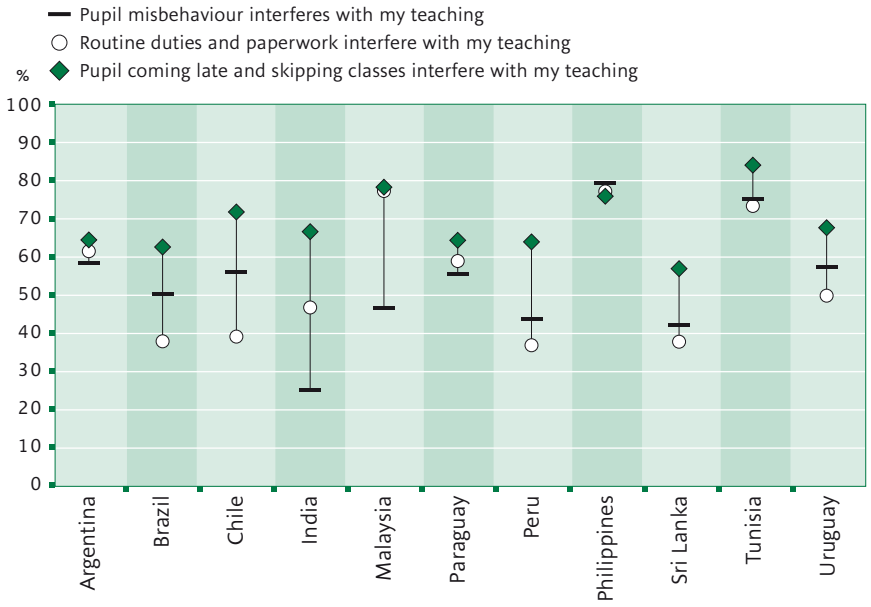
The distribution of the responses in each country has been presented in Table A8.3. In **Figure 8.5**, only the percentage of Grade 4 pupils with teachers who ticked the answer categories 'agree' or 'strongly agree' for each of these items have been presented.

In all WEI-SPS countries, a majority of respondents complained about pupils' absenteeism and late arrivals, but the proportion of complaints was high, in fact, for all three items. Tunisia, the Philippines and Malaysia had the highest percentages of pupils whose teachers expressed dissatisfaction with indiscipline and administrative work, while the lowest percentages were found in Sri Lanka and India.

FIGURE 8.5

Teacher complaints about lack of discipline and administrative workload

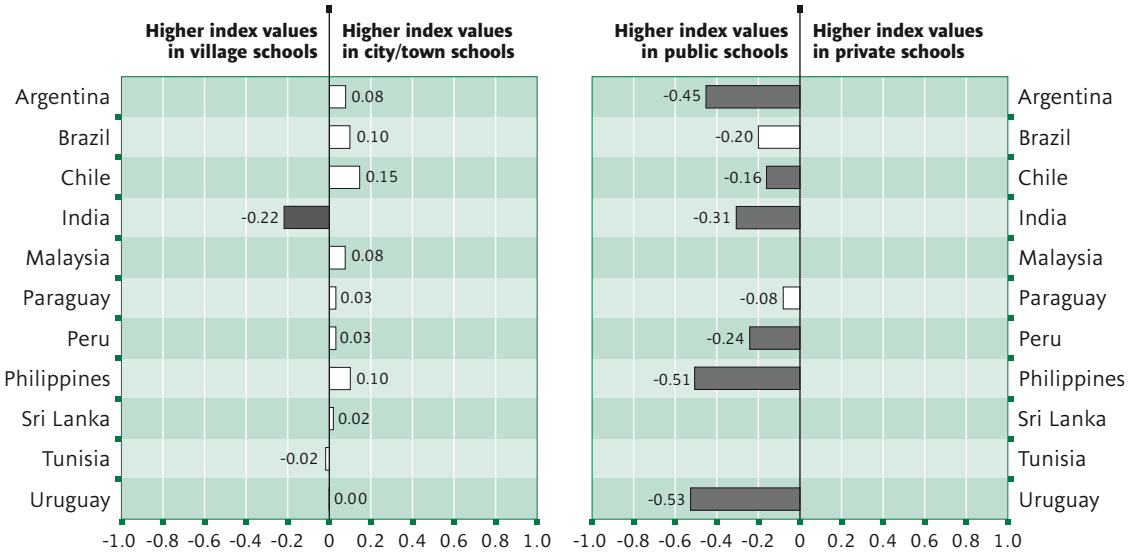
Percentage of Grade 4 pupils whose teachers reported to 'strongly agree' and 'agree' with the following statements



Sources: WEI-SPS database; Table A8.3.

FIGURE 8.6

Differences in mean values of the index of *Teacher complaints,* by school location and type, expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A8.8.

TABLE 8.3 **CORRELATION BETWEEN THE INDEX OF *TEACHER COMPLAINTS* AND SELECTED CHARACTERISTICS OF THE PUPILS TAUGHT**

	Index of *Social advantage of classroom intake*		Number of classroom resources		Percentage of pupils repeating a grade		Perceived pupil motivation	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.20**	0.031	-0.05	0.032	0.06	0.034	**-0.23**	0.029
Brazil	**-0.08**	0.039	-0.01	0.058	**0.14**	0.056	**-0.25**	0.035
Chile	**-0.16**	0.041	-0.01	0.036	**0.11**	0.035	**-0.23**	0.035
India	**-0.30**	0.034	-0.03	0.043	**0.13**	0.044	**-0.23**	0.043
Malaysia	**-0.12**	0.036	0.08	0.039	a		**-0.02**	0.039
Paraguay	**-0.13**	0.031	-0.01	0.033	0.02	0.030	**-0.04**	0.035
Peru	**-0.08**	0.036	0.01	0.037	0.03	0.034	**-0.16**	0.032
Philippines	**-0.20**	0.033	0.05	0.040	-0.01	0.032	**-0.10**	0.042
Sri Lanka	**-0.21**	0.048	-0.05	0.055	0.11	0.062	**-0.12**	0.045
Tunisia	**-0.16**	0.043	0.05	0.042	0.05	0.037	**-0.16**	0.032
Uruguay	**-0.21**	0.030	-0.05	0.030	**0.19**	0.029	**-0.34**	0.030

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

An overall indicator of *Teacher complaints* was created by averaging the non-missing answers to these items, so that the scores can vary from 1 ('strongly disagree' with all items) to 4 ('strongly agree' with all items). The mean scores have been presented, together with the standard error and the alpha reliability of the scale, in Table A8.5. The reliabilities were low in all participating countries, which is hardly surprising given the small number of items composing the scale.

Across the WEI-SPS participating countries, the correlation between *Teacher complaints* and the *Social desirability* indicator was near zero (-0.02). It could be expected that the correlation would have been significantly negative. This surprising result might suggest either that, in this case, almost no role was played by compliance effects preventing teachers from criticizing their school or, more probably, the impact of social desirability was contradictory. That is, the respondents with the highest levels of compliance were perhaps spread into two categories: those who tended to purposefully select 'strongly disagree' just for all three negative items in the set of questions about professional satisfaction and those who tended to indiscriminately select 'strongly agree' for all or nearly all items, whatever the orientation. This could also be one of the reasons for the relatively low reliabilities of this scale (along with the small number of items).

As expected, the scores of *Teacher complaints* tended to be higher, at the national level, among respondents teaching in classes with large numbers of disadvantaged and over-aged pupils *(see **Table 8.3**)*. These teachers also tended to complain about poor pupil motivation.

As can be seen in the first panel of **Figure 8.6**, the level of *Teacher complaints* did not vary by school location, except in India, where teachers in city/town schools were less dissatisfied with discipline of pupils and administrative chores than those in village schools.

In contrast, the difference between private and public schools was significant in most countries where private schools existed, with more positive perceptions reported by teachers in private schools. As seen in the second panel of Figure 8.6, the effect sizes were more than half a standard deviation in the Philippines and Uruguay.

iii) Teacher professional satisfaction

Teaching is a challenging profession. A lack of motivation can have a negative impact on their work with pupils. On the other hand, pupils will react positively to highly motivated teachers. To a large extent, teachers' motivation depends on a number of basic aspects of their life within the school.

In the WEI-SPS study, information on teacher professional satisfaction was collected using the following five items:

- *I am satisfied with my teaching salary.*
- *I receive a great deal of support from parents for the work I do.*
- *Necessary classroom materials are available as needed by the staff.*
- *I am given the support I need to teach the weakest students in my class.*
- *I am satisfied with my class size.*

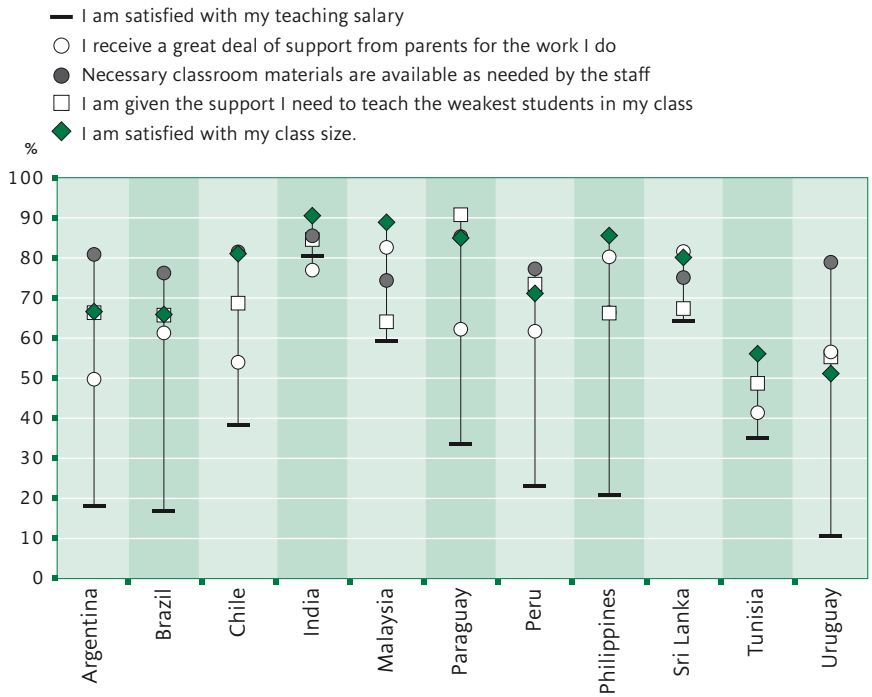
The detailed distribution by answer category has been provided in Table A8.4. In **Figure 8.7**, only the percentage of Grade 4 pupils with teachers who ticked the answer categories 'agree' or 'strongly agree' have been presented for each of these items.

Only India had more than 75 percent positive answers for all items on this scale. In Sri Lanka and Malaysia, a majority of positive answers was also observed for all five items. In most other countries teachers reported relatively low levels of satisfaction with salaries (particularly in Uruguay, where only 11 percent of the pupils had teachers who perceived their salary as appropriate), and, to a lesser extent, with parental support and with class size. The percentage of pupils with teachers who expressed dissatisfaction with parental support and with class size was around 35 to 40 percent across WEI-SPS countries. Relatively fewer complaints were expressed about availability of instructional materials and support for the instruction of the weakest pupils. The most negative pattern of responses was reported in Tunisia, where about 45 percent of the pupils had teachers who were dissatisfied with all five aspects.

FIGURE 8.7

Teacher satisfaction about salary and teaching conditions

Percentage of Grade 4 pupils whose teachers reported to 'strongly agree' and 'agree' with the following statements



Sources: WEI-SPS database; Table A8.4.

To what extent were these complaints related to actual problems encountered by teachers? For two of the items (class size and availability of instructional materials) factual information had also been collected independently in another section of the questionnaire, and the relationships have been presented in **Table 8.4**.

The correlations were statistically significant in almost all countries, indicating that, as expected, pupils attending larger classes or classes with poorer resources tended to have teachers who were more dissatisfied than their colleagues about these two aspects. The correlations were negative and particularly high for class size (around 0.5 or 0.4) in Argentina, Malaysia, the Philippines, Tunisia and Uruguay.

An overall indicator of *Teacher professional satisfaction* was created by averaging the answers to the five items, so that the scores can vary from 1 ('strongly disagree' with all items) to 4 ('strongly agree' with all items). The mean scores have been presented, together with the standard error and the alpha reliability of the scale, in Table A8.5. Mean values of the indicator higher than 2 indicate cases when the teacher provided positive answers for a majority of items in the scale.

A correlation of 0.38 was observed between the scores of *Professional satisfaction* and the indicator of *Social desirability,* suggesting that the score may have been affected by some compliance bias, but probably to a lesser extent than other attitude scales in this study. In fact, while teachers participating in the WEI-SPS study generally tended to provide positive answers to all items related to their school or their principal, their responses were much more diverse concerning their feelings about their own career.

TABLE 8.4 CORRELATION BETWEEN REPORTED DATA AND TEACHER PERCEPTIONS OF CLASS SIZE AND CLASSROOM RESOURCES

	Correlation between class size and teacher satisfaction with class size		Correlation between number of classroom resources and teacher satisfaction with availability of classroom materials	
	Correlation	SE	Correlation	SE
Argentina	**-0.41**	0.023	**0.16**	0.031
Brazil	**-0.32**	0.033	**0.39**	0.034
Chile	**-0.39**	0.035	**0.18**	0.041
India	0.00	0.054	**0.16**	0.056
Malaysia	**-0.46**	0.025	0.02	0.040
Paraguay	**-0.14**	0.045	**0.24**	0.035
Peru	**-0.15**	0.035	**0.12**	0.038
Philippines	**-0.41**	0.036	**0.11**	0.047
Sri Lanka	**-0.28**	0.053	**0.18**	0.045
Tunisia	**-0.51**	0.028	**0.23**	0.038
Uruguay	**-0.52**	0.030	**0.22**	0.033

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE 8.5 CORRELATION BETWEEN THE INDEX OF *TEACHER PROFESSIONAL SATISFACTION* AND SELECTED VARIABLES

	Index of *Social advantage of classroom intake*		Number of classroom resources		Percentage of pupils repeating a grade		Perceived pupil motivation	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**0.32**	0.027	**0.16**	0.031	**-0.12**	0.033	**0.31**	0.023
Brazil	**0.32**	0.039	**0.27**	0.042	-0.10	0.066	**0.35**	0.042
Chile	**0.22**	0.036	**0.15**	0.038	**-0.11**	0.038	**0.41**	0.031
India	**0.36**	0.043	**0.13**	0.053	-0.02	0.036	**0.48**	0.037
Malaysia	0.06	0.040	-0.02	0.040	a		**0.25**	0.038
Paraguay	**0.15**	0.035	**0.23**	0.035	-0.06	0.031	**0.26**	0.030
Peru	**0.27**	0.034	**0.13**	0.035	**-0.11**	0.032	**0.30**	0.029
Philippines	**0.21**	0.038	0.08	0.041	0.00	0.039	**0.26**	0.039
Sri Lanka	0.10	0.054	0.03	0.052	0.09	0.050	**0.27**	0.047
Tunisia	**0.22**	0.034	**0.18**	0.040	-0.02	0.041	**0.33**	0.039
Uruguay	**0.38**	0.035	**0.19**	0.032	**-0.36**	0.029	**0.47**	0.023

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

As with the previous indicators, the correlations were easier to interpret at the within-country level than across WEI-SPS countries. In most countries, significantly higher *Teacher professional satisfaction* scores were observed in well-resourced classrooms attended by advantaged and highly motivated pupils. Conversely, the scores tended to be low, particularly in Uruguay, in classes with a high proportion of pupils who repeated a grade *(see **Table 8.5**)*.

In many countries the proportion of pupils with teachers who reported positive professional feelings tended to be slightly higher in village schools than in city/town schools. The exceptions were India and Peru, where urban teachers appeared to be more satisfied with their job than their colleagues in village schools *(see the first panel of **Figure 8.8**)*.

Much larger contrasts were observed between public and private schools, as can be seen in the second panel of Figure 8.8. The standardized difference of mean *Teacher professional satisfaction* scores was very significant in all countries where a comparison was possible. The effect size was between half and three quarters of a standard deviation in Argentina, Brazil, Peru, Uruguay and the Philippines.

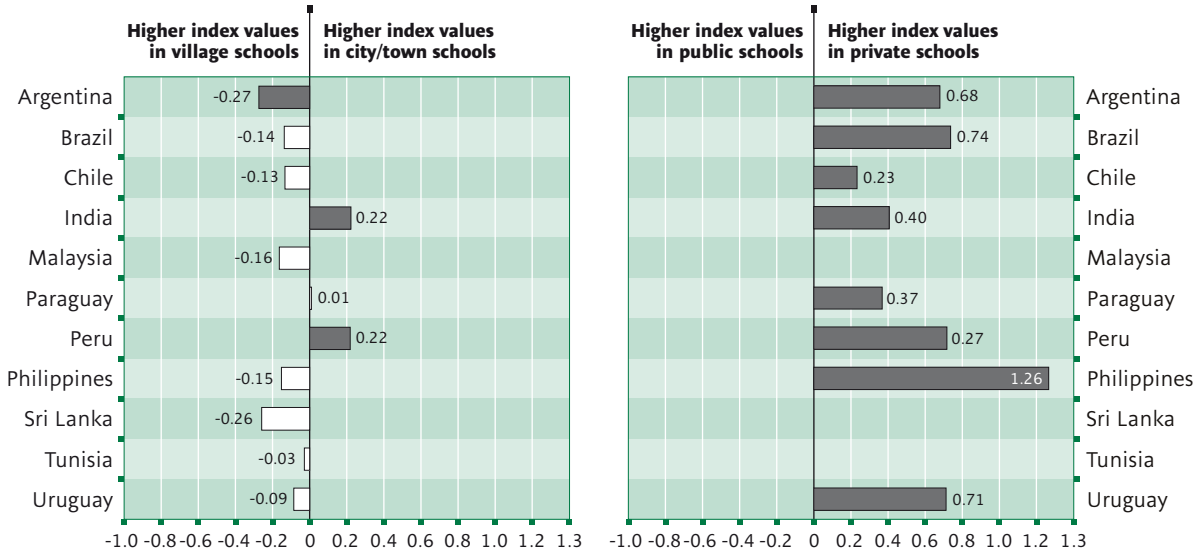
Teachers' perceptions of their social status

In many societies, the teaching profession has suffered during the last decades from a steady erosion in social status – and often from a decline in teacher salaries compared with other professions (Mehrotra and Buckland, 1998). This may make it difficult to recruit and retain well-motivated and qualified teachers.

The last question in the WEI-SPS teacher questionnaire was aimed at assessing the perceived prestige of primary teachers in each of the participating countries, through the standard question: *In your opinion, how do primary school teachers in your country compare in social status with other professionals having the same amount of education?*

FIGURE 8.8

Differences in mean values of the index of *Teacher professional satisfaction*, by school location and type, expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A8.9.

The percentage of pupils with teachers who viewed their status as lower, similar to or higher than others with the same level of education have been presented in **Figure 8.9**.

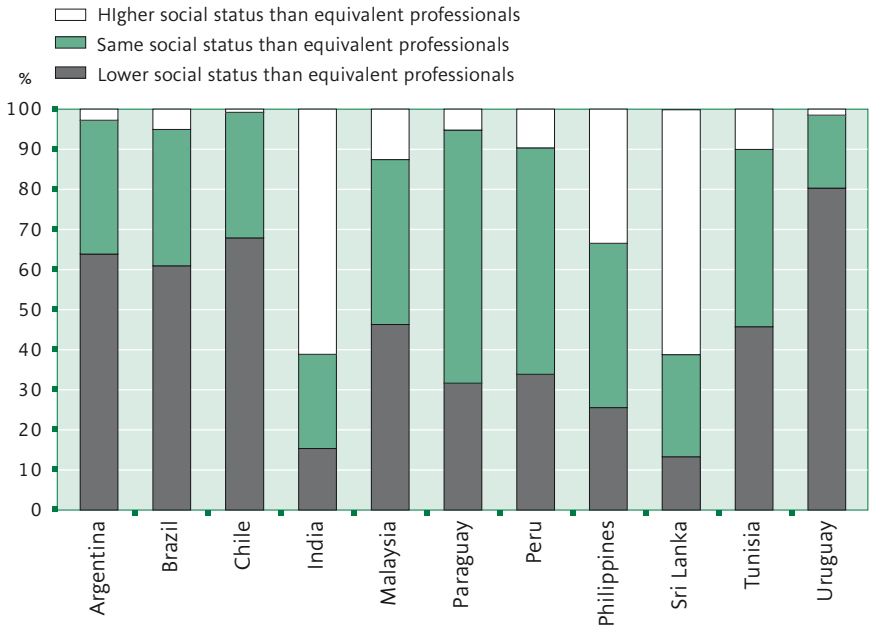
Teachers' perceptions varied considerably across the participating countries, and the pattern of results was quite interesting. The most positive views were reported in India and Sri Lanka: more than 60 percent of pupils attended classes whose teachers said that they considered their status to be higher than that of other persons with the same level of education. The proportion was about one-third of pupils in the Philippines, but much less in all other countries. The opinions were most pessimistic in Argentina, Brazil, Chile and Uruguay: a majority of pupils in these countries had teachers who saw their status as lower than that of other similarly educated professionals. An intermediate situation was observed in Malaysia, Paraguay, Peru and Tunisia, where 30 to 45 percent of pupils had teachers who considered their status as low.

In **Figure 8.10**, the country means have been presented, after recoding the *Perceived teacher status* variable so that 0 corresponds to 'same status as other professionals with the same level of education', -1 to 'lower status' and +1 to 'higher status'.

Interestingly, the functioning of this variable was somewhat different within and between the WEI-SPS countries *(see **Table 8.6**)*. When estimating the overall correlations of *Perceived social status* with other teacher and classroom characteristics at the international level, quite a strong pattern of relationships was found for some of the variables: negative correlation with the level of education of teachers and with the proportion of repeaters in the class; positive correlations with *Professional satisfaction*, with *Perceived pupil motivation* and with 'rudimentary' teaching practices (such as a teaching style based on recitation and use of basic reading materials in Grade 4).

FIGURE 8.9

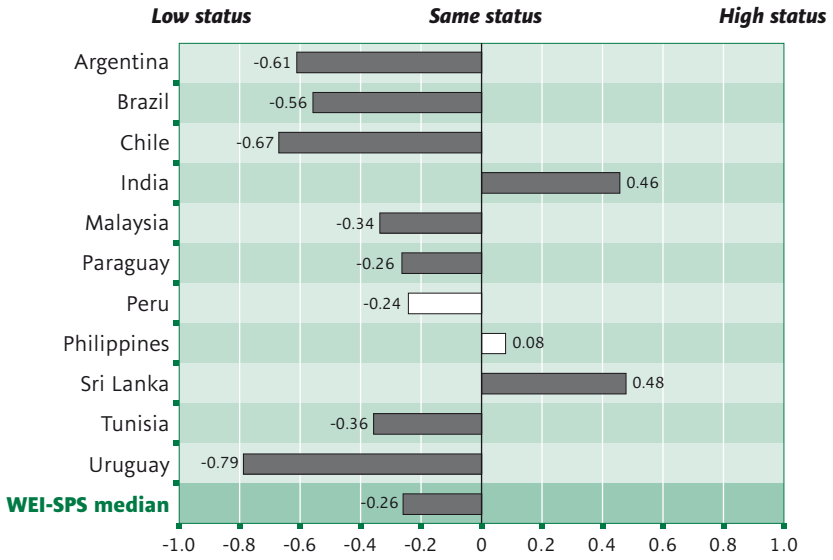
Percentage of Grade 4 pupils whose teacher perceived the social status of primary teachers in their country as lower than, same as or higher than that of other professionals with the same amount of education



Sources: WEI-SPS database; Table A8.10.

FIGURE 8.10

Mean values of the index of *Perceived teacher status*, by country



Note: A bar with dark shade means that the national mean is statistically different from the WEI-SPS mean.

Sources: WEI-SPS database; Table A8.10.

TABLE 8.6 CORRELATION BETWEEN THE INDEX OF *PERCEIVED TEACHER STATUS* AND SELECTED CHARACTERISTICS OF TEACHERS AND THE CLASSROOM ENVIRONMENT

	Index of *Social advantage of classroom intake*		Number of classroom resources		Percentage of pupils repeating a grade		Perceived pupil motivation		Teacher's level of education		Teacher's professional satisfaction		Use of basic reading materials		Teaching style – rote learning	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	-0.01	0.036	-0.05	0.031	**-0.06**	0.025	**0.10**	0.029	-0.01	0.025	**0.09**	0.030	0.04	0.043	**0.08**	0.031
Brazil	-0.01	0.041	0.00	0.040	-0.03	0.047	**0.13**	0.040	-0.07	0.041	**0.13**	0.052	**0.19**	0.042	**0.14**	0.036
Chile	**0.10**	0.035	0.06	0.039	-0.06	0.032	**0.14**	0.036	-0.02	0.041	**0.24**	0.034	0.03	0.039	**0.08**	0.038
India	**0.15**	0.052	0.02	0.053	-0.01	0.042	**0.20**	0.070	**-0.08**	0.037	**0.21**	0.066	-0.04	0.044	**0.13**	0.036
Malaysia	-0.05	0.045	**-0.10**	0.041	a		0.00	0.040	-0.03	0.021	**0.28**	0.035	**0.23**	0.098	0.01	0.041
Paraguay	0.07	0.036	**0.08**	0.032	-0.01	0.042	**0.11**	0.034	0.05	0.034	**0.15**	0.036	**0.11**	0.034	**0.12**	0.033
Peru	0.05	0.035	0.06	0.039	-0.06	0.032	**0.12**	0.031	0.02	0.033	**0.20**	0.033	**0.09**	0.034	0.04	0.037
Philippines	**0.13**	0.042	0.05	0.046	0.04	0.046	**0.12**	0.044	-0.02	0.033	**0.25**	0.039	0.07	0.052	0.03	0.046
Sri Lanka	0.05	0.048	**0.10**	0.046	0.04	0.052	**0.15**	0.045	0.01	0.041	**0.22**	0.052	0.06	0.050	0.00	0.043
Tunisia	**0.11**	0.042	-0.01	0.043	0.05	0.040	0.06	0.036	-0.05	0.045	**0.27**	0.039	a		-0.03	0.036
Uruguay	-0.03	0.033	**0.06**	0.026	-0.01	0.034	**0.12**	0.026	m		**0.12**	0.032	**0.08**	0.031	0.03	0.035
WEI-SPS overall	**0.05**		**-0.02**		**-0.12**		**0.23**		**-0.27**		**0.30**		**0.26**		**0.36**	

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

However, at the national level, several of these correlations were very low and non-significant (except for those with *Professional satisfaction* and *Perceived pupil motivation*). This suggests that the variance of *Perceived social status of teachers* is associated to a larger extent with cross-country differences in this set of contextual variables than with within-country circumstances.

Did perception of teacher status vary by school location or school type? The standardized differences have been presented in **Figure 8.11** for each country.

The differences were almost always negligible and inconsistent from country to country. The main exception was Malaysia, where teachers in city/town schools perceived their status as much lower than those in village schools. Smaller, but still statistically significant size effects were observed in Tunisia (more positive perceptions among teachers in city/town schools) and in India (more positive perceptions among teacher in private schools).

Gender effects

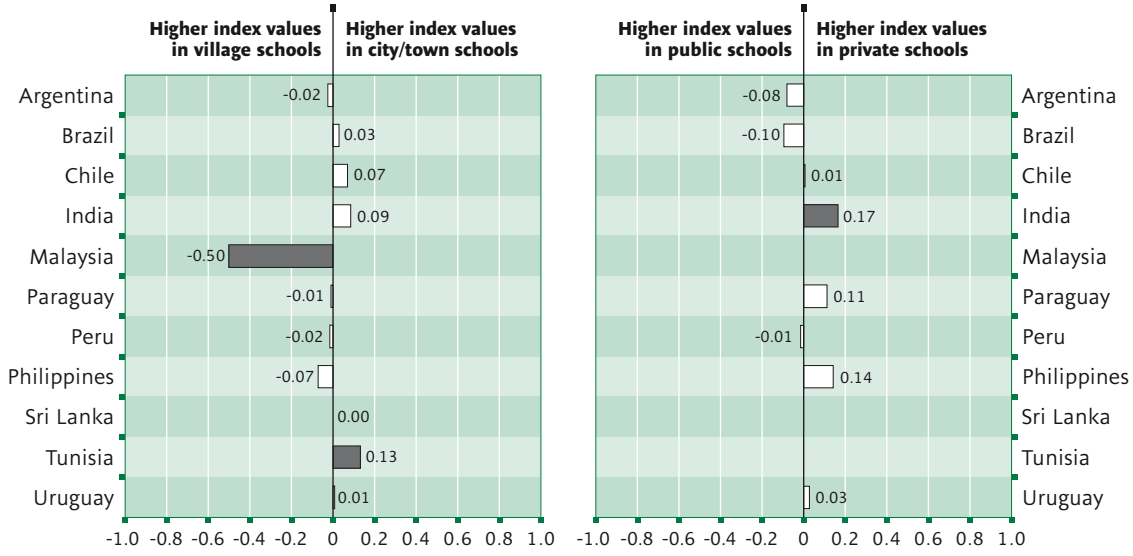
For most of the indicators described in this chapter, there were no general trends observed among female or male teachers. As shown in **Figure 8.12**, the standardized differences between male and female teachers were usually small and inconsistent. In Chile, Peru, the Philippines and Uruguay, they were negligible (less than one tenth of a standard deviation) for all five indicators.

The main exception was India, where the mean index scores of female teachers were higher than those of their male colleagues for *Emphasis on cognitive achievement, Shared vision of school objectives, Professional satisfaction* and *Perceived teacher status* – and lower for *Teacher complaints*. In Malaysia, the pattern was the reverse – more positive views and less complaints among male teachers – but the differences were much smaller.

In Sri Lanka and Tunisia, female teachers tended to perceive their status as high more often than males, but in Brazil the reverse was true.

FIGURE 8.11

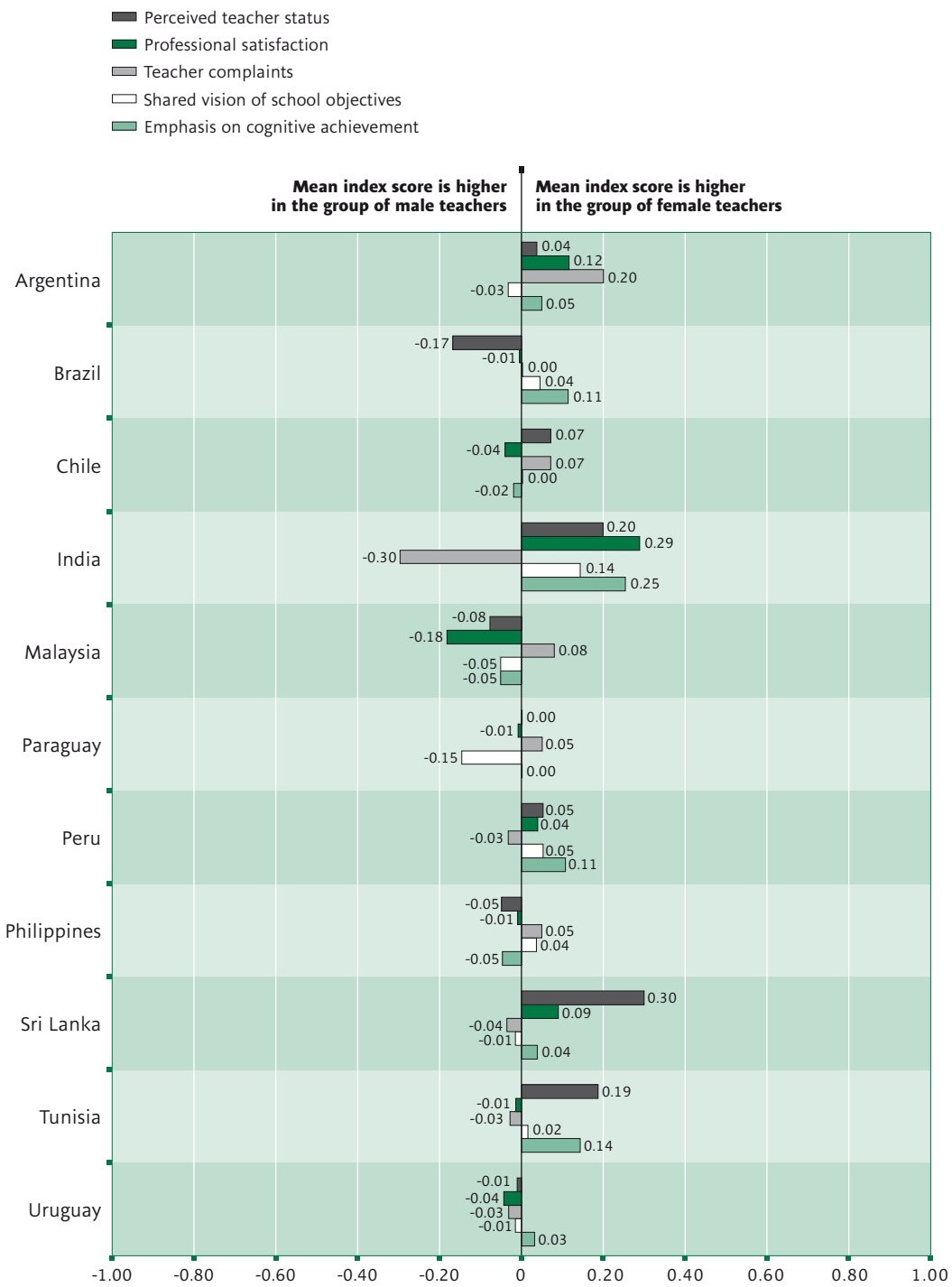
Differences in mean values of the index of *Perceived teacher status*, by school location and type, expressed as effect sizes



Note: A bar in dark shade means the difference is statistically different from zero.
Sources: WEI-SPS database; Table A8.11.

FIGURE 8.12

Standardized differences for selected indices, by teacher gender



Sources: WEI-SPS database; Table A8.12.

Conclusions

Self-reported attitudes and perceptions are challenging issues in international comparisons, and in this respect the WEI-SPS study was no exception. For most of the dimensions explored in this chapter, caution had to be exercised when interpreting the results, mainly because of possible social compliance bias affecting the patterns of responses of teachers across the participating countries. The bias could be due, in part, to cultural differences in how compliance to social norms is globally valued in different societies. It could also be due to cross-country differences in how confident WEI-SPS teachers were in the confidentiality of the questionnaires.

The impact of social desirability seemed to be stronger when teachers had to answer questions about their school in general, their school head and their colleagues. It seemed to be weaker when they answered questions about their own situation (salary, perception of teachers' status in their country, (dis)satisfaction with class size and other school circumstances affecting their work).

This resulted in a paradox. Almost all teachers, in all participating countries, described the climate in their school in a highly positive way. It has been shown in Chapter 7 that most of them said that their pupils were well motivated. Positive views were also expressed by a vast majority of teachers about the emphasis put on cognitive achievement in their school and on the role of their school head in implementing a shared vision of the school objectives among staff.

On the other hand, more than 50 percent of pupils had teachers who complained about their absenteeism and late arrivals in all participating countries, and about discipline in many of them. In all countries except India, Malaysia and Sri Lanka, a majority of teachers expressed dissatisfaction with their salary. India and Sri Lanka were also the only countries where more than half of the pupils had teachers who considered their professional status as 'higher' than that of other professionals with the same amount of education. Teachers' opinions about their social status tended to be very negative in most other countries, particularly Argentina, Brazil, Chile and Uruguay.

Although great caution should be used in cross-country comparisons for the various dimensions explored in this chapter, some significant similarities in the patterns of within-country differences were observed. In particular, in all or most of the WEI-SPS countries, pupils whose teachers expressed higher satisfaction with their job were described as attending relatively well-resourced schools, with more socially advantaged and more motivated intake, as well as a smaller proportion of grade repeaters. In countries where private schools existed, the teachers in private schools expressed significantly higher levels of *Professional satisfaction* than their colleagues in public schools. Similar patterns of results were observed, but to a lesser extent, for *Emphasis on academic achievement* and *Shared vision of school objectives.* As expected, there were significantly lower levels of *Teacher complaints* in those advantaged schools.

There was no global evidence of more positive attitudes or perceptions among female teachers, except for India, where they outscored their male colleagues on all indicators. In other countries most of the gender differences were negligible, with few and inconsistent exceptions: the perception of *Teacher status* was higher among female teachers in Sri Lanka and Tunisia, but lower in Brazil. Female teachers in Argentina had the highest level of *Teacher complaints,* while male teachers in Malaysia were the most satisfied with their jobs.

Country profiles

In the following paragraphs, short summaries of the main results have been presented for each country.

Argentina: In Argentina, the whole pattern of teachers' responses about attitudes and perceptions appeared to be slightly less positive than in many other countries. Compared to their colleagues around the world, teachers tended to express relatively low levels of professional satisfaction and complained more about the burden of discipline, absenteeism and routine duties. A majority had a negative perception of teacher status in their country. The mean scores of *Emphasis on academic achievement* and *Shared vision of school objectives*, although high, were somewhat lower than in many other WEI-SPS countries. The level of teacher complaints tended to be higher in disadvantaged schools, while less complaints and higher professional satisfaction were reported in private schools.

Female teachers tended to complain more than males about classroom circumstances, but were slightly more positive than males in terms of *Professional satisfaction*.

Brazil: Like several other Latin American countries, a majority of teachers in Brazil considered their professional status as significantly lower than that of other professionals with the same level of education. This pessimistic view was particularly common among male teachers. The reported levels of *Emphasis on academic achievement* and *Shared vision of school objectives* tended to be higher in schools with socially advantaged intake, with few grade repeaters and good classroom resources. Teachers' *Professional satisfaction* was significantly higher in private than in public schools.

Chile: Chile had also a very low index of *Perceived teacher status*, but all other indicators had average mean values compared to other participating countries. Significant within-country differences were observed for some dimensions: teachers reported higher *Professional satisfaction* in private schools and in schools with socially advantaged intake and good instructional resources. They also reported higher levels of *Emphasis on academic achievement* in schools with good resources and few grade repeaters.

India: Teachers, female and male, tended to be positive for all indicators, but female teachers expressed particularly optimistic views. In India, mean scores were among the highest on *Emphasis on academic achievement*, *Shared vision of school objectives, Professional Satisfaction* and *Perceived teacher status* – and the lowest on *Teacher complaints.* At the same time, there was some evidence of within-country disparities. Teachers in private schools reported more *Emphasis on academic achievement* and higher levels of *Professional satisfaction* than those in public schools. In schools with advantaged pupils' intake, teachers complained less about their social status and about other classroom circumstances, and expressed more satisfaction with their job.

Malaysia: Malaysian teachers tended to consider their social status as low and to complain about administrative duties and absenteeism, but relatively few complained about salary. The mean score of the index of *Professional satisfaction* was high compared to most other WEI-SPS countries. Teachers also tended to report stronger *Emphasis on academic achievement* than most other WEI-SPS countries, but academic achievement appeared to be more of a priority in advantaged than in disadvantaged schools.

In a number of countries, the teachers who considered their profession to be prestigious (albeit a minority of respondents) tended to rely the most on traditional teaching methods. This was most clearly observed in Malaysia, where there was quite a significant positive correlation between *Perceived teacher status* and use of basic reading materials rather than narrative fables, for example. This relationship was also reported to a lesser extent in Brazil, Peru, Paraguay and Uruguay. A modest but statistically significant positive correlation was also found between perceived status and rote learning in Argentina, Brazil, Chile and Paraguay.

Paraguay: This was the only WEI-SPS country where more than 90 percent of the pupils had teachers who said that they were happy with the size of their class. Other than that, their pattern of results did not differ significantly from the median WEI-SPS scores for any of the indices. However, some within-country differences were observed. Schools with advantaged pupil intake employed teachers who expressed more job satisfaction, complained less about discipline and other school circumstances, and reported higher *Emphasis on academic achievement.* Both the indices of *Professional satisfaction* and *Shared vision of school objectives* were higher in private than in public schools.

Peru: All WEI-SPS countries reported positive mean index scores for *Shared vision of school objectives* and *Emphasis on academic achievement.* However, they were least positive in Peru. On the other hand, the score of *Teacher complaints* was almost as low as in India, and a majority of teachers perceived their social status as similar to that of other professionals with the same level of education. *Professional Satisfaction* and *Emphasis on academic achievement* were higher in private than in public schools.

Philippines: The pattern of responses was quite positive for most scales. The proportion of respondents who considered the social status of teachers as relatively high was larger than in other WEI-SPS countries. Following India and Sri Lanka, the Philippines reported the largest proportion of teachers who considered their professional status to be relatively high. The mean scores of *Emphasis on academic achievement* and of

Shared vision of school objectives were particularly high. However, the proportion of pupils with teachers who complained about discipline, absenteeism and the burden of administrative duties was also very high, especially in public schools. Less complaints and much higher *Professional satisfaction* were reported in private schools – and, more generally, in schools with an advantaged pupil intake.

Sri Lanka: In Sri Lanka, the pattern of responses was similar, in certain respects, to that observed in India: a more positive index of *Perceived teacher status* (particularly among female teachers), a higher mean score of *Professional satisfaction*, and a lower level of *Teacher complaints*. No significant within-country differences were observed for any of the indicators, except that the index of *Teacher complaints* tended to be lower in advantaged schools than in others.

Tunisia: There was a particularly large proportion of pupils taught by teachers with positive views about *Shared vision of school objectives* among school staff. The index of *Perceived teacher status* was only moderately low – interestingly, it was slightly more positive in city/town than in village schools. But Tunisia had the highest mean score of *Teacher complaints* and the lowest mean score of *Teacher satisfaction* among all WEI-SPS countries. Complaints about discipline, absenteeism and routine duties tended to be higher in disadvantaged schools, where *Perceived teacher status* and *Professional satisfaction* were also lower than in other schools. In addition, well-resourced schools tended to have a more efficient and dedicated leadership.

Uruguay: Compared to their colleagues in other WEI-SPS countries, teachers in Uruguay expressed the most pessimistic view of *Teacher status*. Like in Argentina, the overall pattern of responses tended to be somewhat negative, with relatively lower mean scores on *Professional satisfaction* and on *Emphasis on academic achievement*. Teachers' views seemed, however, to be significantly more positive when they taught in certain schools. *Professional satisfaction* was higher in private schools and in schools with advantaged pupil intake and appropriate classroom resources. Conversely *Teacher complaints* tended to be high in classrooms with more pupils repeating a grade. Grade repetition was also associated with lesser levels of both *Emphasis on academic achievement* and *Shared vision of school objectives*. As in Tunisia, Brazil, Chile (and to a lesser extent most other participating countries), the latter indicator had positive and significant relations with classroom resources. This seemed to confirm the important role of school heads and their team to obtain or maintain sufficient instructional resources for their pupils while forging a common mission for their respective schools.

9 Opportunity to learn in Grade 4 classes – reading instruction

Aletta Grisay (University of Liège)

Introduction

Opportunity to learn (OTL) is generally considered a central determinant of pupils' learning and there is ample evidence in the literature that empirical measures of OTL are associated with achievement scores. Typically, the correlations observed were moderate, varying from 0.20 to 0.40. OTL is also one of the important 'malleable' variables for educators and policymakers (Pelgrum, 1989).

In the two first cycles of international assessments conducted by the IEA from 1965 to 1985, OTL was mainly defined as whether or not the students had actually been taught the knowledge and skills that they were expected to master in a given subject at a given grade level (Husén, 1967). Cross-country comparisons of OTL were based on information collected from mathematics or science teachers of the schools sampled. Typically, in the IEA's First International Mathematics Study (FIMS) and First International Science Study (FISS), the sampled teachers were asked to indicate, for each of the items included in the international tests, whether the topic had been taught in their class and how many of their students were likely to correctly answer the question.

In more recent studies there was a trend towards refining and extending this definition. In particular, efforts have been made to:

- change from a 'taught/not taught' dichotomy to continuous indicators of 'time spent on the topics' or 'emphasis put on the topics';
- collect information on *when* the topic was studied (in previous grades, during the current year or not yet);
- elaborate more fine-grained definitions of both the knowledge and skills that the students were expected to master *(intended curriculum)* and the knowledge and skills actually taught (*implemented curriculum,* also called *enacted curriculum* in Porter, 2004);
- improve the accuracy of OTL instruments, e.g. using several items to describe each topic (so that less relevant features such as the format of the question do not overly affect the responses), and/or by using more fact-based methods of data collection such as classroom observation or teacher logs; and
- explore in more systematic ways the various facets of *curricular alignment* (Anderson, 2002), i.e. the consistency between curriculum objectives, instructional activities (including supporting materials) and student assessments.

Floden (2002) described the potential area that should be covered by OTL measures as follows:

> *Imagine a progression that starts at a distance from the student – say with a national policymaker – and goes through successive steps, nearer and nearer to the student, ending with content to which the student actually attends. At each step in this chain, a form of OTL exists if the content is present to some degree and does not exist if the content is absent.*
>
> *Studies could attempt to measure the degree of any of these types of OTL: To what extent is the topic emphasized in the national curriculum? In the state curriculum? In the district curriculum? In the school curriculum? How much time does the teacher plan to spend teaching the content to this class? How much time does the teacher actually spend teaching the topic? How much of that time is the student present? To what degree does the student engage in the corresponding instructional activities?*

To some extent, the OTL instruments used in the 1995 IEA Third International Mathematics and Science Study (TIMSS) were typical of the new approach. Information on the intended curriculum was collected through a detailed content analysis of textbooks and of official curriculum documents; information on the implemented curriculum was collected using both classroom videotapes and teacher surveys, as well as information on the time period when they were taught (Schmidt et al., 1997a and 1997b).

Mathematics and science have been the focus of the vast majority of OTL studies, while relatively little attention has been paid to less content-oriented domains, such as language studies. One interesting exception was the IEA Study of Literature Education (Purves, 1973), conducted in 1971 on 14-year-old students and those enrolled in the last year of secondary education.

In order to collect information on the approach to literary texts used in participating countries, both the students and their teachers were presented with a set of 20 questions and asked to select five that they deemed to be the most important to ask about a specific literary text. The students' answers were reasonably consistent with the themes they would develop if asked to write an essay about that text in their literature courses. The students' answers were also relatively consistent with their teachers' patterns of responses – more so in the older sample of students than in the younger, which suggested that older students had learned something from their teachers about text analysis and did, indeed, apply what they knew in their approach to literary texts.

Only a few studies about reading OTL in primary education were found. A survey of Grade 1 teachers in Rio de Janeiro was conducted in 1986 to assess the extent to which the functional reading curriculum recently implemented by the government had replaced traditional methods and textbooks (Carvalho, 1987). The teachers received a booklet containing sample reading texts and questions – some were typical of the traditional curriculum and others represented the newly implemented materials. The teachers were asked to identify the items that most resembled the reading activities they used in their own classes. The study reported the proportion of Grade 1 classes that had been exposed to the traditional curriculum, the new curriculum or to a combination of both. Both sets of items were used to compare the reading proficiency of students in all three groups.

In a study on grouping practices in a sample of primary schools in the United States, Barr and Dreben (1983) collected information on the time spent in reading activities by different groups of Grade 1 pupils and on the curriculum content covered (e.g. number of words and phonic concepts studied). The authors concluded that the opportunities to learn provided by teachers (both in terms of time spent and content covered) varied across different groups of pupils depending upon the teachers' perceptions of the aptitudes of each group.

More recently, as part of a project called the 'Enacted Curriculum Study' (ECS) in the United States, teacher log instruments were developed to collect systematic information on the content taught in different subjects. Rowan et al. (2004) analyzed the log data provided by language teachers to describe the reading instruction provided in 150 classes attended by socio-economically disadvantaged students. They reported that the curricular content taught in each class varied significantly from day to day and that wide variation occurred from class to class.

OTL in the WEI-SPS study

The OTL option included in the WEI-SPS study used far less ambitious instruments than those described in the literature, particularly TIMSS. All Grade 4 teachers in the sampled schools were administered a short questionnaire designed to provide information on the opportunity to learn reading typically offered to Grade 4 pupils in terms of types of texts used, and the nature and level of difficulty of the reading activities that took place in Grade 4 classrooms. The same instrument was submitted to one or more national experts who were asked to indicate to what extent these reading activities were emphasized in the national curriculum.

The WEI-SPS questionnaire also contained an OTL section devoted to mathematical activities but the OTL information collected for mathematics appeared to be too unreliable to use in an inter-country comparative study. This was probably due to a coverage problem. Many of the items used as examples of mathematical activities were considered by teachers to be 'easy' or 'of appropriate difficulty for Grade 4 pupils.' However, national experts reported that their content or format often did not match in the curricula of the participating countries, which resulted in high instability of the teachers' responses. For this reason it was decided that only the reading OTL results would be presented in this report.

OTL information collected from national experts

The OTL questions asked of national experts were aimed at collecting information on the intended curriculum as described in official documents or government-endorsed textbooks. All countries, except India, returned a single completed questionnaire (either with aggregate responses from a national

committee of curriculum experts, or from a single expert). India returned separate responses for four of the States where the survey was conducted, and an overall response at the federal level.

OTL information collected from teachers

All countries administered the OTL questionnaire to Grade 4 teachers, except Tunisia (where the questionnaire was only completed by the national expert). The SPS teacher database contained a total 15,802 records of OTL data.

Out of this total, 9,250 teachers reported teaching both language and mathematics; 3,266 said that they taught only language and 3,217 that they taught only mathematics. The analyses in this chapter have been based on the 12,516 teachers who completed the reading OTL questionnaire *(see **Table 9.1**)*.

TABLE 9.1 **NUMBER OF READING OTL QUESTIONNAIRES RETURNED BY COUNTRY**

	Questionnaires submitted
Argentina	1,996
Brazil	1,338
Chile	1,030
India	1,212
Malaysia	1,643
Paraguay	1,029
Peru	1,170
Philippines	1,616
Sri Lanka	756
Uruguay	726
WEI-SPS total	**12,516**

Source: WEI-SPS database.

The reading OTL instrument

The reading OTL questionnaire used in the WEI-SPS study (both for national experts and teachers) was developed on the basis of a benchmark text borrowed from the 2001 IEA *Progress in International Reading Literacy Study* (PIRLS, Mullis et al., 2003). Titled *The Upside-down Mice,* this text was part of the PIRLS sample materials released for public information *(see **Box 1**)*. In the WEI-SPS countries participating in the OTL option, all Grade 4 teachers in charge of reading courses were asked to compare this text and the accompanying questions to the types of reading materials and reading questions that they used in their classes. The questionnaire consisted of three sections:

1. Section 1 (four items) asked the teachers to indicate whether the reading materials used in their classes were usually less demanding, more demanding or as demanding compared to the benchmark text.

2. Section 2 (five items) asked the teachers to indicate how often, in their Grade 4 classes, they used the same type of texts (in this case, a fable) or other types of written materials, such as real-life narrative texts, information texts, authentic documents or basic reading materials.

3. Section 3 (16 items) presented the teachers with a variety of reading questions or tasks about *The Upside-down Mice* (some were the original PIRLS items accompanying the benchmark text and others had been added to represent a wider range of possible activities). The teachers were asked to indicate: (i) whether they put emphasis on that specific type of question in their reading lessons; (ii) whether the question was too easy, too difficult or of appropriate difficulty for their Grade 4 pupils; and (iii) if too easy or too difficult, in which grade would it be appropriate?

In the first part of this chapter, the differences between countries concerning these dimensions have been explored and compared with the information provided by the national experts. A small set of indicators has been constructed to summarize the information collected. In the second part, the relationships between these indicators and a number of within-countries characteristics (such as school location, school type, and the level of perceived advantage of pupil intake) have been examined.

BOX 9.1 THE BENCHMARK TEXT

The text below was used in the 2001 IEA *Progress in International Reading Literacy Study* (PIRLS).
Please read it and then answer a few questions on how it compares with the reading materials and exercises that you typically use with your Grade 4 pupils.

The Upside-down Mice by Roald Dahl

Once upon a time there lived an old man of 87 whose name was Labon. All his life he had been a quiet and peaceful person. He was very poor and very happy.

When Labon discovered that he had mice in his house, it did not bother him much at first. But the mice multiplied. They began to bother him. They kept on multiplying and finally there came a time when even he could stand it no longer.

'This is too much,' he said. 'This really is going a bit too far'. He hobbled out of the house down the road to a shop where he bought some mousetraps, a piece of cheese and some glue.

When he got home, he put the glue on the underneath of the mousetraps and stuck them to the ceiling. Then he baited them carefully with pieces of cheese and set them to go off.

That night when the mice came out of their holes and saw the mousetraps on the ceiling, they thought it was a tremendous joke. They walked around on the floor, nudging each other and pointing up with their front paws and roaring with laughter. After all, it was pretty silly, mousetraps on the ceiling.

When Labon came down the next morning and saw that there were no mice caught in the mousetraps, he smiled but said nothing.

He took a chair and put glue on the bottom of its legs and stuck it upside-down to the ceiling, near the mousetraps. He did the same with the table, the television set and the lamp. He took everything that was on the floor and stuck it upside-down on the ceiling. He even put a little carpet up there.

The next night when the mice came out of their holes they were still joking and laughing about what they had seen the night before. But now, when they looked up at the ceiling, they stopped laughing very suddenly.

'Good gracious me!' cried one. 'Look up there! There's the floor!'

'Heavens above!' shouted another. 'We must be standing on the ceiling!'

'I'm beginning to feel a little giddy,' said another.

'All the blood's going to my head,' said another.

'This is terrible!' said a very senior mouse with long whiskers. 'This is really terrible! We must do something about it at once!'

'I shall faint if I have to stand on my head any longer!' shouted a young mouse.

'Me too!'

'I can't stand it!'

'Save us! Do something, somebody, quick!'

They were getting hysterical now. 'I know what we'll do,' said the very senior mouse. 'We'll all stand on our heads, then we'll be the right way up.'

Obediently, they all stood on their heads, and after a long time, one by one they fainted from a rush of blood to their brains.

When Labon came down the next morning the floor was littered with mice. Quickly he gathered them up and popped them all in a basket.

So the thing to remember is this: whenever the world seems to be terribly upside-down, make sure you keep your feet firmly on the ground.

Difficulty of the reading materials used in Grade 4 classes

The difficulty of the reading texts used in Grade 4 classes was explored using the answers of the various respondents to the question shown in **Box 9.2**.

In **Table 9.2**, the answers provided by the national curriculum experts about the typical difficulty of reading materials in their country's textbooks have been summarized. According to the majority of experts from the participating countries, the benchmark text had similar length to those used, in general, in their countries. Only the experts in Chile and Uruguay reported that the passages used in their classes would usually be shorter.

As regards vocabulary, syntax and content, the difficulty of the benchmark text was considered to be the 'same as the national materials' in two of the Indian states (Assam and Madhya Pradesh), in Malaysia and in all Latin American countries except Peru, where the expert considered the passage harder than national materials in terms of vocabulary and content. In one of the Indian states (Rajasthan), Sri Lanka, the Philippines and Tunisia, the benchmark material was considered somewhat too hard for Grade 4 pupils. The Indian federal expert was the only one who said that the content of the text was too easy and that somewhat harder standards of difficulty would be applied in India.

Overall, these answers were consistent with the general pattern of teachers' answers, indicating that the text proposed was reasonably adequate for Grade 4.

BOX 9.2 QUESTION ON THE DIFFICULTY OF OWN READING MATERIALS

How would the reading materials you typically use in your Grade 4 reading lessons compare with this text?

The reading materials used with my Grade 4 pupils would typically be:

As regards **length?**
- A. Much shorter
- B. Somewhat shorter
- C. About same length
- D. Somewhat longer
- E. Much longer

As regards **vocabulary?**
- A. Much lower level of difficulty
- B. Somewhat lower level of difficulty
- C. About same level of difficulty
- D. Somewhat higher level of difficulty
- E. Much higher level of difficulty

As regards **syntax?**
- A. Much simpler sentences
- B. Somewhat simpler sentences
- C. About same level of complexity
- D. Somewhat more complex sentences
- E. Much more complex sentences

As regards **content?**
- A. Much less demanding
- B. Somewhat less demanding
- C. About same demands
- D. Somewhat more demanding
- E. Much more demanding

TABLE 9.2 **NATIONAL EXPERTS' PERCEPTIONS OF THE LEVEL OF DIFFICULTY OF READING MATERIAL IN THEIR NATIONAL TEXTBOOKS IN COMPARISON TO THE BENCHMARK TEXT**

	Length	Vocabulary	Syntax	Content
Argentina	*Same*	*Same*	*Same*	*Same*
Brazil	*Same*	*Same*	*Same*	*Same*
Chile	*Somewhat shorter*	*Same*	*Same*	*Same*
India (Rajasthan)	*Same*	*Somewhat easier*	*Much easier*	*Much easier*
India (Assam)	*Same*	*Same*	*Same*	*Same*
India (Madhya Pradesh)	*Same*	*Same*	*Same*	*Same*
India (Tamil Nadu)	*na*	*na*	*na*	*na*
India (Overall)	*Same*	*Same*	*Same*	*Somewhat harder*
Malaysia	*Same*	*Same*	*Somewhat harder*	*Somewhat harder*
Paraguay	*Same*	*Same*	*Same*	*Same*
Peru	*Same*	*Much easier*	*Same*	*Somewhat easier*
Philippines	*Same*	*Somewhat easier*	*Somewhat easier*	*Somewhat easier*
Sri Lanka	*Same*	*Somewhat easier*	*Somewhat easier*	*Same*
Tunisia	*Same*	*Somewhat easier*	*Somewhat easier*	*Somewhat easier*
Uruguay	*Somewhat shorter*	*Same*	*Same*	*Same*

Source: WEI-SPS database.

In Peru and Sri Lanka, both the national experts and teachers said that national materials would be slightly less demanding than the benchmark text. In the Philippines, however, there was some disagreement between the expert, who said that national materials would be somewhat easier than *The Upside-down Mice,* and the teachers, who were more optimistic: they tended to consider the benchmark text slightly easier than was the case, on average, for their colleagues in other WEI-SPS countries *(see **Table 9.3**)*.

Table 9.3 contains the percentage of pupils in classes where the teachers considered that their own reading materials were typically easier (answer categories A and B), more difficult (answer categories D and E) or of the same level of difficulty as the proposed example (answer category C). An overall index of *Perceived difficulty of own reading materials* has also been computed and presented in **Table 9.4**, together with standard errors and alpha reliability.

The Upside-down Mice was one of the easiest texts in the PIRLS assessment. However, as shown in Table 9.3, in no WEI-SPS country did a majority of teachers consider it 'too easy' for their Grade 4 pupils. Typically, across all WEI-SPS countries, between 55 percent and 60 percent of pupils had teachers who considered the text adequate for Grade 4 in all four respects (the proportion was even higher, around 75 percent, in Argentina and Uruguay). Between 25 and 30 percent of pupils had teachers who reported using easier materials; and the remaining minority (15 to 20 percent) had teachers who reported using more difficult passages. In Chile and the Philippines (and to a lesser extent Uruguay), the proportion of teachers favouring more difficult materials was consistently higher than in most other countries.

In India and Sri Lanka, the pattern of responses was distinctive in that the responses tended to cluster around either end of the spectrum (easier or harder) while the central category (same difficulty) was less often selected.

TABLE 9.3 TEACHERS' PERCEPTIONS OF DIFFICULTY OF MATERIALS USED IN READING LESSONS

Percentage of Grade 4 pupils whose teachers reported lower, similar or higher levels of difficulty compared to a reference text from PIRLS

	Length			Vocabulary		
	Own texts are much or somewhat shorter	Own texts are same length	Own texts are much or somewhat longer	Own texts have much easier or somewhat easier vocabulary	Own texts have equivalent vocabulary	Own texts have much harder or somewhat harder vocabulary
Argentina	20.4	70.5	9.1	13.2	76.4	10.3
Brazil	37.3	51.6	11.1	23.9	56.0	20.1
Chile	14.7	63.1	22.2	8.2	66.6	25.2
India	23.4	52.7	23.9	51.3	26.0	22.6
Malaysia	37.1	43.7	19.3	29.5	59.0	11.5
Paraguay	62.4	30.2	7.5	25.7	66.3	8.0
Peru	29.5	61.9	8.7	32.3	54.9	12.9
Philippines	18.9	52.3	28.8	26.0	48.3	25.7
Sri Lanka	10.5	57.8	31.7	55.8	27.9	16.3
Uruguay	31.5	64.8	3.7	6.7	72.1	21.2
WEI-SPS median	**26.4**	**55.2**	**15.2**	**25.8**	**57.5**	**18.2**
	Syntax			**Content**		
	Own texts have much easier or somewhat easier sentences	Own texts have same level of syntactical difficulty	Own texts have somewhat or much more complex sentences	Own texts have somewhat or much less demanding content	Own texts have similar level of content demands	Own texts have somewhat or much more demanding content
Argentina	16.3	74.5	9.2	15.7	69.1	15.2
Brazil	25.6	60.0	14.4	21.2	58.3	20.6
Chile	8.4	73.5	18.1	6.7	64.5	28.8
India	47.3	31.4	21.4	11.2	46.7	42.1
Malaysia	36.1	49.1	14.8	20.6	59.5	19.9
Paraguay	33.9	56.2	9.9	27.1	61.7	11.2
Peru	32.9	55.9	11.2	25.9	53.5	20.6
Philippines	29.1	45.4	25.5	19.4	52.6	28.0
Sri Lanka	52.1	27.8	20.0	27.4	32.7	40.0
Uruguay	8.9	78.7	12.3	7.9	70.6	21.4
WEI-SPS median	**31.0**	**56.1**	**14.6**	**20.0**	**58.9**	**21.0**

Sources: WEI-SPS database; Table A9.1.

TABLE 9.4 OVERALL INDEX OF *DIFFICULTY OF NATIONAL READING MATERIALS*

	Mean	SE	Alpha	N
Argentina	0.03	0.019	0.91	1,908
Brazil	-0.06	0.033	0.79	1,324
Chile	**0.33**	0.029	0.79	994
India	0.00	0.043	0.59	1,179
Malaysia	-0.05	0.036	0.85	1,614
Paraguay	**-0.30**	0.024	0.75	1,027
Peru	**-0.14**	0.027	0.77	1,151
Philippines	**0.14**	0.041	0.81	1,603
Sri Lanka	-0.08	0.046	0.70	726
Uruguay	**0.14**	0.017	0.68	704
WEI-SPS mean	**0.00**	**0.00**		

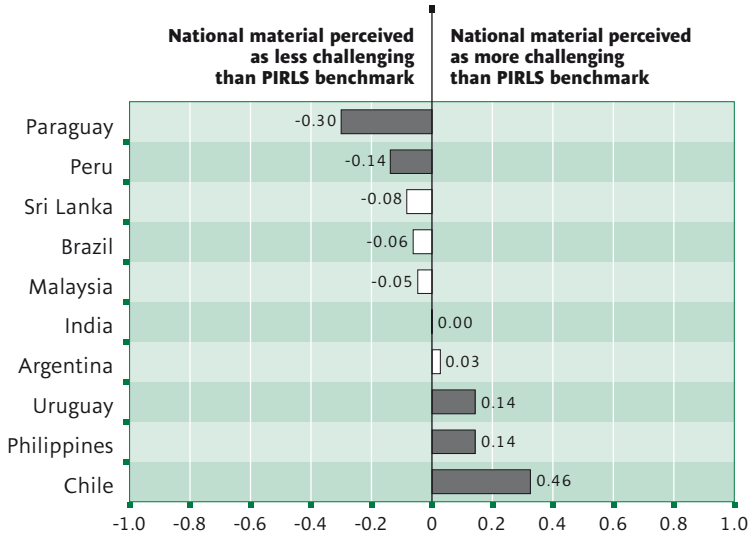
Note: Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in **bold**.
Source: WEI-SPS database.

The alpha reliability of the overall scale derived from the items (see Table 9.4) appeared to be somewhat low in India and Sri Lanka (possibly due to the instability of responses just described) as well as in Uruguay (possibly due to a lack of variance since a vast majority of respondents chose the central category for all items). In all other WEI-SPS countries, the reliabilities were reasonably high.

The overall *Difficulty* index reported in Table 9.4 was created by averaging the available answers to the four items and then standardizing the values obtained at the international level, so that the WEI-SPS mean of the indicator for the 10 participating countries was zero and the standard deviation was 1.0. Negative mean scores correspond to countries where the national reading material was more often considered 'easier'

FIGURE 9.1

Index of *Perceived difficulty of national reading materials* across WEI-SPS countries



Notes: The countries are sorted by increasing mean value of the index.
Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in bars with darker shade.

Sources: WEI-SPS database; Table 9.4.

than the benchmark text, compared to teachers' ratings in other WEI-SPS countries. Conversely, positive mean scores suggest that Grade 4 pupils in that country typically read materials somewhat more demanding than in the average WEI-SPS country *(see **Figure 9.1**)*.

The pattern in Figure 9.1 indicated that Chile, the Philippines and Uruguay were the three countries where Grade 4 teachers described the reading materials used in their classes as the most demanding. By contrast, most teachers in Peru and Paraguay tended to consider their materials as less challenging than their colleagues in other countries.

Types of reading materials used in Grade 4 classes

A second question in the reading OTL instrument was aimed at collecting information on the types of written materials used in Grade 4 classes and on possible contrasts between classes where only one dominant type of reading material was used (e.g. fables) and those where the pupils had the opportunity to read a larger range of materials, including real-life stories and authentic functional texts such as advertisements, maps, instructions and forms *(see **Box 9.3**)*.

Table 9.5 is a summary of the expected frequency of use of these materials in the national curricula as described by the national experts.

BOX 9.3 QUESTION ON TYPES OF MATERIALS USED

The text above is a fable. Other types of materials may be used in reading lessons at Grade 4. Which of the following types of written materials do you use in your Grade 4 reading lessons, and how often?

Never or hardly ever; sometimes (a few lessons a year); often (several lessons a month); very often (several lessons a week).

- fables, or similar types of **narrative texts with imaginary characters and situations** (e.g. speaking animals, magic objects);
- **narrative texts with real-life characters and situations** (e.g. stories about children, lives of famous people);
- **information texts** intended at describing or explaining things (e.g. what is a volcano, how do bees produce honey);
- **authentic documents** (e.g. timetables, advertisements, forms, maps, labels, instructions);
- **basic materials** typically used to teach decoding skills (e.g. lists of words associated with pictures, single sentences or short texts illustrating sounds – 'The cat sat on the mat').

TABLE 9.5 NATIONAL EXPERTS' DESCRIPTION OF THE INTENDED CURRICULUM: TYPES OF READING MATERIALS TO BE USED IN GRADE 4 CLASSES

	Fables	Narrative – real life	Information texts	Authentic documents	Basic reading materials
Argentina	*Very often*	*Very often*	*Often*	*Often*	*Sometimes*
Brazil	*Often*	*Often*	*Often*	*Often*	*Never*
Chile	*Often*	*Often*	*Often*	*Often*	*Never*
India (Rajasthan)	*Sometimes*	*Sometimes*	*Sometimes*	*Sometimes*	*Very often*
India (Assam)	*Sometimes*	*Sometimes*	*Sometimes*	*Never*	*Never*
India (Madhya Pradesh)	*Sometimes*	*Sometimes*	*Sometimes*	*Often*	*Often*
India (Tamil Nadu)	*na*	*na*	*na*	*na*	*na*
India (Overall)	*Sometimes*	*Sometimes*	*Sometimes*	*Sometimes*	*Often*
Malaysia	*Sometimes*	*Sometimes*	*Sometimes*	*Often*	*Often*
Paraguay	*Often*	*Often*	*Often*	*Sometimes*	*Sometimes*
Peru	*Very often*	*Very often*	*Very often*	*Very often*	*Never*
Philippines	*Sometimes*	*Sometimes*	*Sometimes*	*Sometimes*	*Sometimes*
Sri Lanka	*Often*	*Very often*	*Often*	*Very often*	*Often*
Tunisia	*Sometimes*	*Sometimes*	*Sometimes*	*Sometimes*	*Often*
Uruguay	*Often*	*Very often*	*Often*	*Often*	*Sometimes*

Note: The answer categories used in this table have been abbreviated. The original responses were: 'never or hardly ever' (never), 'a few lessons a year' (sometimes), 'several lessons a month' (often) and 'several lessons a week' (very often).
Source: WEI-SPS database.

For this question, there was a striking contrast between the national experts from Latin American countries and those from other participating countries. The reading curriculum in Latin American countries was mainly described by the national experts as based 'very often' or 'often' on a range of continuous texts (fables, other narrative texts, information texts) as well as on authentic documents (advertisements, labels and instructions). In none of these six countries was the use of basic reading materials described as typical of Grade 4 classes, although the experts from Argentina, Uruguay and Paraguay mentioned some occasional use of this kind of material ('a few lessons a year').

Conversely, in most Asian countries and in Tunisia, the experts said that Grade 4 pupils in their countries would use continuous passages only in 'a few lessons a year'. Typically, in their weekly or daily reading lessons, they would be using basic reading materials focused on decoding skills. An exception to this pattern was Sri Lanka, where the national expert said that all types of materials, including basic reading materials, were used 'often' or 'very often'.

In fact, one would expect that decoding instruction is mainly offered in Grades 1 and 2 and that Grade 4 pupils would no longer need their abecedaries nor similar materials. However, the category 'never used' was only selected for basic materials by experts in Brazil, Chile, Peru and the state of Assam in India.

The patterns of answers received from the teachers *(see **Table 9.6**)* indicated, however, that basic materials were still used in Grade 4 by many more pupils than might be expected. In a majority of WEI-SPS countries, the percentage of pupils whose teachers reported frequent use of basic materials (i.e. 'several times a month' or 'several times a week') was more than 50 percent, and sometimes even more than 75 percent (e.g. in India, the Philippines and Sri Lanka). The median proportion across all participating countries was no less than two-thirds of pupils. Only in some Latin American countries was frequent use of such materials reported for less than half of pupils (24 percent in Uruguay, 35 percent in Brazil and 44 percent in Argentina), while in Chile, Peru and Paraguay, the frequency reported by teachers was much higher than reported by the national experts.

In regard to the other types of reading materials, the two most commonly cited were *Information texts* and *Narrative texts based on real-life situations*. Across the 10 countries, about three-quarters of pupils, on average, had teachers who reported frequent use of these two types of texts. *Fables and other imaginary texts* appeared to be much more popular among Latin American teachers than in India, Malaysia, the Philippines and Sri Lanka. In a majority of countries, the least preferred category of materials was *Authentic documents.* Only in Chile, Uruguay and Sri Lanka did a vast majority of pupils have teachers who reported frequent use of these materials.

TEACHERS' DESCRIPTION OF THE IMPLEMENTED CURRICULUM: READING MATERIAL TYPICALLY USED IN GRADE 4 CLASSES

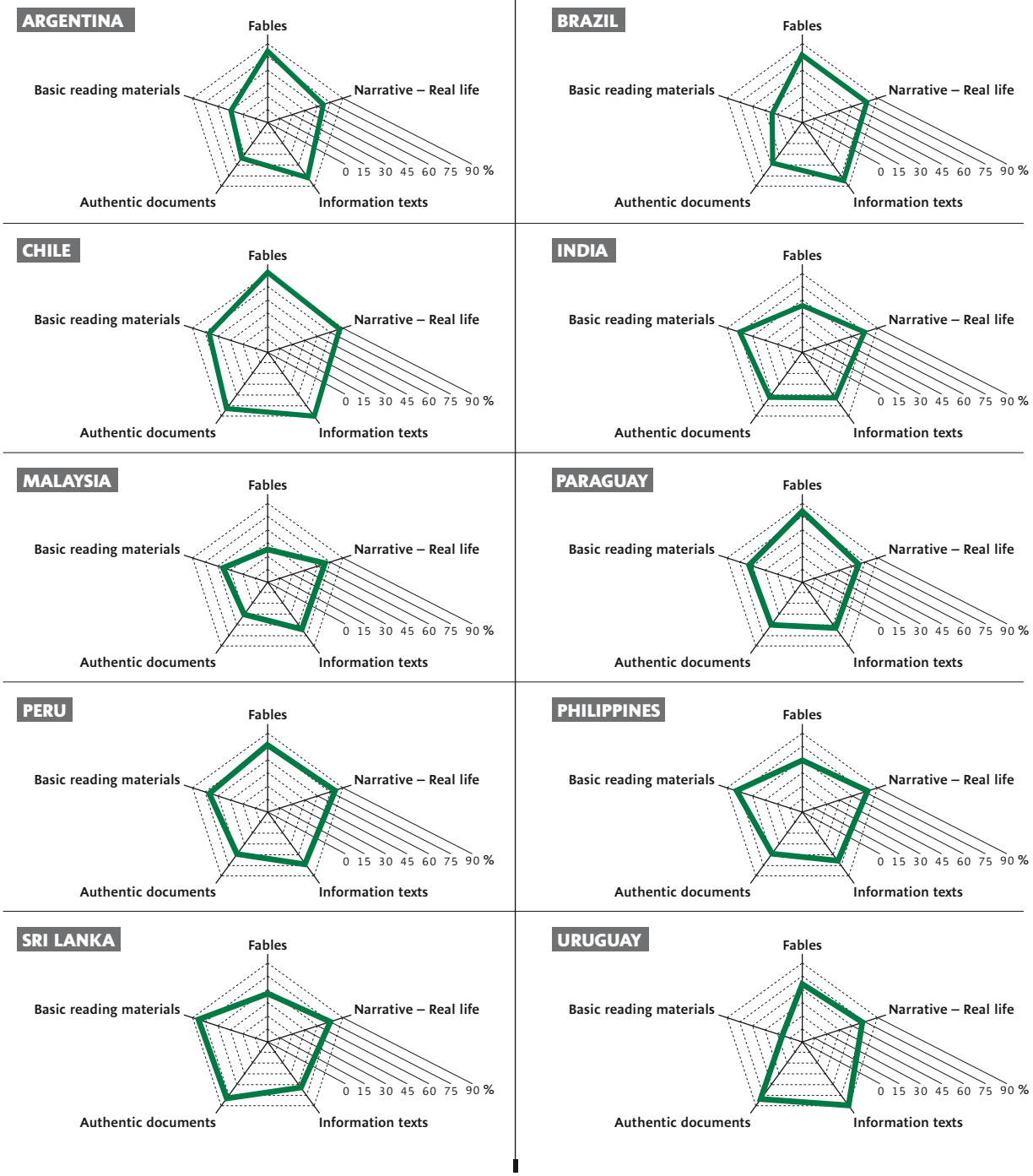
TABLE 9.6 **Percentage of Grade 4 pupils whose teacher reported frequent use of various types of reading materials ('several lessons a month' and 'several lessons a week')**

	Fables		Narrative real life		Information texts		Authentic documents		Basic reading materials	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	81.2	1.19	66.2	1.48	77.5	1.32	49.8	1.64	43.7	1.44
Brazil	76.8	2.01	77.3	1.80	80.0	1.59	56.3	2.19	35.4	2.22
Chile	91.2	1.21	86.6	1.42	90.3	1.11	79.3	1.53	70.2	1.77
India	53.0	2.61	74.1	2.36	64.1	2.63	63.5	2.47	74.9	1.95
Malaysia	37.1	2.03	68.8	1.80	65.8	1.65	44.8	2.10	53.0	2.11
Paraguay	81.3	1.31	67.0	1.61	64.6	1.65	60.2	1.60	63.5	1.75
Peru	77.0	1.44	80.6	1.33	72.6	1.57	58.2	1.65	69.1	1.56
Philippines	59.0	2.08	78.2	1.68	68.5	1.92	58.5	2.02	78.7	1.76
Sri Lanka	54.9	2.44	74.3	2.20	63.7	2.25	78.8	2.13	81.9	1.99
Uruguay	65.9	1.71	72.2	1.59	89.8	0.98	80.8	1.27	23.9	1.47
WEI-SPS median	**71.3**		**74.2**		**70.5**		**59.3**		**66.3**	

Source: WEI-SPS database.

FIGURE 9.2

National profiles of use of reading materials (teachers' reports)



Sources: WEI-SPS database; Table 9.6.

TABLE 9.7 OVERALL INDEX OF *VARIETY OF READING MATERIALS* USED IN GRADE 4

	Mean	SE	Alpha	N
Argentina	**-0.08**	0.024	0.42	1,922
Brazil	0.01	0.036	0.53	1,319
Chile	**0.43**	0.030	0.56	1,011
India	-0.08	0.044	0.39	1,177
Malaysia	**-0.43**	0.027	0.45	1,610
Paraguay	**-0.08**	0.027	0.54	1,026
Peru	**0.08**	0.025	0.43	1,147
Philippines	-0.04	0.034	0.37	1,599
Sri Lanka	0.03	0.041	0.27	732
Uruguay	**0.16**	0.021	0.27	715
WEI-SPS mean	**0.00**	**0.010**		

Note: Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in **bold**.
Source: WEI-SPS database.

In **Figure 9.2**, the distribution of answers has been presented as separate graphs for each country, in order to help describe the various national profiles of use of reading materials. In Uruguay, for example, teachers describe their reading lessons in Grade 4 as mainly based on information texts, real-life narrative passages and authentic documents, while more elementary materials – such as fables and, in particular, basic decoding materials – were not frequently used.

The polygon area for Chile was the largest among the WEI-SPS countries, indicating that teachers reported very frequent use of all or almost all types of reading materials. The profile was quite different in Malaysia, where teachers tended to describe their use of reading materials as rather modest for almost all categories, compared to other countries. The area of the polygon for Malaysia was the smallest, suggesting possibly that the pupils may be exposed to a more limited range of reading stimuli than in other countries[1]. In general, some similarities were observed in the responses of teachers from neighbouring countries. For example, the patterns were rather similar in Uruguay and Brazil, or in Chile and Peru, or in India and Sri Lanka.

A scale on *Variety of reading materials* was constructed by adding up the first four items (fables, other narrative, information and authentic documents)[2], then standardizing the score to a mean of zero and standard deviation of 1.0 at the international level, with equal weight for each country. The results have been reported in **Table 9.7.** High average values indicated that Grade 4 teachers in those countries tended to report regular use of a greater variety of reading materials than teachers in other countries. Low values indicated that, according to teachers, reading materials were used less often and/or were less diverse.

As shown in Table 9.7, the mean index of *Variety* differed little across WEI-SPS countries, with two exceptions, already mentioned in relation to Figure 9.2. The first was Chile, where teachers reported relatively high frequencies for all types of materials. The second was Malaysia, where the frequencies reported were comparatively low for all four types of reading materials considered.

Note, however, that the alpha reliabilities were generally low, suggesting that the scale obtained when adding up the four items was somewhat unstable. Therefore, the overall *Variety* scores appeared to be of less interest for the cross-country comparison than the country profiles described in Figure 9.2.

1. However, the Malaysian expert suggested an alternative explanation for this low profile, based on possible misunderstanding of the expression 'types of reading materials'. In Malaysia, teachers mainly use textbooks for their reading lessons, rather than any other type of written materials. While the official textbooks in Malaysia incorporate a large variety of types of texts (fables, real-life stories, etc.), the respondents may have considered that only a single type of *reading material* was used in their language lessons.
2. Note that Item 5 (frequent use of basic reading materials) was not included in the scale, for obvious conceptual reasons. This item has been used in this report as a separate indicator of focus put on *Basic decoding skills*.

Types of questions and activities used in reading lessons

A further set of items in the reading OTL instrument *(see **Boxes 9.4** and **9.5**)* was designed to collect information on the types of reading processes most commonly implemented during reading lessons with special attention paid to the major dimensions used in the PIRLS framework:

- retrieve explicitly stated information (see Box 9.5, Items 4-1.1, **4-1.2**, 4-2.1, 4-8.1);
- make straightforward inferences (Items **4-3.1**, **4-4.1)**;
- interpret and integrate ideas and information (Items 4-5.1, 4-5.2); and
- examine and evaluate content (Items **4-6.1**, **4-7.1**, 4-12.2).

The items in bold text were drawn from the original set of PIRLS items associated with *The Upside-down Mice* story. Additional items (those in regular text) were constructed specifically for this OTL instrument in order to capture a larger range of difficulties and more variation of formats and types of contents. Three of these 'new' items (4-9.1, 4-10.1, 4-10.2) were used to collect information on possible inclusion in reading lessons of formal language drills (e.g. vocabulary or grammar exercises). Three other items (4-11.1, 4-12.1 and 4-12.2) explored the use of reading stimuli to conduct functional language activities (written and oral expression). For each item, the respondents were asked the questions presented in Box 9.4.

The set of OTL items have been presented in Box 9.5, followed by separate analyses for *Emphasis* and *Difficulty*.

BOX 9.4 QUESTIONS ON THE TYPES OF READING ACTIVITIES USED IN GRADE 4 CLASSES

1. Would you put emphasis on questions similar to this one?	2. Would you consider this specific question as too easy, appropriate or too difficult for your Grade 4 pupils?	3. If you answered 'too easy' or 'too difficult' in Question 2, in which grade would it be appropriate to ask the question?
A. No emphasis B. Little emphasis C. Some emphasis D. Major emphasis	A. Too easy B. Appropriate C. Too difficult	

BOX 9.5 TYPES OF READING QUESTIONS USED

	Type of question	Example of question
4.1	Questions that ask pupils to *locate and reproduce explicitly stated facts* about people, places, animals, *from just one of the sentences in the text.*	4.1.1 What was the name of the old man?
		4.1.2 Where did the old man put the mice when he picked them up from the floor? **(PIRLS: bottom 25% benchmark; 84% correct)**[3]
4.2	Questions that ask pupils to *locate and reproduce explicitly stated facts from several passages in the text.*	4.2.1 Fill in the blanks: When he got home, the old man first used the glue to stick ..... on the ceiling. Find two other things he glued to the ceiling after that: ....

[continued...]

3. The indications in **bold** text refer to the level of difficulty of the item in the PIRLS 2001 Grade 4 scale (top, medium and bottom levels of difficulty) and to the percent of correct answers observed, on average, in the countries participating in PIRLS.

BOX 9.5 TYPES OF READING QUESTIONS USED *[continued]*

	Type of question	Example of question
4.3	Questions that ask pupils to locate the sentence with relevant information and use it to *draw inferences clearly suggested by the text.*	4.3.1 Why did the old man want to get rid of the mice? A. He had always hated mice. B. There were too many of them. C. They laughed too loudly. D.They ate all his cheese. **(PIRLS bottom 25% benchmark; 79% correct)**
4.4	Questions that ask pupils to *make interpretations that go beyond single sentences,* e.g. identifying the mood of an entire story	4.4.1 Which words best describe this story? A. Serious and sad. B. Scary and exciting. C. Funny and clever. D. Thrilling and mysterious. **(PIRLS medium benchmark; 68% correct)**
4.5	Questions that ask pupils to *make interpretations about time sequence or causal relationships* across the text.	4.5.1 Why was there no mouse caught in the mousetraps?
		4.5.2 How many days did the old man spend to get rid of the mice?
4.6	Questions that ask pupils to *make interpretations based on different aspects of characters and events,* supporting the inference with evidence from the text.	4.6.1 Do you think the mice were easy to fool? Give one reason why or why not. **(PIRLS upper 25% benchmark; 37% correct)**
4.7	Questions that ask pupils to *integrate ideas across a text to provide interpretations of a character's traits, intentions or feelings,* and to give text based support.	4.7.1 You learn what the old man is like from the things he does. Describe what he is like and give two examples of what he does that show this. **(PIRLS top 10% benchmark; 30 percent of pupils could find *one* trait and *one* correct example)**
4.8	Questions that ask pupils to *find the moral of the story,* or to comment on it.	4.8.1 Underline in the text a sentence that explains the moral of the story.
4.9	Questions that ask pupils to reproduce or memorize the *definition of difficult words.*	4.9.1 Copy from the dictionary (or blackboard) the definition of the word 'hysterical'.
4.10	Questions that ask pupils to *apply grammar rules* using examples from the text.	4.10.1 Turn into plural the sentence: '*He took a chair and put glue on the bottom of its legs and stuck it upside-down to the ceiling:*' 'He took all chairs and .....'
		4.10.2 Change into the present tense: He hobbled..... He baited..... They thought..... He stuck..... They came.....
4.11	Questions that ask pupils to *write a short composition* based on the text.	4.11.1 Continue the story: add a few sentences to say what the old man did with the mice he gathered from the floor.
4.12	Questions that ask groups of pupils to *organize oral activities* based on the text.	4.12.1 Using the dialog in the text, play the scene when the mice are panicked.
		4.12.2 Organize a discussion on whether this story is only fiction, or if it could have happened in the real world.

Emphasis put on various types of reading activities

A principal component analysis was conducted using the information from the WEI-SPS international dataset to explore the dimensionality of the group of *Emphasis* items in the answers of Grade 4 teachers. Four factors were extracted that appeared to be relatively stable in all countries (except in India and Sri Lanka, where the factor structure was less clear). The factors are described below.

Factor 1: Interpreting the meaning of the text had high loadings for reading questions about broad understanding of the passage, simple inferences, causal relationships, chronology and the like:

4.3-1A: Why did the old man want to get rid of the mice?

4.4-1A: Which words best describe this story?

4.5-1A: Why was there no mouse caught in the mousetraps?

4.5-2A: How many days did the old man spend to get rid of the mice?

4.6-1A: Do you think the mice were easy to fool?

4.8-1A: Underline, in the text, a sentence that explains the moral of the story.

Factor 2: Creative activities had high loadings for four types of tasks where the students would be requested to go beyond the text with their own interpretation, reflection and comments:

4.7-1A: Describe what the old man is like and give two examples of what he does that show this.

4.11-1A: Continue the story. Add a few sentences to say what the old man did with the mice he gathered from the floor.

4.12-1A: Using the dialog in the text, play the scene when the mice are panicked.

4.12-2A: Organize a discussion on whether this story is only fiction or if it could have happened in the real world.

Factor 3: Locating information had high loadings for three questions that required the students to retrieve simple facts explicitly stated in the passage:

4.1-1A: What was the name of the old man?

4.1-2A: Where did the old man put the mice when he picked them up from the floor?

4.2-1A: Find two other things the old man glued to the ceiling.

Factor 4: Vocabulary and grammar had high loadings for three tasks that illustrated possible uses of reading materials to teach formal language aspects:

4.9-1A: Copy from the dictionary or blackboard the definition of the word 'hysterical'.

4.10-1A: Turn into plural the sentence: 'He took a chair and put glue on the bottom of its legs and stuck it upside down to the ceiling'. 'He took all chairs and....'

4.10-2A: Change into the present tense: 'He hobbled.' 'He baited.' 'They thought.' 'He stuck.' 'They came.'

The percentage of pupils whose teacher reported 'some emphasis' or 'major emphasis' on the various items in each of these four groups have been reported in **Table 9.8**.

Four composite indicators were created by adding and averaging the codes obtained for each group of items (from code 0 for 'no emphasis' to code 4 for 'major emphasis'), then standardizing them at the international level (with mean of zero, standard deviation of 1.0 and equal weight for each country). The mean scores of the indicators have been presented by country in Table 9.8e with their standard errors and alpha reliabilities. A positive average score indicates that teachers in a given country tended to report more emphasis on the reading activities described in the indicator than the typical Grade 4 teacher in other countries. A negative average score indicates, conversely, that those activities tended to be less used in that country than elsewhere.

With very few exceptions, the respondents reported high or at least moderate emphasis for a vast majority of the proposed activities. Some questions appeared to be universally popular, such as Items 4.3-1 (*Why did the old man want to get rid of the mice?*), 4.5-1 (*Why was there no mouse caught in the mousetrap?*), 4.4-1 (*Which words best describe the story?*), 4.8-1 (*Underline the moral of the story*) and 4.11-1 (*Continue the story*). The rate of agreement was surprisingly large even for unusual or challenging activities, e.g. Item 4.12-1 (*Play the scene when the mice were panicked.*) or 4.7-1 (asking for inferences about the old man's character) – but also for the three 'formal' items that had been included in the list, suggesting that the use of reading passages as a basis for grammar and vocabulary lessons was relatively common across most of the countries.

TABLE 9.8 EMPHASIS ON VARIOUS TYPES OF READING ACTIVITIES

Percentage of pupils whose teachers reported to put 'some' or 'major' emphasis on selected types of reading activities and summary of standardized scores by country

	a. Interpreting texts					
	Why did the old man want to get rid of the mice?	Which words best describe this story?	Why was there no mouse caught in the mousetraps?	How many days did the man spend to get rid of the mice?	Do you think the mice were easy to fool?	Underline in the text the moral of the story.
Argentina	91.4	88.1	90.7	78.3	83.6	87.3
Brazil	80.1	91.9	87.5	79.1	86.8	89.8
Chile	96.2	95.3	92.1	80.8	92.9	93.4
India	89.6	87.8	84.3	76.0	80.1	91.9
Malaysia	80.9	71.1	72.5	60.1	61.9	76.8
Paraguay	89.1	87.0	86.4	78.5	80.0	86.9
Peru	87.0	82.2	78.6	72.0	76.4	82.0
Philippines	88.1	86.3	81.4	70.2	82.2	85.3
Sri Lanka	79.9	74.7	78.6	74.9	67.5	76.8
Uruguay	94.1	95.1	92.0	79.3	92.4	89.1
WEI-SPS mean	**88.6**	**87.4**	**85.4**	**77.2**	**81.1**	**87.1**

	b. Creative activities				c. Locating information			d. Grammar and other formal language exercises		
	Describe what the old man is like.	Continue the story.	Play the scene when the mice are panicked.	Organize a discussion on whether this story is fiction.	What was the name of the old man?	Where did the man put the mice when he picked them up?	Find two other things the old man glued to the ceiling.	Copy the definition of the word 'hysterical'.	Turn into plural the sentence.	Change into the present tense.
Argentina	76.3	90.6	76.2	70.3	56.0	65.0	77.6	70.6	76.6	83.4
Brazil	85.5	90.2	88.7	88.6	47.9	54.3	68.0	76.2	81.5	81.3
Chile	82.8	94.1	80.3	79.7	69.1	79.4	87.8	82.0	86.0	88.9
India	86.4	83.7	83.0	74.3	86.5	81.3	87.4	87.5	84.5	83.6
Malaysia	65.5	66.8	59.5	43.6	45.8	59.9	69.3	61.5	60.1	a
Paraguay	73.1	83.5	76.3	71.0	71.4	78.3	82.5	82.0	84.1	88.1
Peru	71.2	78.6	75.8	70.3	73.2	75.6	74.4	78.2	79.7	81.0
Philippines	81.6	84.0	80.8	80.2	61.2	72.6	82.4	75.6	82.1	85.4
Sri Lanka	59.5	74.1	79.6	63.5	74.6	76.2	79.6	80.9	83.0	80.4
Uruguay	80.4	90.4	72.8	67.6	35.0	49.0	68.5	68.0	74.2	83.7
WEI-SPS mean	**78.3**	**83.9**	**77.9**	**70.7**	**65.2**	**74.1**	**78.6**	**77.2**	**81.8**	**83.6**

	e. Summary of overall indices											
	Index of *Emphasis on interpreting text*			Index of *Emphasis on creative activities*			Index of *Emphasis on locating information*			Index of *Emphasis on grammar and formal language exercises*		
	Mean	SE	Alpha	Mean	SE	Alpha	Mean	SE	Alpha	Mean	SE	Alpha
Argentina	-0.02	0.02	0.74	-0.01	0.02	0.67	**-0.15**	0.03	0.76	**-0.14**	0.03	0.63
Brazil	0.06	0.04	0.81	**0.33**	0.03	0.78	**-0.27**	0.05	0.82	0.05	0.04	0.77
Chile	**0.33**	0.03	0.74	**0.19**	0.03	0.69	**0.11**	0.02	0.62	**0.16**	0.03	0.73
India	**0.29**	0.03	0.73	**0.31**	0.04	0.73	**0.55**	0.03	0.64	**0.36**	0.04	0.65
Malaysia	**-0.31**	0.03	0.74	**-0.42**	0.03	0.69	**-0.16**	0.04	0.63	**-0.39**	0.04	0.46
Paraguay	**-0.14**	0.03	0.79	**-0.15**	0.03	0.76	**0.08**	0.03	0.69	0.02	0.03	0.72
Peru	**-0.27**	0.03	0.75	**-0.19**	0.03	0.76	-0.02	0.02	0.63	**-0.12**	0.03	0.70
Philippines	0.01	0.03	0.81	**0.14**	0.03	0.80	**0.14**	0.03	0.67	**0.09**	0.03	0.71
Sri Lanka	**-0.21**	0.06	0.76	**-0.22**	0.05	0.63	**0.32**	0.05	0.79	**0.20**	0.05	0.71
Uruguay	**0.29**	0.02	0.63	0.05	0.02	0.65	**-0.48**	0.03	0.74	**-0.16**	0.02	0.63
WEI-SPS mean	**0.00**			**0.00**			**0.00**			**0.00**		

Notes: In Malaysia, the index and the alpha reliability were based on only two of the three questions regarding grammar and formal exercises.
Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in **bold.**

Source: WEI-SPS database; Table A9.2.

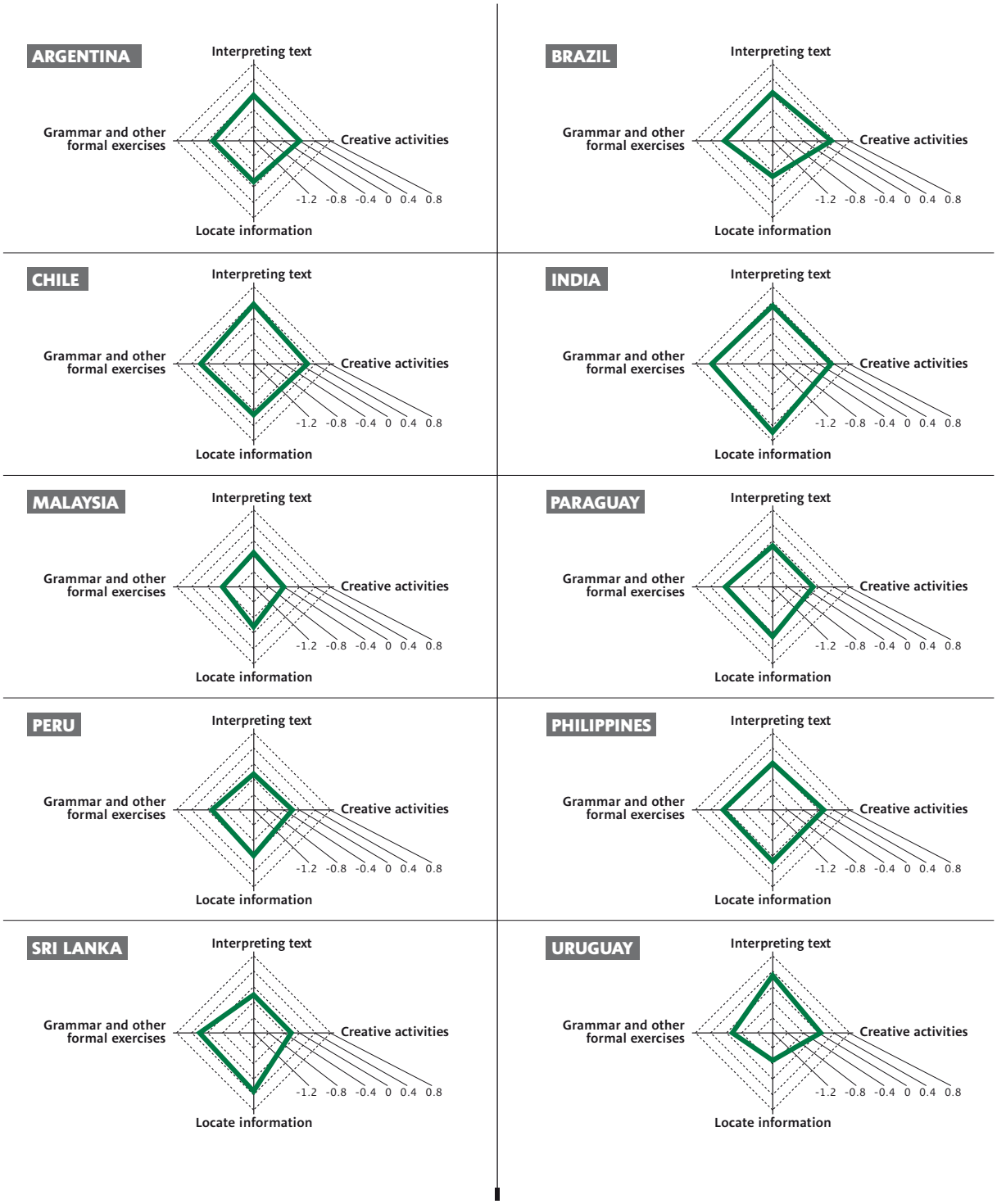
The few cases in which the teachers of less than 75 percent of pupils provided positive answers were mainly related to the three items about retrieving simple facts in the text (which were considered to be too easy) and to Item 4.12-2 (*Discuss whether this story is only fiction or could have happened in the real world*) which was generally deemed to be too difficult.

There were some interesting international differences when looking at the patterns of preference for the various groups of activities across WEI-SPS countries. In **Figure 9.3**, standardized scores of the four indicators have been presented for each country – where 0 represents the WEI-SPS mean for each indicator.

FIGURE 9.3

National profiles of *Emphasis on various types of reading activities*

Mean standardized scores of the indices by country



Sources: WEI-SPS database; Table A9.2.

In Chile and India, teachers consistently reported higher levels of emphasis than the WEI-SPS mean for all four groups of reading tasks. By contrast, the lowest values were observed in Malaysia (and, to a lesser extent, in Peru), for all four indicators. In Malaysia, one teacher out of four reported 'no' or 'little' emphasis for at least half of the reading questions, while in Chile this was the case for only two percent of teachers.[4] The whole pattern of answers to the *Emphasis* questions was significantly different in Malaysia compared to other WEI-SPS countries, an outcome that merits further investigation. It is important to know whether the instrument failed to capture the reading activities practised or whether the range of actual practices was, indeed, more restricted in Malaysia than in other WEI-SPS countries.

In almost all Latin American countries, reading questions that asked pupils to retrieve simple information from the text were much less popular than in Sri Lanka and, above all, India where these types of reading tasks were top priorities for teachers. In terms of standard scores, the index of *Locate information* varied from 0.55 score points in India to -0.48 in Uruguay – a difference of more than one standard deviation.

In Chile, Uruguay and India, values were well above the WEI-SPS mean for the indicator *Interpreting text,* while in Peru, Paraguay and Sri Lanka, teachers reported less than average emphasis on these activities.

Creative activities seemed to be particularly favoured by teachers in Brazil, the only country where this group of items was dominant in the profile of reading activities.

In India and Sri Lanka, values were high for the indicator *Grammar and other formal exercises.* In Argentina, Paraguay and Philippines, the patterns of preferences were relatively uniform, and the values of all four indicators differed only marginally from the WEI-SPS mean.[5]

To what extent did these patterns correspond to the priorities in national curricula as perceived by national experts?

Some similarities between the answers provided by curriculum experts and teachers from the same country can be identified in **Table 9.9**. In particular, the responses from the national expert in Malaysia were quite close to those of teachers for almost all types of reading activities. In most Latin American countries, both experts and teachers placed relatively little emphasis on questions asking pupils to retrieve simple facts in the text. In Peru, both the national expert and the teachers reported low emphasis on questions asking pupils to interpret the text. In Paraguay, *Formal exercises* were favoured by both teachers and experts.

However, discrepancies were at least as frequent as similarities. Only one of the four national experts in India shared the view of the average teacher that almost all types of reading activities received 'major' emphasis. National experts in Brazil and Uruguay said that *Creative activities* received limited emphasis in their countries, while teachers in these two countries stated that they placed greater emphasis on these activities than teachers in most other countries. Conversely, in the Philippines, the national expert thought that virtually all types of reading activities deserved major emphasis, while the teachers expressed more moderate views.

Two hypotheses might explain these differences. On one hand, there was some suggestion in the data that teachers' answers may have been partially distorted by social desirability (more so in some countries than others, probably due to cultural circumstances). On the other hand, the concept of 'emphasis' may have had different meanings for the two types of respondents – experts probably took it to mean the importance of global objectives in the national reading curriculum, while teachers probably understood it to mean the amount of time spent on various activities.

4. This comparison was made after excluding the group of items related to grammar and other formal language activities. The Bahasa Malaysian language has a simplified morphology, so grammatical items were less relevant in Malaysia. In particular, Item 4.10.2 was omitted from the instrument because verbs have no 'past' nor 'present' tense in Bahasa Malaysian.

5. The patterns in Figure 9.3 should be interpreted in terms of differences from the WEI-SPS mean. For example, in the spider graph for Argentina, it can be seen that all four mean scores were very near to the WEI-SPS mean. Thus, the pattern in Argentina falls almost exactly over the dotted lines joining the zero points (i.e., the WEI-SPS means) on the four axes. By contrast, the spider graph for Brazil indicates that the mean score of reported *Emphasis on creative activities* was significantly above the cross-country mean, while *Emphasis in locating information* was significantly lower. The two other scores were near the WEI-SPS mean in Brazil.

TABLE 9.9 NATIONAL EXPERTS' PERCEPTIONS OF THE EMPHASIS PLACED ON VARIOUS READING ACTIVITIES IN GRADE 4 CURRICULA

	a. Interpreting texts					
	Why did the old man want to get rid of the mice?	Which words best describe this story?	Why was there no mouse caught in the mousetraps?	How many days did the man spend to get rid of the mice?	Do you think the mice were easy to fool?	Underline in the text the moral of the story.
Argentina	*Major*	*Major*	*Major*	*Major*	*Some*	*Some*
Brazil	*Some*	*Some*	*Major*	*Major*	*Major*	*Major*
Chile	*Major*	*Major*	*Major*	*Major*	*Major*	*Major*
India (Rajasthan)	*None*	*None*	*None*	*None*	*None*	*None*
India (Assam)	*Major*	*Major*	*Major*	*Major*	*Some*	*Little*
India (Madhya Pradesh)	*Some*	*Some*	*Some*	*Some*	*Some*	*Major*
India (Tamil Nadu)	*na*	*na*	*na*	*na*	*na*	*na*
India (Overall)	*Some*	*Little*	*Major*	*Some*	*Little*	*Some*
Malaysia	*Some*	*Some*	*Little*	*Little*	*Little*	*Some*
Paraguay	*Major*	*Some*	*Major*	*Major*	*Little*	*Major*
Peru	*None*	*None*	*None*	*None*	*None*	*Some*
Philippines	*Major*	*Major*	*Major*	*Major*	*Major*	*Major*
Sri Lanka	*na*	*na*	*na*	*na*	*na*	*na*
Tunisia	*Some*	*Some*	*Some*	*Some*	*Some*	*Little*
Uruguay	*Major*	*Some*	*Some*	*Some*	*Some*	*Little*

	b. Creative activities			
	Describe what the old man is like.	Continue the story.	Play the scene when the mice are panicked.	Organise a discussion on whether this story is only fiction.
Argentina	*Some*	*Major*	*Major*	*Major*
Brazil	*Little*	*Little*	*Some*	*Some*
Chile	*Major*	*Major*	*Major*	*Some*
India (Rajasthan)	*None*	*None*	*None*	*None*
India (Assam)	*Major*	*Major*	*Some*	*Major*
India (Madhya Pradesh)	*Little*	*Major*	*Some*	*Little*
India (Tamil Nadu)	*na*	*na*	*na*	*na*
India (Overall)	*Little*	*Some*	*Some*	*Little*
Malaysia	*Little*	*Some*	*Some*	*Some*
Paraguay	*Little*	*Major*	*Some*	*None*
Peru	*None*	*None*	*Some*	*Little*
Philippines	*Major*	*Little*	*Major*	*Major*
Sri Lanka	*na*	*na*	*na*	*na*
Tunisia	*Little*	*Some*	*Some*	*Some*
Uruguay	*Some*	*Some*	*Some*	*Little*

	c. Locating information			d. Grammar and other formal exercises		
	What was the name of the old man?	Where did the man put the mice when he picked them?	Find two other things the old man glued to the ceiling.	Copy the definition of the word 'hysterical'.	Turn into plural the sentence.	Change into the present tense.
Argentina	*Major*	*Major*	*Major*	*Major*	*Some*	*Little*
Brazil	*Little*	*Little*	*Little*	*Little*	*Little*	*Little*
Chile	*Some*	*Some*	*Some*	*Some*	*Some*	*Some*
India (Rajasthan)	*Little*	*Little*	*None*	*Little*	*Little*	*Some*
India (Assam)	*Major*	*Major*	*Major*	*Major*	*Major*	*Major*
India (Madhya Pradesh)	*Some*	*Some*	*Little*	*Some*	*Little*	*Little*
India (Tamil Nadu)	*na*	*na*	*na*	*na*	*na*	*na*
India (Overall)	*Major*	*Some*	*Some*	*Major*	*Some*	*Some*
Malaysia	*Some*	*Some*	*Some*	*Some*	*Some*	*Some*
Paraguay	*None*	*None*	*Major*	*None*	*Major*	*Major*
Peru	*Some*	*Some*	*None*	*Some*	*None*	*None*
Philippines	*Major*	*Major*	*Major*	*Major*	*Major*	*Major*
Sri Lanka	*Major*	*na*	*Major*	*Major*	*na*	*na*
Tunisia	*None*	*None*	*Some*	*None*	*Little*	*Little*
Uruguay	*Some*	*Some*	*Some*	*Some*	*Little*	*Little*

Note: The response categories were: 'no emphasis', 'little emphasis', 'some emphasis' and 'major emphasis'.
Source: WEI-SPS database.

Perceived difficulty of the various reading tasks for Grade 4 pupils

In general, as can be observed in **Table 9.10,** a vast majority of teachers considered that the difficulty of the reading questions or activities accompanying *The Upside-down Mice text* to be appropriate for their Grade 4 pupils.

Only two items were deemed 'too easy' for a significant proportion of pupils in all WEI-SPS countries (from 30% to 60% in Latin American countries and from 20% to 40% in Asian countries). Both items asked pupils to locate very simple information in the text (Item 4.1.1, *What was the name of the old man?* and Item 4.1.2, *Where did the man put the mice when he picked them up from the floor*?). The latter question was used in the PIRLS 2001 study, where the international rate of correct answers in Grade 4 was found to be 84 percent, indicating that this item was, indeed, among the easiest in the PIRLS assessment.

Similarly, two items appeared to be particularly difficult in PIRLS, and were considered as 'harder' than the other questions in the SPS study as well: Item 4.6.1, *Do you think the mice were easy to fool?* (only 37% correct answers in PIRLS), and, most of all, Item 4.7.1, *Describe what the old man is like and give two examples of what he does that show this?* It must be noted for this latter item that, in the PIRLS international sample, only 10 percent of Grade 4 pupils were able to identify one of the old man's traits and one supporting example. On average, WEI-SPS teachers considered the latter item 'too difficult' for 35 percent of their Grade 4 classes and the former item for 23 percent. Item 4.12.2, *Organize a discussion on whether this story is only fiction or if it could have happened in the real world* (not included in PIRLS), was also identified by the average WEI-SPS teacher as '*too hard*' for about 23 percent of pupils.

Overall, the items tended to be seen as slightly easier in Latin American countries and as somewhat more difficult in India and other South Asian countries. This pattern can be observed, in particular, for items 4.11.1 (*Continue the story*), 4.4.1 (*Which words best describe the story?*), 4.5.1 (*Why was no mouse caught in the mousetrap?*) and 4.10.1 (*Turn the sentence into plural*).[6]

In **Figure 9.4**, all 16 items have been scaled by increasing difficulty using Rasch analysis on the whole set of WEI-SPS data. The items appear on the right side of the display with the easiest items at the top and the hardest items at the bottom of the scale. Teachers are represented on the left side with the least demanding teachers at the top of the scale (i.e. those who tended to consider even the easiest items as 'hard' for their Grade 4 pupils) and the most demanding teachers at the bottom (i.e. those who tended to consider even the hardest items as 'easy' or 'appropriate'). Both items and teachers are scaled on the same continuum where zero represents the average perceived difficulty of this set of items in WEI-SPS countries.

Surprisingly, no misfit was observed for the three items describing formal activities (grammar and vocabulary), which could, therefore, be scaled on the same dimension as all other items.

Four groups of items could be identified: (i) two extremely easy items at the top of the scale, both asking the pupil to retrieve simple facts; (ii) a group of four relatively easy items with scale values from 0.3 to 0.7, mainly asking for facts or simple inferences. The vocabulary item, which asked simply to copy a definition, was included in this easy group; (iii) a group of nine relatively difficult items with scale values from -0.2 to -1.0, including more demanding inferences, most of the *Creative* activities and the two *Grammar* items; and finally (iv) a single very difficult item – *Describe what the old man is like*.

The views expressed by the national experts on the difficulty of the various reading activities (and the grade when they would be most appropriate) were fairly consistent with those expressed by their country's teachers. In **Table 9.11**, the cases where national experts indicated that an item was 'too hard' or 'too easy' have been presented. Cases where the item was considered 'suitable for Grade 4 but possibly more appropriate for another grade' have also been indicated ('OK' followed with the recommended grade).

6. In nearly all countries, the answers provided by teachers about the difficulty of the various reading questions were virtually parallel to those provided by national curriculum experts about the grade where the questions would be appropriate: 'easy' items were most often described as appropriate for grades lower than Grade 4 and 'hard' items tended to be described as appropriate for higher grades. Therefore, no separate analysis has been presented for 'appropriate grade' variables, but the percentages with standard errors have been presented in Table A9.3.

TABLE 9.10 TEACHERS' PERCEPTIONS OF THE DIFFICULTY OF SELECTED READING ACTIVITIES

Percentage of Grade 4 pupils whose teachers considered a given reading activity as 'too easy', 'appropriate' or 'too difficult'

	a. Interpreting text																	
	Why did the old man want to get rid of the mice?			Which words best describe this story?			Why was there no mouse caught in the mousetraps?			How many days did the man spend to get rid of the mice?			Do you think the mice were easy to fool?			Underline in the text the moral of the story.		
	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Argentina	4.2	94.8	1.1	2.2	90.2	7.5	2.9	92.5	4.6	7.2	86.8	6.0	2.0	80.4	17.6	2.0	86.6	11.5
Brazil	18.1	81.1	0.8	4.6	91.2	4.2	6.3	88.3	5.4	12.6	81.5	5.9	4.0	83.9	12.1	5.7	85.5	8.8
Chile	4.5	91.2	4.2	3.4	89.9	6.7	4.7	90.1	5.2	8.3	84.9	6.8	1.5	82.0	16.5	4.3	85.2	10.5
India	17.1	75.4	7.5	10.3	72.2	17.5	17.3	68.9	13.8	26.3	63.1	10.6	13.6	59.9	26.4	7.8	77.8	14.5
Malaysia	2.1	91.6	6.3	1.1	69.2	29.6	1.1	72.7	26.2	2.9	81.0	16.1	2.6	55.1	42.4	1.6	75.3	23.2
Paraguay	8.2	87.8	4.0	4.5	87.0	8.5	5.1	88.5	6.3	10.0	84.4	5.6	3.5	78.3	18.1	4.8	79.9	15.3
Peru	5.9	89.1	5.0	3.5	81.0	15.5	8.2	84.4	7.4	8.6	80.9	10.5	3.2	77.6	19.2	3.5	76.7	19.8
Philippines	3.0	83.5	13.5	2.5	82.9	14.7	3.5	74.8	21.7	11.5	77.8	10.7	1.4	59.2	39.4	4.5	76.7	18.8
Sri Lanka	7.3	82.3	10.4	4.2	60.9	34.9	4.8	71.2	24.0	8.5	75.3	16.2	3.5	56.7	39.8	5.4	68.8	25.9
Uruguay	3.7	95.2	1.1	0.8	94.9	4.4	3.6	92.5	3.9	7.4	86.5	6.1	0.4	86.0	13.6	2.4	84.1	13.6
WEI-SPS median	**5.2**	**88.5**	**4.6**	**3.5**	**84.9**	**11.6**	**4.7**	**86.4**	**6.9**	**8.6**	**81.2**	**8.6**	**2.9**	**78.0**	**18.7**	**4.4**	**78.8**	**14.9**

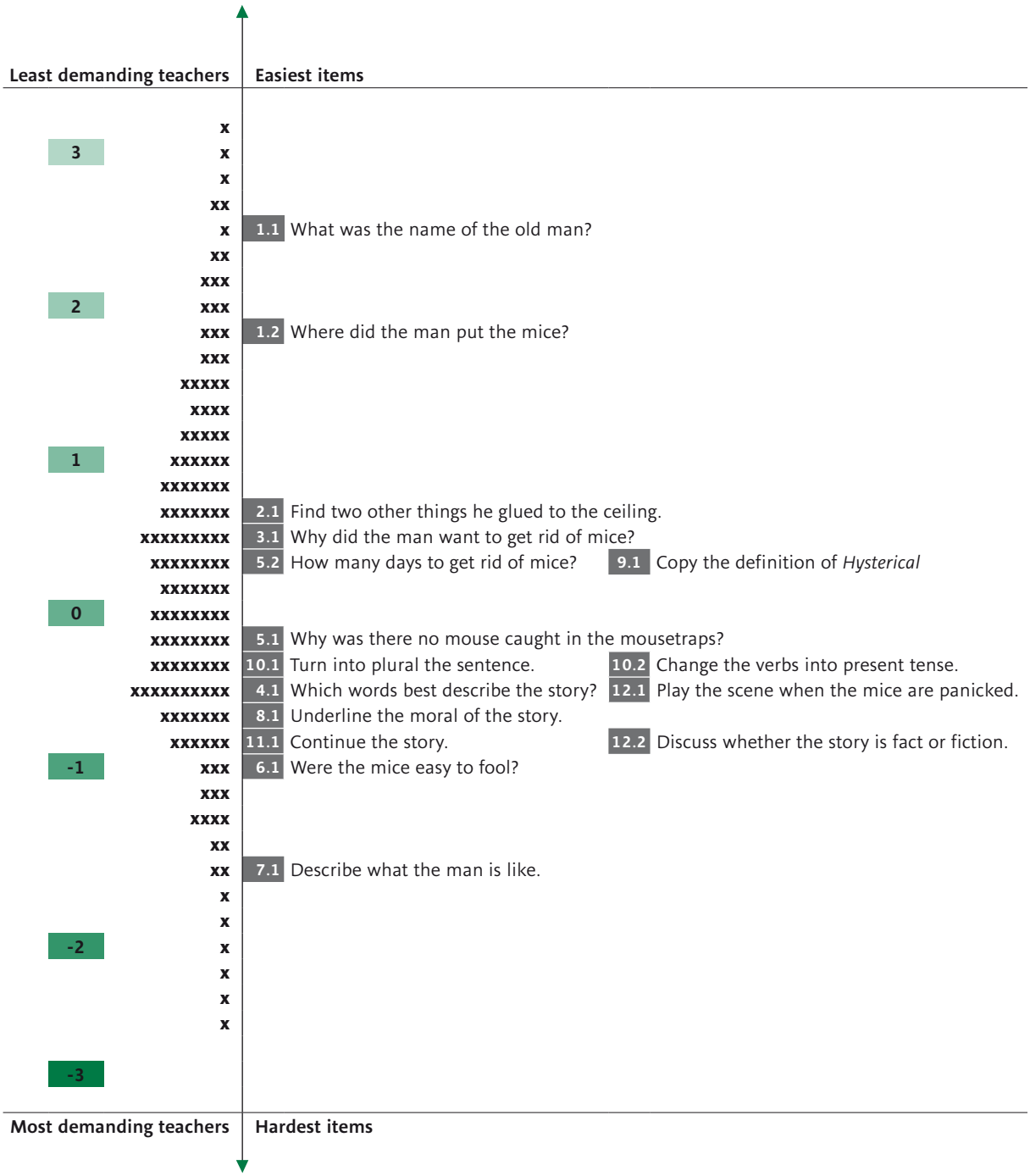
	b. Creative activities											
	Describe what the old man is like.			Continue the story.			Play the scene when the mice are panicked.			Organise a discussion on whether this story is only fiction.		
	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard
	%	%	%	%	%	%	%	%	%	%	%	%
Argentina	1.0	65.5	33.5	1.6	91.0	7.3	3.4	84.8	11.8	3.8	72.3	23.9
Brazil	2.0	76.9	21.1	4.3	91.7	4.0	4.4	88.6	7.0	4.8	86.7	8.5
Chile	1.4	64.6	34.0	2.3	92.3	5.5	5.6	88.4	6.0	4.8	88.6	6.7
India	9.1	64.7	26.2	10.6	62.7	26.7	11.6	68.4	20.0	13.8	59.3	27.0
Malaysia	0.1	45.7	54.2	1.0	70.9	28.2	1.4	77.2	21.5	2.6	51.6	45.9
Paraguay	2.0	65.2	32.8	2.2	85.4	12.4	4.9	80.5	14.6	4.3	68.7	27.0
Peru	1.7	63.8	34.5	2.9	82.4	14.8	3.4	80.4	16.2	3.1	70.5	26.5
Philippines	1.2	50.8	48.0	1.6	60.9	37.5	1.2	72.0	26.8	0.9	67.2	31.9
Sri Lanka	4.7	47.0	48.3	5.8	70.2	24.0	11.2	82.6	6.3	6.7	61.9	31.4
Uruguay	1.1	65.2	33.8	2.0	95.7	2.3	3.6	90.1	6.4	4.7	79.0	16.4
WEI-SPS median	**1.6**	**64.7**	**33.9**	**2.2**	**83.9**	**13.6**	**4.0**	**81.5**	**13.2**	**4.5**	**69.6**	**26.7**

	c. Locating information									d. Grammar and other formal exercises								
	What was the name of the old man?			Where did the man put the mice when he picked them?			Find two other things the old man glued to the ceiling.			Copy the definition of the word 'hysterical'.			Turn into plural the sentence.			Change the verbs into present tense.		
	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard	Easy	Appropriate	Hard
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Argentina	52.6	46.5	1.0	35.1	64.2	0.8	15.6	83.4	1.0	10.5	84.8	4.8	10.6	84.9	4.5	3.4	87.4	9.2
Brazil	59.0	40.1	0.9	44.6	54.0	1.3	29.5	69.0	1.5	14.2	82.4	3.4	9.6	81.1	9.3	6.7	84.9	8.4
Chile	50.6	49.0	0.4	32.7	66.6	0.7	12.4	85.5	2.1	13.9	83.3	2.8	15.4	81.2	3.4	7.9	87.3	4.9
India	34.7	62.6	2.6	29.2	65.7	5.2	16.4	74.2	9.4	8.4	72.1	19.5	10.8	68.7	20.6	7.8	66.5	25.7
Malaysia	39.2	58.9	1.9	13.2	83.5	3.3	3.3	82.4	14.3	3.0	80.0	17.0	1.2	51.9	47.0	a	a	a
Paraguay	35.6	62.7	1.7	23.5	73.8	2.7	10.2	82.6	7.3	9.7	86.2	4.1	7.0	84.7	8.2	3.4	90.8	5.8
Peru	30.1	67.7	2.1	21.7	74.1	4.2	11.4	81.6	7.0	9.5	83.2	7.3	5.8	81.6	12.6	4.3	85.0	10.8
Philippines	39.5	57.2	3.3	18.2	78.4	3.4	5.3	77.1	17.7	10.6	75.8	13.7	2.6	74.6	22.8	4.8	85.2	10.0
Sri Lanka	37.1	61.6	1.3	20.7	75.1	4.2	11.9	80.4	7.7	9.9	81.9	8.2	4.5	67.9	27.6	4.8	75.8	19.4
Uruguay	68.8	30.7	0.5	45.6	54.0	0.4	25.9	73.6	0.5	12.9	85.5	1.7	10.1	88.0	1.9	3.5	92.8	3.8
WEI-SPS median	**39.4**	**58.0**	**1.5**	**26.3**	**70.2**	**3.0**	**12.2**	**81.0**	**7.1**	**10.2**	**82.8**	**6.0**	**8.3**	**81.1**	**11.0**	**4.8**	**85.2**	**9.2**

Sources: WEI-SPS database; Table A9.3.

FIGURE 9.4

Rasch scale of *Perceived difficulty of reading activities*



Note: Each "**x**" represents 84.2 respondents.
Source: WEI-SPS database.

TABLE 9.11 NATIONAL EXPERTS' PERCEPTIONS OF THE DIFFICULTY OF VARIOUS READING ACTIVITIES FOR GRADE 4 PUPILS AND THE GRADE FOR WHICH IT WOULD BE MOST APPROPRIATE

	a. Interpret					
	Why did the old man want to get rid of the mice?	Which words best describe this story?	Why was there no mouse caught in the mousetraps?	How many days did the old man spend to get rid of mice?	Do you think the mice were easy to fool?	Underline in the text the moral of the story.
Argentina						*Too hard (G6)*
Brazil						
Chile						
India (Rajasthan)	*OK(G6)*	*Too hard (G6)*	*OK(G6)*	*OK(G6)*	*Too hard (G6)*	*Too hard (G6)*
India (Assam)		*Too hard (G6)*				
India (Madhya Pradesh)						
India (Tamil Nadu)	*na*	*na*	*na*	*na*	*na*	*na*
India Federal		*Too hard (G6)*				
Malaysia						
Paraguay					*Too hard (G5)*	
Peru		*Too hard (G5)*	*Too hard (G5)*	*Too hard (G5)*	*Too hard (G5)*	
Philippines		*Too hard (G5)*	*Too hard (G5)*	*Too hard (G5)*	*Too hard (G5)*	*Too hard (G5)*
Sri Lanka						
Tunisia						
Uruguay						

	b. Create			
	Describe what the old man is like.	Continue the story.	Play the scene when the mice are panicked.	Discuss whether the story is fact or fiction.
Argentina				
Brazil	*Too hard (G5)*			
Chile	*Too hard (G6)*			
India (Rajasthan)	*Too hard (G8)*	*OK(G5)*	*OK(G6)*	*OK(G6)*
India (Assam)	*Too hard (G5)*			*Too hard (G6)*
India (Madhya Pradesh)				
India (Tamil Nadu)	*na*	*na*	*na*	*na*
India Federal	*Too hard (G6)*			*Too hard (G7)*
Malaysia				
Paraguay	*Too hard (G6)*			*Too hard (G5)*
Peru	*Too hard (G8)*			*Too hard (G6)*
Philippines	*Too hard (G5)*			*Too hard (G5)*
Sri Lanka				
Tunisia	*Too hard (G5)*			
Uruguay				

	c. Locate			d. Grammar and vocabulary		
	What was the name of the old man?	Where did the man put the mice?	Find two things the man glued to the ceiling.	Copy the definition of 'hysterical'.	Turn into plural the sentence.	Change the verbs into present tense.
Argentina						
Brazil	*Too easy (G2)*	*Too easy (G2)*	*Too easy (G2)*	*Too easy (G2)*	*Too easy*	*Too easy*
Chile	*Too easy (G2)*			*Too easy (G2)*		
India (Rajasthan)	*OK(G5)*	*OK(G5)*	*OK(G5)*	*OK (G5)*	*OK (G5)*	*OK (G5)*
India (Assam)						
India (Madhya Pradesh)			*Too hard (G5)*			*Too hard*
India (Tamil Nadu)	*na*	*na*	*na*	*na*	*na*	*na*
India Federal						
Malaysia						*na*
Paraguay	*Too easy (G3)*	*Too easy (G3)*		*Too easy (G3)*	*Too easy*	
Peru						
Philippines						
Sri Lanka	*na*		*na*	*na*		*na*
Tunisia	*Too easy (G2)*	*Too easy (G3)*		*Too easy (G2)*	*Too easy*	
Uruguay	*Too easy (G3)*	*Too easy (G3)*	*Too easy (G3)*	*Too easy (G3)*	*Too easy*	*Too easy*

Notes: All cells where respondents answered 'appropriate difficulty for Grade 4' and omitted to answer the companion question have been left blank in the table. Grades for which the item was considered appropriate are noted in parentheses only when they differed from Grade 4. For example, in Rajasthan, the expert considered three of the Interpret items to be too hard for Grade 4 and said that they were appropriate for Grade 6. These are noted as 'Too hard (G6)'. For the three other Interpret items, the expert said that they were acceptable for Grade 4, but more appropriate for Grade 6. These are noted 'OK (G6)'.

Source: WEI-SPS database.

Like the teachers, the national experts found that most of the proposed activities were appropriate for Grade 4 pupils. Only one (the Indian expert from Rajasthan) thought that more than half of the items were typical of Grade 5 or Grade 6 curriculum, though most of them could also be used in Grade 4. In Peru and in the Philippines, the national experts found six or seven of the 16 items too difficult. Conversely, in Argentina, Brazil, Chile, Malaysia and Uruguay, virtually all items were considered appropriate (or too easy, particularly in Brazil and Uruguay).

The items that tended to be considered by several experts as 'too hard' or 'too easy' for Grade 4 pupils were the same items as identified by the teachers as 'too hard' – *Describe what the old man is like; Discuss whether the story is fact or fiction; Which words best describe the story?* – or as 'easy' (the three *Locate information* items and the three 'formal' items, especially concerning vocabulary).

An overall index of *Perceived difficulty of reading activities* was created by adding and averaging the codes obtained for the *Difficulty* variable across all 16 items (from code 1 for 'too easy for my Grade 4 pupils' to code 3 for 'too hard'), then standardizing them at the WEI-SPS level (mean value of zero and standard deviation of 1.0 with equal weight for each country). The index has been presented in **Table 9.12**.

A positive mean score indicates that the average pupil in the country had teachers who considered the reading activities proposed in the instrument as more difficult than the WEI-SPS mean. This suggests that they used easier questions in their own Grade 4 classes than their colleagues in other countries. This was the case in Malaysia, the Philippines and Sri Lanka. Conversely, negative mean scores were observed in Brazil, Chile, Uruguay and (to a lesser extent) Argentina, which suggests that the sample activities were considered relatively easy in these countries compared to the WEI-SPS mean and, therefore, the average pupil may have been exposed to a more demanding reading curriculum than in other WEI-SPS countries.

A very similar pattern of results was observed in **Table 9.13** where the average values of the composite variable *Grade when the activities would be appropriate* have been presented.

TABLE 9.12 INDEX OF *PERCEIVED DIFFICULTY OF READING ACTIVITIES*

	Mean	SE	Alpha	N
Argentina	**-0.16**	0.017	0.69	1,805
Brazil	**-0.41**	0.028	0.76	1,297
Chile	**-0.26**	0.022	0.63	919
India	-0.07	0.048	0.79	1,146
Malaysia	**0.58**	0.032	0.73	1,601
Paraguay	-0.05	0.026	0.80	1,027
Peru	0.06	0.027	0.82	1,103
Philippines	**0.36**	0.036	0.81	1,596
Sri Lanka	**0.26**	0.043	0.82	679
Uruguay	**-0.32**	0.015	0.57	628
WEI-SPS mean	**0.00**			

Note: Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in **bold**.
Source: WEI-SPS database.

TABLE 9.13 INDEX OF *GRADE WHEN READING ACTIVITIES WOULD BE APPROPRIATE*

	Mean	SE	Alpha	N
Argentina	**3.98**	0.008	0.77	1,543
Brazil	**3.72**	0.020	0.88	1,224
Chile	**3.85**	0.011	0.73	738
India	**4.10**	0.021	0.86	1,045
Malaysia	**4.35**	0.018	0.82	1,580
Paraguay	**4.07**	0.013	0.89	1,025
Peru	**4.09**	0.012	0.87	1,028
Philippines	**4.19**	0.016	0.84	1,557
Sri Lanka	**4.24**	0.021	0.93	614
Uruguay	**3.89**	0.007	0.60	578
WEI-SPS mean	**4.05**			

Note: Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in **bold**.
Source: WEI-SPS database.

This index was computed by simply adding and averaging the responses to the question about appropriate grade (from code 1 for 'appropriate for Grade 1' to code 7 for 'appropriate for any grade higher than Grade 6') across all 16 items.

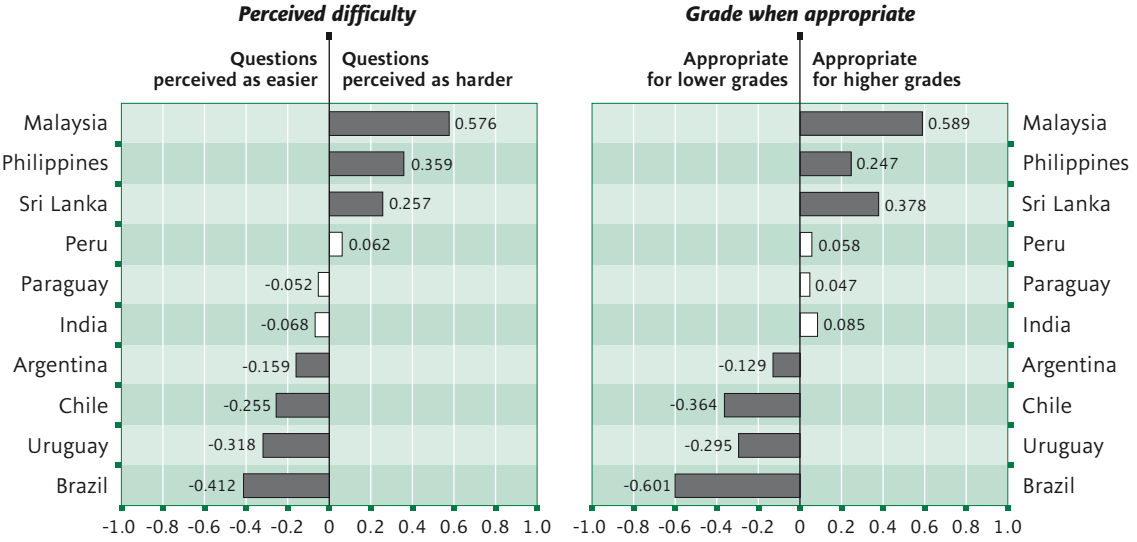
It can be seen from Table 9.13 that, on average across WEI-SPS countries, the set of questions was considered appropriate for Grade 4 (mean grade: 4.05). The values were slightly lower than Grade 4 in Argentina, Brazil, Chile and Uruguay, and slightly above Grade 4 in all other countries, particularly Malaysia, the Philippines and Sri Lanka.

In **Figure 9.5**, the two indicators have been presented as bar graphs, with countries ordered by decreasing order of *Perceived difficulty*. To make the comparisons easier, the indicator of *Grade when the activities would be appropriate* has been standardized to a cross-country mean of zero and standard deviation of 1.0, so that the same metric is used in the two charts for the *Difficulty* and *Grade* indices. For both indices, higher values indicate that the set of items was considered more difficult than in the average WEI-SPS country, while negative values indicate that it was considered easier.

As expected, the two indices were highly correlated. Large cross-country variations were observed for both, suggesting that the reading curriculum might be significantly more demanding in certain countries than in others. In Malaysia, the Philippines and Sri Lanka, teachers tended to consider the reading activities proposed in the OTL instrument significantly more difficult than elsewhere and appropriate for a grade higher than the WEI-SPS mean. Conversely, in most Latin American countries, the teachers considered these activities as somewhat easier for their pupils, compared to other countries. In Brazil, Chile and Uruguay, the teachers were particularly likely to report that the proposed activities were either appropriate or easy for their pupils. The mean scores of both indicators in India, Paraguay and Peru did not differ significantly from the international mean.

FIGURE 9.5

Overall indices of *Perceived difficulty of reading activities* and *Grade when the activities would be appropriate*



Notes: The countries are sorted by decreasing mean value of the index of *Perceived difficulty*.
Mean values that are significantly different (P <0.05) from the WEI-SPS average score appear in bars with darker shade.

Sources: WEI-SPS database; Table A9.4.

Within-country differences

In **Table 9.14**, the standardized within-country differences between village and city/town schools, as well as between public and private schools, have been presented for the two indicators.

In all school systems where part of the pupils attended private schools, except in India and Uruguay, these two OTL indicators had more favourable mean values in private schools. This probably indicates that pupils enrolled in those schools tended to benefit from higher standards and a more demanding curriculum than pupils in public schools. The contrast was particularly striking in the Philippines where the difference between public and private schools was, on average, more than one-half of a standard deviation.

To a lesser extent, the mean scores also tended to be more favourable in city/town schools than in village schools. Only small differences between village and city/town schools were found, for example, in Chile, India, Malaysia and Uruguay. However, teachers in village schools in Brazil rated the difficulty of the proposed activities half a standard deviation higher than their colleagues in city/town schools. The difference in the teachers' ratings between village and city/town schools was also very significant in Peru (about one-third of a standard deviation).

What were the relationships of these two central indicators with the other OTL indices, as well as with the characteristics of the classrooms attended by the pupils?

TABLE 9.14 MEAN VALUES OF THE INDEX OF *PERCEIVED DIFFICULTY OF READING ACTIVITIES* AND INDEX OF *GRADE WHEN READING ACTIVITIES WOULD BE APPROPRIATE*, BY SCHOOL LOCATION AND TYPE*

	a) Index of *Perceived difficulty of reading activities*											
	Village schools		City/town schools		Public schools		Private schools		Village vs city/town schools		Public vs private schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Difference	SE	Difference	SE
Argentina	0.27	0.09	-0.04	0.03	0.06	0.04	-0.21	0.05	**-0.31**	0.097	**-0.26**	0.066
Brazil	0.14	0.08	-0.06	0.03	0.03	0.04	-0.26	0.11	**-0.19**	0.088	**-0.29**	0.122
Chile	-0.07	0.11	0.01	0.03	0.03	0.04	-0.03	0.04	0.08	0.113	-0.06	0.057
India	0.00	0.06	-0.01	0.05	0.01	0.06	-0.03	0.06	-0.01	0.084	-0.04	0.088
Malaysia	0.01	0.07	-0.01	0.05	m		m		-0.02	0.088	m	
Paraguay	0.17	0.04	-0.13	0.03	0.03	0.03	-0.19	0.06	**-0.30**	0.050	**-0.22**	0.064
Peru	0.26	0.05	-0.16	0.03	0.07	0.03	-0.34	0.05	**-0.42**	0.059	**-0.41**	0.054
Philippines	0.13	0.06	-0.15	0.05	0.04	0.04	-0.64	0.06	**-0.27**	0.074	**-0.67**	0.067
Sri Lanka	0.04	0.04	-0.03	0.04	0.01	0.03	m		-0.07	0.054	m	
Uruguay	0.08	0.06	-0.01	0.02	0.01	0.02	-0.03	0.06	-0.09	0.069	-0.03	0.060
WEI-SPS median	**0.10**		**-0.06**		**0.03**		**-0.21**					
	b) Index of *Grade when reading activities would be appropriate*											
	Village schools		City/town schools		Public schools		Private schools		Village vs city/town schools		Public vs private schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Difference	SE	Difference	SE
Argentina	0.25	0.08	-0.04	0.03	0.06	0.04	-0.21	0.05	**-0.28**	0.089	**-0.27**	0.064
Brazil	0.15	0.07	-0.06	0.04	0.03	0.04	-0.27	0.10	**-0.21**	0.081	**-0.30**	0.109
Chile	0.06	0.12	-0.01	0.03	0.13	0.03	-0.13	0.05	-0.06	0.125	**-0.26**	0.056
India	0.02	0.06	-0.03	0.06	0.03	0.05	-0.05	0.08	-0.05	0.087	**-0.08**	0.098
Malaysia	0.04	0.07	-0.02	0.05	m		m		-0.06	0.092	m	
Paraguay	0.15	0.04	-0.11	0.03	0.03	0.02	-0.15	0.07	**-0.25**	0.050	**-0.17**	0.070
Peru	0.22	0.05	-0.13	0.03	0.06	0.03	-0.33	0.04	**-0.35**	0.057	**-0.39**	0.051
Philippines	0.13	0.06	-0.16	0.04	0.04	0.04	-0.65	0.06	**-0.29**	0.071	**-0.69**	0.070
Sri Lanka	0.06	0.04	-0.06	0.04	0.00	0.03	m		**-0.11**	0.056	m	
Uruguay	0.09	0.07	-0.01	0.02	0.00	0.02	-0.01	0.06	-0.10	0.072	-0.01	0.059
WEI-SPS median	**0.12**		**-0.06**		**0.04**		**-0.22**					

* It must be kept in mind that the values in Table 9.14 are based on the same indicators presented in Figure 9.5, but for this analysis the two indicators were standardized with a mean of zero and a standard deviation of 1.0 at the national level, so that the differences between pupils in village versus city/town schools and private versus public schools are expressed as *national size effects* (i.e. the group means are compared to the national and not the WEI-SPS mean index score).

Note: National size effects that are significantly different from zero (P <0.05) appear in **bold.**

Source: WEI-SPS database.

In **Tables 9.15** and **9.16**, the correlation between *Perceived difficulty* and *Grade when appropriate* with a number of selected variables have been presented.

For both indicators, negative correlations correspond to classroom characteristics associated with teachers who perceive the proposed reading activities as relatively easy – that is, teachers who probably implement a relatively demanding curriculum with their own Grade 4 pupils. Conversely, positive correlations correspond to classroom characteristics that are probably associated with a lower level of demand in terms of reading curriculum.

Although most of the correlations observed were low and often non-significant, their orientation was very consistent across the two indicators and across the majority of countries. In general, their interpretation was unambiguous.

As expected, in all countries, teachers who tended to consider the sample reading activities as relatively easy also tended to consider the benchmark text as easier than the reading materials used in their own classes. In many countries, these demanding teachers also reported using a larger variety of text types and putting more emphasis than other teachers on the group of OTL activities defined as *Creative*. This is consistent with their answers in the teacher questionnaire, where they described their teaching style as more challenging and more active. Their Grade 4 pupils were perceived as more advantaged and somewhat more motivated than pupils in other classes.

Conversely, teachers who considered the proposed reading activities as relatively difficult tended to put more emphasis on reading questions asking pupils to retrieve very simple information from the text. They also tended to describe their teaching style as mainly based on rote repetition. The positive correlation of *Perceived difficulty* and *Grade where appropriate* with the variable *Emphasis put on locating information* was particularly high in Uruguay (0.42), but also in Argentina, Brazil and Chile (0.26 to 0.31). In those four countries, teachers' preference for *Locating information* appeared to be one of the most discriminative indicators of classes with probably lower standards of reading curriculum.

TABLE 9.15 CORRELATION BETWEEN THE INDEX OF *PERCEIVED DIFFICULTY OF READING ACTIVITIES* AND SELECTED CHARACTERISTICS OF THE CLASSROOM ENVIRONMENT

	Social advantage of classroom intake		Perceived student motivation		Teacher complaints		Variety of reading materials		Use of basic reading materials	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.19**	0.039	**-0.16**	0.032	**0.06**	0.032	**-0.13**	0.032	0.04	0.034
Brazil	**-0.09**	0.039	-0.08	0.044	**0.11**	0.048	-0.06	0.044	**0.16**	0.039
Chile	**-0.11**	0.040	-0.08	0.041	**0.07**	0.032	-0.07	0.040	0.01	0.040
India	-0.09	0.049	-0.09	0.052	0.02	0.044	-0.01	0.054	0.00	0.057
Malaysia	0.02	0.140	**-0.10**	0.038	0.00	0.042	**-0.17**	0.035	**-0.12**	0.039
Paraguay	-0.05	0.034	-0.05	0.034	-0.03	0.032	**-0.13**	0.037	**-0.11**	0.037
Peru	**-0.19**	0.035	-0.05	0.036	0.03	0.031	**-0.17**	0.040	-0.05	0.035
Philippines	-0.12	0.059	**-0.19**	0.044	0.05	0.041	**-0.06**	0.042	-0.06	0.038
Sri Lanka	-0.05	0.047	-0.07	0.051	0.02	0.041	**-0.13**	0.047	**-0.11**	0.042
Uruguay	**-0.08**	0.035	**-0.11**	0.031	**0.13**	0.030	-0.07	0.037	0.06	0.032
	Creative activities		Locate information		Difficulty of own reading materials		Learning style: rote learning		Learning style: active learning	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.17**	0.037	**0.31**	0.029	**-0.23**	0.036	**0.08**	0.029	**-0.14**	0.028
Brazil	0.03	0.058	**0.31**	0.056	**-0.15**	0.050	**0.17**	0.039	**-0.14**	0.044
Chile	-0.04	0.049	**0.26**	0.045	**-0.09**	0.043	**0.16**	0.035	-0.08	0.037
India	-0.05	0.057	-0.03	0.048	**0.12**	0.055	-0.07	0.045	**-0.15**	0.047
Malaysia	-0.06	0.045	**0.13**	0.042	-0.05	0.039	0.04	0.041	**-0.16**	0.037
Paraguay	**-0.22**	0.048	**0.18**	0.052	**-0.23**	0.038	**0.12**	0.028	**-0.18**	0.030
Peru	**-0.18**	0.045	0.09	0.040	**-0.32**	0.043	**0.16**	0.034	**-0.16**	0.039
Philippines	0.07	0.044	**0.14**	0.048	0.04	0.051	-0.01	0.041	-0.09	0.047
Sri Lanka	**-0.16**	0.049	-0.09	0.055	**0.21**	0.042	**-0.12**	0.049	**-0.11**	0.041
Uruguay	**-0.16**	0.035	**0.42**	0.026	**-0.22**	0.034	**0.13**	0.031	**-0.18**	0.035

Note: Values that are significantly different from zero (P <0.05) appear in **bold**.
Source: WEI-SPS database.

TABLE 9.16 CORRELATION BETWEEN THE INDEX OF *GRADE WHEN READING ACTIVITIES WOULD BE APPROPRIATE* AND SELECTED CHARACTERISTICS OF THE CLASSROOM ENVIRONMENT

	Social advantage of classroom intake		Perceived student motivation		Teacher complaints		Variety of reading materials		Use of basic reading materials	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.12**	0.037	**-0.13**	0.029	0.05	0.031	**-0.14**	0.032	0.02	0.034
Brazil	**-0.12**	0.036	-0.05	0.033	0.05	0.046	-0.04	0.045	**0.13**	0.037
Chile	**-0.14**	0.038	-0.06	0.038	0.07	0.042	-0.01	0.051	0.06	0.042
India	-0.02	0.052	-0.04	0.036	0.03	0.042	0.00	0.052	0.03	0.057
Malaysia	-0.04	0.130	-0.09	0.036	0.04	0.047	**-0.18**	0.033	**-0.13**	0.039
Paraguay	-0.04	0.037	-0.03	0.034	-0.06	0.033	**-0.15**	0.032	**-0.14**	0.032
Peru	**-0.19**	0.032	-0.04	0.038	0.02	0.032	**-0.17**	0.040	-0.04	0.034
Philippines	**-0.11**	0.054	**-0.19**	0.042	0.06	0.041	-0.07	0.044	-0.05	0.038
Sri Lanka	**-0.12**	0.042	-0.06	0.055	0.05	0.041	**-0.10**	0.052	-0.09	0.050
Uruguay	-0.06	0.036	-0.06	0.033	**0.10**	0.030	-0.03	0.036	**0.14**	0.032
	Creative activities		**Locate information**		**Difficulty of own reading materials**		**Learning style: rote learning**		**Learning style: active learning**	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.17**	0.034	**0.29**	0.035	**-0.22**	0.039	0.09	0.027	**-0.15**	0.028
Brazil	-0.01	0.048	**0.23**	0.053	**-0.10**	0.041	**0.10**	0.042	**-0.21**	0.039
Chile	-0.04	0.047	**0.27**	0.037	**-0.10**	0.042	**0.14**	0.043	-0.01	0.035
India	**-0.11**	0.047	0.07	0.069	**0.12**	0.046	-0.04	0.044	-0.08	0.042
Malaysia	-0.08	0.049	**0.10**	0.044	-0.09	0.037	0.04	0.040	**-0.17**	0.037
Paraguay	**-0.24**	0.045	**0.12**	0.058	**-0.21**	0.039	**0.12**	0.026	**-0.18**	0.030
Peru	**-0.19**	0.049	0.06	0.039	**-0.32**	0.038	**0.17**	0.033	**-0.17**	0.035
Philippines	0.03	0.044	**0.13**	0.048	0.01	0.049	-0.01	0.043	-0.08	0.049
Sri Lanka	**-0.18**	0.053	-0.06	0.051	**0.20**	0.049	**-0.10**	0.042	-0.05	0.038
Uruguay	**-0.15**	0.035	**0.51**	0.024	**-0.23**	0.033	**0.15**	0.032	**-0.16**	0.037

Note: Values that are significantly different from zero (P <0.05) appear in **bold**.
Source: WEI-SPS database.

No clear pattern of correlations was observed for *Use of basic reading materials.* One would have expected positive correlations between this variable and *Perceived difficulty* and *Grade when appropriate*. However, the correlation was significantly positive only in Brazil. In all other countries, it was either non-significant or even slightly negative (Malaysia, Paraguay and Sri Lanka). Finally, almost no significant correlation was observed for the index of *Teacher complaints.*

Overall, most correlations (either negative or positive) were higher in Latin American countries than in Asian countries which suggests that the OTL instrument tended to function slightly better in the former.

Conclusion

The WEI-SPS questionnaire used to collect information on reading OTL was less sophisticated than most of the instruments used in recent literature to explore the characteristics of the curriculum implemented in educational systems. This small study did not include a direct systematic review of curriculum materials (such as textbooks, teachers' guides, official instructions), nor a survey of teacher logs, nor classroom videotapes or observations. In addition, it did not collect pupils' information on the nature of the reading tasks they were given during language lessons or the time they spent on reading assignments.

The information collected, based on self-reports by teachers and a single national curriculum expert, has, therefore, several limitations and should be interpreted with caution. In particular, the respondents' perceptions of difficulty, frequency of use and emphasis put on various activities may have varied somewhat due to subjectivity and possible compliance effects. In mathematics, the data collected proved to be too inconsistent for appropriate analysis and had to be discarded.

In reading, however, there was reasonable consistency between experts' and teachers' reports, and across the responses to the various questionnaire items. This may be because both the benchmark text and the questions accompanying it sounded more familiar to the respondents, allowing some relatively robust patterns to emerge from the data.

According to the results of the IEA PIRLS assessment from which the benchmark text was drawn, *The Upside-down Mice* was quite an easy passage for Grade 4 pupils by international standards. In most WEI-SPS countries, the benchmark text was considered equivalent in difficulty to the materials found in national textbooks and used by Grade 4 teachers – although teachers in Chile tended to report using more demanding materials and the experts in the Indian state of Rajasthan, Peru, the Philippines, Sri Lanka and Tunisia considered it somewhat hard compared to national reading materials.

There were some interesting cross-country differences in teachers' responses about the types of written materials that they used most frequently in their Grade 4 classes. In Latin American countries, *Fables* were more favoured and *Basic decoding materials* were less regularly used than in Asian countries (however, the frequency of use of *Basic decoding materials* was generally higher than what one would expect in Grade 4 classes, including in most of the Latin American countries). In Brazil, the teachers were more likely than in most other countries to express preference for *Information texts* and *Authentic documents.* In Chile, teachers reported intense use of all types of written texts, while in Malaysia rather modest use of all materials was reported both by teachers and the national expert.

The 16 reading questions accompanying the benchmark text could be grouped into four categories: questions aimed at *Interpreting the text*; more challenging *Creative activities* asking pupils to go beyond simple comprehension of the content; questions asking pupils to *Locate simple factual information* in the text; and *Formal exercises* using the text to develop grammar and vocabulary skills. Most teachers said that they placed high or at least moderate emphasis on virtually all of them, although some items were universally popular, while slightly less emphasis was put on a few very easy or very difficult items. In Chile and India, teachers reported higher levels of emphasis than the international mean for all four categories, while the reverse was true for Malaysia, according to ratings by both the teachers and the national expert. Questions asking the pupil to *Locate simple information* and *Formal exercises* were much more popular in India and Sri Lanka than in most of the Latin American countries (particularly Brazil and Uruguay, where *Locating information* received the lowest emphasis ratings). *Creative activities* was the most popular category in Brazil.

There was quite substantial agreement, both between experts and teachers and across countries, about the relative difficulty of the various items. Two or three of the items in the categories *Interpreting text* and *Creative activities* were universally considered very challenging, while most of those in *Locating information* and *Formal exercises* were often considered quite easy. Overall, a majority of pupils in most WEI-SPS countries had teachers who considered the set of 16 items as reasonably appropriate for Grade 4. However, there were also significant differences between countries on the overall index of *Perceived difficulty* of the questions. Brazil, Chile and Uruguay were the countries where the questions were considered easiest; in Malaysia, the Philippines and Sri Lanka, the questions were considered hardest.

In general, teachers in village schools tended to perceive the set of reading questions as harder than their colleagues in city/town schools, but the difference was not statistically significant in India, Malaysia, Sri Lanka and Uruguay. The reading questions were always perceived as easier in private schools than in public school. The difference was significant in Argentina, Brazil, Paraguay, Peru and the Philippines, but not statistically significant in Chile, India, Sri Lanka and Uruguay.

In a number of countries, pupils whose teachers considered the benchmark text and questions easier were also considered to be more motivated and attended schools with a more socially advantaged intake – all of which suggests that the curricular standards tended to be higher in their classes than in other classes and schools. Conversely, high levels of *Perceived difficulty* were often associated with a somewhat less demanding instructional profile: teachers tended to use less difficult and/or less varied types of reading materials, and were more likely to use *Basic decoding materials* on a regular basis; they reported less emphasis on *Creative* reading activities and more on *Locating simple information*; they described their teaching style as less *Active and challenging*, and more often based on *Rote repetition*.

Due to the limitations mentioned above, the country-by-country results summarized in the last section of this chapter cannot be considered as hard evidence about strengths and weaknesses of the reading curriculum implemented in each of the participating countries, but only as potential indicators of issues that may deserve further investigation. Textbook analyses, classroom observations and/or more targeted surveys of classroom practices might be needed in some cases to confirm or confute the findings of this study.

Country profiles

In this section, the main OTL results have been summarized for each country.

Argentina: The national expert considered the benchmark text as equivalent in difficulty to the typical reading materials found in Grade 4 textbooks in Argentina. About three quarters of the pupils had teachers who expressed the same opinion. According to the expert, Grade 4 pupils needed only occasional use of basic decoding materials during their reading lessons, which was generally confirmed by their teachers. Teachers' preferred materials were fables, information texts and real-life stories.

The difficulty of the various types of reading activities accompanying the benchmark text was also considered appropriate for Grade 4 pupils by the national expert as well as by teachers in a vast majority of classes. However, some of the questions asking the pupils to locate simple information in the text tended to be considered too easy by part of the teachers. *Locating simple information* and *Formal exercises based on reading materials* (such as grammar drills and copying definitions of words) received less emphasis than in most other WEI-SPS countries. The expert confirmed that *Formal exercises* were not a priority in reading curriculum.

Larger proportions of pupils in village schools and public schools had teachers who considered the proposed reading activities as somewhat too hard for Grade 4 classes, while the reverse was true in urban and private schools – and for pupils in classes described as advantaged and well motivated. Teachers who saw many of the proposed activities hard tended to describe their own reading materials as less demanding than the benchmark text and their teaching style as less challenging than other teachers. They reported greater emphasis on *Locating information* and less emphasis on *Creative activities* than other teachers in their country.

Brazil: The benchmark text was considered by the national expert to be similar in level of difficulty to that of typical passages in national textbooks. The Grade 4 curriculum was described as covering all types of continuous and non-continuous written materials. According to the expert, no use was made in Grade 4 classes of *Basic decoding materials*. Indeed, only 35 percent of pupils had teachers who reported using decoding materials on a regular basis, which was among the lowest rates in WEI-SPS countries. In teachers' reports, the preferred types of materials were *Information texts* and *Real-life stories* with a level of difficulty similar to that of the benchmark text in a majority of classes. However, about 40 percent of pupils had teachers who said they used shorter passages in their reading lessons and 20 to 25 percent said they would likely work on texts with somewhat easier content, vocabulary and syntax.

As regards the different types of reading questions accompanying the benchmark text, both the national expert and the teachers thought that *Locating simple information* deserved less emphasis than other activities in Grade 4 classes. Teachers reported particularly high emphasis on *Creative activities.*

The difficulty of most of these questions was considered appropriate for Grade 4 classes by the experts and teachers, with the exception of the items related to *Locating simple information* which were unanimously considered too easy. The teachers also tended to consider the questions on *Vocabulary and grammar* too easy. On average, pupils in Brazil had teachers who considered the proposed reading activities significantly easier than most of their WEI-SPS colleagues. This was particularly true for pupils in city/town and in private schools.

In classes where teachers considered the proposed questions relatively difficult for their Grade 4 pupils, they also reported higher emphasis on *Locating simple information* and described their teaching style as less challenging, based more often on rote repetition with greater use of *Basic decoding materials* and less use of demanding reading passages.

Chile: The national expert in Chile reported that the texts proposed to Grade 4 pupils in the national textbooks had the same difficulty as the benchmark text, but they were, perhaps, a bit shorter. Most pupils had teachers who agreed that the materials used in their classes had the same level of difficulty as the benchmark text, but a significant minority of them (20% to 25%) had teachers who described their own materials as more demanding. A vast majority of teachers in Chile said that they 'often' or 'very often' used all types of written materials in their lessons (including *Basic reading materials* which were described by the expert as 'never used' in Grade 4 classes). They also reported high emphasis on all types of reading activities which were generally considered appropriate for Grade 4, except for *Locating information* items which were seen as too easy.

Overall, there was no difference in the perceived level of difficulty of the reading questions between village and city/town schools. However, more pupils in private schools than in public schools had teachers who considered a significant part of the items as appropriate for grades lower than Grade 4. The minority of teachers who considered the questions difficult tended to describe their teaching style as less *challenging* and reported more frequent use of *Rote repetition* and *Locating information* activities. This less demanding instructional pattern was more likely to be observed in disadvantaged than in advantaged classes.

India: The national reading materials in India were deemed to have the same level of difficulty as the benchmark text by all curricular experts, except the expert from the state of Rajasthan who considered it more difficult. A relatively large number of pupils had teachers who reported using easier texts (especially in terms of vocabulary and syntax), but there was also a significant proportion of pupils (about 20%) whose teachers claimed that their own materials were more demanding than the benchmark text, which may suggest relatively large disparities from school to school. Both the experts and the teachers agreed that *Basic decoding materials* were often or very often used during reading lessons. The most favoured type of continuous-prose materials was *Real-life stories* while *Fables* had low rates of preference among teachers.

No clear pattern of priorities was found in the experts' ratings of curricular emphasis on the various reading activities. The teachers said that all activities received very high emphasis in their classes (especially *Locating information*). The difficulty of the questions was considered appropriate by all experts, with the exception of Rajasthan, where the expert thought that many of them were too difficult for Grade 4. Again, there was a significant minority of pupils with teachers who considered some of the activities too easy while another significant group of pupils had teachers who considered many of the activities too hard.

No significant difference in *Perceived difficulty* of the reading questions was found between village and city/town schools, nor between public and private schools. As well, there was no correlation between *Perceived difficulty* with the social intake of the classes. However, in schools where teachers considered the activities harder than other colleagues, they were also less likely to describe their own teaching style as challenging or to emphasize *Creative reading activities.*

Malaysia: The national expert and most teachers in Malaysia said that their national reading materials had the same difficulty as the benchmark text. However, a strong minority of teachers considered *The Upside-down Mice* to be more difficult than the texts used in their classes. In the expert's view, *Basic decoding materials* and *Authentic documents* would be used 'several times a month' in Grade 4 classes, while the other types of written texts would only be used 'a few times a year'. According to the teachers, the frequency of use of all types of texts was rather modest (and globally lower than the international median).

The pattern of responses about *Emphasis put on reading activities* was consistent across all groups of questions and between the expert and the teachers who both reported lower levels of emphasis than in all other WEI-SPS countries. On average, Malaysian teachers considered the set of reading questions hardest compared to other WEI-SPS countries. This was true for all types of questions, including *Locating information* and *Formal exercises,* although the expert considered all 16 items appropriate for Grade 4. The mean values of both indices of *Perceived difficulty* and *Grade when the activities would be appropriate* were more than one-half of a standard deviation above the WEI-SPS mean. Further investigation would be needed to ascertain whether these results correspond to one

of the following scenarios: Malaysia has a significantly less demanding reading curriculum; the curriculum differs in significant ways to that described in the OTL questionnaire; or the instrument functioned poorly in the country.

No difference in *Perceived difficulty of reading activities* was observed in Malaysia between village and city/town schools. However, pupils in disadvantaged schools had teachers who were somewhat more likely to consider the activities hard. *Perceived difficulty* was also positively associated with more frequent use of *Basic materials* and more emphasis put on *Locating information*. It was negatively associated with *Variety of types of texts used* and with *Challenging instructional style*.

Paraguay: About 62 percent of pupils in Paraguay had teachers who said that the reading passages used in their Grade 4 classes would typically be shorter than the benchmark text and at least two or three out of 10 pupils had teachers who described their reading materials as easier in terms of content, vocabulary and syntax. However, the national expert said the benchmark text was equivalent in difficulty to the reading passages in national textbooks. Regular use of all types of materials (with a preference for *Fables*) was reported by the teachers.

As regards the proposed types of reading questions, the teachers in Paraguay tended to put slightly less emphasis on *Interpreting text* and *Creative reading activities* than their colleagues in other WEI-SPS countries, and slightly more emphasis on *Locating information*. However, many teachers considered the proposed examples of *Locating information* too easy. All other types of questions were typically considered as appropriate for Grade 4. The national expert considered both the *Locating information* questions and the *Formal exercises* as easy but considered some of the *Interpreting text* and *Creative* activities as too hard.

There were significant differences associated with school location and school type, with higher levels of *Perceived difficulty* in village schools and in public schools, compared to city/town and private schools. In addition, in classes where the set of reading activities was considered as hard, the teachers tended to use less varied and less demanding reading materials (in particular, *Basic decoding materials* were more often used); they put more emphasis on *Locating information* and less on *Creative activities*; their teaching style was described as more often based on *Rote repetition*.

Peru: Both the expert and teachers in Peru tended to consider the typical reading materials in their Grade 4 classes as somewhat easier than the benchmark text. According to the national expert, the curriculum in Grade 4 recommended very frequent use of all types of reading materials, except for *Basic decoding materials* ('never used'). The teachers confirmed that they regularly used all types of texts, but this also included *Basic decoding materials*.

As regards the various types of reading activities, teachers in Peru reported lower emphasis than in other WEI-SPS countries for most of the items, except *Locating information*. This was consistent with the opinion of the national expert, who gave low *Emphasis* ratings to all items with the exception of a few very easy ones and considered most of the items in the *Interpreting the text* and *Creative activities* groups to be too hard. The teachers were somewhat more optimistic, so the mean values of teachers' *Perceived difficulty of the reading activities* and of *Grade when the activities would be appropriate* in Peru did not differ significantly from the WEI-SPS mean.

Pupils in rural schools, public schools and disadvantaged schools were much more likely than those in urban, private or advantaged schools to have teachers who considered the set of questions as relatively hard. High levels of *Perceived difficulty* were also associated with a number of other characteristics pointing to a less demanding instructional environment (pupils had to read less difficult and less varied types of texts, were involved in fewer *Creative reading activities* and their teachers used less *Active* practices and more *Rote repetition*).

Philippines: The national expert said that the benchmark text was appropriate in length for Grade 4 pupils in the Philippines, but the reading texts proposed in the country's textbooks would typically be easier in terms of vocabulary, syntax and content. The pattern of responses received from the teachers was more complex: about 20 to 30 percent of pupils had teachers who confirmed that the texts used in their Grade 4 classes would be easier than the benchmark text, but the rest had teachers who considered their own reading materials as equivalent (or even more difficult, particularly in terms of content). The teachers

reported frequent use of all types of reading materials, with a preference for *Real-life stories* and *Basic decoding materials*, while the expert's opinion was that each type of written text was used only 'a few times a year'.

Virtually all of the reading activities described in the questionnaire deserved major emphasis, according to the expert, who, however, considered most of the items in the *Interpreting text* and *Creative activities* groups to be quite hard for Grade 4. Indeed, about 80 percent of pupils had teachers who said that they put major emphasis or at least some emphasis on almost all items. However, most of the activities were perceived as harder than, on average, in WEI-SPS countries.

Very significant differences in *Perceived difficulty of the reading activities* were observed between public and private schools (the latter being more likely to have teachers who considered the questions easy for their pupils). The difference was also significant, but smaller, between village and city/town schools, in favour of the latter. Teachers who considered the activities as easier than their colleagues tended also to describe their pupils as more motivated and to report putting less emphasis on *Locating information* activities.

Sri Lanka: Both the national expert and teachers in Sri Lanka tended to consider the benchmark text to be harder than their country's typical reading materials in terms of vocabulary and syntax. However, its content was deemed easier by the teachers of no less than 40 percent of the pupils. According to the expert, all types of texts, but particularly *Real-life stories* and *Authentic documents* were frequently used in Grade 4 curriculum. Frequent use of *Real-life stories* and *Authentic documents* was mirrored in teacher's answers, but the teachers reported *Basic decoding materials* to be the most used category and *Fables* the least used.

The expert provided *Emphasis* ratings for only three of the reading activities – *Vocabulary* and two of the *Locating information* items – and stated that all three deserved major emphasis. Teachers' *Emphasis* ratings were higher than the WEI-SPS mean for *Locating information* and *Formal exercises* (including vocabulary), but consistently lower for *Interpreting text* and *Creative activities*.

Teachers' *Perceived difficulty* of the set of reading questions was significantly higher than the WEI-SPS mean, as many of the items – particularly, in the *Interpreting text* and *Creative activities* categories – were considered appropriate for above Grade 4. *Locating information* activities and *Formal exercises* were reported by the teachers as appropriate or easy for their pupils. The expert considered as appropriate for Grade 4 all items in the *Interpreting text* and *Creative activities* categories, but did not provide difficulty ratings for the two other types of questions.

Teachers who perceived many of the activities as hard tended to report less *Variety of reading materials*. They also often described their own reading materials as easier than the benchmark text and their teaching style as less challenging, more often based on *Basic decoding materials* and with little use of *Creative reading activities*. Curiously, they reported *less* use of *Rote repetition* than their more demanding colleagues.

No significant difference in *Perceived difficulty* was observed between rural and urban schools, nor between disadvantaged and advantaged schools.

Tunisia: The OTL questionnaire was not administered to teachers in Tunisia. However, some OTL information was provided by the national expert, who considered the benchmark text somewhat more difficult than the typical reading passages in national Grade 4 textbooks. The expert reported frequent use of *Basic decoding materials* ('several lessons a month') and more occasional use of all other types of written materials ('a few lessons a year'). In the expert's view, *Interpreting text* and *Creative activities* received some curricular emphasis, but most of the *Locating information* activities and *Formal exercises* received little or none. Most of the items in the two latter categories were considered as too easy, while virtually all others were deemed appropriate for Grade 4 pupils.

Uruguay: A vast majority of pupils in Uruguay had teachers who stated that their own reading materials were either equivalent in difficulty or slightly harder than the benchmark text. The expert confirmed that the text was appropriate for Grade 4, but stated that pupils would usually be presented with somewhat shorter written passages. In the expert's view, all types of materials were regularly used, except *Basic decoding materials* ('a few lessons a year'). Actually, the proportion of pupils whose teachers reported frequent use of *Basic decoding materials* was the lowest among

WEI-SPS countries, while the proportion of pupils whose teachers reported regular use of *Information texts* and *Authentic documents* was among the highest.

Teachers reported higher emphasis on *Interpreting text* activities and very significantly lower emphasis on *Locating information* than the WEI-SPS mean. They tended to consider all types of activities as appropriate for Grade 4, except for *Locating information* which many found too easy for their pupils. The national expert rated all items in the *Interpreting text* and *Creative activities* categories as appropriate and the *Locating information* activities and the *Formal exercises* too easy.

There was no significant difference in *Perceived difficulty* between private and public schools, nor between rural and urban schools. High *Perceived difficulty* was associated with a clearly less demanding profile of instructional practices: less difficult reading materials, less emphasis on *Creative activities*, less challenging style of instruction, more *Rote repetition*, and much more emphasis on *Locating information*. Pupils whose teachers considered the set of activities as easier were slightly more likely to attend schools with advantaged and well-motivated pupil intake.

10 Summary and conclusions

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The survey of primary schools (SPS) was developed as a part of the World Education Indicators (WEI) programme. Eleven countries participated in the SPS study: Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Tunisia and Uruguay. In India, only four states were included in the sample, at the country's request: Assam, Madhya Pradesh, Rajasthan and Tamil Nadu. In Sri Lanka, all nine provinces were included but three had low response rates. The other countries had response rates of about 90 percent or more. School heads completed a school questionnaire, while Grade 4 reading and mathematics teachers were selected to complete a teacher questionnaire. Grade 4 was selected because this was the second part of the primary education cycle in many countries. Finally, an 'Opportunity to Learn' reading and mathematics questionnaire was administered to the sampled Grade 4 teachers. The same questionnaire was also administered to an expert (or a group of experts) from the national curriculum centre in each country. Thus, it was possible to assess the extent to which the intended curriculum (as reported by national curriculum experts) was actually implemented in the classroom (as reported by classroom teachers).

Before reviewing the main results, two caveats are required. First, there was no link in the study between the variables examined and their effect on educational achievement, so the relative importance of these factors on achievement is not known from this study. Second, in some cases, school heads and teachers who participated may have provided somewhat socially desirable answers. With these two caveats in mind, a summary of the results and the conclusions have been presented below.

Contexts of the WEI-SPS schools

It is clear from Chapters 1 and 2 that the contexts of the primary schools were very different across WEI-SPS countries. For instance, the percentage of pupils in village schools ranged from about 10% in Argentina, Chile and Uruguay to more than 50 percent in India, the Philippines and Sri Lanka. At the same time, most of the pupils in WEI-SPS countries were enrolled in public schools. Chile had the highest share of private enrolment, where about one-half of primary pupils were in such schools, while India had about 35 percent of pupils in private schools. In other Latin American countries, it ranged from 10 to 16 percent. The remaining countries had a negligible number of pupils in private schools. Private education was almost exclusively a phenomenon of cities/towns, where more than 90 percent of enrolment in private schools took place.

School and classroom resources

Ideally, all children should have equal access to quality resources irrespective of the primary school they attend. In this study there were wide variations, both between and within countries. While Chile and Malaysia had the best resourced schools – both in villages and cities/towns, city/town schools were better resourced in the remaining countries. There were differences among regions within countries in the provision of resources – especially in Brazil and the Philippines. Where countries had private schools, they tended to be better resourced than public schools. Schools with more socially advantaged enrolment had more resources; in other words, social privilege was strong in nearly all countries in terms of having more resources in the schools. The following is a summary of the variations in the level of provision of specific resources.

Electricity and running water can be assumed to be basic utilities that should be available in all schools. Over one-half of pupils in India (the four states) were in schools without electricity. In Peru and Sri Lanka, more than 20 percent of pupils were in schools without electricity. In Argentina, Brazil, India, Paraguay, Peru, the Philippines, and Sri Lanka, more than 10 percent of pupils were in schools without running water.

Writing and sitting places for pupils are also important. It is difficult for pupils to learn effectively when they have to sit on the floor and lean a slate on the next pupil's shoulder to write. Every country had some school heads in the sample who stated that there were insufficient sitting and writing places. Only Chile and Malaysia had over 90 percent of pupils in schools where sitting places were sufficient, and Brazil joined them for writing places.

Toilets are a basic resource in all schools and parents will often keep children, especially older girls, at home if toilets are in very bad condition or non-existent. Schools in Peru, the Philippines and especially Sri Lanka were badly off in terms of equipping primary schools with toilets for boys and girls. Schools in India and Tunisia were not much better off.

School libraries and classroom libraries are essential, especially for reading. Typically, 63 percent of WEI-SPS pupils were in primary schools that had a library. No country had libraries in every school. Access to reading books was relatively low in Argentina, Brazil, Chile and Tunisia – in terms of book corners in the classroom; and in Paraguay, the Philippines, Sri Lanka and Tunisia – in terms of school libraries. In all countries – except Paraguay, Peru, the Philippines and Sri Lanka – there were more school libraries than classroom corners.

Equipment is important. Nearly all pupils were in primary schools that had sufficient numbers of *blackboards*, but there were some schools in India and Sri Lanka where classrooms lacked blackboards. *Safety equipment* appeared to be rare in most schools except, again, in Chile and Malaysia. In a typical WEI-SPS country, about 30 percent of pupils were in schools with an *overhead projector* and 35 percent were in schools with a *duplicating machine*. Most pupils were in schools where there were *maps* and, with the exceptions of Argentina, Chile, Malaysia and Uruguay, only 50 percent or fewer had a *microscope*. In India, Paraguay, Peru, the Philippines, Sri Lanka and Tunisia, less than one-half of pupils were in schools that had a *telephone.* In many countries, relatively few pupils were in schools with a *fax machine*. With the exceptions of India, Paraguay, Sri Lanka and Tunisia, more than one-half of pupils were in schools that had a *television set*.

Laboratories. In Chile and Malaysia, about 70 percent of pupils were in schools with an audio-visual room. Relatively few pupils were in such schools in India, Paraguay, the Philippines, Sri Lanka and Tunisia. Only Malaysia had special science laboratories (79% of pupils), but fewer than 20 percent of pupils were in such schools in Brazil, India, Paraguay, Tunisia and Uruguay.

Computers. It is becoming difficult to find a primary school that does not have computers in some form or other. Just over one-half of WEI-SPS pupils were in primary schools with a computer for administrative use. But there were relatively few pupils in schools with such a resource in India, Paraguay, Sri Lanka and Tunisia. There were fewer pupils in schools with a computer-based management system, but good progress appeared to have been made in Brazil, Chile, Malaysia and Uruguay. Chile was impressive with the number of schools equipped with computers for pupil use and with access to the Internet. Very few had a website and an Intranet system within the schools.

It is generally recognized that some of the resource items mentioned above – e.g. adequate writing and sitting places for pupils, boys' toilets and girls' toilets, etc. – are essential to ensure normal school operations. However, in today's school systems some of the items that used to be considered a 'luxury' are becoming necessary in order for schools to fulfil their goals. Take duplicating machines (or photocopiers) as an example. Many of the countries in the study emphasized that part of their curriculum could be determined by local schools and, in some cases, school authorities. Where schools do not have a duplicating machine, it is virtually impossible for teachers to develop their own material to use in class. If teacher-developed materials are important to ministries of education, then the necessary tools must be available in schools.

The level of provision needs to be viewed in connection with disparities between schools and regions. Where there are large differences between regions within a country, the national and regional authorities need to work together to correct this imbalance. Where there is a shortage of provision for specific resources – such as sitting and writing places and blackboards, the national and regional authorities must conduct audits in all schools and take remedial action. Where schools with more socially advantaged children have more resources, ministries may well wish to consider the allocation of funds to schools on the basis of a needs assessment in order to correct this inequity (see Ross and Levacic, 1999).

School buildings

In city/town areas in Argentina, Brazil, Chile, India, Malaysia and Uruguay, more than 70 percent of pupils attended schools where the heads deemed the school buildings to be in good condition. However, in Peru,

the Philippines and, to some extent, Sri Lanka, school heads considered the buildings to be in poor condition. It must be reiterated that these figures were based on the school heads' perceptions. It is quite plausible that, the more ambitious the school head, the more he/she is likely to be dissatisfied with the condition of the buildings. Although the perception of school heads may have been very subjective, the differences across schools should be investigated independently and, if confirmed, should be taken into consideration when allocating resources for repairs and renovations.

Again, the message is that ministries should conduct audits of the condition of school buildings using strict criteria of 'poor' and then take action to create a long-term plan for the reconstruction of schools in very poor condition. Where money is scarce, it is always possible to institute self-help programmes where parents assist in the building and maintenance of schools, as was the case in several African countries shortly after they achieved independence.

Staffing of schools

School heads were typically between 40 and 50 years of age. Typically, 50 percent of pupils were in schools with female heads. Nearly all pupils were in schools where the heads had attended management courses, which ranged in length from 28 days in Brazil and the Philippines to 320 days in Chile and 135 days in Argentina. Most school heads had some form of tertiary education, but in some countries – particularly India, Tunisia and Sri Lanka – a secondary diploma was the highest level of educational attainment for a significant number.

In many studies where teacher and pupil cognitive knowledge was tested in the same subjects, teacher subject matter knowledge was the most important predictor of pupil achievement. In other words, the quality of the teacher's knowledge was an important determinant of the quality of the pupil's knowledge. The WEI-SPS study asked about the education level of teachers. Almost all teachers had some form of tertiary education but, on average, teachers in India, Sri Lanka and Tunisia had less education than those in other countries. It should be pointed out that one cannot equate the number of years of education to subject matter knowledge.

Most teachers had attended some kind of in-service training. In general, pupils were in schools where between 60 and 70 percent of staff members had attended in-service training courses in the previous 12 months, most of which focussed on subject matter content and methods. There was less emphasis on qualification courses, observation visits and participation in teacher networks.

Staff continuity is essential for a well-functioning school. An index of staff stability showed that overall almost two-thirds (63%) of pupils were in schools where less than 70 percent of teachers had taught there for at least five years. This showed a certain instability of staff. At the time of the survey, over one-quarter of schools, serving more than one-third of pupils, had permanent teaching positions vacant at the beginning of the school year. Additionally, nearly 50 percent of vacant support staff positions had not been filled, which may impact the running of the schools.

International literature shows that a very high pupil-teacher ratio, i.e. more than 40 pupils per teacher, is a barrier to teaching and learning. The pupil-teacher ratio is the number of pupils divided by the number of teachers in the school as a whole. (This should not to be confused with class size). For most WEI-SPS schools, this indicator was in the order of 20:1 to 30:1. India had the highest ratio, especially in village schools (59 pupils per teacher). Malaysia had the lowest ratio (18 pupils per teacher).

In some schools, teachers do not teach every lesson in the school week and hence the teacher-pupil ratio is usually lower than class size. The median class size for WEI-SPS countries was 33.3 pupils per class in city/town schools and 26.7 in village schools. In the Philippines, the average was 43 pupils per class. Many Asian countries had performed well on international achievement tests, even though they had large classes. However, a shift to smaller class sizes costs a lot of money and may take several years to accomplish.

Every country had a few Grade 4 pupils in multi-grade classrooms, a scenario that was more prevalent in village schools in Argentina (35%), Brazil (28%), Chile (30%), and Peru (50%).

Overall, about 90 percent of pupils were in schools where general class teachers normally taught more

than one subject. On the other hand, in some other countries, primary school specialist teachers tended to teach only one subject. The country with the highest percentage of specialist teachers was Malaysia (93%), followed by Argentina (39%), the Philippines (36%) and Tunisia (26%).

For schools to operate optimally, they need to have a full complement of teachers and a relatively stable staff. From the results of this study, it would seem that education ministries in nearly all WEI-SPS countries need to address staff instability and the need to keep all positions (i.e. reduce vacancies). On the other hand, pre- and in-service teacher training seemed to be working well, at least in terms of the time devoted to these activities. Whether or not there should be specialist teachers at the Grade 4 level is clearly a matter of the curriculum, as is the way in which pre-service education is organized. Again, it is worthwhile for ministries to revisit this issue to determine if they need to change their current policies.

Instructional time and teaching load

Time in school is one of the direct policy tools that educational authorities often use to influence educational achievement. School heads reported very different amounts of instruction time for Grade 4 pupils both across and within countries. For example, the mean hours of instruction a year ranged from 720 in Uruguay to more than 1,000 hours in Chile, India and the Philippines. Within countries, the difference in the instructional time received by the most-instructed 10 percent and the least-instructed 10 percent of pupils can be 50 percent or more in some countries.

The high level of variation in instruction time, both across and within countries, warrants attention by educational authorities. Why did some countries have less instructional time for their primary pupils than others? Were such differences entirely due to different curricular requirements across the countries? Were they due to different traditions concerning the number of school days per year? Why was there huge variation in instructional time *within* some countries? To what extent was such variation due to implementation of national standards or guidelines of instructional time? It is clear that all ministries need to revisit the amount of instructional time required and to be realistic in terms of what can be covered in the time allocated. At the same time, it is also important to ensure that all pupils are guaranteed equal access to this essential learning resource.

Instructional time received by pupils is different from the overall teaching load of teachers. The typical WEI-SPS Grade 4 teacher taught 23 hours per week in a single school. The overall teaching load for Grade 4 teachers working in only one school ranged from 14 hours (Malaysia) to 31 hours (Chile and the Philippines). Most teachers taught in only one school, but in Argentina, Brazil and Uruguay, many teachers had to teach in more than one school. The work load for these teachers ranged from 41 to 59 hours. This is a heavy load and the authorities in these countries are well aware of the problem and are trying to deal with it.

In terms of the percentage of time that teachers devoted to various classroom activities, just over 20 percent was devoted to actual demonstration and explaining topics to the whole class and about 10 percent to each of the following: questions and answers, helping individuals, helping groups, reviewing homework, and class work. There were large differences among countries on the extent to which they used activities that could be said to be pupil-centred, strongly-structured or teacher-centred. Most teachers used exercises in notebooks and teacher-made tests to assess their pupils.

Despite the various reform efforts to promote pupil-centred learning approaches, reading and mathematics classes featured more teacher-centred activities than pupil-centred and strongly-structured approaches in WEI-SPS countries. In some countries, pupil-centred approaches were positively associated with more experienced teachers and with pupils with more social advantage. In addition, the teachers with more classroom resources practised more pupil-centred activities. Rote repetition – for example, the whole class repeating sentences or chanting tables – involved a relatively high share of pupils in Brazil, Paraguay and Sri Lanka, and an even higher share in India and Malaysia. At the same time, active learning was positively associated with social advantage in one-half of the countries and significantly related to classroom resources in all but two countries. In other words, if a pupil-centred teaching approach and active pupil learning are desirable targets of pedagogical reforms,

much remains to be done to achieve such goals. When such reforms are introduced, it is also important that all pupils benefit – not just those from relatively advantaged backgrounds and attending well-resourced schools.

Behaviour problems in schools

School heads overall had very positive perceptions of their pupils' attitudes and behaviours at school. While behavioural problems were not perceived to be an issue in Malaysia, principals of primary schools serving about two-thirds of pupils in Tunisia reported having problems with late arrival and absenteeism. In the Philippines, about one-quarter or more of primary pupils attended schools where the principals reported that all of these problems occurred very often. In Paraguay, 20 percent of pupils were in schools where the principals reported that these problem behaviours were quite common. Absenteeism and late arrival at school can disrupt the teaching/learning process. There is rarely a good excuse for late arrival and absenteeism. Therefore, where the problems exist, measures might be taken to diminish their occurrence.

Pupils in private schools were generally perceived to be more engaged in school work than their counterparts in public schools. In most village schools, principals reported high levels of pupils' school engagement, as did those of schools that used entrance test results as an important criterion for admitting pupils. In some WEI-SPS countries, there was an evident relationship between pupil engagement and their socio-economic background. The correlation coefficients ranged from a modest 0.35 in Uruguay to 0.20 or less in Argentina, Brazil, Chile, India and Peru. The existence of a link between the social background of pupils and the school heads' perceptions of their school engagement is troubling. There is ample evidence in education research that pupils conform to the expectations of teachers and adults. Thus, negative perceptions of pupil school engagement by principals serving less advantaged populations may not be conducive to fostering pupil motivation and habits to excel academically. It is crucial that the society, schools and parents work together to cultivate pupil motivation and commitment to learn so that they can take full advantage of the schooling opportunities provided to them.

School management and parental involvement

Given the behavioural problems mentioned above, it is not surprising that school heads tended to be involved relatively often with disciplinary problems; they were also often involved with observing and advising on teaching, managing school facilities and resources, and taking care of administrative and clerical duties. They were relatively less engaged in such tasks as organizing extra-curricular activities for pupils and activities aimed at teachers' professional development. In Argentina, Chile, the Philippines and Uruguay, heads of public schools spent more time fulfilling their administrative duties than their counterparts in private schools. In the Philippines, heads of public schools reported spending more time on providing instructional leadership and supporting teachers than their counterparts in private schools. The relative balance between administrative and instructional duties will depend on the circumstances within the schools, but it is also a matter of ministerial policy. This balance can be guided through management training and professional development courses.

Giving schools and teachers the latitude in making decisions about school operations and classroom instruction is crucial in responding to the specific needs of the children. Overall, schools in WEI-SPS countries were less likely to have major responsibilities over decisions about teachers (such as hiring/firing and salaries) compared to other areas of school operations. In addition, schools in the Asian countries and Tunisia were less likely to be responsible for decisions about instructional content than on other matters. On the other hand, schools in some Latin American countries were more likely to have significant responsibilities over decisions about instructional content. However, private schools on average seemed to have more autonomy than the public counterparts, particularly on staffing, school budget and, to some extent, instructional content. It is worth investigating whether school autonomy translates into management and instructional efficiency in various countries, as proponents of educational decentralization claim.

Frequent evaluation and constructive feedback are essential to the improvement of the work of school administrators and teachers. WEI-SPS countries had

mechanisms for schools to conduct self-evaluations and teacher appraisals, but the use of such tools could be strengthened. For instance, primary schools serving as many as 30 percent of the primary pupil population in India, Sri Lanka and Tunisia had not issued a self-evaluation report in five years. On the other hand, in Malaysia schools covering nearly all primary pupils had issued such reports in that time period, and schools serving almost 80 percent of primary pupils had done so twice or even more.

Ministries of education may also wish to reconsider the ways in which they would like parents to be involved in the schools. Across WEI-SPS countries, primary schools enrolling only about one-half of pupils had parents who participated in any type of school activity. Where there was parental involvement, much of it concerned fundraising, various school and extra-curricular activities, and donating funds. In contrast, it was even less common for parents to serve on the school governing board or participate in teaching and learning. Overall, schools in WEI-SPS countries seemed to have a long way to go in terms of involving parents in the schooling of their children beyond resource mobilization.

Grade 4 teachers' perceptions, attitudes and work satisfaction

In most of countries, with the exceptions of India, Malaysia and Sri Lanka, the majority of teachers expressed low levels of satisfaction with their salaries. India and Sri Lanka were also the only countries where more than one-half of pupils had teachers who considered their professional status higher than that of other professionals with similar educational qualifications. The opinion of teachers about their social status tended to be less positive in other countries, particularly in Argentina, Brazil, Chile and Uruguay. It would seem desirable to have further research to discover why the status is perceived to be so low in these countries, since this perception will affect the decision of future teachers to enter the profession.

In all or most of the participating countries, the groups of pupils whose teachers expressed higher job satisfaction attended relatively better resourced schools, with reportedly higher levels of social advantage and more motivated pupils, as well as a smaller proportion of grade repeaters. To a lesser extent, such teachers also tended to report more emphasis on pupils' academic achievement by school heads and other teachers, and higher levels of a shared vision of school objectives among staff, both of which are important features of effective schools. As expected, there were significantly fewer teacher complaints of interference with teaching in more advantaged schools. In countries where private schools existed, these teachers expressed significantly higher levels of professional satisfaction than their colleagues in public schools.

There was no widespread evidence in the data of difference in attitudes or perceptions between male and female teachers, except for India, where female teachers expressed more positive attitudes and perceptions on all indicators. In other countries, most of the gender differences were negligible, with few and inconsistent exceptions: the perception of teacher professional status was higher among female teachers in Sri Lanka and Tunisia, but lower in Brazil. In Argentina, female teachers had the highest level of complaints about interference with their teaching, while in Malaysia, male teachers were more satisfied with their jobs. Again, this is worthy of further research.

Opportunity to Learn (OTL)

Finally, information was collected and reported about the opportunity to learn in reading in all WEI-SPS countries except Tunisia. The instrument consisted of benchmark reading exercises that teachers were asked to compare with the materials used in their own Grade 4 classes, in terms of difficulty, emphasis put on different types of activities and appropriateness for their pupils. It must be reiterated that the information collected was based on self-reports by teachers and one or several national curriculum experts. Therefore, it has several limitations and should be interpreted with caution. In particular, the respondents' perceptions of difficulty, frequency of use and emphasis put on various activities may have varied somewhat, due to subjectivity and possible compliance effects.

In reading, there was reasonable consistency between experts' and teachers' reports, and across the responses to the various questionnaire items. According to the results of the IEA/PIRLS assessment from which the benchmark text was drawn, the reading passage

used was considered quite easy for Grade 4 pupils for countries participating in that study. In most of the WEI-SPS countries, however, it was considered as equivalent in difficulty to the materials found in national textbooks and used by teachers in their Grade 4 classrooms. In some countries, it was considered to be either too easy or difficult compared to national reading materials. It is worthwhile for the curriculum centres in these countries to review their reading curricular requirements and set appropriate learning goals for their pupils.

In Latin American countries, fables or similar types of narrative texts with imaginary characters and situations (e.g. speaking animals and magic objects) were the more favoured kind of reading, while basic material typically used to teach decoding were less regularly used than in Asian countries. The use of basic decoding material was generally more frequent than what one would expect in Grade 4 classes, including in most of the Latin American countries. In Brazil, teachers were more likely than in most other countries to express preference for information texts (which described or explained things) and authentic documents. Chilean teachers reported intense use of all types of written texts, while in Malaysia teachers reported using mainly textbooks for their reading lessons rather than any other type of written material.

The 16 reading questions accompanying the benchmark text were grouped into four categories: questions aimed at *Interpreting the text*, more challenging *Creative activities* asking pupils to go beyond simple comprehension of the content, questions asking pupils to *Locate simple factual information* in the text, and *Formal exercises* using the text to develop grammar and vocabulary skills. Most teachers reported that high or at least moderate emphasis was put on virtually all of them. In Chile and India, teachers reported a higher level of emphasis than the international mean for all four categories, while the reverse was true for Malaysia, according to both the teachers' and the national experts' ratings. Questions asking the pupils to *Locate simple information* and *Formal exercises* were much more common in India and Sri Lanka than in most of the Latin American countries (particularly Brazil and Uruguay, where *Locating information* received the lowest emphasis ratings). *Creative activities* were the most commonly used approach for reading teachers in Brazil.

Again, the differences among countries raise questions about how the curriculum experts in the countries arrive at decisions about what should be taught. For example, locating information in documents is an important aspect of reading, especially when some pupils will inevitably drop out at the end of primary schooling. It would seem desirable for the curriculum experts to check the information from this report and see why they differ in emphases on this key subject. In this way, they can reform their own curricula to ensure that all pupils have a good opportunity to learn. They may also wish to examine why teachers in village schools tended to view the materials as more difficult than their colleagues in urban schools, and why teachers in private schools viewed the materials to be easier than their colleagues in public schools. The question may be asked about why teachers in schools with a socially advantaged enrolment saw the benchmark text questions as easier.

Textbook analyses, classroom observations and/or more targeted surveys of classroom practices might be needed to confirm or confute the findings of this study, particularly in countries where the benchmark materials were considered as relatively hard for Grade 4 pupils. This also applies where the range of reading activities favoured by teachers appeared to be more restricted than in most other countries or where significant disparities seemed to exist in the curricular demands applied in different types of schools.

Final comments

The great disparity in resources, instructional time and teaching load among schools within and between countries was a striking feature of the results of this study. The fact that pupils with a 'better' home background were in schools with more resources, less behavioural problems and higher levels of pupil motivation showed the strong effect of social class on the educational systems. Clearly there was social inequity in nearly all systems. This aspect needs the most attention. The results also showed inequities in specific aspects of resources and curricula. Ministries and regional authorities need to take action to improve the lot of all children in the WEI-SPS schools.

As the first school survey of its type in WEI countries, this survey of primary schooling provides a wealth of

data that can be analyzed to understand the functioning of primary schools in the participating countries, particularly from a comparative perspective. It represents an attempt to inquire into the educational chain in a way that helps identify weak links, and in so doing, it points to opportunities for intervention in the classroom, the school and beyond. For example, providing equally challenging and meaningful opportunities to all pupils to learn the subjects lie at the heart of any initiative to improve learning achievements. This is reflected in the materials presented to pupils and the teacher-pupil interactions in the classroom. Fostering a positive school climate requires efforts by all members of the school community, including pupils, school staff and school administrators. While emphasizing the role of classroom teachers, school leaders and other school staff in impacting the schooling experiences of pupils, it is also important to provide the necessary support for the front-line educators to perform their tasks. Such support can be in the form of the allocation of adequate resources, as well as professional development and training. In summary, educators, parents, policymakers and the public need to work together in order to ensure that once young individuals enter schools they gain a fruitful learning experience.

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APPENDIX A

Statistical tables

Notes

Chapters 2 to 5:
Unless otherwise noted, results are based on responses by school heads, given in proportion to the total number of primary school pupils

Chapters 6 to 8:
Unless otherwise noted, results are based on responses by Grade 4 reading and mathematics teachers, given in proportion to the total number of Grade 4 pupils taught by these teachers

Chapter 9:
Unless otherwise noted, results are based on responses by Grade 4 reading teachers, given in proportion to the total number of Grade 4 pupils taught by these teachers

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a: The category does not apply in the country concerned. Data are, therefore, missing.

m: Data are unavailable. Unless otherwise noted, these data were collected but subsequently removed from the publication for technical or other reasons at the request of the country concerned.

CHAPTER 2

TABLE A2.1 DISTRIBUTION OF PRIMARY PUPILS BY SCHOOL LOCATION

	Type of community											
	Village (<3,000 inhabitants)		Small town (3,000-15,000 inhabitants)		Town (15,001-100,000 inhabitants)		City (100,001-1,000,000 inhabitants)		City centre (>1,000,000 inhabitants)		Elsewhere in a city	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	12.3	0.95	21.0	1.59	29.5	1.68	27.7	1.71	6.3	0.83	3.1	0.62
Brazil	23.3	1.80	19.5	1.87	24.4	2.10	20.4	2.02	6.0	1.19	6.3	1.19
Chile	10.4	0.97	9.5	1.42	17.1	1.74	42.8	2.17	13.1	1.51	7.3	1.12
India	58.6	3.00	19.0	1.88	9.7	1.62	6.7	1.14	3.5	1.01	2.5	1.01
Malaysia	36.8	2.21	30.7	2.79	16.5	1.89	12.0	1.65	3.7	1.10	0.3	0.17
Paraguay	42.8	1.28	27.3	1.55	10.2	1.09	10.3	1.00	8.1	0.93	1.3	0.44
Peru	38.4	1.51	12.3	1.51	13.1	1.60	11.7	1.46	6.7	1.27	17.8	1.76
Philippines	55.6	2.22	14.8	1.87	13.1	1.79	8.8	1.48	6.0	2.42	1.8	0.58
Sri Lanka	54.5	2.04	21.8	2.24	12.7	1.87	6.9	1.66	2.7	1.05	1.5	0.82
Tunisia	38.9	1.61	21.0	1.95	27.3	2.07	7.7	1.32	1.5	0.57	3.7	1.07
Uruguay	14.8	1.27	18.2	1.46	28.7	1.71	3.9	0.78	0.4	0.23	34.1	0.61
WEI-SPS median	**38.4**		**19.5**		**16.5**		**10.3**		**6.0**		**3.1**	

Source: WEI-SPS database.

TABLE A2.2 PERCENTAGE OF PRIMARY SCHOOLS AND PUPILS IN VILLAGES

	Pupils in village schools		Primary schools in villages	
	%	SE	%	SE
Argentina	12.3	0.95	36.1	1.32
Brazil	23.3	1.80	54.4	1.55
Chile	10.4	0.97	29.6	1.17
India	58.6	3.00	69.2	2.33
Malaysia	36.8	2.21	62.6	1.90
Paraguay	42.8	1.28	66.4	1.19
Peru	38.4	1.51	69.1	0.97
Philippines	55.6	2.22	77.8	1.61
Sri Lanka	54.5	2.04	79.6	1.68
Tunisia	38.9	1.61	62.3	1.39
Uruguay	14.8	1.27	30.4	1.94
WEI-SPS median	**38.4**		**62.6**	

Source: WEI-SPS database.

TABLE A2.3 DISTANCE TO NEAREST PUBLIC AMENITIES BY DISTRIBUTION OF THE PRIMARY PUPIL POPULATION (IN KILOMETRES)

	Pupils in village schools										Pupils in city/town schools									
	10th percentile		25th percentile		Median		75th percentile		90th percentile		10th percentile		25th percentile		Median		75th percentile		90th percentile	
	km	SE	km	SE	km	SE	km	SE	km	SE	km	SE	km	SE	km	SE	km	SE	km	SE
Argentina	1.0	0.26	2.8	2.50	7.5	1.61	20.4	2.50	39.2	6.92	0.4	0.06	0.6	0.07	0.8	0.09	1.0	0.07	2.2	0.20
Brazil	0.8	0.72	4.2	1.47	10.8	1.76	19.0	1.47	32.0	5.33	0.6	0.01	0.8	0.21	1.4	0.16	2.8	0.21	5.8	0.82
Chile	1.0	1.01	4.0	4.84	11.8	1.44	15.5	4.84	30.8	5.06	0.8	0.10	1.0	0.18	1.0	0.02	2.0	0.18	3.8	0.63
India	0.4	0.12	1.0	0.47	2.6	0.33	5.6	0.47	8.8	1.29	0.2	0.08	0.5	0.25	1.0	0.13	1.5	0.25	3.0	0.45
Malaysia	1.8	0.35	3.2	1.74	6.8	0.66	12.6	1.74	24.0	3.76	0.8	0.06	1.2	0.31	2.4	0.23	4.4	0.31	6.6	0.45
Paraguay	2.2	0.25	5.2	1.65	13.6	1.12	27.8	1.65	45.6	2.56	0.6	0.01	0.8	0.41	1.2	0.13	3.0	0.41	11.4	1.71
Peru	1.0	0.20	4.0	2.60	12.6	1.44	29.2	2.60	57.0	7.05	0.4	0.08	0.6	0.11	0.8	0.00	1.0	0.11	2.6	0.75
Philippines	0.8	0.09	1.0	1.97	4.2	0.52	12.4	1.97	25.4	1.82	0.6	0.07	0.8	1.00	1.0	0.14	4.0	1.00	16.8	3.44
Sri Lanka	0.8	0.13	1.4	0.50	3.5	0.21	6.6	0.50	10.6	0.86	0.4	0.10	0.6	0.25	0.8	0.12	1.6	0.25	3.2	0.45
Tunisia	0.8	0.21	3.2	0.54	5.5	0.37	9.4	0.54	15.0	0.66	0.0	0.06	0.3	0.08	0.6	0.06	1.0	0.08	1.8	0.31
Uruguay	0.5	0.18	1.0	0.87	2.2	0.35	4.6	0.87	10.8	2.91	0.6	0.03	0.8	0.14	1.0	0.00	1.4	0.14	2.6	0.21
WEI-SPS median	**0.8**		**3.2**		**6.8**		**12.6**		**25.4**		**0.6**		**0.8**		**1.0**		**1.6**		**3.2**	

Source: WEI-SPS database.

TABLE A2.4 DISTRIBUTION OF PRIMARY PUPILS, BY SCHOOL TYPE

	Public schools		Private schools	
	%	SE	%	SE
Argentina	76.7	0.55	23.3	0.55
Brazil	89.7	1.14	10.3	1.14
Chile	49.5	0.91	50.5	0.91
India	65.7	2.91	34.3	2.91
Malaysia	a		a	
Paraguay	85.0	1.22	15.0	1.22
Peru	84.3	0.93	15.7	0.93
Philippines	94.6	0.23	5.4	0.23
Sri Lanka	100.0	0.00	a	
Tunisia	100.0	0.00	a	
Uruguay	87.5	1.13	12.5	1.13
WEI-SPS median	**86.2**		**15.4**	

Notes: The information on the distinction between public and private schools was not available for Malaysia.
Data on private schools for Sri Lanka and Tunisia were omitted since the number of such schools was too few for reliable estimates.
Source: WEI-SPS database.

TABLE A2.5 DISTRIBUTION OF PRIVATE SCHOOL ENROLMENT, BY SCHOOL LOCATION

	City/town schools		Village schools	
	%	SE	%	SE
Argentina	97.8	1.07	2.2	1.07
Brazil	97.6	1.72	2.5	1.72
Chile	95.9	0.91	4.1	0.91
India	76.0	3.81	24.0	3.81
Malaysia	a		a	
Paraguay	92.8	1.96	7.2	1.96
Peru	95.6	2.20	4.4	2.20
Philippines	88.0	2.36	12.0	2.36
Sri Lanka	a		a	
Tunisia	a		a	
Uruguay	97.4	1.41	2.6	1.41
WEI-SPS median	**95.8**		**4.2**	

Source: WEI-SPS database.

TABLE A2.6 PERCENTAGE OF PRIMARY PUPILS ATTENDING SCHOOL, BY CONDITION OF THE INFRASTRUCTURE

	Village schools								City/town schools							
	Schools need complete rebuilding		Some classrooms need major repairs		Most classrooms need minor repairs		School is in good condition		Schools need complete rebuilding		Some classrooms need major repairs		Most classrooms need minor repairs		School is in good condition	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	11.6	2.36	25.3	4.02	43.5	4.58	19.6	3.49	8.5	1.15	15.6	1.52	36.7	2.06	39.2	1.84
Brazil	26.0	4.16	23.2	4.66	31.5	5.85	19.3	3.85	7.7	1.17	18.8	2.31	32.4	2.52	41.2	2.75
Chile	11.3	4.98	15.4	5.86	21.1	5.95	52.2	7.51	9.5	1.43	7.3	1.42	12.8	1.67	70.4	2.31
India	19.5	2.73	19.7	2.50	26.1	2.74	34.7	3.34	16.1	3.00	9.4	2.52	16.5	3.37	58.1	4.73
Malaysia	19.3	3.25	9.0	2.23	42.2	4.09	29.5	4.19	10.6	2.04	19.5	2.85	33.2	3.38	36.7	3.51
Paraguay	12.4	1.70	32.6	2.34	38.3	2.57	16.7	1.97	4.8	0.90	26.6	2.13	43.1	2.52	25.5	2.12
Peru	33.9	3.71	38.0	3.22	20.1	2.65	7.9	1.76	12.0	2.05	39.2	3.07	20.8	2.50	28.0	2.34
Philippines	16.5	2.63	58.0	3.45	17.9	2.54	7.6	1.60	7.1	1.67	57.5	4.00	20.3	3.28	15.1	1.87
Sri Lanka	11.0	2.27	41.0	3.49	40.8	3.49	7.2	1.87	9.0	2.45	40.2	4.77	45.3	4.57	5.5	1.98
Tunisia	6.4	1.89	41.7	3.43	39.3	3.40	12.6	2.31	8.7	1.92	31.4	3.16	40.5	3.30	19.4	2.56
Uruguay	4.1	2.26	30.1	5.13	37.6	5.54	28.2	4.78	5.5	0.99	23.9	1.95	36.6	2.14	34.0	2.05
WEI-SPS median	**12.4**		**30.1**		**37.6**		**19.3**		**8.7**		**23.9**		**33.2**		**34.0**	

Source: WEI-SPS database.

TABLE A2.7 NUMBER OF SCHOOL RESOURCES BY DISTRIBUTION OF THE PRIMARY PUPIL POPULATION

	Village schools										City/town schools									
	10th percentile		25th percentile		Median		75th percentile		90th percentile		10th percentile		25th percentile		Median		75th percentile		90th percentile	
	Number	SE	Number	SE	Number	SE	Number	SE	Number	SE	Number	SE	Number	SE	Number	SE	Number	SE	Number	SE
Argentina	7.0	0.88	11.0	0.43	14.0	0.46	17.0	0.43	20.0	0.84	12.0	0.75	16.0	0.57	19.0	0.47	24.0	0.57	27.0	0.63
Brazil	4.0	0.35	7.0	1.97	12.0	1.58	17.0	1.97	23.0	1.50	12.0	0.73	17.0	0.47	21.0	0.55	25.0	0.47	28.0	0.59
Chile	14.0	1.58	17.0	0.96	21.0	1.02	25.0	0.96	28.0	1.24	20.0	0.65	23.0	0.09	26.0	0.68	29.0	0.09	30.0	0.32
India	3.0	0.27	5.0	0.43	8.0	0.63	10.0	0.43	13.0	0.68	5.0	0.56	8.0	1.44	12.0	0.70	18.0	1.44	24.0	1.20
Malaysia	16.0	0.98	22.0	0.54	26.0	0.56	28.0	0.54	29.0	0.48	22.0	0.95	26.0	0.15	28.0	0.46	29.0	0.15	30.0	0.11
Paraguay	5.0	0.31	7.0	0.66	9.0	0.30	12.0	0.66	14.0	0.51	9.0	0.60	12.0	0.72	15.0	0.41	19.0	0.72	26.0	0.97
Peru	3.0	0.31	4.0	0.90	7.0	0.65	10.0	0.90	14.0	0.64	10.0	0.82	14.0	0.48	19.0	0.88	23.0	0.48	26.0	0.78
Philippines	3.0	0.49	6.0	0.45	9.0	0.55	13.0	0.45	17.0	1.25	8.0	0.89	12.0	0.96	17.0	0.70	23.0	0.96	27.0	0.70
Sri Lanka	4.0	0.69	7.0	0.67	10.0	0.52	13.0	0.67	17.0	0.81	7.0	0.42	9.0	1.08	12.0	0.61	17.0	1.08	20.0	1.17
Tunisia	6.0	0.33	8.0	0.74	10.0	0.58	14.0	0.74	17.0	0.90	8.0	0.67	11.0	0.69	14.0	0.63	18.0	0.69	31.0	2.82
Uruguay	13.0	1.25	17.0	0.74	19.0	0.67	21.0	0.74	24.0	0.90	15.0	0.47	18.0	0.44	21.0	0.63	23.0	0.44	26.0	0.59
WEI-SPS median	**4.5**		**7.0**		**10.0**		**13.5**		**17.0**		**9.5**		**13.0**		**18.0**		**23.0**		**26.5**	

Source: WEI-SPS database.

TABLE A2.8 MEAN VALUES OF INDICES OF SCHOOL RESOURCE GROUPS

	Pupils in village schools												Pupils in city/town schools											
	Electricity/water		Sufficiency resources		Facilities		Special rooms		Equipment		Computers		Electricity/water		Sufficiency		Facilities		Special rooms		Equipment		Computers	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	78.0	2.22	72.0	2.53	41.8	1.70	12.0	2.17	44.3	1.89	15.6	1.40	95.1	0.65	85.4	0.95	58.1	0.99	44.7	1.55	63.6	0.85	36.4	0.98
Brazil	70.2	4.25	70.8	2.70	32.5	3.52	9.1	3.27	39.4	3.33	12.3	2.15	96.5	0.67	83.9	1.01	66.7	1.56	30.1	1.96	72.1	1.15	38.9	1.44
Chile	96.2	1.66	94.2	1.84	74.8	3.79	34.1	5.37	61.7	2.81	48.2	3.27	98.8	0.44	96.3	0.51	88.0	0.86	60.2	1.98	85.8	0.92	66.1	1.14
India	55.0	2.22	45.0	1.57	46.1	1.86	9.4	1.31	9.3	0.93	2.2	0.60	83.4	1.96	64.9	2.06	64.3	2.23	28.5	3.02	25.6	2.45	16.9	2.50
Malaysia	93.1	2.00	91.7	1.69	89.6	1.25	62.6	3.66	81.3	1.55	48.9	2.06	100.0	0.01	95.4	0.95	94.2	1.03	82.5	1.91	93.4	0.96	58.6	1.58
Paraguay	77.5	1.36	63.7	1.14	37.4	1.36	3.4	0.72	12.9	1.03	3.0	0.60	97.4	0.50	74.6	1.09	65.5	1.28	18.9	1.73	44.3	1.44	17.2	1.23
Peru	55.7	2.89	47.3	1.60	34.0	1.79	7.0	1.93	10.4	1.45	6.6	1.08	95.4	1.03	69.7	1.67	65.8	1.48	42.0	2.27	52.9	1.34	38.2	1.44
Philippines	71.2	2.21	53.1	1.82	35.5	1.91	7.7	1.32	24.1	1.36	9.3	1.18	89.5	1.82	73.6	2.76	62.3	2.73	39.2	3.08	53.8	1.80	27.1	1.63
Sri Lanka	68.5	2.21	41.5	1.72	42.9	1.40	23.0	2.19	31.9	1.38	5.3	0.84	87.7	2.30	48.9	2.45	52.5	2.61	28.4	3.41	40.9	2.54	15.3	2.24
Tunisia	87.1	1.47	66.8	1.59	32.3	1.81	9.7	1.85	26.4	1.62	13.7	1.66	99.3	0.52	74.0	1.60	47.0	1.75	23.8	2.27	43.3	1.91	28.0	2.11
Uruguay	98.1	1.30	78.2	2.02	53.3	2.15	27.4	2.89	65.3	1.89	37.8	2.10	99.8	0.18	78.6	0.93	57.3	0.94	34.0	1.52	76.5	0.75	44.1	0.95
WEI-SPS median	**74.4**		**65.2**		**40.1**		**9.5**		**29.2**		**10.8**		**97.0**		**74.3**		**64.9**		**32.0**		**53.4**		**33.1**	

Source: WEI-SPS database.

CHAPTER 3

TABLE A3.1 FACTORS CONSIDERED AS HIGH PRIORITY OR PREREQUISITE FOR ADMISSION OF PRIMARY PUPILS

	Permanent residence in a particular area				Student's performance on school entry tests				Parental education				Parents' endorsement of the philosophy of the school				Preference given to family members of current or former students			
	High priority		Prerequisite		High priority		Prerequisite		High priority		Prerequisite		High priority		Prerequisite		High priority		Prerequisite	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	23.1	1.62	7.0	0.95	a		a		1.4	0.43	0.2	0.21	21.5	1.40	8.5	0.90	19.6	1.43	5.6	0.95
Brazil	9.5	1.29	8.0	1.39	1.9	0.86	1.5	0.46	1.5	0.63	0.4	0.17	8.3	1.42	1.6	0.55	3.5	0.76	2.4	0.99
Chile	5.9	1.18	0.5	0.27	5.3	0.81	7.4	1.36	1.1	0.35	0.3	0.26	13.7	1.47	5.2	0.82	13.0	1.59	0.7	0.31
India	17.3	1.77	6.5	1.18	18.2	2.23	8.1	1.35	7.2	1.15	5.9	0.90	17.3	1.58	11.4	1.81	13.1	1.43	6.5	0.91
Malaysia	61.6	2.47	9.3	1.60	5.6	1.48	2.2	0.85	3.8	1.23	1.5	0.66	4.3	1.03	5.0	1.53	12.5	1.77	2.7	0.86
Paraguay	7.2	1.09	1.1	0.38	1.2	0.37	0.7	0.32	1.1	0.31	0.1	0.05	6.8	0.91	2.6	0.57	3.5	0.68	1.0	0.40
Peru	4.3	1.00	1.7	0.53	3.7	0.78	3.4	0.73	0.5	0.25	0.3	0.22	7.7	1.17	1.1	0.45	2.0	0.62	0.6	0.37
Philippines	24.3	2.71	5.1	1.10	13.1	2.55	7.8	1.05	5.1	1.08	1.2	0.41	10.4	1.63	2.3	0.57	8.4	1.31	0.4	0.19
Sri Lanka	39.6	2.66	14.4	1.95	12.9	1.93	4.0	1.31	m		0.1	0.11	6.9	1.41	2.1	1.00	18.9	2.50	2.0	0.92
Tunisia	18.1	1.87	25.2	2.02	2.2	0.75	1.5	0.57	1.3	0.56	2.6	0.96	5.3	1.16	6.7	1.15	5.5	1.17	0.7	0.40
Uruguay	24.7	1.61	21.6	1.68	0.2	0.15	0.7	0.40	3.0	0.87	0.6	0.32	10.4	1.29	5.7	0.88	22.6	1.69	4.2	0.89

Source: WEI-SPS database.

TABLE A3.2 CONSIDERATION GIVEN TO PERFORMANCE ON SCHOOL ENTRY TESTS FOR ADMISSION OF PRIMARY PUPILS, BY SCHOOL TYPE AND LOCATION

	By school type															
	Public schools								Private schools							
	Not considered		Considered		High priority		Prerequisite		Not considered		Considered		High priority		Prerequisite	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	a		a		a		a		a		a		a		a	
Brazil	88.7	1.91	8.3	1.59	2.2	0.95	0.8	0.32	65.6	8.20	27.1	7.37	0.0	0.00	7.3	3.94
Chile	87.4	2.44	9.0	2.07	1.4	0.79	2.2	1.09	36.7	2.99	41.7	3.28	9.0	1.44	12.6	2.39
India	53.6	3.72	25.3	2.92	12.9	2.46	8.2	1.67	23.7	4.42	40.4	4.38	28.1	3.28	7.9	1.59
Malaysia	m		m		m		m		m		m		m		m	
Paraguay	93.1	0.96	5.9	0.88	0.7	0.30	0.3	0.19	77.5	4.03	15.6	3.44	3.9	1.73	3.1	1.82
Peru	78.4	2.34	17.6	2.23	1.7	0.70	2.3	0.76	40.6	3.83	36.6	4.07	14.2	3.33	8.6	2.01
Philippines	46.4	2.91	35.2	2.61	12.7	2.70	5.7	1.07	4.6	1.78	29.9	3.52	21.0	3.64	44.5	4.31
Sri Lanka	61.3	2.85	21.7	2.59	12.9	1.93	4.0	1.32	a		a		a		a	
Tunisia	83.3	1.85	13.0	1.69	2.2	0.76	1.5	0.57	a		a		a		a	
Uruguay	98.5	0.57	1.5	0.57	0.0	0.00	0.0	0.00	59.9	5.21	33.2	5.01	1.3	1.21	5.5	3.04
WEI-SPS median	**83.3**		**13.0**		**2.2**		**2.3**		**40.6**		**33.2**		**9.0**		**7.9**	

	By school location															
	Village schools								City/town schools							
	Not considered		Considered		High priority		Prerequisite		Not considered		Considered		High priority		Prerequisite	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	a		a		a		a		a		a		a		a	
Brazil	75.2	5.24	16.4	4.18	6.6	3.30	1.8	0.85	89.4	1.65	8.6	1.59	0.5	0.42	1.4	0.58
Chile	90.3	3.85	5.0	3.03	0.3	0.22	4.5	2.88	58.3	2.32	28.0	2.24	5.8	0.92	7.9	1.48
India	53.3	3.84	23.9	2.89	14.8	2.60	8.0	1.66	29.8	3.55	39.2	3.56	23.5	3.05	7.6	1.52
Malaysia	78.6	3.74	13.4	3.16	5.2	2.05	2.8	1.33	81.1	2.91	11.2	2.13	5.8	1.96	1.9	1.08
Paraguay	91.2	1.54	7.9	1.48	0.7	0.32	0.3	0.28	90.4	1.35	7.0	1.13	1.6	0.59	1.0	0.51
Peru	75.0	3.69	22.2	3.63	0.5	0.38	2.3	0.92	70.8	2.52	19.5	2.31	5.7	1.24	4.0	1.04
Philippines	49.9	3.14	32.9	3.15	9.9	2.04	7.2	1.56	36.9	4.33	37.8	4.20	17.1	4.95	8.2	1.38
Sri Lanka	76.4	2.88	15.9	2.54	5.9	1.86	1.8	0.96	42.4	5.06	29.1	4.69	21.8	3.86	6.7	2.70
Tunisia	86.4	2.38	12.1	2.34	0.6	0.51	0.9	0.54	81.6	2.52	13.3	2.29	3.3	1.18	1.8	0.87
Uruguay	99.1	0.79	0.9	0.79	0.0	0.00	0.0	0.00	92.6	1.08	6.4	1.00	0.2	0.18	0.8	0.48
WEI-SPS median	**77.5**		**14.6**		**5.2**		**2.3**		**75.9**		**16.4**		**5.7**		**2.9**	

Source: WEI-SPS database.

TABLE A3.3 COMPOSITION OF PUPIL INTAKE AS REPORTED BY SCHOOL HEADS

	First language different from language of instruction						Learning problems that need special attention					
	None or some		Most pupils		All pupils		None or some		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	97.8	0.43	1.4	0.33	0.8	0.26	94.1	1.00	5.9	1.00	m	a
Brazil	95.9	1.03	0.9	0.40	3.2	0.96	96.2	1.11	3.6	1.09	0.2	0.18
Chile	97.5	0.53	0.8	0.21	1.7	0.50	94.9	1.21	4.8	1.17	0.3	0.27
India	80.9	2.16	8.4	1.15	10.7	1.72	95.8	0.92	3.7	0.86	0.5	0.38
Malaysia	m		m		m		98.6	0.42	1.1	0.38	0.3	0.21
Paraguay	36.5	1.58	39.3	1.79	24.2	1.42	96.1	0.73	3.8	0.73	0.1	0.08
Peru	81.5	1.62	7.8	1.16	10.7	1.28	95.0	0.87	5.0	0.87	m	
Philippines	20.4	2.28	17.0	2.58	62.7	2.78	89.5	2.45	10.2	2.46	0.3	0.20
Sri Lanka	92.6	1.66	3.4	1.13	3.9	1.18	97.5	0.80	2.5	0.80	m	
Tunisia	92.6	1.16	4.3	0.86	3.1	0.84	93.4	1.06	6.6	1.06	m	
Uruguay	93.1	1.06	5.6	0.96	1.3	0.51	90.4	1.25	9.2	1.24	0.4	0.29

	Have to walk more than 5 km or travel for over 1 hour (by bike, bus, etc.) to come to school						Receive support for school attendance (e.g. uniform, textbooks, etc.)					
	None or some		Most pupils		All pupils		None or some		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	95.4	0.58	4.5	0.58	0.1	0.06	71.0	1.67	19.1	1.56	10.0	0.96
Brazil	91.1	1.41	8.4	1.40	0.5	0.30	47.6	2.52	31.0	2.22	21.4	2.39
Chile	93.0	1.14	6.6	1.10	0.5	0.35	74.4	1.86	20.5	1.86	5.1	0.88
India	98.1	0.61	1.9	0.61	0.0	0.04	31.7	2.84	11.7	1.42	56.5	3.07
Malaysia	93.5	1.25	6.3	1.24	0.2	0.17	58.8	2.60	35.9	2.52	5.3	1.32
Paraguay	91.2	1.01	8.4	1.00	0.4	0.18	63.5	1.72	16.4	1.36	20.1	1.38
Peru	94.7	1.03	5.0	0.98	0.3	0.26	31.3	1.90	8.2	1.29	60.6	2.08
Philippines	92.0	1.38	7.5	1.36	0.5	0.22	87.8	1.67	6.8	1.12	5.5	1.35
Sri Lanka	81.7	2.29	18.3	2.29	m		85.5	1.68	2.8	0.94	11.7	1.55
Tunisia	94.0	0.81	5.9	0.80	0.1	0.14	66.3	2.04	21.6	1.74	12.1	1.61
Uruguay	98.9	0.46	1.1	0.46	m		72.3	1.77	23.2	1.73	4.5	0.89

	Parents with less than primary education						Travel to and from school by subsidized transportation					
	None or some		Most pupils		All pupils		None or some		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	78.1	1.56	21.4	1.55	0.4	0.18	92.3	1.04	6.6	0.94	1.1	0.42
Brazil	50.7	2.37	48.1	2.45	1.2	0.70	87.0	1.71	10.3	1.62	2.7	0.93
Chile	81.3	1.74	17.9	1.73	0.9	0.36	83.8	1.82	14.4	1.77	1.8	0.62
India	60.5	2.58	37.4	2.50	2.2	0.53	96.3	0.74	2.3	0.54	1.4	0.39
Malaysia	89.2	1.57	10.1	1.52	0.8	0.45	99.3	0.37	0.6	0.34	0.1	0.12
Paraguay	54.3	1.76	43.9	1.75	1.8	0.43	98.6	0.52	1.1	0.46	0.4	0.20
Peru	63.1	2.29	34.8	2.34	2.1	0.51	99.8	0.23	0.2	0.23	m	
Philippines	76.6	2.34	22.4	2.33	1.0	0.42	94.4	2.51	5.1	2.50	0.5	0.31
Sri Lanka	80.5	2.13	18.6	2.06	0.9	0.62	96.8	0.91	3.2	0.91	m	
Tunisia	61.0	2.20	36.6	2.27	2.4	0.69	99.3	0.48	0.8	0.48	m	
Uruguay	85.7	1.52	14.3	1.52	m		96.8	0.72	2.4	0.59	0.8	0.38

Source: WEI-SPS database.

TABLE A3.4 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *SOCIAL ADVANTAGE OF SCHOOL INTAKE*, EXPRESSED AS EFFECT SIZES

	Village vs. city/town schools		Public vs. private schools		Schools that selected pupils based on entry test results vs. those that did not	
	Difference	SE	Difference	SE	Difference	SE
Argentina	**0.845**	0.074	**1.267**	0.063	a	
Brazil	**0.547**	0.103	**2.203**	0.075	**0.590**	0.297
Chile	**0.844**	0.106	**0.866**	0.068	**1.024**	0.106
India	**0.660**	0.099	**1.085**	0.092	**0.253**	0.109
Malaysia	**0.788**	0.111	a		-0.216	0.188
Paraguay	**0.506**	0.068	**1.247**	0.113	**0.989**	0.377
Peru	**1.007**	0.075	**1.751**	0.087	**0.830**	0.207
Philippines	**0.453**	0.084	**2.033**	0.069	**0.289**	0.107
Sri Lanka	**0.652**	0.108	a		**0.521**	0.131
Tunisia	**0.981**	0.086	a		0.375	0.244
Uruguay	**0.313**	0.094	**1.640**	0.101	**2.313**	0.147

Note: Differences that are significant at P <0.5 appear in *bold* characters.
Source: WEI-SPS database.

TABLE A3.5 PERCENTAGE OF PRIMARY PUPILS WITH VARIOUS ATTITUDES AND BEHAVIOURS IN SCHOOL, AS REPORTED BY SCHOOL HEADS

	Pupils enjoy being at school				Pupils work with enthusiasm				Pupils take pride in this school				Pupils value academic achievement				Pupils are cooperative			
	Most pupils		All pupils		Most pupils		All pupils		Most pupils		All pupils		Most pupils		All pupils		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	73.4	1.56	24.6	1.51	83.8	1.45	11.3	1.15	66.8	1.77	28.6	1.67	74.3	1.65	14.8	1.32	75.8	1.64	15.8	1.26
Brazil	71.5	2.27	28.2	2.26	83.7	1.92	13.0	1.78	65.6	2.18	32.5	2.18	76.0	2.28	16.9	2.00	75.0	2.30	21.0	2.18
Chile	63.4	2.31	36.2	2.31	81.0	1.86	17.3	1.85	56.2	2.31	42.9	2.30	64.7	2.31	31.6	2.27	62.9	2.33	35.6	2.32
India	41.1	2.27	57.7	2.24	39.1	2.17	58.9	2.24	31.2	2.21	66.6	2.30	44.0	1.99	51.7	2.11	38.4	2.33	59.2	2.39
Malaysia	63.2	2.60	35.6	2.58	82.8	2.24	15.1	2.17	52.0	2.71	47.2	2.74	66.9	2.68	32.1	2.68	67.7	2.52	31.5	2.47
Paraguay	43.5	1.92	55.4	1.93	66.5	1.73	32.6	1.73	40.6	1.76	58.0	1.79	62.0	1.76	35.9	1.76	51.1	1.81	47.7	1.83
Peru	61.3	2.22	36.8	2.20	67.6	1.98	29.7	1.95	47.0	2.34	50.2	2.34	62.8	2.18	30.2	2.08	63.2	2.22	32.0	2.11
Philippines	45.5	2.86	54.4	2.86	63.9	2.83	35.6	2.81	39.8	2.51	59.1	2.52	64.5	2.88	33.9	2.90	62.5	2.90	36.7	2.87
Sri Lanka	42.4	2.70	57.6	2.70	74.9	2.35	23.6	2.33	49.3	2.63	49.5	2.62	62.6	2.78	34.2	2.81	71.0	2.68	26.8	2.68
Tunisia	61.5	2.42	36.3	2.40	79.4	1.83	12.0	1.46	51.4	2.39	45.4	2.40	70.5	2.18	23.0	2.05	76.8	2.06	16.4	1.88
Uruguay	78.4	1.66	21.2	1.66	86.4	1.43	11.9	1.34	63.0	1.99	34.0	1.90	74.7	1.78	18.2	1.55	73.6	1.79	22.4	1.66

	Pupils are respectful				Pupils value the education they can receive in this school				Pupils do their best to learn as much as possible				Pupils have high respect for their classroom teachers				Pupil-teacher relationships are positive			
	Most pupils		All pupils		Most pupils		All pupils		Most pupils		All pupils		Most pupils		All pupils		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	77.0	1.60	16.5	1.30	74.1	1.74	18.0	1.49	80.1	1.53	6.1	0.86	75.0	1.53	19.6	1.40	72.8	1.65	25.0	1.58
Brazil	79.6	2.13	15.8	1.93	74.8	2.24	17.9	1.93	82.9	1.91	8.6	1.47	76.7	2.11	20.7	2.01	73.2	2.25	25.4	2.21
Chile	64.0	2.35	34.4	2.32	62.3	2.31	35.9	2.34	80.2	2.00	14.1	1.82	59.4	2.39	39.6	2.38	57.2	2.37	42.5	2.35
India	24.3	1.88	74.9	1.93	31.5	1.72	65.9	1.87	39.3	2.27	56.6	2.27	26.5	1.80	72.4	1.79	20.5	1.87	78.5	1.91
Malaysia	66.4	2.53	32.9	2.51	63.0	2.67	36.2	2.64	78.6	2.41	19.6	2.37	44.3	2.66	55.1	2.68	45.2	2.64	54.0	2.65
Paraguay	68.4	1.68	30.5	1.66	60.3	1.77	38.7	1.79	72.6	1.68	25.1	1.63	56.3	1.81	42.3	1.81	45.4	1.84	53.6	1.86
Peru	59.7	2.32	37.7	2.24	61.3	2.14	34.3	2.11	70.1	2.11	24.8	1.95	44.0	2.30	54.2	2.28	43.4	2.37	56.2	2.38
Philippines	59.6	2.89	39.5	2.89	53.5	2.94	45.1	2.92	62.3	2.90	36.3	2.91	39.5	2.65	60.4	2.65	39.4	2.71	60.5	2.70
Sri Lanka	58.7	2.76	40.1	2.74	53.3	2.86	46.2	2.87	65.4	2.87	31.7	2.81	41.4	2.72	58.1	2.74	45.6	2.83	54.1	2.82
Tunisia	70.8	2.29	23.1	2.14	71.9	2.23	20.4	1.98	75.8	2.23	16.1	1.94	59.9	2.40	36.3	2.36	56.0	2.30	40.2	2.29
Uruguay	78.1	1.69	17.8	1.50	74.1	1.82	19.4	1.59	84.1	1.36	10.0	1.10	71.1	1.93	25.0	1.77	69.4	1.91	30.0	1.90

Source: WEI-SPS database.

TABLE A3.6 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *PUPIL'S SCHOOL ENGAGEMENT*, EXPRESSED AS EFFECT SIZES

	Village vs. city/town school		Public vs. private school		Schools that selected pupils based on entry test results vs. those that did not	
	Difference	SE	Difference	SE	Difference	SE
Argentina	**-0.251**	0.065	**0.255**	0.043	a	
Brazil	-0.131	0.067	**0.414**	0.077	0.155	0.127
Chile	**-0.160**	0.065	0.055	0.043	0.016	0.059
India	**0.123**	0.056	**0.144**	0.055	0.012	0.056
Malaysia	**-0.123**	0.054	a		0.101	0.122
Paraguay	**-0.103**	0.034	-0.008	0.048	**-0.241**	0.117
Peru	0.065	0.044	**0.107**	0.048	0.056	0.080
Philippines	-0.030	0.060	0.059	0.052	0.094	0.084
Sri Lanka	-0.048	0.044	a		**-0.132**	0.055
Tunisia	0.047	0.040	a		0.063	0.072
Uruguay	-0.069	0.044	**0.251**	0.041	**0.309**	0.133

Note: Differences that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A3.7 SCHOOL HEAD'S PERCEPTION OF PUPILS' BEHAVIOUR AT SCHOOL

	Pupils arriving late at school						Pupil absenteeism					
	Not at all or very little		Most pupils		All pupils		Not at all or very little		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	52.8	1.88	34.7	1.82	12.4	1.21	62.2	1.75	26.4	1.63	11.4	1.28
Brazil	72.0	2.25	23.4	2.12	4.6	0.98	54.6	2.43	34.3	2.39	11.1	1.62
Chile	39.6	2.17	41.6	2.30	18.8	1.93	60.6	2.18	24.9	1.90	14.5	1.76
India	63.3	2.19	33.0	2.13	3.7	0.94	63.5	2.51	32.7	2.50	3.9	0.78
Malaysia	96.8	1.15	3.0	1.15	0.1	0.12	94.0	1.49	5.7	1.46	0.3	0.19
Paraguay	48.5	1.75	34.7	1.74	16.8	1.38	43.2	1.71	32.2	1.61	24.7	1.51
Peru	67.2	2.23	24.9	2.24	7.9	1.31	82.9	1.62	13.2	1.54	3.9	0.76
Philippines	48.9	2.87	28.4	2.59	22.7	2.29	38.0	2.87	32.3	2.75	29.7	2.56
Sri Lanka	75.5	2.50	23.8	2.49	0.8	0.36	70.7	2.38	25.9	2.33	3.4	0.76
Tunisia	m		m		m		m		m		m	
Uruguay	62.9	1.94	28.9	1.82	8.2	1.06	73.3	1.76	18.9	1.61	7.8	1.12

	Classroom disturbance by pupils						Use of abusive language					
	Not at all or very little		Most pupils		All pupils		Not at all or very little		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	61.0	1.89	31.6	1.75	7.4	1.05	62.4	1.87	26.9	1.68	10.7	1.23
Brazil	45.7	2.55	35.5	2.44	18.8	1.95	61.5	2.38	26.5	2.15	12.1	1.58
Chile	47.9	2.30	36.1	2.33	16.0	1.71	59.6	2.23	24.4	2.09	16.0	1.76
India	87.4	1.69	11.7	1.64	0.9	0.45	95.3	0.79	4.0	0.74	0.8	0.29
Malaysia	95.5	1.35	4.5	1.34	0.0	0.01	98.3	0.72	1.6	0.71	0.1	0.10
Paraguay	51.6	1.81	25.8	1.58	22.6	1.51	50.0	1.81	28.7	1.70	21.3	1.49
Peru	81.1	2.01	16.3	1.92	2.6	0.76	83.0	2.04	13.7	1.91	3.3	0.94
Philippines	58.3	2.76	21.7	2.23	20.0	2.30	63.3	2.66	17.6	2.07	19.1	2.17
Sri Lanka	85.6	2.01	12.5	1.92	1.9	0.87	94.8	1.38	4.7	1.30	0.5	0.41
Tunisia	47.6	2.45	45.4	2.42	7.0	1.30	75.5	2.20	21.0	1.98	3.5	1.04
Uruguay	60.7	1.80	28.7	1.89	10.6	1.34	62.6	1.92	23.7	1.87	13.7	1.41

	Vandalism						Intimidation or bullying of pupils					
	Not at all or very little		Most pupils		All pupils		Not at all or very little		Most pupils		All pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	88.4	1.25	8.5	1.09	3.2	0.73	82.4	1.55	13.9	1.46	3.7	0.72
Brazil	82.8	1.92	14.2	1.75	3.0	0.83	77.8	2.16	16.5	2.05	5.7	1.08
Chile	79.9	1.97	11.6	1.58	8.5	1.42	76.8	2.00	13.6	1.60	9.7	1.51
India	91.3	1.12	7.7	1.08	0.9	0.33	91.5	1.35	7.6	1.33	0.8	0.32
Malaysia	99.2	0.45	0.8	0.45	m		99.6	0.24	0.3	0.22	0.1	0.10
Paraguay	64.6	1.79	14.2	1.29	21.2	1.54	64.6	1.78	15.4	1.35	20.0	1.55
Peru	96.0	1.46	2.8	1.40	1.1	0.49	95.6	0.98	3.8	0.92	0.6	0.38
Philippines	65.0	2.84	12.9	1.74	22.1	2.49	61.0	2.77	20.3	2.12	18.7	2.29
Sri Lanka	96.8	0.85	3.2	0.85	m		96.1	1.00	3.5	0.91	0.5	0.42
Tunisia	78.0	2.04	18.4	1.91	3.6	1.02	67.7	2.39	27.7	2.30	4.7	1.22
Uruguay	83.9	1.52	12.1	1.35	4.0	0.84	75.2	1.74	17.3	1.52	7.6	1.15

Source: WEI-SPS database.

TABLE A3.8 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *PUPILS' BEHAVIOURAL PROBLEMS*, EXPRESSED AS EFFECT SIZES

	Village vs. city/town school		Public vs. private school		Schools that selected pupils based on entry test results vs. those that did not	
	Difference	SE	Difference	SE	Difference	SE
Argentina	**-0.23**	0.066	**0.41**	0.045	a	
Brazil	**-0.24**	0.050	**0.43**	0.043	**0.14**	0.121
Chile	-0.06	0.076	**0.37**	0.039	**0.24**	0.041
India	0.06	0.046	**0.27**	0.052	-0.01	0.052
Malaysia	**-0.15**	0.059	a		0.20	0.138
Paraguay	-0.04	0.035	**0.20**	0.048	-0.03	0.118
Peru	-0.04	0.049	**0.25**	0.053	**0.27**	0.053
Philippines	-0.03	0.055	0.075	0.055	**0.14**	0.054
Sri Lanka	-0.01	0.045	a		0.04	0.050
Tunisia	-0.05	0.041	a		0.09	0.073
Uruguay	-0.07	0.044	**0.35**	0.024	**0.34**	0.051

Note: Differences that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A3.9 PERCENTAGE OF PUPILS ATTENDING SINGLE-SEX SCHOOLS

	Mixed schools		Boys schools only		Girls schools only	
	%	SE	%	SE	%	SE
Argentina	99.7	0.12	0.2	0.11	0.1	0.04
Brazil	100.0	0.00	m		m	
Chile	93.1	1.23	3.1	0.82	4.1	1.03
India	96.4	0.94	1.5	0.51	2.2	0.81
Malaysia	98.0	0.81	1.3	0.72	0.7	0.35
Paraguay	100.0	0.00	m		m	
Peru	96.3	1.58	1.1	0.51	2.5	1.52
Philippines	99.6	0.10	0.1	0.06	0.3	0.10
Sri Lanka	93.2	1.74	3.1	1.39	3.9	1.21
Tunisia	100.0	0.00	m		m	
Uruguay	99.9	0.11	0.1	0.11	m	

Source: WEI-SPS database.

TABLE A3.10 NUMBER OF HOURS OF INSTRUCTION PER YEAR BY DISTRIBUTION OF THE PUPIL POPULATION

	Hours of instrucion per year									
	10th percentile	SE	25th percentile	SE	Median	SE	75th percentile	SE	90th percentile	SE
Argentina	600	15.2	700	2.7	740	9.7	800	2.7	903	17.7
Brazil	720	25.5	800	25.9	800	16.9	925	25.9	1,000	22.0
Chile	920	14.7	1,080	27.6	1,216	22.1	1,480	27.6	1,520	13.1
India	768	9.2	864	24.7	1,026	21.5	1,170	24.7	1,295	50.9
Malaysia	960	9.5	984	0.8	984	0.0	1,025	0.8	1,056	11.3
Paraguay	700	8.4	720	0.0	760	12.8	760	0.0	780	2.9
Peru	805	13.9	828	31.3	874	2.7	960	31.3	1,080	0.0
Philippines	1,080	35.7	1,200	38.6	1,230	4.1	1,600	38.6	1,640	0.0
Sri Lanka	a		a		a		a		a	
Tunisia	a		a		a		a		a	
Uruguay	700	0.0	700	0.0	720	13.7	800	0.0	1,000	89.6

Source: WEI-SPS database.

TABLE A3.11 MEAN NUMBER OF HOURS OF INSTRUCTION PER YEAR, BY SCHOOL TYPE

	Hours of instrucion per year							
	All schools		Public schools		Private schools		Private schools vs. Public schools	
	Mean	SE	Mean	SE	Mean	SE	Difference	SE
Argentina	774	6.3	761	7.7	819	9.9	**57.42**	12.565
Brazil	869	10.2	872	11.1	849	19.7	-22.42	21.828
Chile	1,257	12.1	1 262	19.2	1 252	15.6	-9.64	25.195
India	1,030	14.1	1 023	15.7	1 046	19.8	23.26	21.325
Malaysia	1,002	3.5	a		a		a	
Paraguay	754	3.8	747	3.9	794	13.3	**46.97**	14.079
Peru	907	5.1	894	5.7	971	11.5	**76.41**	12.894
Philippines	1,328	14.2	1 328	15.0	1 318	17.0	-10.57	22.889
Sri Lanka	a		a		a		m	
Tunisia	a		a		a		m	
Uruguay	813	8.1	800	8.4	901	27.0	100.65	28.067

Note: Differences that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A3.12 NUMBER OF DAYS SCHOOL WAS OFFICIALLY OPEN, BY DISTRIBUTION OF PRIMARY PUPILS

	Number of days that the school was open in the previous year									
	10th percentile	SE	25th percentile	SE	Median	SE	75th percentile	SE	90th percentile	SE
Argentina	160	1.02	170	0.17	178	0.61	180	0.17	187	1.66
Brazil	200	0.00	200	0.00	200	0.00	200	0.00	203	0.87
Chile	180	0.69	186	0.00	190	0.20	192	0.00	200	0.28
India	204	1.89	210	1.23	220	0.56	235	1.23	242	1.69
Malaysia	190	0.00	190	0.56	191	0.00	193	0.56	200	2.24
Paraguay	172	2.35	180	0.00	185	0.00	190	0.00	190	0.26
Peru	170	1.93	180	1.95	180	0.00	189	1.95	195	3.17
Philippines	200	1.07	205	0.00	205	0.00	205	0.00	205	0.04
Sri Lanka	m		m		m		m		m	
Tunisia	m		m		m		m		m	
Uruguay	175	0.00	176	0.00	176	0.83	180	0.00	183	1.25

Source: WEI-SPS database.

TABLE A3.13 LOST SCHOOL DAYS AS A PERCENTAGE OF THE TOTAL NUMBER OF OFFICIAL SCHOOL DAYS, BY THE DISTRIBUTION OF PRIMARY PUPILS

	Days lost as a percentage of days of instruction									
	10th percentile	SE	25th percentile	SE	Median	SE	75th percentile	SE	90th percentile	SE
Argentina	0.0	0.00	1.1	0.39	2.8	0.23	6.7	0.39	12.3	0.61
Brazil	0.0	0.00	0.0	0.65	0.0	0.48	3.0	0.65	7.5	0.82
Chile	m		m		m		m		m	
India	m		m		m		m		m	
Malaysia	0.0	0.00	1.0	0.50	2.0	0.28	3.1	0.50	6.8	0.57
Paraguay	1.1	0.28	2.7	0.16	5.3	0.01	8.3	0.16	11.1	0.30
Peru	0.0	0.00	1.7	0.28	2.9	0.15	5.6	0.28	10.5	1.06
Philippines	0.0	0.00	1.0	0.29	2.4	0.00	4.9	0.29	7.3	0.67
Sri Lanka	m		m		m		m		m	
Tunisia	0.0	0.04	2.8	0.59	5.6	0.11	8.4	0.59	14.5	1.18
Uruguay	0.0	0.00	0.0	0.17	0.0	0.30	2.8	0.17	4.0	0.24

Source: WEI-SPS database.

TABLE A3.14 DAYS LOST AS A PERCENTAGE OF DAYS OF INSTRUCTION, BY SCHOOL TYPE

	Days lost as a percentage of days of instruction						Days lost as a percentage of days of instruction: private schools vs. public schools	
	All schools		Public schools		Private schools			
	Mean	SE	Mean	SE	Mean	SE	Difference	SE
Argentina	4.9	0.24	6.0	0.31	1.3	0.10	**-4.62**	0.320
Brazil	2.4	0.30	2.6	0.33	0.8	0.28	-1.82	1.929
Chile	m		m		m		m	
India	m		m		m		m	
Malaysia	2.7	0.16	a		a		a	
Paraguay	5.8	0.14	6.3	0.15	3.0	0.33	**-3.29**	0.356
Peru	4.3	0.24	4.5	0.28	3.0	0.33	**-1.51**	0.438
Philippines	3.0	0.17	2.9	0.18	4.1	0.30	**1.23**	0.348
Sri Lanka	m		m		m		m	
Tunisia	6.7	0.35	6.8	0.35	m		m	
Uruguay	1.3	0.08	1.3	0.09	1.5	0.18	0.18	0.200

Note: Differences that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

CHAPTER 4

TABLE A4.1 MEAN AGE OF SCHOOL HEADS AND PERCENTAGE OF PUPILS WITH FEMALE HEADS

	Age of school heads (in years)		Female school heads					
			Total		Village schools		City/town schools	
	Mean	SE	%	SE	%	SE	%	SE
Argentina	49.4	0.30	90.9	1.04	79.2	3.76	92.4	1.09
Brazil	42.5	0.52	84.2	1.88	84.0	3.85	83.9	2.16
Chile	53.9	0.38	51.0	2.30	39.3	7.34	52.5	2.48
India	44.9	0.49	31.6	2.33	22.5	2.41	44.9	3.73
Malaysia	49.1	0.20	40.5	2.66	32.6	4.11	45.1	3.42
Paraguay	40.3	0.25	65.2	1.54	47.2	2.45	78.7	2.06
Peru	46.3	0.43	34.9	2.20	31.1	3.26	37.4	2.85
Philippines	50.9	0.48	70.4	2.28	65.4	2.98	76.5	3.51
Sri Lanka	51.0	0.29	28.6	2.76	21.8	3.08	36.4	4.55
Tunisia	51.6	0.23	2.5	0.79	4.1	1.64	1.5	0.74
Uruguay	49.4	0.25	87.7	1.44	88.6	3.26	87.5	1.57
WEI-SPS median	**49.4**		**51.0**		**39.3**		**52.5**	

Source: WEI-SPS database.

TABLE A4.2 PERCENTAGE OF PUPILS WITH FEMALE TEACHERS, BY SCHOOL LOCATION

	Total		Village schools		City/town schools	
	%	SE	%	SE	%	SE
Argentina	92.5	0.71	83.5	2.75	94.1	0.70
Brazil	91.7	1.10	82.7	3.42	94.5	0.83
Chile	85.8	1.29	81.7	5.48	86.5	1.32
India	44.8	2.60	33.0	3.35	61.2	3.48
Malaysia	63.0	1.95	51.7	3.71	69.5	2.26
Paraguay	71.1	1.36	53.3	2.47	84.2	1.40
Peru	62.0	1.69	43.4	3.25	73.1	1.93
Philippines	84.2	1.64	83.5	2.51	85.1	2.08
Sri Lanka	86.3	1.47	81.6	2.23	92.6	1.59
Tunisia	60.1	1.52	43.4	2.81	71.9	2.08
Uruguay	94.5	0.76	89.3	3.22	95.2	0.73
WEI-SPS median	**84.2**		**81.6**		**85.1**	

Source: WEI-SPS database.

TABLE A4.3 PERCENTAGE OF PRIMARY PUPILS BY THE LEVEL OF EDUCATION OF THEIR SCHOOL HEADS, BY SCHOOL LOCATION

	All schools						Village schools						City/town schools					
	Upper secondary education		Post-secondary non-tertiary education		Tertiary education		Upper secondary education		Post-secondary non-tertiary education		Tertiary education		Upper secondary education		Post-secondary non-tertiary education		Tertiary education	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	15.3	1.41	a		84.7	1.41	9.6	2.65	a		90.4	2.65	16.0	1.58	a		84.0	1.58
Brazil	11.2	1.62	a		88.4	1.64	19.9	4.74	a		79.0	4.76	8.6	1.39	a		91.2	1.40
Chile	0.6	0.30	a		98.7	0.57	a		a		97.3	2.59	0.6	0.34	a		98.9	0.58
India	22.1	1.63	14.9	1.82	60.7	2.53	29.3	2.37	14.7	2.67	52.5	3.17	11.7	2.10	15.3	2.48	72.4	3.26
Malaysia	0.9	0.39	a		98.4	0.66	0.5	0.33	a		98.1	1.35	1.2	0.56	a		98.6	0.59
Paraguay	2.8	0.49	a		96.9	0.52	2.8	0.73	a		96.5	0.84	2.9	0.68	a		97.1	0.68
Peru	0.5	0.24	0.4	0.19	99.1	0.30	0.9	0.56	0.6	0.35	98.4	0.66	0.2	0.15	0.2	0.20	99.6	0.26
Philippines	1.2	0.47	0.1	0.14	98.6	0.49	2.0	0.79	0.3	0.24	97.8	0.82	0.3	0.34	a		99.7	0.34
Sri Lanka	37.5	2.78	a		55.3	2.90	42.7	3.24	a		47.5	3.28	31.2	4.48	a		64.7	4.54
Tunisia	44.4	2.37	38.2	2.46	16.4	1.51	29.3	3.08	40.8	3.31	29.5	2.90	54.3	3.49	36.3	3.46	7.9	1.70
Uruguay	a		a		100.0	0.00	a		a		100.0	0.00	a		a		100.0	0.00
WEI-SPS median	**7.0**		**7.6**		**96.9**		**9.6**		**7.7**		**96.5**		**5.7**		**15.3**		**97.1**	

Source: WEI-SPS database.

TABLE A4.4 PUPIL-TEACHER RATIO AND TEACHER-PER-SCHOOL RATIO

	Number of pupils per teacher						Number of teachers per school					
	All schools		Village schools		City/town schools		All schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	27.0	0.32	24.0	1.47	27.4	0.31	17.4	0.20	8.8	1.04	18.6	0.22
Brazil	27.1	0.67	24.0	1.34	27.8	0.73	14.1	0.44	7.0	0.75	16.3	0.54
Chile	26.8	0.47	19.6	0.97	27.6	0.52	17.9	0.48	9.4	1.07	18.9	0.53
India	50.7	2.19	58.9	3.17	39.4	1.71	5.8	0.42	3.6	0.13	8.8	0.81
Malaysia	18.4	0.16	15.3	0.33	20.1	0.21	43.6	0.74	26.6	1.14	53.5	1.19
Paraguay	32.2	0.48	27.0	0.61	36.1	0.72	9.6	0.19	5.8	0.15	12.5	0.34
Peru	28.3	0.32	28.0	0.62	28.5	0.37	14.5	0.37	5.9	0.60	19.9	0.55
Philippines	38.1	0.72	37.3	0.90	39.2	1.19	31.0	3.66	14.4	0.76	51.6	7.47
Sri Lanka	32.8	0.62	30.9	0.74	35.2	1.16	14.2	0.37	7.8	0.29	21.8	0.78
Tunisia	21.1	0.17	20.8	0.28	21.2	0.23	19.8	0.33	12.3	0.39	24.1	0.46
Uruguay	26.8	0.21	25.0	0.58	27.1	0.23	15.2	0.16	10.6	0.60	16.0	0.21
WEI-SPS median	**27.1**		**25.0**		**27.8**		**15.2**		**8.8**		**18.9**	

Source: WEI-SPS database.

TABLE A4.5 PERCENTAGE OF PUPILS IN LARGE CLASSES

	% of classes with more than 50 pupils		% of classes with more than 40 pupils	
	Mean	SE	Mean	SE
Argentina	2.8	0.58	5.5	0.89
Brazil	2.8	0.84	7.0	1.41
Chile	5.4	1.36	24.6	2.13
India	18.1	2.04	33.0	2.88
Malaysia	0.8	0.26	15.7	1.70
Paraguay	2.7	0.57	5.7	0.94
Peru	2.6	0.80	6.0	1.14
Philippines	18.3	2.25	52.7	2.42
Sri Lanka	4.1	1.40	22.3	2.21
Tunisia	0.0	0.00	0.0	0.00
Uruguay	0.0	0.00	1.8	0.60
WEI-SPS median	**2.8**		**7.0**	

Source: WEI-SPS database.

TABLE A4.6 NUMBER OF YEARS OF EDUCATION AND PRE-SERVICE TRAINING OF TEACHERS

	Years of pre-service training						Years of education					
	All schools		Village schools		City/town schools		All schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	2.9	0.02	2.9	0.06	2.9	0.02	16.8	0.06	17.0	0.12	16.8	0.07
Brazil	2.7	0.08	2.5	0.18	2.7	0.08	14.6	0.18	13.3	0.37	15.1	0.18
Chile	3.7	0.04	3.6	0.12	3.7	0.04	17.9	0.04	17.6	0.30	17.9	0.04
India	1.0	0.04	0.9	0.06	1.1	0.07	13.1	0.20	13.0	0.25	13.4	0.24
Malaysia	2.5	0.03	2.5	0.04	2.5	0.03	16.7	0.04	16.7	0.10	16.7	0.04
Paraguay	2.7	0.02	2.7	0.03	2.7	0.02	17.4	0.04	17.2	0.07	17.5	0.03
Peru	3.7	0.03	3.6	0.07	3.8	0.03	16.5	0.05	16.5	0.05	16.6	0.07
Philippines	1.6	0.10	1.4	0.10	1.9	0.18	14.8	0.12	14.8	0.05	14.7	0.25
Sri Lanka	1.5	0.06	1.5	0.07	1.6	0.10	12.6	0.10	12.5	0.10	12.8	0.19
Tunisia	0.9	0.03	1.0	0.05	0.8	0.03	14.7	0.07	15.4	0.11	14.3	0.08
Uruguay	3.7	0.01	3.7	0.04	3.7	0.01	16.7	0.00	16.7	0.00	16.7	0.00
WEI-SPS median	**2.7**		**2.5**		**2.7**		**16.5**		**16.5**		**16.6**	

Source: WEI-SPS database.

TABLE A4.7 PERCENTAGE OF PUPILS BY LEVELS OF STAFF STABILITY

	100% stability		90%-99% stability		80%-89% stability		70%-79% stability		Less than 70% stability	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	9.5	1.04	4.1	0.78	13.4	1.31	12.2	1.25	60.8	1.88
Brazil	14.7	1.83	2.3	0.90	8.1	1.47	7.5	1.23	67.4	2.50
Chile	15.4	1.76	12.7	1.62	20.9	1.87	9.0	1.37	42.0	2.30
India	38.6	2.46	1.9	0.86	6.0	1.72	4.7	0.75	48.8	2.86
Malaysia	4.1	1.13	4.7	1.34	6.7	1.50	8.6	1.58	75.8	2.39
Paraguay	17.5	1.26	5.7	0.83	15.3	1.38	14.6	1.30	47.0	1.79
Peru	17.4	1.62	10.5	1.52	14.0	1.65	9.0	1.71	49.1	2.15
Philippines	23.2	2.81	9.8	1.65	17.8	2.10	11.8	1.89	37.5	2.62
Sri Lanka	9.9	1.47	2.8	1.16	15.0	2.26	14.6	2.45	57.7	3.26
Tunisia	2.4	0.83	4.5	1.02	12.7	1.84	16.6	1.83	63.9	2.33
Uruguay	3.0	0.62	0.7	0.28	6.7	1.02	4.9	0.96	84.7	1.44
WEI-SPS median	**14.7**		**4.5**		**13.4**		**9.0**		**57.7**	

Source: WEI-SPS database.

TABLE A4.8 PERMANENT AND TEMPORARY VACANCIES IN SCHOOLS

	% of schools with[1]				% of pupils in schools with[2]			
	Permanent teaching vacancies		Temporary posts to be filled		Permanent teaching vacancies		Temporary posts to be filled	
	%	SE	%	SE	%	SE	%	SE
Argentina	39.1	1.65	63.0	1.67	47.8	1.84	78.9	1.36
Brazil	39.7	2.90	27.8	2.45	49.6	2.65	44.0	2.71
Chile	26.9	1.75	46.6	2.14	34.5	2.24	59.7	2.33
India	26.3	2.01	4.4	0.96	26.3	1.92	5.0	0.92
Malaysia	36.3	2.40	34.9	2.37	41.6	2.58	47.8	2.64
Paraguay	6.5	0.87	11.5	1.08	8.7	1.08	16.8	1.41
Peru	27.5	1.84	14.0	1.35	34.1	2.15	35.3	2.26
Philippines	24.4	2.21	20.0	1.97	34.1	2.65	33.8	2.34
Sri Lanka	57.0	2.62	25.8	2.34	54.7	2.90	31.2	2.72
Tunisia	24.5	2.09	33.7	2.27	26.1	2.25	43.4	2.39
Uruguay	63.7	2.22	53.7	2.34	72.7	1.81	68.7	1.87
WEI-SPS median	**27.54**		**27.83**		**34.54**		**43.42**	

1. Reported in proportion to the total number of primary schools.
2. Reported in proportion to the total number of primary pupils.

Source: WEI-SPS database.

TABLE A4.9 PERCENTAGE OF PUPILS IN SCHOOLS WITH TEACHER SHORTAGES

	Qualified teachers		Replacement teachers		Support staff	
	%	SE	%	SE	%	SE
Argentina	10.9	1.17	16.5	1.41	47.8	1.84
Brazil	9.3	1.34	21.7	2.20	35.9	2.37
Chile	7.8	1.23	16.6	1.81	17.6	1.81
India	22.3	1.61	33.6	2.12	46.2	2.63
Malaysia	24.4	2.32	16.2	1.80	28.6	2.45
Paraguay	5.6	0.74	20.5	1.55	49.6	1.78
Peru	19.1	1.65	22.0	1.89	61.4	1.91
Philippines	19.5	2.78	26.2	2.91	43.7	2.88
Sri Lanka	28.6	2.37	38.0	2.69	49.7	2.79
Tunisia	17.9	1.92	29.2	2.24	45.1	2.50
Uruguay	3.8	0.81	4.2	0.86	48.3	2.09
WEI-SPS median	**17.9**		**21.7**		**46.2**	

Source: WEI-SPS database.

TABLE A4.10 TEACHERS' ATTENDANCE IN IN-SERVICE TRAINING IN PREVIOUS 12 MONTHS, BY SCHOOL LOCATION / Percentage of pupils in schools where teachers had attended some in-service training

	All schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE
Argentina	60.8	1.18	71.2	3.20	59.4	1.30
Brazil	69.9	2.24	64.1	4.34	73.6	2.07
Chile	62.5	1.57	67.4	4.67	62.0	1.68
India	69.2	2.07	78.6	2.14	55.0	3.96
Malaysia	48.9	1.69	58.0	2.73	43.5	2.10
Paraguay	83.8	1.02	77.8	1.77	88.3	1.12
Peru	62.9	1.64	68.5	2.50	59.3	2.32
Philippines	82.5	1.64	85.2	1.68	79.2	3.03
Sri Lanka	76.8	1.66	81.0	1.72	71.3	3.08
Tunisia	67.5	1.68	65.6	2.53	69.4	2.15
Uruguay	40.4	1.44	36.0	3.98	41.1	1.53
WEI-SPS median	**67.5**		**68.5**		**62.0**	

Source: WEI-SPS database.

TABLE A4.11 PERCENTAGE OF PUPILS BY TYPE OF IN-SERVICE TRAINING COURSES FOLLOWED BY THEIR TEACHERS

	Courses in subject matter or content		Courses in ICT		Courses in research-oriented conferences		Courses in qualification programmes		Observing in other schools		Participating in teacher network	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	40.1	1.15	11.0	0.53	11.6	0.61	6.3	0.21	8.0	0.34	10.8	0.64
Brazil	37.1	1.68	11.7	0.89	24.5	1.42	12.6	0.85	14.6	1.05	8.7	0.78
Chile	41.0	1.43	26.5	1.27	15.9	1.01	9.6	0.54	11.3	0.63	17.9	1.04
India	35.4	1.61	m		m		m		m		m	
Malaysia	36.6	1.42	19.5	1.15	7.5	0.52	6.7	0.28	9.4	0.78	6.9	0.46
Paraguay	62.4	0.85	10.2	0.56	15.9	0.74	11.6	0.53	11.3	0.56	8.6	0.50
Peru	46.8	1.39	23.5	1.28	19.2	1.10	15.6	0.78	21.5	1.24	25.7	1.43
Philippines	44.9	1.72	13.8	0.81	19.6	1.31	27.9	1.51	21.8	1.18	10.7	0.94
Sri Lanka	43.6	1.80	m		m		m		m		m	
Tunisia	41.8	1.40	16.6	0.84	m		8.5	0.56	17.4	1.08	m	
Uruguay	39.8	1.24	m		m		m		m		m	
WEI-SPS median	**41.0**		**15.2**		**15.9**		**10.6**		**13.0**		**10.7**	

Source: WEI-SPS database.

TABLE A4.12 PERCENTAGE OF PUPILS WITH TEACHERS WITH BEHAVIOURAL PROBLEMS, BY SCHOOL LOCATION / Results based on 'to some extent' or 'a lot' responses

	Village schools						City/town schools					
	Late arrival		Absenteeism		Class skipping		Late arrival		Absenteeism		Class skipping	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	3.6	1.35	17.6	4.02	12.8	3.51	6.8	1.10	31.3	1.94	25.2	1.82
Brazil	4.6	2.40	13.2	3.53	8.8	4.14	13.2	1.90	18.4	2.21	7.6	1.43
Chile	16.1	5.50	18.6	5.81	17.6	5.74	17.8	2.02	23.7	2.20	13.8	1.79
India	4.8	1.18	4.5	1.53	4.4	1.47	6.4	1.53	7.1	1.62	5.9	1.42
Malaysia	0.8	0.72	1.8	1.03	0.6	0.60	0.5	0.44	1.7	0.99	m	
Paraguay	36.6	2.58	33.4	2.52	31.3	2.51	37.7	2.42	29.5	2.25	31.1	2.31
Peru	11.4	3.57	3.3	1.08	2.5	0.92	14.7	2.20	3.4	1.17	6.2	1.39
Philippines	31.7	3.13	33.2	3.23	25.4	3.15	32.6	4.07	37.5	4.20	20.5	3.51
Sri Lanka	10.5	1.92	19.0	2.53	3.0	1.08	14.5	3.43	22.1	3.64	4.3	1.92
Tunisia	27.8	3.11	60.0	3.31	7.6	1.77	26.6	2.91	66.8	2.95	6.9	1.80
Uruguay	m		2.3	1.50	m		5.8	0.96	19.0	1.65	0.8	0.34
WEI-SPS median	**11.0**		**17.6**		**8.2**		**14.5**		**22.1**		**7.3**	

Source: WEI-SPS database.

TABLE A4.13 MEAN VALUES OF THE INDEX OF *TEACHER BEHAVIOURAL PROBLEMS*, BY SCHOOL LOCATION AND TYPE

	Village school		City/town school		Public school		Private school	
	Index	SE	Index	SE	Index	SE	Index	SE
Argentina	-0.29	0.057	0.04	0.024	0.05	0.027	-0.15	0.040
Brazil	-0.07	0.048	0.04	0.025	0.03	0.025	-0.27	0.049
Chile	-0.09	0.079	0.01	0.024	0.09	0.037	-0.09	0.023
India	-0.05	0.036	0.08	0.041	-0.05	0.036	0.09	0.043
Malaysia	0.01	0.043	0.00	0.031	m		m	
Paraguay	-0.02	0.027	0.01	0.025	0.03	0.019	-0.17	0.041
Peru	-0.10	0.039	0.07	0.026	0.03	0.025	-0.15	0.040
Philippines	-0.01	0.035	0.01	0.038	0.00	0.026	-0.03	0.039
Sri Lanka	-0.05	0.025	0.05	0.037	0.00	0.022	m	
Tunisia	-0.03	0.027	0.02	0.026	0.00	0.019	m	
Uruguay	-0.16	0.026	0.03	0.016	0.01	0.015	-0.09	0.026

Source: WEI-SPS database.

CHAPTER 5

TABLE A5.1 PERCENTAGE OF PRIMARY PUPILS WHOSE SCHOOL HEADS REPORTED HAVING WEEKLY TEACHING OBLIGATIONS

	No teaching at all		1 to 4 hours per week		More than 4 to 8 hours per week		More than 8 hours per week	
	%	SE	%	SE	%	SE	%	SE
Argentina	63.1	1.81	20.2	1.55	6.80	0.93	9.9	0.9
Brazil	69.2	2.20	18.4	1.69	5.60	1.28	6.8	1.1
Chile	70.9	2.03	15.6	1.62	6.40	1.07	7.2	1.1
India	12.5	1.49	17.0	1.96	19.20	1.92	51.4	3.2
Malaysia	0.3	0.00	72.0	2.27	25.20	2.28	2.6	0.5
Paraguay	65.1	1.52	5.6	0.80	5.50	0.83	23.8	1.2
Peru	49.3	1.90	10.3	1.72	12.00	1.30	28.5	1.5
Philippines	50.0	2.57	22.7	2.17	11.30	1.56	16.0	1.8
Sri Lanka	37.0	2.59	36.3	2.71	13.70	1.77	13.0	1.6
Tunisia	56.1	1.48	3.2	0.82	2.30	0.68	38.5	1.5
Uruguay	30.9	1.92	29.2	1.86	17.90	1.52	22.0	1.6
WEI-SPS median	**50.0**		**18.4**		**11.3**		**16.0**	

Source: WEI-SPS database.

TABLE A5.2 ADMINISTRATIVE ACTIVITIES CARRIED OUT BY SCHOOL HEADS ONCE A WEEK OR DAILY

	Public relations		Manage school facilities		Keep school accounts		Administrative		Coordinate lesson programmes of various classes and grades		Discuss student performance with classroom teachers	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	59.8	1.91	71.6	1.51	49.2	1.89	80.1	1.35	30.8	1.61	32.1	1.8
Brazil	53.7	2.64	82.2	1.84	61.6	2.51	85.6	1.94	31.7	2.56	50.2	2.7
Chile	51.3	2.31	74.1	2.05	53.0	2.47	89.2	1.48	35.5	2.41	44.6	2.5
India	40.9	2.48	59.2	2.99	36.5	2.78	70.1	2.25	66.0	2.55	51.1	2.6
Malaysia	46.6	2.81	63.6	2.64	33.4	2.57	74.2	2.45	22.6	2.36	25.5	2.3
Paraguay	51.8	1.80	52.6	1.82	28.2	1.62	92.5	0.78	37.8	1.72	43.7	1.8
Peru	44.4	2.51	69.1	2.26	35.5	2.19	85.3	1.51	34.0	2.21	23.2	1.9
Philippines	48.5	2.74	82.8	2.50	35.3	2.72	85.8	1.80	61.9	2.76	38.7	2.7
Sri Lanka	37.5	2.54	81.3	2.18	57.1	2.61	92.1	1.31	44.0	2.76	34.8	2.7
Tunisia	72.6	2.18	83.3	1.83	80.9	1.91	83.1	1.85	18.2	1.92	39.2	2.3
Uruguay	66.9	1.96	90.1	1.19	87.4	1.24	86.0	1.28	25.0	1.82	32.8	2.0
WEI-SPS median	**51.3**		**74.1**		**49.2**		**85.6**		**34.0**		**38.7**	

	Monitor the progress of instructional innovations		Coordinate special measures for students with learning problems		Keep progress records		Discipline		Organize extra-curricular activities		Other	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	35.8	1.92	57.4	1.90	42.0	1.84	89.6	1.02	22.0	1.66	30.1	1.87
Brazil	48.8	2.58	37.9	2.50	40.0	2.60	88.4	1.96	34.0	2.38	50.0	2.61
Chile	33.3	2.32	34.4	2.29	39.0	2.31	83.2	1.59	37.4	2.45	49.7	2.29
India	56.9	3.05	58.9	2.10	38.2	2.50	77.1	2.43	68.0	2.34	14.2	2.11
Malaysia	31.8	2.63	26.4	2.49	10.4	1.56	60.6	2.72	50.4	2.97	42.7	2.84
Paraguay	42.8	1.76	46.4	1.81	42.6	1.74	89.7	0.97	16.3	1.32	33.5	1.82
Peru	26.8	2.34	27.4	2.09	42.0	2.06	89.8	1.36	26.4	2.05	20.5	1.91
Philippines	56.2	2.78	51.3	2.70	54.9	2.89	66.4	2.50	26.4	2.52	31.6	2.66
Sri Lanka	31.8	2.62	47.1	2.61	28.8	2.52	87.2	1.78	42.8	2.65	24.3	2.33
Tunisia	38.5	2.40	41.2	2.37	57.8	2.51	23.9	2.24	22.6	1.90	17.2	1.82
Uruguay	27.5	1.93	57.4	2.11	26.5	1.77	90.7	1.18	24.0	1.73	27.8	1.90
WEI-SPS median	**35.8**		**46.4**		**40.0**		**87.2**		**26.4**		**30.1**	

Source: WEI-SPS database.

TABLE A5.3 INSTRUCTIONAL SUPPORT ACTIVITIES CARRIED OUT BY SCHOOL HEADS ONCE A WEEK OR DAILY

	Observe teaching		Professional development		Support classroom teachers in lesson preparation and execution of school tasks		Discuss the use of textbooks with classroom teachers		Attend lessons given by classroom teachers	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	74.5	1.57	26.3	1.74	58.8	1.81	19.1	1.48	44.1	1.82
Brazil	62.9	2.67	38.7	2.55	38.6	2.72	28.1	2.27	18.7	1.92
Chile	59.7	2.25	50.6	2.42	41.8	2.44	24.6	2.17	26.6	2.13
India	75.0	2.10	27.1	2.24	77.4	2.20	68.6	2.39	69.3	1.97
Malaysia	48.5	2.86	16.8	1.88	50.0	2.73	14.9	1.94	31.1	2.49
Paraguay	71.5	1.63	17.8	1.46	63.6	1.81	38.7	1.77	46.9	1.81
Peru	64.8	2.19	15.2	1.57	45.9	2.43	28.1	1.88	38.1	2.35
Philippines	75.5	2.26	27.6	2.30	81.0	1.93	32.8	2.67	59.0	2.89
Sri Lanka	80.9	1.94	32.2	2.44	74.0	2.47	35.2	2.69	55.2	2.88
Tunisia	65.0	2.30	15.2	1.83	37.2	2.29	19.6	1.93	57.5	2.37
Uruguay	71.5	1.71	29.4	1.88	54.8	2.01	18.0	1.63	37.7	2.11
WEI-SPS median	**71.5**		**27.1**		**54.8**		**28.1**		**44.1**	

	Discuss impressions of classroom visits with classroom teachers		Evaluate classroom teachers' records on student progress		Discuss new teaching methods		Provide suggestions and recommendations to classroom teachers on how to improve student performance		Stimulate classroom teachers to initiate instructional innovations	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	38.6	1.85	24.6	1.65	20.6	1.59	62.4	1.82	34.9	1.84
Brazil	23.5	2.12	25.9	2.26	35.8	2.41	59.6	2.66	62.0	2.66
Chile	35.0	2.31	33.3	2.29	42.6	2.42	52.9	2.55	58.0	2.34
India	60.7	2.38	32.4	2.21	45.4	2.57	53.3	2.55	50.4	2.89
Malaysia	22.9	2.36	25.0	2.40	18.0	2.14	23.4	2.42	31.1	2.62
Paraguay	37.4	1.66	32.6	1.73	31.8	1.66	55.2	1.71	44.2	1.76
Peru	29.8	2.10	22.7	1.76	17.8	1.53	41.3	2.39	26.7	2.13
Philippines	53.6	2.86	35.5	2.98	29.4	2.46	58.8	2.72	53.3	2.74
Sri Lanka	46.2	2.77	28.2	2.55	31.5	2.59	39.7	2.54	44.9	2.74
Tunisia	49.7	2.43	32.2	2.22	17.6	1.76	56.8	2.40	57.9	2.45
Uruguay	34.3	1.92	16.0	1.57	15.9	1.53	52.9	2.09	53.2	2.01
WEI-SPS median	**37.4**		**28.2**		**29.4**		**53.3**		**50.4**	

Source: WEI-SPS database.

TABLE A5.4 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *EMPHASIS OF SCHOOL HEAD'S WORK,* BY SCHOOL TYPE AND LOCATION

	Emphasis on administrative support				Emphasis on instructional leadership			
	Private vs. public schools		City/town vs. village schools		Private vs. public schools		City/town vs. village schools	
	Difference	SE	Difference	SE	Difference	SE	Difference	SE
Argentina	**-0.435**	0.048	-0.059	0.055	-0.081	0.048	0.001	0.058
Brazil	-0.003	0.071	**0.153**	0.054	0.092	0.075	-0.096	0.055
Chile	**-0.214**	0.041	**-0.192**	0.078	0.002	0.043	-0.111	0.070
India	-0.084	0.057	-0.066	0.052	0.023	0.059	0.006	0.052
Malaysia	m		-0.002	0.056	m		-0.072	0.055
Paraguay	**0.193**	0.052	**0.153**	0.036	0.071	0.052	0.047	0.039
Peru	0.060	0.046	0.005	0.044	**0.163**	0.044	0.041	0.043
Philippines	**-0.334**	0.052	0.026	0.053	**-0.350**	0.049	0.073	0.051
Sri Lanka	m		**0.090**	0.046	m		0.048	0.044
Tunisia	m		0.059	0.041	m		-0.013	0.039
Uruguay	**-0.359**	0.049	**-0.147**	0.050	**-0.090**	0.037	-0.092	0.050

Note: Differences that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A5.5 PERCENTAGE OF PRIMARY PUPILS IN SCHOOLS WITH A GOVERNING BOARD, BY SCHOOL TYPE

	Total schools with a governing board		Public schools with a governing board		Private schools with a governing board	
	%	SE	%	SE	%	SE
Argentina	26.5	1.45	14.8	1.61	64.8	2.82
Brazil	78.1	2.00	80.5	1.94	57.4	9.37
Chile	92.9	1.29	90.0	1.90	95.7	1.67
India	79.4	2.71	79.1	2.94	79.7	4.72
Malaysia	28.7	1.59	m		m	
Paraguay	56.0	1.51	55.9	1.71	56.8	4.24
Peru	84.9	1.28	90.9	1.34	53.1	4.09
Philippines	m		m		m	
Sri Lanka	70.1	2.44	70.1	2.44	m	
Tunisia	88.9	1.44	88.8	1.45	m	
Uruguay	8.1	0.98	m		64.7	5.16
WEI-SPS median	**74.1**		**79.8**		**64.7**	

Source: WEI-SPS database.

TABLE A5.6 COMPOSITION OF SCHOOL GOVERNING BOARDS

	School does not have a governing board		Representatives from the following groups													
			Teaching staff		School head or deputy school head		Parents		Education authority		Local government		Business sector		Religious groups	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	73.5	1.45	m		m		m		m		m		m		m	
Brazil	21.9	2.00	97.2	1.06	94.3	1.32	91.7	1.54	22.3	2.85	8.5	2.44	2.0	0.60	9.2	1.86
Chile	7.1	1.29	90.9	1.22	98.6	0.50	71.4	1.96	42.2	2.30	13.9	1.78	4.2	1.15	16.5	1.78
India	20.6	2.71	80.5	2.03	90.9	1.52	86.9	2.05	55.3	2.72	64.3	2.97	33.5	2.27	19.1	2.09
Malaysia	71.3	1.59	24.2	3.50	84.4	2.54	92.6	2.13	16.6	3.21	9.7	2.17	64.7	3.68	20.2	3.52
Paraguay	44.0	1.51	96.9	0.82	99.3	0.35	92.6	1.25	59.9	2.46	21.0	1.91	7.3	1.23	20.0	1.96
Peru	15.1	1.28	98.2	0.51	99.4	0.25	96.2	0.71	15.7	1.86	17.0	1.73	1.8	0.59	11.4	1.55
Philippines	m		m		m		m		m		m		m		m	
Sri Lanka	29.9	2.44	94.8	1.58	96.5	1.25	86.2	2.23	50.3	3.35	26.6	3.11	24.0	2.78	49.1	3.15
Tunisia	11.1	1.44	94.7	1.09	92.8	1.22	37.6	2.54	24.4	2.28	12.1	1.66	7.3	1.29	4.4	0.98
Uruguay	91.9	0.98	26.0	5.74	79.0	5.57	26.0	5.85	8.0	3.47	2.6	2.16	18.4	4.81	63.9	6.19
WEI-SPS median	**25.9**		**94.7**		**94.3**		**86.9**		**24.4**		**13.9**		**7.3**		**19.1**	

Source: WEI-SPS database.

TABLE A5.7 AREAS IN WHICH SCHOOLS HAD MAJOR RESPONSIBILITY

	Selecting teachers for hire		Firing teachers		Establishing teachers' starting salaries		Determining teachers' salary increases		Formulating the school budget		Deciding on school budget allocations	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	25.0	1.02	21.2	0.87	6.9	0.61	4.6	0.52	23.0	1.11	29.6	1.51
Brazil	21.9	2.01	20.7	2.00	6.2	0.77	5.7	0.75	56.1	2.46	75.7	2.31
Chile	52.9	1.61	45.6	1.57	28.4	1.59	27.3	1.62	45.1	1.96	52.0	2.16
India	43.5	2.42	40.7	2.40	38.7	2.61	40.3	2.57	62.6	2.52	67.7	2.38
Malaysia	3.0	0.81	2.3	0.59	2.0	0.68	10.0	1.50	69.1	2.32	59.5	2.45
Paraguay	42.1	1.77	20.2	1.43	11.9	1.12	11.7	1.10	71.4	1.67	71.4	1.60
Peru	69.9	1.70	38.9	2.11	14.9	1.12	12.3	0.74	64.0	2.30	61.9	2.19
Philippines	63.4	2.60	27.5	2.42	12.0	1.26	18.0	1.86	59.7	2.79	65.0	2.51
Sri Lanka	8.9	1.62	9.6	1.81	1.6	0.50	41.3	2.69	93.2	1.26	90.8	1.32
Tunisia	0.2	0.22	2.6	0.75	6.1	1.08	8.7	1.16	41.7	2.52	77.5	2.12
Uruguay	12.1	1.11	11.7	1.10	10.5	1.04	9.6	1.00	54.5	2.09	59.5	2.12
WEI-SPS median	**25.0**		**20.7**		**10.5**		**11.7**		**59.7**		**65.0**	

	Establishing student disciplinary policies		Establishing student assessment policies		Approving students for admittance to school		Choosing which textbooks are used		Determining course content		Deciding which courses are offered	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	86.9	1.43	88.7	1.35	81.3	1.55	98.0	0.56	77.2	1.66	60.9	1.95
Brazil	97.4	0.62	94.0	1.11	74.9	2.04	95.2	0.97	87.5	1.71	45.3	2.62
Chile	98.2	0.90	97.1	1.04	90.7	1.44	95.8	1.13	80.8	1.94	86.5	1.70
India	91.4	1.61	83.5	2.94	93.4	1.51	48.3	2.97	52.0	3.11	48.8	2.98
Malaysia	79.0	2.09	74.6	2.25	26.2	2.52	28.1	2.23	22.0	2.24	12.5	1.90
Paraguay	95.4	0.67	76.9	1.42	87.3	1.15	69.0	1.64	46.4	1.84	40.5	1.71
Peru	98.9	0.48	92.2	1.81	94.1	1.56	74.3	2.34	75.4	2.20	62.4	2.46
Philippines	99.1	0.34	97.3	0.81	98.2	0.58	55.5	2.84	45.9	2.77	31.7	2.72
Sri Lanka	99.2	0.38	86.5	1.96	86.6	1.89	67.8	2.83	40.8	2.76	45.4	2.76
Tunisia	59.8	2.32	65.6	2.33	76.0	1.98	23.4	2.06	22.9	2.01	22.7	2.07
Uruguay	90.0	1.27	83.2	1.56	79.2	1.78	58.5	1.98	52.7	2.07	38.3	1.87
WEI-SPS median	**95.4**		**86.5**		**86.6**		**67.8**		**52.0**		**45.3**	

Source: WEI-SPS database.

TABLE A5.8 MEAN VALUES OF THE INDEX OF *SCHOOL AUTONOMY* ON VARIOUS DECISIONS

	Teachers		Budget		Pupils		Instructional content and course offerings	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	-0.12	0.011	-0.39	0.015	0.02	0.019	0.29	0.006
Brazil	-0.10	0.022	0.10	0.022	0.10	0.008	0.29	0.009
Chile	0.15	0.016	-0.14	0.022	0.09	0.016	0.30	0.009
India	0.09	0.024	-0.01	0.025	0.01	0.026	-0.16	0.033
Malaysia	-0.25	0.017	0.05	0.023	-0.26	0.043	-0.37	0.026
Paraguay	0.06	0.018	0.07	0.016	0.08	0.009	0.04	0.016
Peru	0.33	0.017	0.04	0.021	0.11	0.007	0.17	0.020
Philippines	0.30	0.025	0.02	0.026	0.12	0.003	-0.11	0.028
Sri Lanka	0.08	0.027	0.26	0.013	0.06	0.020	0.01	0.029
Tunisia	-0.28	0.012	0.08	0.021	-0.21	0.036	-0.40	0.024
Uruguay	-0.25	0.011	-0.05	0.021	-0.03	0.022	-0.03	0.020

Source: WEI-SPS database.

TABLE A5.9 INDEX OF *SCHOOL AUTONOMY* BY ISSUE AND SCHOOL TYPE

	Index of *School autonomy:* over teachers					
	Public schools		Private schools		Difference (private vs. public schools)	SE
	Mean	SE	Mean	SE		
Argentina	-0.30	0.012	0.47	0.024	**0.77**	0.026
Brazil	-0.17	0.022	0.57	0.035	**0.74**	0.041
Chile	-0.24	0.024	0.54	0.019	**0.78**	0.031
India	-0.14	0.024	0.52	0.037	**0.66**	0.039
Malaysia	m		m		m	
Paraguay	-0.02	0.019	0.49	0.034	**0.50**	0.038
Peru	0.29	0.020	0.55	0.020	**0.26**	0.030
Philippines	0.28	0.027	0.60	0.009	**0.32**	0.029
Sri Lanka	m		m		m	
Tunisia	m		m		m	
Uruguay	-0.37	0.000	0.58	0.022	**0.95**	0.022
WEI-SPS mean	**-0.08**		**0.54**			

	Index of *School autonomy:* over school budget					
	Public schools		Private schools		Difference (private vs. public schools)	SE
	Mean	SE	Mean	SE		
Argentina	-0.51	0.017	0.04	0.027	**0.55**	0.032
Brazil	0.11	0.022	0.08	0.090	-0.03	0.093
Chile	-0.39	0.033	0.10	0.029	**0.48**	0.044
India	-0.16	0.034	0.28	0.017	**0.44**	0.044
Malaysia	m		m		m	
Paraguay	0.04	0.018	0.25	0.029	**0.21**	0.034
Peru	0.01	0.023	0.18	0.034	**0.17**	0.041
Philippines	0.00	0.027	0.30	0.012	**0.30**	0.030
Sri Lanka	m		m		m	
Tunisia	m		m		m	
Uruguay	-0.09	0.024	0.25	0.029	**0.34**	0.038
WEI-SPS mean	**-0.12**		**0.18**			

	Index of *School autonomy:* over pupils					
	Public schools		Private schools		Difference (private vs. public schools)	SE
	Mean	SE	Mean	SE		
Argentina	0.00	0.024	0.10	0.010	**0.10**	0.026
Brazil	0.10	0.009	0.12	0.000	**0.02**	0.009
Chile	0.10	0.013	0.07	0.030	-0.03	0.034
India	-0.03	0.037	0.09	0.019	**0.12**	0.039
Malaysia	m		m		m	
Paraguay	0.08	0.011	0.12	0.000	**0.04**	0.011
Peru	0.11	0.008	0.12	0.000	0.01	0.008
Philippines	0.11	0.003	0.12	0.000	0.00	0.003
Sri Lanka	m		m		m	
Tunisia	m		m		m	
Uruguay	-0.05	0.025	0.09	0.024	**0.14**	0.033
WEI-SPS mean	**0.05**		**0.10**			

	Index of *School autonomy:* over instructional content and course offerings					
	Public schools		Private schools		Difference (private vs. public schools)	SE
	Mean	SE	Mean	SE		
Argentina	0.29	0.007	0.31	0.005	0.01	0.008
Brazil	0.28	0.009	0.32	0.005	**0.03**	0.009
Chile	0.30	0.009	0.29	0.015	-0.01	0.017
India	-0.32	0.035	0.16	0.040	**0.48**	0.053
Malaysia	m		m		m	
Paraguay	0.02	0.018	0.17	0.033	**0.15**	0.039
Peru	0.15	0.024	0.30	0.012	**0.15**	0.027
Philippines	-0.13	0.030	0.30	0.009	**0.43**	0.031
Sri Lanka	m		m		m	
Tunisia	m		m		m	
Uruguay	-0.07	0.022	0.27	0.023	**0.34**	0.031
WEI-SPS mean	**0.07**		**0.26**			

Note: Differences that are significant at P<0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A5.10 FREQUENCY OF SCHOOL SELF-EVALUATIONS AND TEACHER APPRAISALS IN THE PREVIOUS FIVE YEARS

	School self-evaluation report								All Grade 4 teachers appraised by head or external organization							
	Never		Once		Twice		3+ times		Never		Once		Twice		3+ times	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	12.2	1.15	13.8	1.27	16.3	1.35	57.8	1.87	30.9	1.80	13.1	1.26	13.3	1.32	42.7	1.97
Brazil	20.8	2.30	13.5	1.83	16.6	1.79	49.1	2.57	39.8	2.65	17.6	1.93	12.8	1.99	29.8	2.23
Chile	17.0	1.82	23.6	2.07	21.3	1.91	38.0	2.21	39.6	2.22	23.7	2.00	14.5	1.78	22.1	2.01
India	30.4	2.81	22.6	1.94	11.0	1.56	36.0	2.83	34.8	2.38	15.3	1.54	15.1	1.67	34.9	2.38
Malaysia	2.6	0.80	18.7	2.24	32.1	2.57	46.5	2.62	13.0	1.86	15.9	1.83	20.8	2.19	50.3	2.67
Paraguay	15.9	1.36	19.2	1.49	15.1	1.26	49.8	1.92	28.4	1.58	18.1	1.40	11.7	1.19	41.8	1.87
Peru	23.3	1.92	21.5	2.09	13.3	1.59	41.9	2.40	37.2	2.30	19.5	2.03	14.5	1.64	28.8	2.18
Philippines	10.5	1.50	16.2	1.91	28.7	2.87	44.6	2.73	15.2	1.75	21	2.26	24.4	2.84	39.3	2.63
Sri Lanka	32.1	2.69	21.9	2.43	12.4	1.93	33.6	2.81	28.5	2.49	17.7	2.08	15.5	2.13	38.2	2.83
Tunisia	34.1	2.26	18.3	1.77	17.1	1.80	30.6	2.44	85.0	1.64	10.3	1.45	2.3	0.63	2.4	0.72
Uruguay	8.3	1.07	8.9	1.16	12.1	1.36	70.6	1.84	m	m	8.8	1.15	32.8	1.96	58.3	2.07

Source: WEI-SPS database.

TABLE A5.11 PERCENTAGE OF PRIMARY PUPILS IN SCHOOLS THAT HAD NOT BEEN VISITED BY AN EXTERNAL INSPECTOR IN THE PREVIOUS TWO YEARS

	%	SE
Argentina	5.3	0.6
Brazil	16.0	2.4
Chile	20.4	1.9
India	15.8	2.4
Malaysia	11.2	1.8
Paraguay	14.7	1.2
Peru	31.8	2.1
Philippines	6.3	0.9
Sri Lanka	1.2	0.6
Tunisia	3.8	0.9
Uruguay	1.3	0.4
WEI-SPS median	**11.2**	

Source: WEI-SPS database.

TABLE A5.12 PURPOSE OF EXTERNAL SCHOOL INSPECTIONS DONE IN THE PREVIOUS TWO YEARS

	To review performance of the whole school		To conduct an evaluation of teaching in a particular subject matter		To appraise individual classroom teacher(s)		To assist classroom teachers to improve their teaching skills		To advise the school head and/or other key staff on management and administration		To address a crisis or problem in the school	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	88.1	1.28	32.1	1.83	23.7	1.80	51.7	1.97	81.0	1.58	54.9	1.92
Brazil	75.8	2.74	24.8	2.16	28.1	2.53	70.8	2.87	77.7	2.74	43.8	2.85
Chile	82.0	1.94	m		m		m		m		m	
India	84.0	2.19	54.2	3.35	53.1	3.06	75.4	2.85	74.0	2.61	49.8	2.98
Malaysia	65.6	2.61	89.2	1.77	69.9	2.67	92.1	1.62	66.6	2.79	22.0	2.31
Paraguay	76.9	1.70	40.0	1.88	46.5	1.96	74.3	1.83	71.8	1.88	36.9	1.89
Peru	m		m		m		m		m		m	
Philippines	84.3	2.08	92.4	1.30	81.6	2.09	91.4	1.41	81.7	2.90	58.0	3.11
Sri Lanka	89.4	1.58	97.3	0.72	87.6	1.59	95.8	0.96	80.6	2.40	52.0	2.95
Tunisia	80.8	2.09	76.6	2.05	19.0	2.00	92.5	1.29	62.7	2.35	23.1	2.04
Uruguay	93.4	1.01	56.2	1.90	94.9	0.83	94.0	0.92	92.2	1.04	51.0	1.97
WEI-SPS median	**83.0**		**56.2**		**53.1**		**91.4**		**77.7**		**49.8**	

Source: WEI-SPS database.

TABLE A5.13 PERCENTAGE OF PUPILS IN SCHOOLS WITH SELECTED TYPES OF ASSESSMENTS

	Inform parents about their child's progress							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	3.8	0.79	m		96.2	0.80	m	
Brazil	5.0	0.96	1.7	0.41	42.2	2.74	51.2	2.72
Chile	0.3	0.22	1.9	0.59	24.5	1.97	73.4	2.00
India	0.6	0.35	0.8	0.48	73.1	2.05	25.5	2.02
Malaysia	m		0.4	0.30	66.9	2.50	32.7	2.50
Paraguay	0.8	0.37	2.9	0.60	25.7	1.54	70.6	1.62
Peru	1.0	0.45	1.2	0.49	46.3	2.32	51.5	2.31
Philippines	m		1.2	0.44	66.2	2.53	32.6	2.49
Sri Lanka	0.7	0.54	2.3	0.89	52.1	2.94	45.0	2.97
Tunisia	1.0	0.39	2.4	0.76	48.3	2.68	48.3	2.62
Uruguay	4.5	0.81	1.9	0.63	47.8	2.11	45.8	2.07
WEI-SPS median	**1.0**		**1.8**		**48.3**		**47.1**	

	Make decisions about retention or promotion							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	10.3	1.23	m		89.6	1.23	m	
Brazil	16.6	1.78	1.4	0.44	46.4	2.66	35.5	2.54
Chile	8.8	1.38	2.3	0.71	55.2	2.32	33.7	2.24
India	4.7	0.81	1.0	0.37	67.8	2.69	26.5	2.58
Malaysia	a		a		a		a	
Paraguay	10.6	1.16	11.0	1.23	36.8	1.64	41.5	1.84
Peru	9.6	1.30	1.1	0.41	52.8	2.39	36.4	2.29
Philippines	1.0	0.32	1.5	0.50	71.2	2.74	26.4	2.75
Sri Lanka	14.7	1.95	3.9	1.18	58.4	2.74	23.1	2.38
Tunisia	6.6	1.04	5.4	0.99	54.7	2.45	33.3	2.32
Uruguay	16.0	1.52	2.4	0.66	49.0	2.01	32.6	1.98
WEI-SPS median	**10.0**		**2.3**		**55.0**		**33.3**	

	Group students for instructional purposes							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	50.3	1.86	m		49.7	1.86	m	
Brazil	33.4	2.47	1.7	0.55	41.2	2.63	23.7	2.27
Chile	35.1	2.23	3.7	0.99	40.1	2.36	21.1	1.95
India	12.0	2.30	1.4	0.40	65.1	2.30	21.6	1.71
Malaysia	7.4	1.30	1.0	0.54	85.1	1.84	6.5	1.31
Paraguay	34.3	1.67	2.2	0.49	39.7	1.80	23.8	1.52
Peru	30.8	2.35	1.6	0.50	43.2	2.37	24.5	2.00
Philippines	2.4	0.72	0.8	0.36	79.4	2.20	17.4	2.04
Sri Lanka	15.9	2.09	2.4	0.97	58.7	2.65	23.1	2.22
Tunisia	52.8	2.42	2.7	0.75	35.2	2.38	9.3	1.44
Uruguay	59.0	1.99	1.4	0.55	24.5	1.78	15.1	1.44
WEI-SPS median	**33.4**		**1.7**		**43.2**		**21.4**	

	Compare the school to district or national performance							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	79.7	1.71	m		20.4	1.71	m	
Brazil	38.9	2.54	27.0	2.25	18.6	2.12	15.5	2.01
Chile	7.4	1.12	46.9	2.33	14.0	1.67	31.8	2.31
India	36.0	2.92	7.8	1.21	30.9	2.35	25.2	2.45
Malaysia	20.2	1.90	20.0	2.21	37.9	2.62	21.9	2.36
Paraguay	46.4	1.75	31.6	1.53	12.7	1.29	9.3	1.08
Peru	38.2	2.39	12.1	1.55	37.2	2.22	12.5	1.49
Philippines	7.1	1.32	22.3	2.17	37.5	2.88	33.1	2.39
Sri Lanka	25.9	2.48	34.6	2.63	17.4	2.24	22.1	2.41
Tunisia	53.6	2.55	10.4	1.55	18.6	1.79	17.5	1.98
Uruguay	21.4	1.62	54.8	2.00	14.9	1.49	8.9	1.24
WEI-SPS median	**36.0**		**24.7**		**18.6**		**19.7**	

[continued...]

TABLE A5.13 PERCENTAGE OF PUPILS IN SCHOOLS WITH SELECTED TYPES OF ASSESSMENTS

[continued]

	Monitor the school's progress from year to year							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	15.9	1.43	m		84.1	1.43	m	
Brazil	15.0	1.88	8.2	1.21	36.7	2.50	40.1	2.52
Chile	3.6	0.84	15.1	1.55	33.5	2.27	47.8	2.33
India	5.7	2.13	2.7	0.60	50.5	2.70	41.1	2.40
Malaysia	0.6	0.30	7.9	1.44	56.6	2.85	34.8	2.62
Paraguay	8.9	1.05	8.4	1.07	34.7	1.66	48.0	1.78
Peru	10.0	1.80	4.1	0.92	62.3	2.42	23.7	1.91
Philippines	0.4	0.13	9.6	1.89	51.2	2.85	38.9	2.65
Sri Lanka	3.3	1.18	12.1	1.86	38.2	2.63	46.4	2.81
Tunisia	23.0	2.15	4.3	1.01	40.9	2.41	31.8	2.47
Uruguay	4.3	0.74	18.8	1.64	37.0	1.89	39.9	1.99
WEI-SPS median	**5.7**		**8.3**		**40.9**		**40.0**	

	Make judgments about effectiveness of classroom teachers							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	34.7	1.69	m		65.3	1.69	m	
Brazil	26.2	2.07	5.3	1.34	32.1	2.40	36.4	2.54
Chile	22.3	1.84	5.7	1.08	36.0	2.20	36.0	2.20
India	12.3	2.35	1.6	0.44	51.7	2.83	34.4	2.21
Malaysia	5.4	1.01	0.8	0.40	62.3	2.70	31.5	2.54
Paraguay	12.9	1.22	3.8	0.70	37.3	1.65	46.0	1.78
Peru	12.4	1.52	1.5	0.48	59.1	2.21	26.9	2.00
Philippines	2.1	0.62	4.0	0.98	57.0	2.71	36.9	2.59
Sri Lanka	10.5	1.63	6.2	1.48	44.4	2.76	39.0	2.71
Tunisia	70.8	2.29	3.5	1.01	14.3	1.64	11.4	1.58
Uruguay	36.7	2.00	5.5	0.96	30.1	1.92	27.8	1.89
WEI-SPS median	**12.9**		**3.9**		**44.4**		**35.2**	

	Help teachers make decisions about remedial work							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	3.1	0.60	m		96.9	0.61	m	
Brazil	9.8	1.74	1.4	0.51	50.4	2.68	38.4	2.60
Chile	1.1	0.47	3.0	0.78	51.3	2.39	44.6	2.38
India	6.2	1.94	1.7	0.59	59.6	2.88	32.5	2.32
Malaysia	0.9	0.57	0.4	0.32	77.1	2.23	21.6	2.18
Paraguay	2.2	0.54	2.0	0.46	39.5	1.79	56.3	1.80
Peru	6.8	1.07	1.4	0.55	57.7	2.37	34.1	2.22
Philippines	0.6	0.47	1.7	0.59	66.3	2.61	31.4	2.53
Sri Lanka	3.4	1.14	1.8	0.58	54.9	2.77	40.0	2.80
Tunisia	7.4	1.32	2.8	0.89	55.0	2.52	34.9	2.46
Uruguay	0.9	0.40	2.0	0.64	35.4	1.99	61.6	1.98
WEI-SPS median	**3.1**		**1.8**		**55.0**		**36.7**	

	Identify poorly achieved objectives in different subject matters							
	None		Nation-wide assessments		School or class-level assessments		All assessments	
	%	SE	%	SE	%	SE	%	SE
Argentina	6.7	0.97	m		93.3	0.98	m	
Brazil	8.7	1.59	2.3	0.61	42.9	2.69	46.2	2.66
Chile	1.5	0.52	6.1	1.20	44.7	2.52	47.8	2.42
India	5.8	1.19	1.8	0.53	59.2	2.45	33.2	2.27
Malaysia	3.1	0.93	1.3	0.69	70.0	2.56	25.6	2.42
Paraguay	4.3	0.70	3.2	0.60	40.4	1.63	52.1	1.73
Peru	7.5	1.65	1.8	0.56	57.2	2.38	33.5	2.13
Philippines	1.1	0.52	2.7	1.03	65.9	2.46	30.3	2.31
Sri Lanka	2.8	0.83	1.7	0.51	53.4	2.87	42.1	2.84
Tunisia	9.4	1.41	3.0	0.80	51.2	2.30	36.4	2.34
Uruguay	2.5	0.64	3.9	0.84	32.7	1.93	60.9	2.01
WEI-SPS median	**4.3**		**2.5**		**53.4**		**39.3**	

Source: WEI-SPS database.

TABLE A5.14 PARENTAL INVOLVEMENT IN SELECTED SCHOOL ACTIVITIES

	Teaching/learning process, such as assisting in classrooms with learning activities		Other school and extra-curricular activities, such as field trips, school library, open days, etc.		Fundraising		Helping in construction and maintenance of school buildings and classrooms		Being on the school governing board		Donating funds towards staff payment and other purposes	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	19.6	0.78	24.8	0.74	25.1	0.78	16.9	0.82	13.5	1.05	12.7	1.17
Brazil	19.7	1.15	26.8	1.01	26.4	1.33	14.5	1.15	19.4	0.90	16.1	2.74
Chile	20.7	0.97	29.3	0.90	34.4	0.98	26.5	1.19	14.7	0.96	26.4	2.17
India	24.0	1.07	26.3	1.01	18.0	1.36	18.6	1.13	25.6	1.18	20.3	1.73
Malaysia	15.9	1.33	26.8	1.10	27.7	1.14	21.6	1.09	13.0	1.02	17.1	1.73
Paraguay	20.9	0.71	30.8	0.63	37.6	0.58	32.2	0.66	24.5	0.90	28.2	1.17
Peru	26.1	1.12	31.6	0.91	38.6	1.06	39.0	0.99	24.6	1.10	30.9	2.12
Philippines	31.2	1.31	35.2	0.87	37.9	0.90	34.3	1.13	a		30.3	1.19
Sri Lanka	37.9	1.14	42.4	0.97	34.3	1.05	31.6	1.13	24.7	1.38	27.1	1.36
Tunisia	12.6	1.49	15.4	0.97	15.6	0.92	12.1	0.89	11.0	0.76	8.7	0.65
Uruguay	20.5	0.76	23.0	0.76	26.4	0.78	15.2	0.68	m		23.7	1.04
WEI-SPS median	**20.7**		**26.8**		**27.7**		**21.6**		**19.4**		**23.7**	

Source: WEI-SPS database.

TABLE A5.15 PARENTS' FINANCIAL INVOLVEMENT IN PROCURING SCHOOL SUPPLIES

	Textbooks				Other school supplies (exercise books, pens, rulers, etc.)				Uniforms			
	Yes, except for disadvantaged parents		Yes, for all parents		Yes, except for disadvantaged parents		Yes, for all parents		Yes, except for disadvantaged parents		Yes, for all parents	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	34.3	1.70	23.8	1.42	33.1	1.83	28.3	1.50	30.3	1.85	29.9	1.58
Brazil	1.6	0.76	7.3	1.19	12.4	1.56	13.5	1.67	19.3	1.96	29.5	2.07
Chile	2.7	0.82	7.6	0.81	11.1	1.55	26.1	2.05	11.2	1.50	33.2	2.20
India	5.0	1.18	9.1	1.48	14.2	1.61	25.1	2.32	10.5	1.07	18.9	2.40
Malaysia	50.5	2.62	1.8	0.62	32.5	2.45	53.1	2.70	45.0	2.82	32.3	2.60
Paraguay	4.5	0.75	7.6	0.88	7.6	0.90	21.2	1.48	5.6	0.80	33.4	1.79
Peru	1.6	0.50	6.7	1.03	1.2	0.46	10.6	1.39	6.3	1.16	12.4	1.46
Philippines	4.1	1.06	5.4	0.57	11.1	1.44	18.5	1.80	10.3	1.71	30.2	2.11
Sri Lanka	0.7	0.31	0.1	0.12	8.8	1.44	10.2	1.79	1.0	0.46	0.8	0.50
Tunisia	60.4	2.46	32.8	2.35	49.8	2.55	42.1	2.56	29.3	2.27	58.7	2.37
Uruguay	4.8	0.84	7.0	0.92	31.9	2.01	13.7	1.25	20.0	1.66	30.7	1.78
WEI-SPS median	**4.5**		**7.3**		**12.4**		**21.2**		**11.2**		**30.2**	

Source: WEI-SPS database.

TABLE A5.16 PERCENTAGE OF PUPILS WHO RECEIVED SCHOOL SUPPLIES FROM PARENT-TEACHER ASSOCIATIONS OR OTHER PARENTAL GROUPS

	Percentage of schools that provided school items		Percentage of parents that provided school items		Percentage of pupils that received items from parental group	
	%	SE	%	SE	%	SE
Argentina	24.7	1.55	34.4	1.89	38.6	2.31
Brazil	47.3	2.70	11.7	1.73	33.0	4.03
Chile	40.4	2.33	43.5	2.29	56.0	3.02
India	19.6	1.80	16.6	2.39	30.4	4.07
Malaysia	38.0	2.65	26.8	2.25	14.5	1.40
Paraguay	29.0	1.73	12.8	1.20	48.7	3.12
Peru	25.2	1.96	25.8	1.99	61.8	3.75
Philippines	18.0	1.98	28.8	2.53	46.9	3.40
Sri Lanka	26.5	2.53	31.1	2.68	23.4	2.71
Tunisia	15.9	1.83	38.6	2.32	11.2	1.09
Uruguay	29.0	1.87	39.4	1.96	41.4	2.41
WEI-SPS median	**26.5**		**28.8**		**38.6**	

Source: WEI-SPS database.

CHAPTER 6

TABLE A6.1 PERCENTAGE OF GRADE 4 PUPILS WITH SELECTED BACKGROUND CHARACTERISTICS

	Likely have fewer than 25 books at home						Come from single-parent families					
	No pupils		Some pupils		Most/all pupils		No pupils		Some pupils		Most/all pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	13.5	1.01	28.7	1.32	57.8	1.43	6.2	0.60	80.4	1.21	13.4	1.10
Brazil	11.6	1.91	22.6	1.83	65.8	2.06	5.2	0.76	61.4	2.00	33.4	2.02
Chile	11.0	1.29	35.0	2.05	54.0	2.05	4.0	0.76	73.8	1.81	22.3	1.73
India	20.7	2.37	31.1	2.19	48.3	2.92	m		m		m	
Malaysia	13.4	1.16	53.9	1.97	32.8	1.90	12.0	1.32	87.2	1.36	0.8	0.25
Paraguay	35.4	1.63	22.1	1.42	42.5	1.74	11.2	1.02	69.9	1.54	18.9	1.35
Peru	16.8	1.34	23.7	1.50	59.5	1.92	9.4	1.02	70.3	1.57	20.3	1.53
Philippines	18.8	1.54	29.2	1.93	52.0	2.15	21.9	1.72	75.8	1.77	2.3	0.51
Sri Lanka	16.3	1.77	37.7	2.17	46.0	2.37	17.3	1.65	79.8	1.78	2.9	0.65
Tunisia	17.8	1.51	39.4	1.76	42.8	1.78	m		m		m	
Uruguay	7.7	0.83	31.6	1.57	60.8	1.62	4.5	0.57	79.6	1.31	15.9	1.19
WEI-SPS median	**16.3**		**31.1**		**52.0**		**9.4**		**75.8**		**15.9**	

	Have health problems						Have heavy housework duties at home					
	No pupils		Some pupils		Most/all pupils		No pupils		Some pupils		Most/all pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	36.0	1.44	61.9	1.46	2.1	0.52	50.4	1.56	39.6	1.52	10.0	0.97
Brazil	35.7	2.12	62.6	2.12	1.7	0.37	58.3	1.96	36.5	1.89	5.2	0.90
Chile	21.5	1.57	75.6	1.70	2.9	0.65	66.7	1.74	30.0	1.67	3.3	0.64
India	58.7	2.49	39.5	2.45	1.8	0.54	46.4	2.30	35.4	2.00	18.2	1.81
Malaysia	68.3	2.04	31.7	2.04	0.0	0.00	58.3	2.18	39.0	2.17	2.7	0.81
Paraguay	46.9	1.62	52.2	1.63	0.9	0.33	24.8	1.43	56.4	1.68	18.7	1.43
Peru	27.4	1.53	68.5	1.56	4.0	0.66	29.0	1.58	45.1	1.79	25.9	1.49
Philippines	35.9	2.03	61.6	2.10	2.6	0.61	25.5	1.77	59.3	2.07	15.2	1.33
Sri Lanka	64.7	2.47	34.5	2.40	0.8	0.66	54.1	2.41	39.2	2.36	6.8	1.26
Tunisia	30.0	1.72	69.3	1.77	0.7	0.30	57.4	1.87	34.4	1.88	8.2	1.07
Uruguay	33.5	1.60	65.9	1.59	0.6	0.21	53.1	1.58	43.8	1.55	3.1	0.68
WEI-SPS median	**35.9**		**61.9**		**1.7**		**53.1**		**39.2**		**8.2**	

	Have learning problems						Have not eaten (breakfast, lunch)					
	No pupils		Some pupils		Most/all pupils		No pupils		Some pupils		Most/all pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	10.9	0.87	82.5	1.06	6.6	0.77	38.9	1.43	43.1	1.46	18.0	1.21
Brazil	16.0	1.38	79.5	1.49	4.5	0.70	30.3	1.76	54.1	2.01	15.6	1.74
Chile	2.9	0.67	88.3	1.16	8.8	1.07	34.9	1.78	49.9	1.96	15.2	1.39
India	29.3	2.96	63.5	3.11	7.2	1.35	47.6	2.73	38.4	2.82	14.1	1.68
Malaysia	34.2	1.88	60.4	2.04	5.4	1.00	16.5	1.47	71.4	1.84	12.1	1.54
Paraguay	11.9	1.09	84.9	1.19	3.2	0.61	47.6	1.78	35.3	1.69	17.2	1.39
Peru	22.7	1.48	73.5	1.57	3.8	0.65	40.2	1.89	42.1	2.03	17.7	1.48
Philippines	11.9	1.29	71.2	1.95	16.9	1.58	18.2	1.47	71.7	1.76	10.2	1.15
Sri Lanka	15.6	1.65	80.5	1.81	3.9	0.89	28.9	2.18	60.0	2.38	11.1	1.50
Tunisia	6.3	0.89	82.8	1.49	11.0	1.31	31.8	1.85	59.2	1.91	9.0	1.11
Uruguay	3.4	0.60	90.6	0.94	6.0	0.78	35.7	1.55	49.7	1.71	14.6	1.31
WEI-SPS median	**11.9**		**80.5**		**6.0**		**34.9**		**49.9**		**14.6**	

	Have to walk more than 5 km						Have to work long hours to support the family income					
	No pupils		Some pupils		Most/all pupils		No pupils		Some pupils		Most/all pupils	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	68.8	1.51	27.2	1.46	4.1	0.49	66.0	1.39	29.8	1.32	4.2	0.62
Brazil	53.9	2.28	37.1	2.29	9.0	1.13	61.3	2.06	34.2	1.95	4.5	0.81
Chile	54.8	1.87	37.1	1.88	8.1	1.11	77.6	1.60	16.0	1.51	6.4	0.94
India	83.1	1.74	13.9	1.55	3.0	0.76	50.6	2.31	34.0	2.38	15.5	1.55
Malaysia	76.1	1.99	20.6	1.90	3.3	0.64	78.2	1.91	20.0	1.85	1.8	0.64
Paraguay	57.2	1.71	35.4	1.64	7.4	0.82	38.8	1.69	49.7	1.76	11.6	1.12
Peru	58.7	1.89	34.4	1.75	6.8	1.00	58.6	1.85	34.1	1.75	7.3	0.99
Philippines	45.1	2.02	41.0	1.99	13.9	1.53	32.2	1.90	54.5	2.04	13.3	1.49
Sri Lanka	46.9	2.33	39.3	2.49	13.8	1.91	63.6	2.41	24.4	1.97	12.1	1.52
Tunisia	56.5	1.73	29.1	1.74	14.4	1.39	65.6	1.89	27.7	1.80	6.7	0.94
Uruguay	67.3	1.58	31.9	1.58	0.8	0.35	76.9	1.47	21.0	1.40	2.1	0.53
WEI-SPS median	**57.2**		**34.4**		**7.4**		**63.6**		**29.8**		**6.7**	

[continued...]

TABLE A6.1 PERCENTAGE OF GRADE 4 PUPILS WITH SELECTED BACKGROUND CHARACTERISTICS

[continued]

	Receive support for school attendance						Have serious problems in the home or neighbourhood					
	No students		Some students		Most/all students		No students		Some students		Most/all students	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	34.8	1.44	36.6	1.46	28.6	1.50	23.1	1.19	48.1	1.49	28.8	1.49
Brazil	11.3	1.15	43.6	2.20	45.1	2.18	20.4	1.63	58.7	2.12	20.9	2.07
Chile	20.9	1.72	49.3	2.22	29.8	1.79	20.4	1.68	53.6	2.09	26.0	1.78
India	20.2	1.87	12.7	1.53	67.1	2.20	42.4	3.03	44.3	2.68	13.3	1.51
Malaysia	3.7	0.58	60.9	2.09	35.4	2.06	80.5	1.84	18.1	1.74	1.4	0.63
Paraguay	45.4	1.82	24.0	1.57	30.6	1.67	24.9	1.44	53.1	1.70	22.0	1.51
Peru	29.8	1.78	9.5	1.15	60.6	1.97	27.1	1.55	51.4	1.75	21.5	1.48
Philippines	42.6	2.03	44.3	2.14	13.2	1.42	23.9	1.75	60.3	1.98	15.8	1.47
Sri Lanka	65.3	2.19	21.1	2.07	13.6	1.61	34.1	2.52	53.3	2.52	12.6	1.65
Tunisia	30.1	1.72	32.3	1.85	37.6	1.87	32.8	1.92	57.5	1.88	9.8	1.17
Uruguay	23.9	1.44	43.4	1.72	32.7	1.65	17.7	1.25	59.9	1.73	22.4	1.45
WEI-SPS median	**29.8**		**36.6**		**32.7**		**24.9**		**53.3**		**20.9**	

Source: WEI-SPS database.

TABLE A6.2 MEAN VALUES OF THE SOCIAL ADVANTAGE OF CLASSROOM INTAKE

	Village schools		Town/city schools	
	Mean	SE	Mean	SE
Argentina	-0.60	0.082	0.09	0.036
Brazil	-0.29	0.099	0.09	0.042
Chile	-0.60	0.109	0.09	0.042
India	-0.15	0.064	0.23	0.070
Malaysia	-0.29	0.087	0.16	0.047
Paraguay	-0.13	0.048	0.10	0.051
Peru	-0.46	0.058	0.27	0.043
Philippines	-0.14	0.058	0.17	0.048
Sri Lanka	-0.23	0.073	0.22	0.079
Tunisia	-0.38	0.074	0.29	0.044
Uruguay	-0.22	0.084	0.05	0.039
WEI-SPS mean	**-0.20**		**0.15**	

Source: WEI-SPS database.

TABLE A6.3 PERCENTAGE OF GRADE 4 PUPILS WHOSE TEACHERS REPORTED 'MOST' OR 'ALL' PUPILS HAD THE FOLLOWING ATTITUDES

	Enjoy school		Work enthusiastically		Take pride in school		Value academic achievement		Cooperate		Value education at this school		Do their best to learn		Show sense of belonging to class		Respectful	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	90.5	0.92	86.9	1.08	85.0	1.10	77.9	1.29	84.4	1.20	78.6	1.34	75.7	1.32	91.2	0.82	89.3	0.94
Brazil	95.4	0.64	89.4	1.07	91.7	0.96	86.1	1.77	90.3	1.02	87.3	1.20	80.8	1.90	96.3	0.59	87.9	1.15
Chile	99.4	0.25	96.8	0.69	97.4	0.60	93.8	0.94	95.5	0.83	94.8	0.90	90.0	1.15	99.3	0.27	96.6	0.63
India	97.9	0.68	97.3	0.65	96.8	0.76	93.1	1.25	96.6	0.73	96.0	1.04	94.5	1.06	97.4	0.60	98.7	0.46
Malaysia	97.9	0.47	93.0	0.86	97.2	0.65	92.3	1.04	96.7	0.69	94.6	0.81	88.0	1.24	92.3	0.91	96.6	0.66
Paraguay	99.3	0.27	98.5	0.47	99.1	0.30	97.2	0.54	98.0	0.41	97.6	0.45	94.8	0.67	99.0	0.31	95.6	0.64
Peru	97.4	0.50	95.4	0.73	96.7	0.65	90.6	1.05	90.6	1.04	91.1	1.11	90.2	1.07	98.5	0.41	94.9	0.87
Philippines	95.4	0.82	88.8	1.18	90.0	1.14	84.6	1.44	90.9	1.13	91.7	1.06	87.2	1.28	94.1	0.94	91.0	1.06
Sri Lanka	97.0	0.90	94.4	0.98	94.8	1.14	89.1	1.47	95.5	1.13	98.1	0.49	94.6	0.86	98.2	0.60	96.3	1.20
Tunisia	87.3	1.33	71.6	1.92	89.2	1.38	76.6	1.86	78.2	1.54	80.0	1.59	75.0	1.71	88.0	1.19	84.8	1.39
Uruguay	92.5	0.93	89.4	1.01	85.3	1.15	81.9	1.37	86.2	1.13	81.6	1.38	75.8	1.53	95.7	0.63	86.8	1.12
WEI-SPS median	**97.0**		**93.0**		**94.8**		**89.1**		**90.9**		**91.66**		**88.0**		**96.3**		**94.9**	

Source: WEI-SPS database.

TABLE A6.4 DIFFERENCES IN THE INDEX OF *TEACHER-PERCEIVED PUPIL MOTIVATION,* EXPRESSED AS EFFECT SIZES

	City/town vs. village schools		Private vs. public schools	
	Difference	SE	Difference	SE
Argentina	**-0.286**	0.100	**0.429**	0.066
Brazil	-0.173	0.095	**0.495**	0.125
Chile	-0.060	0.109	**0.136**	0.060
India	**0.240**	0.067	**0.386**	0.081
Malaysia	-0.076	0.114	m	
Paraguay	**-0.154**	0.047	0.080	0.072
Peru	0.041	0.061	**0.222**	0.059
Philippines	0.066	0.086	**0.634**	0.082
Sri Lanka	0.006	0.068	m	
Tunisia	0.007	0.061	m	
Uruguay	-0.020	0.062	**0.492**	0.052

Note: Differences that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A6.5 PERCENTAGE OF GRADE 4 PUPILS REPEATING OR BEING PROMOTED

	% of Grade 4 pupils who had already repeated a grade				% of Grade 4 pupils expected to be promoted to Grade 5				% of pupils expected to be promoted to lower secondary school			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	9.5	0.49	7.7	0.52	82.9	0.79	84.1	0.91	m		87.2	0.78
Brazil	12.1	0.92	9.4	0.79	71.9	1.51	76.1	1.44	79.0	1.42	82.3	1.30
Chile	4.8	0.37	m		83.9	1.19	84.7	1.29	86.2	1.02	86.6	1.09
India	7.0	1.01	6.6	0.97	85.4	1.33	84.1	1.52	72.1	1.95	70.7	1.91
Malaysia	m		m		99.7	0.16	100.0	0.01	99.7	0.16	100.0	0.02
Paraguay	6.8	0.54	5.5	0.55	85.5	0.77	87.7	0.69	78.8	0.79	80.4	0.80
Peru	10.1	0.64	10.3	0.60	82.0	0.98	82.1	1.00	80.5	1.05	79.2	1.04
Philippines	3.3	0.31	1.6	0.18	92.8	0.80	94.1	0.77	80.9	1.41	83.8	1.41
Sri Lanka	2.9	0.76	3.0	0.80	86.4	1.30	88.2	1.26	78.0	2.23	81.7	1.79
Tunisia	15.5	0.70	12.3	0.58	60.3	1.20	62.0	1.29	50.9	1.21	54.6	1.30
Uruguay	20.5	0.66	16.1	0.57	85.1	0.82	86.8	0.89	75.2	1.02	79.7	0.98
WEI-SPS median	**8.2**		**7.7**		**85.1**		**84.7**		**78.9**		**81.7**	

Source: WEI-SPS database.

TABLE A6.6 PERCENTAGE OF PUPILS IN SINGLE-GRADE OR MULTI-GRADE CLASSES, BY SCHOOL LOCATION

	Village schools				City/town schools			
	Single-grade class		Multi-grade class		Single-grade class		Multi-grade class	
	%	SE	%	SE	%	SE	%	SE
Argentina	65.1	3.55	34.7	3.56	97.6	0.48	1.5	0.36
Brazil	67.1	4.82	28.0	4.44	95.9	0.84	2.8	0.66
Chile	64.6	6.80	30.3	6.41	98.6	0.48	1.0	0.39
India	70.0	3.09	26.1	3.14	86.0	2.02	10.2	1.90
Malaysia	98.9	0.32	1.1	0.32	98.7	0.52	1.0	0.48
Paraguay	94.3	0.84	5.7	0.84	99.2	0.28	0.8	0.28
Peru	49.3	2.89	50.7	2.89	96.6	0.76	2.9	0.71
Philippines	93.7	1.12	6.0	1.07	99.6	0.22	0.2	0.12
Sri Lanka	92.3	1.73	5.7	1.57	96.7	1.23	3.0	1.21
Tunisia	86.4	2.09	10.8	1.87	84.9	1.80	13.4	1.70
Uruguay	82.4	3.46	17.6	3.46	97.2	0.62	2.8	0.62
WEI-SPS median	**82.4**		**17.6**		**97.2**		**2.8**	

Source: WEI-SPS database.

TABLE A6.7 CLASS SIZE BY SCHOOL LOCATION

	All schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE
Argentina	26.8	0.18	20.3	0.67	27.6	0.20
Brazil	30.8	0.51	23.0	1.20	33.3	0.58
Chile	35.2	0.68	27.6	2.93	36.2	0.58
India	32.8	1.15	29.8	1.70	36.9	1.41
Malaysia	35.7	0.29	32.3	0.63	37.7	0.33
Paraguay	22.7	0.28	18.3	0.39	26.0	0.33
Peru	26.5	0.34	20.6	0.65	30.0	0.37
Philippines	42.9	0.61	40.4	1.00	46.1	0.74
Sri Lanka	35.3	0.48	30.2	0.65	41.2	0.72
Tunisia	27.8	0.31	26.7	0.61	28.6	0.34
Uruguay	29.2	0.22	24.6	0.89	29.9	0.25
WEI-SPS median	**30.8**		**26.7**		**33.3**	

Source: WEI-SPS database.

TABLE A6.8 PERCENTAGE OF PUPILS BY SUBJECT MATTER OR GENERAL CLASS TEACHERS / Results based on reports by mathematics and reading teachers, given in proportion to the number of primary pupils taught by these teachers

	Teacher type (based on mathematics teachers)				Teacher type (based on reading teachers)			
	Subject		General		Subject		General	
	%	SE	%	SE	%	SE	%	SE
Argentina	39.3	1.69	60.7	1.69	39.2	1.68	60.8	1.68
Brazil	11.2	1.56	88.9	1.56	10.7	1.51	89.3	1.51
Chile	17.4	1.69	82.6	1.69	16.8	1.65	83.2	1.65
India	4.5	1.69	95.5	1.69	4.5	1.69	95.5	1.69
Malaysia	92.6	1.12	7.4	1.12	92.6	1.12	7.4	1.12
Paraguay	2.3	0.51	97.7	0.51	2.3	0.51	97.7	0.51
Peru	4.9	0.59	95.1	0.59	4.3	0.53	95.7	0.53
Philippines	36.4	2.13	63.6	2.13	36.4	2.12	63.6	2.12
Sri Lanka	0.0	0.00	100.0	0.00	0.0	0.00	100.0	0.00
Tunisia	25.9	1.67	74.1	1.67	24.0	1.61	76.0	1.61
Uruguay	0.2	0.18	99.8	0.18	0.2	0.18	99.8	0.18
WEI-SPS median	**11.2**		**88.9**		**10.7**		**89.3**	

Source: WEI-SPS database.

TABLE A6.9 NUMBER OF WEEKS THE SCHOOL OPERATED DURING THE PREVIOUS YEAR

	All schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE
Argentina	35.5	0.16	35.5	0.43	35.5	0.17
Brazil	39.8	0.22	39.5	0.59	39.9	0.24
Chile	39.4	0.09	39.6	0.26	39.4	0.10
India	35.4	0.38	35.5	0.44	35.2	0.50
Malaysia	40.9	0.06	40.8	0.09	40.9	0.07
Paraguay	37.0	0.06	36.6	0.08	37.3	0.08
Peru	36.4	0.07	35.8	0.13	36.8	0.09
Philippines	39.8	0.14	39.5	0.20	40.2	0.20
Sri Lanka	m		m		m	
Tunisia	m		m		m	
Uruguay	37.2	0.11	36.8	0.22	37.2	0.13
WEI-SPS median	**37.2**		**36.8**		**37.3**	

Source: WEI-SPS database.

TABLE A6.10

NUMBER OF WEEKLY AND ANNUAL HOURS FOR READING AND MATHEMATICS INSTRUCTION / Results based on reports by mathematics and reading teachers, given in proportion to the number of primary pupils taught by these teachers

	Hours a week				Hours a year			
	Mathematics		Reading		Mathematics		Reading	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	5.6	0.10	5.6	0.10	197.6	3.74	196.7	3.73
Brazil	6.5	0.22	6.7	0.15	264.6	9.88	269.2	6.46
Chile	5.6	0.08	5.8	0.08	221.6	3.06	226.2	3.07
India	4.8	0.09	5.0	0.08	167.2	3.67	175.8	3.74
Malaysia	4.8	0.12	6.1	0.10	196.2	5.15	251.0	4.32
Paraguay	4.7	0.06	4.6	0.06	173.3	2.13	170.7	2.25
Peru	5.8	0.07	5.7	0.08	210.4	2.74	208.0	2.89
Philippines	7.9	0.24	7.2	0.18	316.5	9.76	290.0	7.41
Sri Lanka	5.1	0.04	5.0	0.03	197.7	1.42	196.0	1.30
Tunisia	6.8	0.09	7.7	0.11	216.2	2.98	246.7	3.66
Uruguay	6.0	0.07	5.8	0.07	225.4	2.91	215.7	2.91
WEI-SPS median	**5.6**		**5.8**		**210.4**		**215.7**	

Source: WEI-SPS database.

TABLE A6.11

ANNUAL NUMBER OF HOURS FOR READING AND MATHEMATICS INSTRUCTION, BY SCHOOL LOCATION / Results based on reports by mathematics and reading teachers, given in proportion to the number of primary pupils taught by these teachers

	Village schools				City/town schools			
	Mathematics		Reading		Mathematics		Reading	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	203.4	9.76	193.3	8.91	196.8	3.96	197.1	4.02
Brazil	248.4	15.43	242.8	11.35	272.3	12.47	280.2	7.68
Chile	223.8	11.11	230.4	12.32	221.5	3.24	226.0	3.16
India	164.6	4.38	172.7	4.06	171.2	5.40	180.5	5.74
Malaysia	177.6	5.57	245.3	7.54	206.4	7.04	254.1	5.66
Paraguay	141.9	2.83	139.5	2.75	196.1	3.21	193.5	3.47
Peru	195.8	5.08	197.6	5.00	218.7	3.16	213.8	3.57
Philippines	252.7	7.84	254.0	8.00	392.8	21.67	333.2	15.16
Sri Lanka	198.0	2.31	196.4	2.25	197.8	1.80	195.7	1.25
Tunisia	201.8	4.69	233.8	6.01	227.0	3.92	257.3	5.00
Uruguay	235.5	8.13	221.9	8.38	223.8	3.11	214.7	3.10
WEI-SPS median	**201.8**		**221.9**		**218.7**		**214.7**	

Source: WEI-SPS database.

TABLE A6.12

PERCENTAGE OF GRADE 4 PUPILS WHO SHARED TEXTBOOKS FOR READING/LANGUAGE INSTRUCTION / Results based on reports by reading teachers, given in proportion to the number of primary pupils taught by these teachers

	Do not use textbooks		Textbooks not available		4 or more pupils share a textbook		3 pupils share a textbook		2 pupils share a textbook		All or nearly all have a textbook	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	10.8	0.98	12.5	0.95	10.8	0.89	5.0	0.62	7.7	0.83	53.0	1.51
Brazil	6.1	0.82	2.7	0.66	4.5	1.04	2.2	0.47	6.0	0.94	78.3	1.75
Chile	0.4	0.12	0.1	0.10	0.8	0.36	0.2	0.18	1.2	0.42	97.2	0.63
India	0.7	0.32	0.0	0.00	m		m		0.1	0.06	99.0	0.37
Malaysia	0.5	0.25	0.3	0.04	0.8	0.39	0.9	0.38	1.1	0.38	96.4	0.73
Paraguay	7.5	1.02	12.6	1.08	16.5	1.23	9.0	1.07	13.4	1.18	40.8	1.62
Peru	0.9	0.31	3.1	0.78	1.3	0.48	1.1	0.39	7.1	0.95	86.5	1.40
Philippines	0.1	0.05	2.7	0.62	9.8	1.48	8.7	1.11	26.9	2.03	51.9	2.46
Sri Lanka	m		0.3	0.25	0.4	0.25	0.4	0.27	0.3	0.19	98.6	0.47
Tunisia	0.3	0.16	0.1	0.08	0.2	0.14	0.6	0.27	2.4	0.67	96.4	0.77
Uruguay	7.9	0.86	2.0	0.49	3.7	0.60	4.0	0.62	3.4	0.58	79.1	1.30
WEI-SPS median	**0.8**		**2.0**		**2.5**		**1.7**		**3.4**		**86.5**	

Source: WEI-SPS database.

TABLE A6.13 PERCENTAGE OF GRADE 4 PUPILS WHO SHARED TEXTBOOKS FOR MATHEMATICS INSTRUCTION / Results based on reports by mathematics teachers, given in proportion to the number of primary pupils taught by these teachers

	Do not use textbooks		Textbooks not available		4 or more pupils share a textbook		3 pupils share a textbook		2 pupils share a textbook		All or nearly all have a textbook	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	34.7	1.48	17.8	1.13	7.8	0.78	2.1	0.43	4.4	0.65	32.7	1.50
Brazil	7.1	0.94	3.7	0.77	4.6	0.99	2.2	0.48	5.3	0.87	76.8	1.78
Chile	0.8	0.21	0.3	0.16	0.6	0.35	0.6	0.29	1.6	0.55	96.0	0.77
India	0.5	0.20	0.0	0.02	0.1	0.07	m		0.4	0.18	97.9	0.62
Malaysia	1.3	0.54	0.7	0.41	0.6	0.38	0.8	0.44	0.8	0.41	95.6	0.95
Paraguay	22.4	1.50	18.7	1.40	11.2	1.12	6.4	0.72	9.9	1.09	31.3	1.52
Peru	1.7	0.48	4.3	0.85	1.7	0.63	0.4	0.25	7.2	1.06	84.7	1.50
Philippines	0.5	0.22	4.3	1.21	10.1	1.41	9.7	1.20	24.8	2.03	50.6	2.60
Sri Lanka	m		0.3	0.28	0.4	0.25	0.3	0.19	1.0	0.37	97.8	0.58
Tunisia	0.9	0.32	0.3	0.17	0.3	0.25	0.1	0.10	1.4	0.40	96.9	0.63
Uruguay	8.7	0.91	1.3	0.39	3.9	0.61	1.6	0.34	3.3	0.56	81.1	1.22
WEI-SPS median	**1.5**		**1.3**		**1.7**		**1.2**		**3.3**		**84.7**	

Source: WEI-SPS database.

TABLE A6.14 PERCENTAGE OF GRADE 4 PUPILS WITH ACCESS TO BASIC CLASSROOM RESOURCES / Results based on reports by mathematics teachers, given in proportion to the number of primary pupils taught by mathematics teachers

	Book corner in classroom		Dictionary		Teacher guide for reading/language		Teacher guide for mathematics		School library		% of pupils able to take books home	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	46.0	1.87	97.2	0.61	84.2	1.28	85.6	1.22	86.5	1.14	83.2	1.20
Brazil	53.8	2.23	97.1	0.87	92.1	1.11	91.7	1.14	65.2	2.10	88.0	1.43
Chile	57.4	2.38	97.5	0.59	98.5	0.41	97.5	0.58	84.2	1.66	90.4	1.32
India	61.8	3.49	82.9	2.35	83.4	2.49	79.4	2.64	71.9	2.69	81.7	1.56
Malaysia	86.6	1.35	98.0	0.49	98.5	0.41	98.1	0.54	96.8	0.65	96.4	0.74
Paraguay	64.0	1.68	95.3	0.77	91.2	1.05	89.1	1.06	54.4	1.73	57.0	1.70
Peru	74.5	1.80	96.8	0.64	94.0	0.91	92.7	0.99	71.3	1.70	66.8	1.86
Philippines	75.4	1.85	86.5	1.50	93.3	1.04	94.7	0.93	62.6	2.20	90.5	1.85
Sri Lanka	84.4	1.56	50.8	2.74	93.5	1.23	94.1	1.23	84.6	1.98	90.5	1.52
Tunisia	45.3	2.16	83.8	1.49	92.0	1.00	93.1	0.92	61.3	2.04	67.9	1.76
Uruguay	65.4	1.68	98.1	0.43	92.5	0.82	92.6	0.81	93.3	0.78	82.8	1.19
WEI-SPS median	**64.0**		**96.8**		**92.5**		**92.7**		**71.9**		**83.2**	

Source: WEI-SPS database.

TABLE A6.15 INDEX OF *CLASSROOM RESOURCES*, BY SCHOOL LOCATION

	Village schools		City/town schools	
	Index	SE	Index	SE
Argentina	3.27	0.116	3.33	0.051
Brazil	3.51	0.173	3.94	0.048
Chile	3.99	0.184	4.09	0.050
India	3.42	0.132	3.41	0.107
Malaysia	3.92	0.086	4.03	0.062
Paraguay	3.46	0.063	4.21	0.052
Peru	4.08	0.059	4.29	0.051
Philippines	3.56	0.084	3.96	0.087
Sri Lanka	3.75	0.065	4.09	0.084
Tunisia	3.36	0.080	3.27	0.077
Uruguay	4.52	0.083	4.24	0.036
WEI-SPS median	**3.56**		**4.03**	

Source: WEI-SPS database.

CHAPTER 7

TABLE A7.1 EXPENDITURE ON TEACHER COMPENSATION AS A PERCENTAGE OF CURRENT TOTAL PRIMARY SCHOOL EXPENDITURE

	Teacher compensation as a % of total expenditure
Argentina	88.2
Brazil	70.9
Chile	80.9
India	87.9
Malaysia	74.9
Paraguay	m
Peru	92.8
Philippines	94.5
Sri Lanka	m
Tunisia	m
Uruguay	67.2
WEI-SPS mean	**82.2**

Source: UIS database, 2006.

TABLE A7.2 BACKGROUND CHARACTERISTICS OF GRADE 4 TEACHERS

	Age (years)		Sex (female)		Years as teacher		Years teaching Grade 4		Years in current school	
	Mean	SE	%	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	40.5	0.24	92.5	0.71	14.6	0.25	3.8	0.10	9.0	0.21
Brazil	38.8	0.36	91.7	1.10	14.5	0.33	6.5	0.25	7.0	0.26
Chile	45.3	0.37	85.8	1.29	19.7	0.42	5.7	0.25	11.4	0.38
India	38.3	0.51	44.8	2.60	9.9	0.31	5.3	0.20	7.5	0.25
Malaysia	34.8	0.36	63.0	1.95	11.6	0.36	3.8	0.15	5.6	0.20
Paraguay	34.3	0.24	71.1	1.36	11.0	0.20	3.5	0.08	8.4	0.16
Peru	40.0	0.28	62.0	1.69	14.2	0.24	3.8	0.12	8.2	0.20
Philippines	39.6	0.47	84.2	1.64	13.2	0.45	6.9	0.39	10.0	0.38
Sri Lanka	40.8	0.34	86.3	1.47	13.9	0.39	3.1	0.14	7.9	0.29
Tunisia	37.8	0.29	60.1	1.52	15.4	0.30	3.8	0.12	6.4	0.23
Uruguay	39.9	0.34	94.5	0.76	15.8	0.34	4.8	0.17	7.3	0.23
WEI-SPS median	**39.6**		**84.2**		**14.2**		**3.8**		**7.9**	

Source: WEI-SPS database.

TABLE A7.3 PERCENTAGE OF GRADE 4 PUPILS BY GENDER OF THEIR TEACHER AND SCHOOL LOCATION

	Male teachers				Female teachers			
	Village teachers		City/town teachers		Village teachers		City/town teachers	
	%	SE	%	SE	%	SE	%	SE
Argentina	16.5	2.75	5.9	0.70	83.5	2.75	94.1	0.70
Brazil	17.3	3.42	5.5	0.83	82.7	3.42	94.5	0.83
Chile	18.3	5.48	13.5	1.32	81.7	5.48	86.5	1.32
India	67.0	3.35	38.8	3.48	33.0	3.35	61.2	3.48
Malaysia	48.3	3.71	30.5	2.26	51.7	3.71	69.5	2.26
Paraguay	46.7	2.47	15.8	1.40	53.3	2.47	84.2	1.40
Peru	56.6	3.25	26.9	1.93	43.4	3.25	73.1	1.93
Philippines	16.5	2.51	15.0	2.08	83.5	2.51	85.1	2.08
Sri Lanka	18.4	2.23	7.4	1.59	81.6	2.23	92.6	1.59
Tunisia	56.6	2.81	28.1	2.08	43.4	2.81	71.9	2.08
Uruguay	10.7	3.22	4.8	0.73	89.3	3.22	95.2	0.73
WEI-SPS median	**18.4**		**35.7**		**48.0**		**64.3**	

Source: WEI-SPS database.

TABLE A7.4 WORKLOAD OF TEACHERS WORKING AT ONE SCHOOL ONLY, IN HOURS PER WEEK

	Hours teaching at the current school		Hours preparing lessons and marking homework		Total hours per week		Hours of tutoring	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	21.2	0.28	12.1	0.25	33.3	0.40	m	
Brazil	24.1	0.60	8.8	0.27	32.8	0.67	3.8	0.39
Chile	30.7	0.36	10.1	0.47	41.0	0.62	2.7	0.17
India	21.7	0.61	7.1	0.37	28.9	0.73	4.7	0.24
Malaysia	14.3	0.17	11.0	0.26	25.3	0.31	3.0	0.14
Paraguay	27.0	0.28	6.2	0.18	33.1	0.34	1.8	0.10
Peru	24.0	0.18	11.5	0.23	35.6	0.30	3.5	0.19
Philippines	30.8	0.27	10.0	0.35	40.8	0.46	3.8	0.17
Sri Lanka	22.0	0.39	6.2	0.53	28.2	0.72	4.2	0.23
Tunisia	23.2	0.11	16.0	0.30	39.0	0.33	1.9	0.11
Uruguay	22.2	0.33	12.9	0.28	35.0	0.42	3.4	0.19
WEI-SPS median	**23.2**		**10.1**		**33.3**		**3.5**	

Source: WEI-SPS database.

TABLE A7.5 WORKLOAD OF TEACHERS WORKING AT MORE THAN ONE SCHOOL, IN HOURS PER WEEK

	Hours teaching at all schools		Hours preparing lessons and marking homework		Total hours per week		Hours of tutoring	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	35.0	0.7	11.9	0.45	47.03	0.87	m	
Brazil	38.1	1.1	8.8	0.49	46.05	0.83	3.5	0.31
Chile	m		8.5	0.78	m		1.6	0.22
India	m		5.5	0.68	m		4.1	0.59
Malaysia	m		7.8	1.40	m		1.4	0.65
Paraguay	34.3	0.6	5.9	0.44	40.24	0.80	1.4	0.17
Peru	43.9	2.2	15.2	2.31	59.16	3.46	2.6	0.37
Philippines	40.7	2.77	7.7	1.05	48.43	2.73	4.2	0.81
Sri Lanka	m		4.5	0.86	m		4.1	0.65
Tunisia	m		17.1	2.35	m		2.9	1.13
Uruguay	37.5	0.37	11.6	0.32	49.07	0.53	2.9	0.25
WEI-SPS median	**37.8**		**8.5**		**47.7**		**2.9**	

Source: WEI-SPS database.

TABLE A7.6 PERCENTAGE OF GRADE 4 PUPILS BY WORKLOAD OF THEIR TEACHER

	Working at more than one school		Working at one school only	
	%	SE	%	SE
Argentina	24.2	1.29	75.8	1.29
Brazil	28.6	1.84	71.4	1.84
Chile	10.1	1.21	89.9	1.21
India	9.2	1.73	90.8	1.73
Malaysia	1.1	0.41	98.9	0.41
Paraguay	8.0	0.81	92.0	0.81
Peru	2.7	0.45	97.3	0.45
Philippines	1.8	0.49	98.2	0.49
Sri Lanka	3.6	0.92	96.4	0.92
Tunisia	2.7	0.56	97.3	0.56
Uruguay	24.5	1.23	75.5	1.23
WEI-SPS median	**8.0**		**92.0**	

Source: WEI-SPS database.

TABLE A7.7 PERCENTAGE OF TIME SPENT ON SELECTED CLASSROOM ACTIVITIES DURING A TYPICAL LESSON

	Settling pupils down at the beginning of the lesson and dealing with disruptions		Reviewing homework		Demonstrating and explaining topics to the whole class		Managing question and answer sessions		Listening to recitations	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	7.7	0.28	9.3	0.15	22.5	0.32	10.4	0.17	9.7	0.21
Brazil	5.8	0.20	10.4	0.26	23.4	0.50	10.0	0.21	7.9	0.26
Chile	6.0	0.18	8.7	0.23	22.5	0.51	12.3	0.28	10.2	0.39
India	6.1	0.16	10.8	0.24	28.1	0.78	10.6	0.27	6.9	0.24
Malaysia	6.7	0.15	10.0	0.25	23.6	0.46	10.6	0.18	7.6	0.16
Paraguay	6.8	0.15	11.6	0.22	22.6	0.38	9.8	0.15	6.9	0.14
Peru	5.4	0.19	10.3	0.26	27.5	0.61	11.0	0.24	6.1	0.16
Philippines	6.1	0.18	7.4	0.16	24.7	0.56	12.8	0.26	10.1	0.17
Sri Lanka	4.3	0.13	8.3	0.22	16.8	0.55	10.9	0.24	11.7	0.22
Tunisia	4.7	0.13	7.3	0.22	18.7	0.58	12.5	0.38	5.7	0.14
Uruguay	8.3	0.26	7.4	0.17	22.8	0.41	10.8	0.26	2.1	0.13
WEI-SPS median	**6.1**		**9.3**		**22.8**		**10.8**		**7.6**	

	Working with individual pupils		Working with groups of pupils		Giving homework		Having pupils do class work		Other	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	9.8	0.16	9.8	0.21	5.9	0.10	10.9	0.19	4.0	0.13
Brazil	11.2	0.27	8.4	0.22	7.0	0.19	11.4	0.34	4.5	0.33
Chile	9.5	0.25	10.9	0.30	5.4	0.15	12.3	0.48	2.5	0.30
India	6.9	0.17	9.5	0.35	7.6	0.26	9.2	0.24	4.5	0.23
Malaysia	9.9	0.19	10.0	0.18	7.6	0.16	9.5	0.21	4.3	0.15
Paraguay	9.4	0.19	10.8	0.19	7.2	0.12	10.2	0.17	4.7	0.14
Peru	8.5	0.20	12.3	0.30	6.4	0.14	8.9	0.23	3.4	0.16
Philippines	9.1	0.19	9.8	0.21	5.9	0.11	9.6	0.22	4.6	0.17
Sri Lanka	11.0	0.27	13.3	0.32	6.1	0.14	13.4	0.41	4.2	0.20
Tunisia	12.1	0.32	15.5	0.39	5.7	0.14	13.9	0.39	4.1	0.21
Uruguay	11.7	0.26	13.2	0.31	5.3	0.10	11.8	0.21	6.8	0.30
WEI-SPS median	**9.8**		**10.8**		**6.1**		**10.9**		**4.3**	

Source: WEI-SPS database.

TABLE A7.8 PERCENTAGE OF PUPILS WHOSE TEACHERS REPORTED TEACHER-CENTRED TEACHING PRACTICES

	Start with a new topic after all previous steps have been understood						Use examples to clarify the subject matter of the lesson					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.1	0.29	13.3	1.02	85.7	1.06	0.3	0.14	5.9	0.67	93.8	0.69
Brazil	2.9	1.52	17.4	1.55	79.7	1.91	0.1	0.06	8.7	1.10	91.2	1.10
Chile	1.3	0.50	11.0	1.24	87.7	1.33	m		2.5	0.56	97.5	0.56
India	1.9	0.59	15.1	1.76	82.9	1.98	1.0	0.33	16.3	1.57	82.7	1.67
Malaysia	1.5	0.52	37.8	2.05	60.7	2.06	0.4	0.23	11.9	1.23	87.7	1.24
Paraguay	1.0	0.28	20.8	1.35	78.2	1.36	m		9.2	0.98	90.8	0.98
Peru	1.3	0.38	19.6	1.42	79.2	1.47	m		12.7	1.24	87.3	1.24
Philippines	2.3	0.62	23.3	1.70	74.5	1.81	m		6.0	0.99	94.0	0.99
Sri Lanka	2.0	0.75	35.2	2.42	62.8	2.45	0.1	0.08	6.7	1.18	93.2	1.18
Tunisia	1.1	0.34	9.9	1.24	89.0	1.27	0.3	0.18	18.7	1.54	80.9	1.56
Uruguay	1.8	0.46	28.0	1.52	70.2	1.56	0.4	0.33	10.8	1.07	88.8	1.09
WEI-SPS median	**1.5**		**19.6**		**79.2**		**0.3**		**9.2**		**90.8**	

	Check regularly whether or not the subject matter has been understood						See that assignments can be carried out correctly by almost all pupils					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	0.2	0.14	5.5	0.60	94.3	0.61	0.6	0.23	8.8	0.85	90.6	0.87
Brazil	0.1	0.05	7.4	1.01	92.5	1.01	0.2	0.11	8.7	1.02	91.2	1.02
Chile	0.1	0.12	7.5	1.03	92.4	1.05	0.1	0.12	13.7	1.31	86.2	1.31
India	0.8	0.31	11.0	1.71	88.2	1.77	0.9	0.35	10.6	1.50	88.5	1.50
Malaysia	0.4	0.22	12.1	1.30	87.5	1.30	0.1	0.06	18.4	1.42	81.5	1.42
Paraguay	0.3	0.14	17.5	1.20	82.2	1.21	0.5	0.24	18.1	1.25	81.5	1.28
Peru	m		15.8	1.26	84.2	1.26	1.0	0.30	22.1	1.43	76.9	1.45
Philippines	0.9	0.53	10.6	1.38	88.5	1.40	m		18.2	1.66	81.8	1.66
Sri Lanka	0.2	0.21	7.0	1.11	92.8	1.12	0.1	0.07	15.7	1.83	84.3	1.83
Tunisia	2.6	0.58	24.7	1.58	72.7	1.65	13.0	1.42	27.7	1.81	59.3	1.93
Uruguay	0.3	0.15	17.9	1.25	81.8	1.26	2.1	0.54	17.7	1.26	80.1	1.36
WEI-SPS median	**0.3**		**11.0**		**88.2**		**0.6**		**17.7**		**81.8**	

	When pupils are working on assignments, walk around and check their work						When pupils are working individually, provide extra explanations to pupils who need it					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	0.6	0.21	14.8	0.98	84.6	0.99	0.2	0.10	9.6	0.86	90.2	0.86
Brazil	m		7.3	0.99	92.7	0.99	0.2	0.12	10.3	1.72	89.5	1.72
Chile	0.1	0.08	3.7	0.60	96.2	0.61	m		6.8	0.96	93.2	0.96
India	1.5	0.52	10.2	1.24	88.3	1.43	2.4	0.59	27.8	1.87	69.9	1.96
Malaysia	0.4	0.13	16.1	1.34	83.5	1.35	0.3	0.24	18.1	1.49	81.6	1.51
Paraguay	0.5	0.21	10.3	0.95	89.2	0.96	0.1	0.12	9.9	0.90	90.0	0.89
Peru	0.4	0.22	10.2	1.10	89.5	1.11	0.1	0.08	14.8	1.13	85.1	1.13
Philippines	1.6	0.51	20.5	1.70	77.9	1.75	0.1	0.09	22.5	1.64	77.4	1.64
Sri Lanka	0.2	0.15	4.0	0.84	95.8	0.86	0.2	0.17	10.6	1.32	89.2	1.33
Tunisia	2.1	0.66	9.7	1.09	88.3	1.27	3.0	0.57	23.1	1.53	73.9	1.54
Uruguay	2.7	0.51	31.5	1.46	65.7	1.45	0.3	0.16	15.3	1.18	84.4	1.17
WEI-SPS median	**0.6**		**10.2**		**88.3**		**0.2**		**14.8**		**85.1**	

Source: WEI-SPS database.

TABLE A7.9 PERCENTAGE OF PUPILS WHOSE TEACHERS REPORTED STRONGLY-STRUCTURED TEACHING PRACTICES

	At the beginning, present a short summary of the previous lesson						Explain the aims of a lesson at the beginning of the lesson					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.0	0.27	38.2	1.41	60.8	1.43	16.7	1.14	50.1	1.56	33.2	1.41
Brazil	2.0	0.53	44.6	2.10	53.4	2.09	2.1	0.45	24.4	1.94	73.5	1.93
Chile	0.3	0.19	13.6	1.36	86.1	1.39	1.3	0.44	23.1	1.71	75.6	1.72
India	1.2	0.44	26.7	1.88	72.1	2.01	1.4	0.38	13.1	1.67	85.5	1.73
Malaysia	0.4	0.19	37.9	2.03	61.7	2.05	7.1	1.09	47.6	2.13	45.3	2.01
Paraguay	0.6	0.29	39.8	1.62	59.6	1.63	6.3	0.75	31.2	1.56	62.5	1.65
Peru	1.7	0.46	37.0	1.66	61.3	1.71	6.5	0.92	35.2	1.71	58.3	1.84
Philippines	0.5	0.43	20.1	1.57	79.4	1.62	6.1	0.97	41.7	2.09	52.1	2.06
Sri Lanka	0.1	0.09	18.5	1.75	81.4	1.75	3.5	0.84	23.2	2.11	73.3	2.22
Tunisia	9.2	1.09	39.3	1.86	51.5	1.98	48.3	1.97	37.5	2.00	14.3	1.43
Uruguay	5.7	0.78	54.7	1.78	39.6	1.71	11.7	1.12	52.2	1.73	36.2	1.68
WEI-SPS median	**1.0**		**37.9**		**61.3**		**6.3**		**35.2**		**58.3**	

	Give a summary of the contents taught						Provide pupils ample opportunity to practice newly taught subject					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	3.8	0.50	37.8	1.52	58.4	1.57	0.3	0.15	12.6	0.89	87.1	0.90
Brazil	4.0	0.73	40.7	2.02	55.3	2.10	1.0	0.31	22.9	2.00	76.1	2.00
Chile	0.5	0.23	23.2	1.77	76.3	1.79	0.1	0.09	15.8	1.48	84.1	1.48
India	2.1	0.63	19.4	2.18	78.5	2.36	1.2	0.43	14.0	1.61	84.8	1.71
Malaysia	1.1	0.39	34.0	1.99	64.9	1.97	1.0	0.40	31.5	1.84	67.6	1.92
Paraguay	2.1	0.42	33.8	1.62	64.1	1.67	0.4	0.17	30.3	1.53	69.3	1.53
Peru	1.2	0.30	25.1	1.57	73.7	1.59	0.5	0.19	24.0	1.47	75.5	1.48
Philippines	1.6	0.66	25.9	1.82	72.4	1.91	0.4	0.23	30.0	2.00	69.6	2.01
Sri Lanka	0.3	0.27	12.9	1.53	86.8	1.53	0.1	0.11	15.7	1.65	84.2	1.66
Tunisia	15.4	1.39	47.6	2.02	37.0	1.92	2.1	0.50	30.2	1.71	67.8	1.74
Uruguay	5.2	0.70	48.9	1.64	45.9	1.59	0.4	0.16	35.2	1.64	64.4	1.63
WEI-SPS median	**2.1**		**33.8**		**64.9**		**0.4**		**24.0**		**75.5**	

Source: WEI-SPS database.

TABLE A7.10 PERCENTAGE OF PUPILS WHOSE TEACHERS REPORTED PUPIL-CENTRED TEACHING PRACTICES

	Ask pupils to summarize out loud what I have explained						Ask pupils first how they think of dealing with the assignment					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	3.4	0.60	50.4	1.46	46.2	1.51	7.0	0.72	57.3	1.49	35.7	1.46
Brazil	4.5	0.77	50.9	2.13	44.6	2.10	13.8	1.75	55.6	2.18	30.7	1.98
Chile	1.2	0.39	41.5	1.97	57.4	2.01	3.9	0.85	51.0	1.99	45.2	2.00
India	7.6	1.23	35.5	2.23	56.9	2.42	2.3	0.57	30.4	2.03	67.4	2.06
Malaysia	2.1	0.52	53.5	2.10	44.4	2.08	0.9	0.43	24.1	1.67	75.0	1.69
Paraguay	2.0	0.47	51.0	1.72	47.0	1.74	3.0	0.50	52.6	1.66	44.4	1.71
Peru	4.2	0.81	44.8	1.74	51.0	1.76	3.5	0.70	40.4	1.79	56.0	1.84
Philippines	3.3	0.70	48.3	2.13	48.5	2.15	1.6	0.49	37.9	2.10	60.6	2.11
Sri Lanka	7.3	1.16	53.2	2.35	39.5	2.44	1.6	0.55	34.4	2.24	64.1	2.29
Tunisia	13.6	1.28	62.2	1.70	24.3	1.56	28.9	1.67	48.9	1.94	22.2	1.60
Uruguay	9.4	0.95	56.2	1.63	34.4	1.59	7.7	0.92	60.8	1.54	31.6	1.50
WEI-SPS median	**4.2**		**50.9**		**46.2**		**3.5**		**48.9**		**45.2**	

	Offer pupils the opportunity to compare different strategies to solve problems						Ask first about the way pupils has tackled the assignment before providing feedback					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.3	0.28	30.8	1.37	68.0	1.37	7.2	0.73	59.1	1.44	33.7	1.40
Brazil	1.3	0.38	32.2	2.09	66.5	2.11	4.9	0.81	45.9	2.20	49.1	2.19
Chile	0.4	0.25	24.3	1.69	75.3	1.71	2.8	0.64	43.6	1.89	53.6	1.89
India	2.5	0.56	32.2	2.13	65.4	2.15	3.7	0.81	31.7	2.28	64.6	2.26
Malaysia	2.8	0.67	57.8	1.91	39.3	1.89	0.8	0.24	42.3	1.76	56.9	1.78
Paraguay	1.1	0.31	29.5	1.54	69.4	1.57	3.2	0.54	55.5	1.67	41.3	1.65
Peru	1.7	0.45	36.8	1.76	61.5	1.76	2.6	0.70	50.2	1.81	47.2	1.82
Philippines	1.3	0.34	39.5	1.91	59.2	1.91	1.8	0.38	55.0	2.23	43.2	2.23
Sri Lanka	0.9	0.34	29.7	2.27	69.5	2.28	0.9	0.48	20.9	1.88	78.1	1.94
Tunisia	3.8	0.69	40.8	1.78	55.4	1.84	7.5	0.92	47.5	1.82	45.1	1.78
Uruguay	0.2	0.11	23.2	1.42	76.6	1.41	3.1	0.50	59.3	1.58	37.6	1.60
WEI-SPS median	**1.3**		**32.2**		**66.5**		**3.1**		**47.5**		**47.2**	

Source: WEI-SPS database.

TABLE A7.11 INDEX OF *TEACHING PRACTICES*

	Teacher-centered		Strongly-structured		Pupil-centered	
	Mean	SE	Mean	SE	Mean	SE
Argentina	2.89	0.009	2.55	0.010	2.41	0.010
Brazil	2.89	0.008	2.62	0.015	2.42	0.019
Chile	2.92	0.006	2.80	0.011	2.56	0.015
India	2.82	0.013	2.79	0.016	2.59	0.018
Malaysia	2.80	0.009	2.58	0.014	2.52	0.013
Paraguay	2.85	0.006	2.62	0.011	2.48	0.013
Peru	2.83	0.008	2.65	0.012	2.51	0.015
Philippines	2.82	0.009	2.66	0.015	2.51	0.016
Sri Lanka	2.86	0.009	2.80	0.011	2.60	0.016
Tunisia	2.74	0.010	2.24	0.014	2.24	0.014
Uruguay	2.77	0.007	2.41	0.011	2.40	0.011
WEI-SPS mean	**2.83**		**2.61**		**2.48**	

Source: WEI-SPS database.

TABLE A7.12 TEACHER-CENTRED FACTOR LOADINGS

	Start with a new topic after all previous steps have been understood	Use examples to clarify the subject matter of the lesson	Check regularly whether or not the subject matter has been understood	See that assignments can be carried out correctly by almost all pupils	When pupils are working on assignments walk around and check their work	When pupils are working individually provide extra explanations to the students who need it	Reliability
Argentina	0.418	0.607	0.601	0.557	0.537	0.639	0.547
Brazil	0.571	0.308	0.594	0.581	0.528	0.653	0.489
Chile	0.560	0.370	0.565	0.553	0.566	0.482	0.424
India	0.678	0.552	0.629	0.704	0.671	0.495	0.675
Malaysia	0.470	0.513	0.592	0.622	0.654	0.655	0.519
Paraguay	0.393	0.491	0.541	0.563	0.576	0.581	0.470
Peru	0.536	0.571	0.630	0.543	0.644	0.613	0.601
Philippines	0.344	0.502	0.405	0.636	0.605	0.661	0.511
Sri Lanka	0.428	0.497	0.524	0.551	0.629	0.661	0.493
Tunisia	0.402	0.442	0.472	0.664	0.659	0.580	0.477
Uruguay	0.458	0.398	0.489	0.630	0.481	0.619	0.469

Source: WEI-SPS database.

TABLE A7.13 STRONGLY-STRUCTURED FACTOR LOADINGS

	At the beginning, present a short summary of the previous lesson	Explain the aims of a lesson at the beginning of the lesson	Give a summary of the contents taught	Provide pupils ample opportunity to practice newly taught subject	Reliability
Argentina	0.690	0.612	0.693	0.463	0.437
Brazil	0.659	0.591	0.665	0.708	0.543
Chile	0.648	0.661	0.644	0.450	0.366
India	0.626	0.701	0.716	0.687	0.605
Malaysia	0.559	0.600	0.726	0.697	0.529
Paraguay	0.588	0.532	0.661	0.643	0.415
Peru	0.636	0.642	0.592	0.587	0.439
Philippines	0.672	0.637	0.717	0.617	0.543
Sri Lanka	0.691	0.424	0.622	0.502	0.278
Tunisia	0.713	0.538	0.718	0.282	0.401
Uruguay	0.652	0.471	0.696	0.519	0.369

Source: WEI-SPS database.

TABLE A7.14 PUPIL-CENTRED FACTOR LOADINGS

	Ask pupils to summarize out loud what I have explained	Ask pupils first how they think of dealing with the assignment	Offer pupils the opportunity to compare different strategies to solve problems	Ask first about the way pupils has tackled the assignment before providing feedback	Reliability
Argentina	0.582	0.692	0.681	0.676	0.574
Brazil	0.635	0.719	0.676	0.732	0.632
Chile	0.516	0.735	0.702	0.772	0.646
India	0.645	0.736	0.702	0.700	0.637
Malaysia	0.621	0.673	0.744	0.689	0.636
Paraguay	0.574	0.742	0.633	0.734	0.608
Peru	0.567	0.747	0.713	0.732	0.645
Philippines	0.640	0.728	0.705	0.749	0.679
Sri Lanka	0.488	0.697	0.683	0.673	0.500
Tunisia	0.539	0.698	0.590	0.678	0.531
Uruguay	0.276	0.756	0.675	0.709	0.468

Source: WEI-SPS database.

TABLE A7.15 PERCENTAGE OF PUPILS WHOSE TEACHERS ENGAGED IN ACTIVE LEARNING APPROACHES

	Pupils work on problems for which they cannot use a standard solution						Pupils explain how they have gone about solving a problem					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	13.9	0.99	66.0	1.44	20.1	1.27	2.1	0.40	39.5	1.47	58.5	1.47
Brazil	9.1	1.14	63.2	1.91	27.8	1.77	4.4	0.74	50.2	2.18	45.4	2.17
Chile	30.9	1.88	54.6	1.99	14.5	1.46	0.2	0.18	23.9	1.72	75.9	1.72
India	13.2	1.61	51.5	2.49	35.4	1.90	9.9	1.37	51.6	2.24	38.6	1.98
Malaysia	5.4	0.99	68.0	1.80	26.7	1.70	3.8	0.74	62.4	1.89	33.8	1.81
Paraguay	22.9	1.46	62.5	1.68	14.7	1.14	3.1	0.53	52.3	1.66	44.7	1.65
Peru	16.3	1.37	67.1	1.64	16.6	1.28	1.7	0.49	43.2	1.82	55.1	1.87
Philippines	10.1	1.26	75.9	1.92	13.9	1.59	2.9	0.56	63.8	1.88	33.3	1.88
Sri Lanka	6.4	1.11	68.4	2.40	25.2	2.26	2.3	0.81	51.7	2.39	46.0	2.43
Tunisia	24.3	1.67	60.8	1.99	14.9	1.32	4.0	0.75	42.2	1.79	53.9	1.88
Uruguay	16.8	1.22	71.2	1.60	12.0	1.17	0.6	0.21	37.6	1.73	61.8	1.75
WEI-SPS median	**13.9**		**66.0**		**16.6**		**2.9**		**50.2**		**46.0**	

	Pupils prepare projects or posters to be shown to the class						Pupils are involved in planning what will be done in some lessons					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	14.8	1.07	74.4	1.21	10.7	0.80	48.0	1.64	47.9	1.63	4.1	0.66
Brazil	7.2	0.95	65.2	1.95	27.7	1.82	33.3	2.04	53.4	2.16	13.4	1.39
Chile	4.7	0.85	68.8	1.76	26.5	1.69	28.6	1.66	60.3	1.80	11.1	1.18
India	20.8	2.12	54.8	2.14	24.4	2.36	11.4	1.42	63.5	2.24	25.1	1.71
Malaysia	26.8	1.84	65.4	1.94	7.8	1.19	18.6	1.58	56.2	2.08	25.2	1.81
Paraguay	13.8	1.11	66.6	1.59	19.6	1.31	21.8	1.44	62.5	1.60	15.7	1.22
Peru	14.7	1.26	63.8	1.63	21.5	1.41	16.7	1.36	63.4	1.72	19.9	1.46
Philippines	4.4	0.69	79.6	1.70	16.0	1.51	6.6	0.81	69.2	1.85	24.3	1.76
Sri Lanka	1.5	0.58	55.3	2.42	43.2	2.44	2.1	0.66	67.3	2.38	30.7	2.39
Tunisia	5.3	0.81	60.7	1.85	34.0	1.78	24.4	1.61	58.7	1.91	17.0	1.43
Uruguay	6.9	0.88	78.7	1.37	14.4	1.25	18.8	1.29	72.4	1.46	8.8	0.92
WEI-SPS median	**7.2**		**65.4**		**21.5**		**18.8**		**62.5**		**17.0**	

	Pupils explore interesting side aspects of the topic they learn						Pupils work on thought-provoking issues					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	11.7	0.97	70.5	1.34	17.8	1.14	7.6	0.78	61.6	1.52	30.8	1.41
Brazil	8.1	1.63	57.5	2.17	34.3	1.85	0.6	0.19	23.5	2.26	75.9	2.25
Chile	7.2	1.08	69.5	1.72	23.4	1.58	4.4	0.84	55.2	1.90	40.4	1.89
India	6.5	1.03	43.8	2.42	49.7	2.64	12.9	1.28	46.9	2.15	40.3	2.17
Malaysia	7.4	1.10	71.4	1.80	21.3	1.67	8.7	1.07	70.2	1.85	21.1	1.65
Paraguay	5.1	0.65	67.9	1.57	26.9	1.58	5.1	0.61	62.7	1.67	32.3	1.59
Peru	7.4	1.01	59.5	1.76	33.1	1.71	5.8	0.86	50.8	1.82	43.4	1.81
Philippines	2.8	0.60	60.3	2.04	37.0	2.03	9.1	1.12	73.0	1.83	17.9	1.59
Sri Lanka	3.0	0.63	62.0	2.49	35.1	2.44	3.5	0.89	53.8	2.43	42.7	2.40
Tunisia	10.3	1.21	60.8	1.96	29.0	1.88	7.8	1.07	61.3	1.87	31.0	1.76
Uruguay	6.6	0.81	65.3	1.47	28.1	1.43	4.1	0.66	55.1	1.64	40.8	1.70
WEI-SPS median	**7.2**		**62.0**		**29.0**		**5.8**		**55.2**		**40.3**	

Source: WEI-SPS database.

TABLE A7.16 PERCENTAGE OF PUPILS WHOSE TEACHERS ENGAGED IN GROUP WORK LEARNING APPROACHES

	Pupils assess each others work						Pupils work in groups on an assignment					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	12.8	0.99	65.4	1.34	21.8	1.18	4.2	0.61	72.5	1.43	23.2	1.35
Brazil	14.7	1.89	58.0	2.01	27.3	1.84	1.4	0.41	49.5	2.01	49.1	2.01
Chile	3.0	0.57	58.3	1.90	38.7	1.86	1.1	0.40	45.8	2.06	53.1	2.04
India	11.1	1.51	40.3	2.03	48.7	2.47	6.1	0.78	44.4	2.16	49.6	2.06
Malaysia	5.7	0.79	67.1	1.84	27.2	1.85	3.0	0.46	77.3	1.76	19.7	1.75
Paraguay	3.5	0.55	56.4	1.68	40.1	1.71	1.2	0.31	54.6	1.77	44.3	1.74
Peru	4.0	0.76	45.8	1.75	50.2	1.75	3.1	0.63	39.5	1.84	57.4	1.89
Philippines	3.8	0.73	63.1	2.19	33.1	2.14	5.8	0.84	73.7	1.79	20.5	1.68
Sri Lanka	1.7	0.57	41.3	2.42	57.0	2.47	m		25.9	2.26	74.1	2.26
Tunisia	6.8	0.88	50.6	1.95	42.7	1.85	4.8	0.83	59.3	1.98	35.9	1.89
Uruguay	7.7	0.90	68.1	1.55	24.2	1.41	1.4	0.38	73.1	1.44	25.5	1.44
WEI-SPS median	**5.7**		**58.0**		**38.7**		**3.1**		**54.6**		**44.3**	

	Pupils use available local materials						Pupils participate in question and answer sessions in mental arithmetic					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	11.1	0.92	60.0	1.52	28.9	1.50	4.6	0.56	63.4	1.47	31.9	1.45
Brazil	26.3	1.73	59.6	2.01	14.1	1.50	17.7	1.84	59.2	2.09	23.1	1.71
Chile	4.0	0.96	48.0	1.99	48.0	2.00	1.6	0.56	40.5	2.00	57.9	2.03
India	5.8	1.05	41.6	1.91	52.6	2.15	4.1	1.07	34.6	1.97	61.3	2.13
Malaysia	10.7	1.27	65.0	2.00	24.3	1.74	1.6	0.48	32.8	1.95	65.6	1.96
Paraguay	5.2	0.71	53.6	1.67	41.3	1.64	1.9	0.38	62.6	1.66	35.4	1.63
Peru	5.4	0.72	57.6	1.76	36.9	1.73	1.4	0.42	46.7	1.79	51.9	1.75
Philippines	3.8	0.65	66.4	1.85	29.9	1.81	0.6	0.21	52.6	2.11	46.9	2.11
Sri Lanka	0.2	0.11	36.8	2.25	63.0	2.24	6.5	1.29	45.9	2.46	47.7	2.50
Tunisia	3.1	0.59	57.3	1.97	39.6	2.01	8.5	0.99	53.9	2.01	37.7	1.88
Uruguay	7.8	0.85	70.6	1.49	21.6	1.41	5.9	0.85	73.3	1.44	20.8	1.31
WEI-SPS median	**5.4**		**57.6**		**36.9**		**4.1**		**52.6**		**46.9**	

Source: WEI-SPS database.

TABLE A7.17 PERCENTAGE OF PUPILS WHOSE TEACHERS ENGAGED IN ROTE REPETITION LEARNING APPROACHES

	The whole class repeats sentences						Pupils copy texts from the blackboard						Pupils recite or chant tables, formulae etc.					
	Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons		Never or almost never		In some lessons		In most lessons	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	67.2	1.34	28.9	1.33	3.9	0.57	11.1	0.98	71.0	1.39	17.9	1.19	35.8	1.49	50.2	1.54	14.0	1.04
Brazil	36.2	2.08	53.9	2.20	9.9	1.31	8.4	1.27	51.6	2.21	40.0	2.16	35.8	2.06	47.0	2.24	17.2	1.44
Chile	40.3	2.06	52.9	2.04	6.9	0.98	7.7	1.00	68.8	1.99	23.5	1.77	26.8	1.66	53.6	1.86	19.6	1.58
India	3.4	0.72	47.4	2.18	49.2	2.38	4.7	0.80	32.0	2.88	63.3	2.89	4.1	0.71	33.2	2.01	62.6	2.08
Malaysia	3.4	0.72	70.3	1.78	26.3	1.75	1.9	0.43	54.3	1.88	43.8	1.90	0.9	0.31	39.0	1.88	60.1	1.91
Paraguay	21.3	1.37	63.7	1.67	15.0	1.24	5.1	0.81	50.3	1.59	44.5	1.60	8.1	0.96	55.3	1.65	36.6	1.61
Peru	26.3	1.56	55.2	1.72	18.5	1.47	6.5	0.80	55.4	1.82	38.1	1.85	16.2	1.36	45.6	1.71	38.3	1.75
Philippines	6.3	0.95	76.8	1.73	16.9	1.69	8.0	1.14	72.7	1.76	19.4	1.69	3.5	0.61	78.1	1.62	18.4	1.56
Sri Lanka	3.7	0.80	61.0	2.21	35.3	2.23	0.9	0.43	53.4	2.49	45.8	2.50	2.2	0.61	70.6	2.29	27.2	2.26
Tunisia	26.1	1.72	62.6	1.87	11.3	1.20	4.2	0.81	64.2	1.86	31.6	1.76	20.4	1.63	63.6	1.77	16.0	1.38
Uruguay	87.9	1.04	11.9	1.04	0.3	0.13	11.2	1.09	77.8	1.40	11.0	0.96	58.7	1.68	38.1	1.67	3.2	0.63
WEI-SPS median	**26.1**		**55.2**		**15.0**		**6.5**		**55.4**		**38.1**		**16.2**		**50.2**		**19.6**	

Source: WEI-SPS database.

TABLE A7.18 INDEX OF *LEARNING APPROACHES*

	Active learning		Group work		Rote repetition	
	Mean	SE	Mean	SE	Mean	SE
Argentina	2.07	0.009	2.21	0.012	1.75	0.012
Brazil	2.27	0.017	2.32	0.015	1.96	0.018
Chile	2.20	0.013	2.51	0.015	1.92	0.018
India	2.24	0.019	2.53	0.019	2.54	0.019
Malaysia	2.11	0.015	2.37	0.013	2.41	0.014
Paraguay	2.14	0.012	2.43	0.012	2.21	0.014
Peru	2.21	0.015	2.56	0.014	2.15	0.019
Philippines	2.18	0.013	2.34	0.015	2.13	0.015
Sri Lanka	2.34	0.017	2.68	0.016	2.34	0.019
Tunisia	2.18	0.013	2.37	0.016	2.03	0.015
Uruguay	2.19	0.011	2.27	0.013	1.53	0.011
WEI-SPS mean	**2.19**		**2.42**		**2.09**	

Source: WEI-SPS database.

TABLE A7.19 ACTIVE LEARNING FACTOR LOADINGS

	Pupils work on problems for which they cannot use a standard solution	Pupils explain how they have gone about solving a problem	Pupils prepare projects or posters to be shown to the class	Pupils are involved in planning what will be done in some lessons	Pupils explore interesting side aspects of the topic they learn	Pupils work on thought-provoking issues	Reliability
Argentina	0.394	0.577	0.575	0.579	0.686	0.697	0.653
Brazil	0.513	0.708	0.541	0.589	0.698	0.632	0.666
Chile	0.238	0.451	0.681	0.661	0.733	0.680	0.564
India	0.582	0.673	0.575	0.632	0.674	0.637	0.695
Malaysia	0.552	0.573	0.642	0.567	0.759	0.730	0.691
Paraguay	0.383	0.638	0.645	0.622	0.680	0.701	0.671
Peru	0.549	0.596	0.560	0.662	0.733	0.744	0.713
Philippines	0.572	0.647	0.562	0.649	0.692	0.694	0.681
Sri Lanka	0.519	0.676	0.522	0.635	0.629	0.744	0.685
Tunisia	0.516	0.599	0.509	0.598	0.642	0.725	0.679
Uruguay	0.290	0.558	0.628	0.626	0.723	0.714	0.646

Source: WEI-SPS database.

TABLE A7.20 GROUP WORK FACTOR LOADINGS

	Pupils assess each other's work	Pupils work in groups on an assignment	Pupils cooperate in small groups in doing assignments	Pupils provide one another with explanations, ask each other questions and correct each other's work	Reliability
Argentina	0.572	0.818	0.799	0.728	0.682
Brazil	0.701	0.664	0.640	0.692	0.602
Chile	0.680	0.799	0.805	0.703	0.746
India	0.713	0.738	0.657	0.641	0.631
Malaysia	0.653	0.691	0.682	0.639	0.507
Paraguay	0.678	0.726	0.711	0.708	0.655
Peru	0.634	0.752	0.717	0.706	0.644
Philippines	0.652	0.688	0.650	0.681	0.577
Sri Lanka	0.569	0.739	0.708	0.587	0.542
Tunisia	0.640	0.779	0.783	0.679	0.704
Uruguay	0.613	0.812	0.821	0.812	0.761

Source: WEI-SPS database.

TABLE A7.21 ROTE REPETITION FACTOR LOADINGS

	The whole class repeats sentences	Pupils copy text from the blackboard	Pupils recite or chant tables, formulae, etc.	Reliability
Argentina	0.745	0.636	0.729	0.523
Brazil	0.730	0.628	0.772	0.512
Chile	0.818	0.725	0.713	0.614
India	0.740	0.697	0.654	0.461
Malaysia	0.736	0.700	0.621	0.371
Paraguay	0.762	0.574	0.738	0.450
Peru	0.765	0.681	0.765	0.583
Philippines	0.693	0.669	0.617	0.389
Sri Lanka	0.706	0.747	0.686	0.517
Tunisia	0.686	0.693	0.676	0.475
Uruguay	0.720	0.631	0.710	0.421

Source: WEI-SPS database.

TABLE A7.22 CORRELATION BETWEEN *GROUP WORK PUPIL LEARNING* AND SELECTED TEACHER AND CLASSROOM VARIABLES

	Social advantage of classroom intake		Number of classroom resource items		Percentage of pupils in the class who have repeated a grade		Number of years as a classroom teacher		Years of teacher's education	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.10**	0.028	0.06	0.029	-0.02	0.028	0.05	0.033	-0.01	0.034
Brazil	0.05	0.048	0.05	0.039	-0.02	0.044	0.06	0.045	0.00	0.038
Chile	**-0.15**	0.037	**0.13**	0.035	-0.01	0.043	**0.18**	0.038	0.02	0.046
India	0.07	0.048	**0.10**	0.048	0.03	0.040	0.00	0.033	0.05	0.039
Malaysia	-0.03	0.036	**0.11**	0.033	a		0.04	0.036	-0.01	0.021
Paraguay	-0.05	0.032	0.03	0.038	0.06	0.043	0.06	0.028	0.05	0.040
Peru	**-0.12**	0.036	**0.16**	0.039	0.06	0.037	**0.09**	0.034	-0.03	0.027
Philippines	0.04	0.038	0.07	0.038	-0.03	0.030	**0.12**	0.036	0.03	0.045
Sri Lanka	**0.12**	0.059	**0.14**	0.047	-0.06	0.077	0.08	0.046	-0.04	0.043
Tunisia	-0.05	0.038	**0.11**	0.037	0.00	0.042	-0.08	0.038	0.09	0.042
Uruguay	-0.07	0.034	**0.14**	0.032	-0.07	0.029	0.01	0.032	a	

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A7.23 CORRELATION BETWEEN *ROTE REPETITION PUPIL LEARNING* AND SELECTED TEACHER AND CLASSROOM VARIABLES

	Social advantage of classroom intake		Number of classroom resource items		Percentage of pupils in the class who have repeated a grade		Number of years as a classroom teacher		Years of teacher's education	
	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE	Correlation	SE
Argentina	**-0.14**	0.033	-0.06	0.033	0.04	0.035	**-0.07**	0.025	-0.04	0.029
Brazil	**-0.14**	0.041	**-0.11**	0.044	-0.02	0.038	-0.05	0.040	**-0.23**	0.031
Chile	-0.06	0.039	**0.12**	0.037	0.02	0.033	**0.13**	0.040	-0.04	0.028
India	0.05	0.050	0.08	0.044	**0.09**	0.040	**0.11**	0.039	-0.02	0.041
Malaysia	0.02	0.041	0.07	0.035	a		-0.02	0.036	-0.04	0.026
Paraguay	**-0.10**	0.035	**-0.10**	0.032	0.07	0.040	0.00	0.030	0.00	0.024
Peru	**-0.15**	0.031	-0.07	0.037	0.06	0.030	0.01	0.035	-0.02	0.025
Philippines	0.05	0.041	0.02	0.049	**-0.10**	0.032	-0.08	0.049	0.04	0.026
Sri Lanka	0.08	0.050	**0.05**	0.051	-0.03	0.062	0.01	0.041	-0.02	0.044
Tunisia	-0.03	0.042	0.05	0.041	-0.06	0.044	**-0.13**	0.038	0.06	0.036
Uruguay	-0.04	0.032	0.00	0.032	-0.01	0.031	0.08	0.032	a	

Note: Correlations that are significant at P <0.5 appear in **bold** characters.
Source: WEI-SPS database.

TABLE A7.24 PERCENTAGE OF TEACHERS REPORTING TO USE THE FOLLOWING ASSESSMENT STRATEGIES ON A DAILY OR WEEKLY BASIS

	Responses of pupils in class		Teacher-made tests		Exercises in workbooks		Homework assignments		Externally-developed tests	
	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	98.1	0.36	34.5	1.39	59.1	1.56	93.9	0.72	1.1	0.33
Brazil	96.4	0.63	24.7	1.87	87.5	1.34	94.0	0.98	3.0	0.86
Chile	94.7	0.99	70.6	1.94	88.8	1.25	85.6	1.39	39.9	2.10
India	92.1	1.26	46.9	2.15	79.5	2.23	96.5	1.10	12.8	1.51
Malaysia	92.3	1.00	16.4	1.46	95.2	0.75	99.6	0.18	4.0	0.68
Paraguay	95.1	0.71	31.6	1.69	61.5	1.65	98.6	0.42	2.8	0.59
Peru	98.2	0.46	64.8	1.80	91.9	1.02	98.2	0.44	4.7	0.73
Philippines	98.8	0.39	92.9	1.10	96.9	0.62	99.9	0.12	m	
Sri Lanka	94.8	1.08	57.8	2.45	98.0	0.51	98.0	0.72	34.8	2.19
Tunisia	93.5	0.94	49.1	1.92	87.6	1.24	89.9	1.18	6.8	0.84
Uruguay	82.4	1.28	28.3	1.57	65.1	1.57	86.3	1.12	1.2	0.37
WEI-SPS median	**94.8**		**46.9**		**87.6**		**96.5**		**4.3**	

Source: WEI-SPS database.

TABLE A7.25 MEAN VALUES OF THE INDEX OF *ACTIVE PUPIL LEARNING*, BY SCHOOL TYPE AND LOCATION

	Public schools		Private schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	-0.02	0.038	0.04	0.049	-0.15	0.095	0.01	0.034
Brazil	-0.03	0.043	0.22	0.134	-0.26	0.105	0.09	0.034
Chile	0.01	0.050	-0.07	0.041	-0.05	0.143	-0.03	0.032
India	-0.05	0.046	0.11	0.072	-0.04	0.050	0.07	0.048
Malaysia	a		a		-0.25	0.104	0.05	0.068
Paraguay	-0.04	0.027	0.17	0.063	-0.07	0.043	0.04	0.028
Peru	-0.05	0.035	0.25	0.057	-0.26	0.053	0.15	0.037
Philippines	0.02	0.044	0.39	0.099	-0.01	0.068	0.10	0.051
Sri Lanka	0.00	0.033	a		-0.07	0.040	0.07	0.051
Tunisia	0.01	0.025	a		-0.05	0.040	0.05	0.033
Uruguay	-0.01	0.022	0.09	0.055	0.00	0.073	0.00	0.021
WEI-SPS mean	**-0.02**		**0.15**		**-0.11**		**0.06**	

Source: WEI-SPS database.

TABLE A7.26 MEAN VALUES OF THE INDEX OF *GROUP WORK PUPIL LEARNING*, BY SCHOOL TYPE AND LOCATION

	Public schools		Private schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	0.11	0.041	-0.30	0.052	0.14	0.089	0.00	0.037
Brazil	0.01	0.034	-0.13	0.140	-0.09	0.085	0.02	0.036
Chile	0.17	0.044	-0.14	0.039	0.05	0.097	0.01	0.031
India	0.02	0.057	-0.03	0.059	0.03	0.057	-0.03	0.046
Malaysia	a		a		-0.07	0.094	-0.11	0.070
Paraguay	0.02	0.028	-0.15	0.054	0.01	0.041	-0.01	0.031
Peru	0.04	0.032	-0.33	0.075	0.02	0.047	-0.03	0.036
Philippines	0.03	0.046	-0.17	0.082	0.01	0.061	0.03	0.069
Sri Lanka	-0.01	0.032	a		-0.07	0.038	0.06	0.051
Tunisia	0.01	0.027	a		0.04	0.043	-0.01	0.038
Uruguay	0.01	0.023	-0.08	0.052	0.04	0.071	-0.01	0.022
WEI-SPS mean	**0.04**		**-0.17**		**0.01**		**-0.01**	

Source: WEI-SPS database.

TABLE A7.27 MEAN VALUES OF THE INDEX OF *ROTE REPETITION PUPIL LEARNING*, BY SCHOOL TYPE AND LOCATION

	Public schools		Private schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	0.06	0.037	-0.13	0.054	0.40	0.090	-0.05	0.035
Brazil	0.07	0.032	-0.40	0.127	0.27	0.078	-0.06	0.034
Chile	0.07	0.048	-0.09	0.041	0.16	0.126	-0.03	0.031
India	0.00	0.053	0.01	0.054	0.03	0.057	-0.02	0.053
Malaysia	a		a		0.03	0.085	0.14	0.061
Paraguay	0.04	0.026	-0.23	0.067	0.12	0.036	-0.08	0.034
Peru	0.05	0.034	-0.22	0.055	0.23	0.044	-0.12	0.040
Philippines	-0.05	0.049	0.08	0.075	-0.05	0.064	-0.03	0.070
Sri Lanka	-0.01	0.037	a		-0.01	0.038	-0.01	0.055
Tunisia	-0.03	0.027	a		0.02	0.046	-0.06	0.032
Uruguay	0.01	0.022	-0.06	0.044	-0.01	0.071	0.00	0.021
WEI-SPS mean	**0.02**		**-0.13**		**0.11**		**-0.03**	

Source: WEI-SPS database.

TABLE A7.28 MEAN VALUES OF THE INDEX OF *TEACHER-CENTRED TEACHING PRACTICE*, BY SCHOOL TYPE AND LOCATION

	Public schools		Private schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	0.02	0.037	-0.04	0.063	0.01	0.091	0.01	0.035
Brazil	-0.02	0.045	0.01	0.105	-0.23	0.135	0.04	0.032
Chile	0.11	0.036	-0.11	0.053	0.10	0.088	-0.02	0.037
India	-0.01	0.047	0.03	0.066	-0.05	0.056	0.07	0.050
Malaysia	a		a		-0.01	0.091	-0.06	0.068
Paraguay	-0.03	0.025	0.15	0.046	-0.09	0.039	0.06	0.029
Peru	-0.04	0.031	0.17	0.053	-0.16	0.054	0.09	0.031
Philippines	0.01	0.043	0.31	0.060	-0.06	0.064	0.13	0.048
Sri Lanka	0.00	0.030	a		-0.05	0.039	0.05	0.047
Tunisia	-0.02	0.027	a		0.01	0.044	-0.04	0.035
Uruguay	0.01	0.021	-0.04	0.051	0.02	0.056	0.00	0.021
WEI-SPS mean	**-0.00**		**0.06**		**-0.05**		**0.03**	

Source: WEI-SPS database.

TABLE A7.29 MEAN VALUES OF THE INDEX OF *STRONGLY-STRUCTURED TEACHING PRACTICE*, BY SCHOOL TYPE AND LOCATION

	Public schools		Private schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	0.04	0.042	-0.08	0.053	0.17	0.082	0.00	0.037
Brazil	0.02	0.037	-0.20	0.153	-0.11	0.093	0.01	0.037
Chile	0.13	0.042	-0.12	0.049	0.12	0.094	-0.01	0.037
India	-0.02	0.060	0.07	0.058	-0.03	0.058	0.07	0.051
Malaysia	a		a		0.09	0.086	0.23	0.061
Paraguay	-0.01	0.027	0.07	0.054	0.02	0.039	-0.01	0.030
Peru	-0.01	0.035	0.02	0.052	-0.11	0.055	0.05	0.035
Philippines	0.03	0.047	0.37	0.057	-0.01	0.064	0.12	0.065
Sri Lanka	0.00	0.029	a		-0.05	0.039	0.05	0.044
Tunisia	0.04	0.026	a		0.01	0.041	0.07	0.034
Uruguay	0.00	0.021	-0.03	0.055	0.01	0.057	0.00	0.020
WEI-SPS mean	**0.02**		**0.01**		**0.01**		**0.05**	

Source: WEI-SPS database.

TABLE A7.30 MEAN VALUES OF THE INDEX OF *PUPIL-CENTRED TEACHING PRACTICE*, BY SCHOOL TYPE AND LOCATION

	Public schools		Private schools		Village schools		City/town schools	
	Mean	SE	Mean	SE	Mean	SE	Mean	SE
Argentina	0.07	0.032	0.01	0.054	0.18	0.077	0.06	0.035
Brazil	0.01	0.041	-0.05	0.126	-0.14	0.113	0.03	0.032
Chile	0.02	0.031	-0.08	0.040	0.07	0.124	0.01	0.031
India	0.00	0.039	0.09	0.065	-0.04	0.049	0.05	0.051
Malaysia	a		a		0.06	0.091	0.17	0.056
Paraguay	0.00	0.026	-0.01	0.054	0.02	0.040	-0.01	0.030
Peru	0.01	0.030	0.04	0.047	-0.10	0.052	0.07	0.037
Philippines	0.12	0.042	0.13	0.074	0.10	0.061	0.14	0.058
Sri Lanka	0.00	0.031	a		-0.09	0.041	0.09	0.048
Tunisia	0.03	0.040	a		0.03	0.041	0.03	0.034
Uruguay	0.00	0.034	-0.03	0.062	-0.04	0.052	0.01	0.021
WEI-SPS mean	**0.03**		**0.01**		**0.01**		**0.06**	

Source: WEI-SPS database.

TABLE A7.31 PERCENTAGE OF GRADE 4 PUPILS WITH TEACHERS WHO PARTICIPATED IN IN-SERVICE TRAINING ACTIVITIES

	Courses/ workshops on subject matter or methods and/or other education-related topics		Courses/ workshops on ICT (Information and Communication Technology)		Conferences (where teachers and/or researchers present their research results)		Qualification programme (e.g. Bachelor of Education, Master of Education)		Observation visits to other schools		Participation in a network of teachers (e.g. one organized by an outside agency or over the Internet)		Number of days of in-service training	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	Mean	SE
Argentina	73.1	1.34	15.7	1.21	31.5	1.48	6.5	0.79	18.2	1.19	16.6	1.25	11.5	0.55
Brazil	65.2	2.16	18.5	1.54	55.0	2.40	17.3	1.48	32.0	1.94	10.2	1.15	9.9	0.64
Chile	81.9	1.55	38.2	2.22	47.3	2.15	24.9	1.96	24.1	1.78	29.2	2.10	12.5	0.78
India	34.8	2.49	19.3	1.60	25.9	2.08	30.2	1.99	23.3	2.25	38.3	2.45	11.7	0.52
Malaysia	66.2	1.98	37.8	2.19	18.8	1.55	8.5	1.11	15.2	1.46	9.2	1.15	10.8	0.52
Paraguay	82.9	1.24	15.7	1.16	34.3	1.59	15.4	1.23	18.4	1.20	11.0	1.05	12.0	0.51
Peru	78.2	1.39	35.9	1.83	34.1	1.76	22.1	1.43	36.5	1.76	36.7	1.90	12.4	0.52
Philippines	78.0	1.80	23.6	2.01	53.3	2.24	46.8	2.41	40.2	2.18	15.1	1.43	7.0	0.39
Sri Lanka	69.6	2.17	13.2	1.86	27.4	2.67	13.9	2.03	23.3	2.42	27.6	2.28	5.1	0.37
Tunisia	46.4	2.21	16.8	1.58	15.8	1.62	5.7	1.13	45.5	2.20	2.3	0.58	4.1	0.15
Uruguay	68.2	1.59	18.1	1.42	39.8	1.74	8.1	0.96	16.0	1.41	16.9	1.30	5.0	0.29
WEI-SPS overall	**69.6**		**18.5**		**34.1**		**15.4**		**23.3**		**16.6**		**10.8**	

Source: WEI-SPS database.

CHAPTER 8

TABLE A8.1 PERCENTAGE OF GRADE 4 PUPILS WHOSE TEACHERS REPORTED THAT THE SCHOOL PLACED GREAT EMPHASIS ON ACADEMIC ACHIEVEMENT

	School places great emphasis on cognitive outcomes in basic school subjects								Most teachers do their best to help students attain high achievement results							
	Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.4	0.35	10.3	0.98	66.6	1.52	21.6	1.31	1.2	0.30	9.6	1.00	52.3	1.58	36.9	1.58
Brazil	1.2	0.38	4.6	1.01	48.4	2.05	45.8	2.12	0.4	0.18	2.9	0.58	34.1	1.93	62.5	1.96
Chile	1.6	0.49	3.5	0.74	38.0	1.85	56.9	1.88	1.4	0.47	4.0	0.74	42.1	1.91	52.6	1.97
India	1.8	0.48	1.8	0.46	44.4	2.67	52.1	2.61	0.3	0.13	1.0	0.41	26.2	1.92	72.5	1.90
Malaysia	0.0	0.00	3.4	0.78	61.7	2.03	35.0	2.06	0.0	0.02	0.7	0.23	28.9	1.70	70.4	1.73
Paraguay	1.4	0.39	8.3	0.90	75.1	1.50	15.1	1.28	0.3	0.17	2.1	0.45	45.3	1.68	52.3	1.62
Peru	0.7	0.28	3.5	0.56	76.1	1.66	19.7	1.54	0.1	0.12	3.9	0.60	66.0	1.78	30.0	1.73
Philippines	0.5	0.27	1.3	0.34	44.4	2.03	53.8	2.08	0.0	0.02	0.5	0.24	21.7	1.76	77.7	1.77
Sri Lanka	0.5	0.33	2.9	0.65	63.0	2.28	33.6	2.25	0.0	0.00	1.6	0.69	42.1	2.40	56.3	2.48
Tunisia	4.2	0.97	15.2	1.40	61.2	1.90	19.4	1.54	0.7	0.32	3.3	0.56	34.5	1.85	61.6	1.81
Uruguay	0.4	0.17	9.4	1.00	62.9	1.68	27.3	1.51	0.5	0.22	7.6	0.86	46.1	1.66	45.8	1.63
WEI-SPS median	**1.2**		**3.5**		**61.7**		**33.6**		**0.4**		**2.9**		**42.1**		**56.3**	

	Most teachers strive to ensure that all students do well								It is important that each student reaches his/her full potential							
	Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	0.7	0.24	4.3	0.67	47.7	1.62	47.3	1.61	0.7	0.23	3.6	0.60	41.7	1.53	54.0	1.61
Brazil	0.4	0.19	2.6	0.50	35.5	2.00	61.5	2.02	0.1	0.06	2.1	0.41	36.3	1.91	61.6	1.95
Chile	1.3	0.46	3.4	0.64	34.7	1.80	60.6	1.86	1.4	0.48	2.5	0.53	28.5	1.72	67.6	1.82
India	0.3	0.13	1.0	0.49	22.2	1.75	76.5	1.88	0.4	0.17	1.3	0.59	26.1	2.41	72.2	2.46
Malaysia	0.0	0.02	0.6	0.23	24.0	1.76	75.4	1.76	0.0	0.02	0.7	0.22	27.6	1.73	71.7	1.75
Paraguay	0.1	0.06	1.9	0.45	43.2	1.62	54.9	1.58	0.1	0.06	0.6	0.19	43.4	1.63	55.9	1.63
Peru	0.1	0.09	4.1	0.66	65.5	1.70	30.4	1.66	0.0	0.00	2.0	0.47	64.1	1.79	33.9	1.78
Philippines	0.0	0.03	0.3	0.20	23.6	1.74	76.0	1.74	0.1	0.03	0.3	0.18	24.2	1.64	75.5	1.64
Sri Lanka	0.1	0.11	2.6	0.83	49.8	2.38	47.5	2.41	0.1	0.06	1.7	0.53	33.0	2.23	65.3	2.31
Tunisia	0.7	0.35	3.0	0.57	35.1	1.92	61.3	1.86	0.2	0.10	1.9	0.45	37.7	1.89	60.2	1.88
Uruguay	0.1	0.08	4.9	0.76	41.0	1.60	53.9	1.61	0.1	0.08	2.8	0.48	32.4	1.51	64.6	1.58
WEI-SPS median	**0.1**		**2.6**		**35.5**		**60.6**		**0.1**		**1.9**		**33.0**		**64.6**	

	School head and staff have high expectations for student achievement								It is a school priority to help the weakest students to attain reasonable levels of achievementv							
	Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.0	0.25	6.0	0.81	52.3	1.64	40.7	1.63	0.8	0.22	5.4	0.76	46.9	1.60	46.9	1.63
Brazil	0.6	0.24	5.0	0.75	45.1	2.06	49.3	2.14	0.6	0.30	3.9	0.68	36.9	2.09	58.6	2.06
Chile	1.8	0.50	2.9	0.61	33.2	1.90	62.1	1.97	1.6	0.48	3.5	0.64	30.5	1.82	64.4	1.93
India	0.4	0.15	1.4	0.49	22.7	2.05	75.5	2.07	0.6	0.30	0.7	0.26	27.3	2.50	71.5	2.54
Malaysia	0.0	0.02	0.3	0.16	23.9	1.51	75.8	1.53	0.2	0.06	2.9	0.58	42.6	2.00	54.3	2.01
Paraguay	0.1	0.06	0.8	0.24	41.9	1.69	57.2	1.68	0.1	0.07	3.0	0.53	40.0	1.68	56.9	1.71
Peru	0.2	0.12	2.5	0.48	63.2	1.70	34.2	1.72	0.2	0.13	4.3	0.75	60.9	1.78	34.6	1.73
Philippines	0.2	0.14	0.9	0.31	29.4	1.91	69.5	1.95	0.0	0.03	0.9	0.30	25.6	1.79	73.5	1.78
Sri Lanka	n	n	2.3	0.73	37.3	2.36	60.4	2.42	0.2	0.23	3.9	1.08	42.0	2.42	53.8	2.54
Tunisia	0.7	0.35	3.0	0.59	36.1	1.70	60.3	1.74	0.8	0.28	6.1	0.81	43.3	1.98	49.9	2.08
Uruguay	0.5	0.18	11.4	0.99	47.5	1.62	40.6	1.60	0.8	0.24	8.9	0.92	43.8	1.63	46.4	1.67
WEI-SPS median	**0.5**		**2.5**		**37.3**		**60.3**		**0.6**		**3.9**		**42.0**		**54.3**	

Source: WEI-SPS database.

TABLE A8.2 PERCENTAGE OF GRADE 4 PUPILS WHOSE TEACHERS PERCEIVED THE SCHOOL HEAD TO IMPLEMENT A SHARED VISION OF SCHOOL OBJECTIVES AMONG STAFF

	School head communicates to staff members what is expected of them								School head is supportive and encouraging towards staff							
	Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.7	0.36	5.2	0.64	62.5	1.37	30.6	1.33	1.8	0.36	5.3	0.68	49.1	1.47	43.9	1.50
Brazil	1.6	0.48	7.2	0.97	46.5	2.30	44.6	2.38	1.1	0.42	5.0	0.73	44.3	2.24	49.6	2.36
Chile	3.0	0.69	6.3	0.87	35.7	1.91	55.1	2.00	3.5	0.72	6.1	0.83	40.3	1.91	50.1	1.95
India	2.2	0.63	1.6	0.45	40.8	2.39	55.4	2.44	0.5	0.29	1.8	0.50	32.6	2.40	65.0	2.35
Malaysia	0.0	0.01	1.6	0.41	49.7	2.07	48.8	2.07	0.1	0.02	1.6	0.46	42.5	2.07	55.8	2.10
Paraguay	1.3	0.45	2.7	0.50	62.6	1.72	33.4	1.65	1.4	0.38	6.3	0.85	48.3	1.75	44.0	1.72
Peru	1.2	0.45	9.0	1.00	70.2	1.61	19.7	1.41	1.2	0.49	9.5	0.99	65.7	1.72	23.5	1.52
Philippines	0.1	0.09	1.2	0.36	50.4	2.08	48.3	2.13	0.3	0.19	1.8	0.54	34.7	2.06	63.1	2.12
Sri Lanka	0.1	0.05	2.0	0.80	57.7	2.38	40.2	2.47	0.1	0.05	2.5	0.92	48.4	2.26	49.0	2.52
Tunisia	1.1	0.33	3.9	0.61	41.6	1.79	53.3	1.81	0.3	0.16	2.7	0.64	32.9	1.82	64.1	1.78
Uruguay	2.1	0.44	5.4	0.67	52.8	1.71	39.7	1.69	2.7	0.57	8.3	0.87	39.3	1.71	49.7	1.74
WEI-SPS median	**1.3**		**3.9**		**50.4**		**44.6**		**1.1**		**5.0**		**42.5**		**49.7**	

	School head enforces rules for student conduct								Most colleagues share beliefs about the central mission of the school							
	Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.7	0.36	7.2	0.80	66.5	1.49	24.6	1.41	0.9	0.23	9.1	0.91	63.9	1.46	26.1	1.40
Brazil	2.7	0.57	12.9	1.37	59.1	2.32	25.3	2.31	2.0	0.48	12.2	1.18	65.7	2.02	20.2	1.87
Chile	7.4	1.02	13.7	1.30	50.2	2.02	28.8	1.89	1.9	0.48	7.5	1.08	46.2	1.99	44.5	1.93
India	2.8	0.65	4.9	0.95	39.6	2.42	52.7	2.37	1.2	0.49	4.4	1.47	42.7	2.40	51.7	2.17
Malaysia	0.1	0.09	2.3	0.60	55.4	2.00	42.2	2.02	0.1	0.03	2.7	0.58	63.1	2.02	34.2	1.97
Paraguay	1.8	0.48	7.8	0.96	62.3	1.65	28.1	1.52	0.7	0.26	5.2	0.83	67.1	1.61	27.0	1.50
Peru	0.6	0.29	7.1	0.91	74.8	1.52	17.6	1.35	0.4	0.26	9.1	0.89	75.9	1.44	14.6	1.22
Philippines	0.4	0.28	2.0	0.55	50.4	1.93	47.2	1.93	0.0	0.01	2.7	0.63	64.6	2.00	32.7	1.98
Sri Lanka	0.2	0.16	3.5	1.10	57.2	2.50	39.1	2.53	0.4	0.24	4.3	1.01	57.9	2.26	37.3	2.29
Tunisia	1.2	0.41	4.5	0.73	47.4	1.84	46.8	1.87	0.6	0.31	4.8	0.75	48.8	1.85	45.9	1.91
Uruguay	1.4	0.36	8.3	0.94	58.1	1.76	32.1	1.71	1.2	0.31	10.6	1.02	56.1	1.69	32.2	1.63
WEI-SPS median	**1.4**		**7.1**		**57.2**		**32.1**		**0.7**		**5.2**		**63.1**		**32.7**	

	School head knows what kind of school he/she wants and has communicated it to staff								There is a great deal of cooperation among staff members							
	Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.7	0.33	7.9	0.80	59.3	1.44	31.2	1.41	2.2	0.44	13.7	1.11	57.5	1.53	26.6	1.33
Brazil	2.1	0.54	10.4	1.17	49.8	2.23	37.7	2.30	1.8	0.46	10.8	1.28	54.8	2.30	32.6	2.26
Chile	3.3	0.71	5.2	0.73	32.6	1.76	58.9	1.91	2.5	0.74	9.0	1.07	51.8	1.97	36.7	2.04
India	1.1	0.39	2.1	0.59	40.8	2.51	56.0	2.49	0.8	0.38	1.9	0.53	33.9	2.43	63.4	2.40
Malaysia	0.0	0.00	2.2	0.49	57.8	2.15	40.0	2.16	0.2	0.12	3.1	0.53	60.3	1.99	36.4	2.01
Paraguay	1.8	0.50	5.8	0.75	58.2	1.74	34.1	1.67	0.4	0.16	5.6	0.81	54.0	1.65	40.0	1.58
Peru	1.2	0.38	9.6	1.03	68.4	1.66	20.8	1.47	0.5	0.24	12.7	1.11	69.4	1.68	17.5	1.36
Philippines	0.2	0.17	1.8	0.51	54.1	2.16	43.9	2.21	0.0	0.01	2.0	0.50	49.3	2.11	48.7	2.17
Sri Lanka	1.2	0.44	7.2	1.40	56.5	2.47	35.1	2.56	0.2	0.14	4.9	1.16	65.1	2.12	29.8	2.19
Tunisia	1.0	0.36	2.4	0.54	41.2	1.83	55.4	1.89	1.6	0.45	13.3	1.18	49.0	1.93	36.1	1.81
Uruguay	2.7	0.48	9.0	0.97	49.7	1.81	38.7	1.76	2.6	0.59	14.5	1.15	45.8	1.68	37.2	1.67
WEI-SPS median	**1.5**		**5.8**		**54.1**		**38.7**		**0.8**		**9.0**		**54.0**		**36.4**	

Source: WEI-SPS database.

TABLE A8.3 PERCENTAGE OF GRADE 4 PUPILS WHOSE TEACHERS COMPLAINED ABOUT LACK OF DISCIPLINE AND ADMINISTRATIVE WORKLOAD

	Student misbehaviour interferes with my teaching							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	8.0	0.7	33.7	1.5	44.0	1.5	14.4	1.2
Brazil	10.6	1.7	39.2	2.1	38.8	2.0	11.5	1.7
Chile	13.2	1.3	30.8	1.9	41.3	2.2	14.7	1.4
India	38.4	2.4	36.3	2.4	17.1	1.8	8.3	1.1
Malaysia	6.4	1.1	46.9	2.1	39.3	2.1	7.4	1.1
Paraguay	9.1	0.9	35.2	1.6	48.8	1.7	6.9	0.9
Peru	7.6	0.9	48.6	1.7	40.0	1.8	3.9	0.7
Philippines	3.6	0.6	16.9	1.6	58.9	2.1	20.7	1.6
Sri Lanka	16.3	2.0	41.5	2.4	35.5	2.3	6.7	1.1
Tunisia	7.9	1.0	16.8	1.6	37.9	1.9	37.4	1.9
Uruguay	10.7	1.0	31.9	1.6	40.5	1.7	16.9	1.3
WEI-SPS median	**9.1**		**35.2**		**40.0**		**11.5**	
	Routine duties and paperwork interfere with my teaching							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	5.2	0.59	33.5	1.40	45.7	1.57	15.6	1.14
Brazil	10.7	1.20	51.6	2.19	30.6	2.04	7.2	1.57
Chile	26.1	1.72	34.9	1.89	27.2	1.68	11.9	1.30
India	24.8	2.02	28.6	2.35	25.9	2.16	20.8	2.25
Malaysia	1.9	0.44	20.9	1.46	38.5	2.07	38.7	2.18
Paraguay	7.7	0.90	33.5	1.62	46.9	1.77	11.9	1.12
Peru	5.3	0.70	57.9	1.84	33.4	1.74	3.4	0.75
Philippines	4.1	0.85	18.8	1.61	53.0	2.12	24.0	1.82
Sri Lanka	14.3	1.52	48.0	2.28	30.9	2.26	6.8	1.37
Tunisia	4.8	0.78	22.1	1.67	50.5	2.08	22.7	1.51
Uruguay	5.5	0.76	44.8	1.79	36.8	1.61	12.9	1.14
WEI-SPS median	**5.5**		**33.5**		**36.8**		**12.9**	
	Students coming late and skipping classes interfere with my teaching							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	4.4	0.6	31.2	1.4	52.6	1.7	11.8	1.0
Brazil	8.4	1.7	29.1	1.9	44.7	2.1	17.8	2.0
Chile	6.0	0.9	22.3	1.6	46.9	1.9	24.8	1.7
India	13.2	1.4	20.4	1.9	46.8	2.7	19.7	2.4
Malaysia	2.1	0.4	19.7	1.6	56.8	1.9	21.3	1.5
Paraguay	5.3	0.6	30.4	1.5	51.9	1.6	12.4	1.1
Peru	4.8	0.8	31.3	1.6	58.3	1.7	5.6	0.8
Philippines	5.7	1.2	18.5	1.6	51.3	2.2	24.5	1.7
Sri Lanka	11.7	1.7	31.5	2.2	44.3	2.4	12.6	1.5
Tunisia	5.4	0.9	10.7	1.1	48.3	2.1	35.7	2.0
Uruguay	7.8	0.9	24.6	1.5	56.3	1.7	11.3	1.1
WEI-SPS median	**5.7**		**24.6**		**51.3**		**17.8**	

Source: WEI-SPS database.

TABLE A8.4 PERCENTAGE OF GRADE 4 PUPILS WHOSE TEACHERS REPORTED THEIR LEVEL OF PROFESSIONAL SATISFACTION

	I am satisfied with my salary							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	35.6	1.49	46.3	1.53	15.8	1.04	2.4	0.40
Brazil	41.1	2.08	42.1	2.14	13.7	1.46	3.1	1.47
Chile	23.6	1.60	38.2	1.82	29.2	1.75	9.0	1.11
India	8.2	1.23	11.2	1.61	30.2	2.03	50.5	2.28
Malaysia	7.2	0.91	33.5	2.05	47.4	2.17	11.9	1.46
Paraguay	34.2	1.60	32.2	1.61	26.1	1.44	7.5	0.87
Peru	26.3	1.60	50.6	1.75	21.4	1.49	1.8	0.39
Philippines	43.2	2.23	35.9	2.27	15.7	1.35	5.2	0.78
Sri Lanka	6.9	1.16	28.7	2.34	48.1	2.04	16.3	1.81
Tunisia	22.8	1.70	42.1	1.75	27.8	1.72	7.3	1.00
Uruguay	50.6	1.68	38.8	1.53	9.3	1.04	1.4	0.33
WEI-SPS median	**26.3**		**38.2**		**26.1**		**7.3**	
	i receive great support from parents for my work							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	11.9	1.02	38.5	1.59	42.2	1.52	7.4	0.73
Brazil	7.2	0.90	31.6	2.04	49.6	2.23	11.6	1.64
Chile	10.6	1.20	35.6	1.88	41.6	1.84	12.2	1.14
India	6.6	1.13	16.6	2.14	44.3	2.47	32.5	1.94
Malaysia	0.6	0.28	17.0	1.50	70.8	1.84	11.7	1.24
Paraguay	6.7	0.86	31.3	1.63	49.0	1.75	13.1	1.10
Peru	4.6	0.81	33.8	1.76	50.6	1.74	11.0	1.12
Philippines	2.4	0.51	17.5	1.73	66.2	1.98	13.9	1.33
Sri Lanka	1.5	0.50	17.1	1.98	65.2	2.34	16.2	1.67
Tunisia	21.9	1.51	37.0	1.88	32.0	1.80	9.2	1.29
Uruguay	5.3	0.75	38.3	1.68	45.6	1.68	10.8	1.01
WEI-SPS median	**6.6**		**31.6**		**49.0**		**11.7**	
	Necessary classroom materials are available as needed by staff							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	3.2	0.48	15.9	1.14	60.7	1.44	20.2	1.23
Brazil	3.7	0.74	20.0	1.54	52.6	2.10	23.7	2.15
Chile	4.1	0.80	14.4	1.32	48.2	2.00	33.3	2.01
India	2.9	0.62	11.5	1.67	38.1	2.34	47.5	2.43
Malaysia	1.3	0.53	24.3	1.79	62.6	1.96	11.8	1.30
Paraguay	3.0	0.62	11.7	1.08	59.0	1.73	26.3	1.53
Peru	1.8	0.57	20.9	1.53	65.0	1.80	12.3	1.12
Philippines	7.1	1.09	26.5	1.73	52.8	2.13	13.6	1.32
Sri Lanka	6.4	1.31	18.4	1.78	55.2	2.38	19.9	2.06
Tunisia	11.9	1.33	39.3	1.96	40.2	1.83	8.5	1.06
Uruguay	4.5	0.62	16.5	1.22	51.9	1.76	27.0	1.63
WEI-SPS median	**3.7**		**18.4**		**52.8**		**20.2**	
	i am given support to teach the weakest students							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	5.1	0.68	28.4	1.47	50.5	1.49	16.0	1.14
Brazil	5.5	0.92	28.7	1.85	46.1	2.15	19.7	1.92
Chile	3.0	0.64	16.1	1.39	53.5	1.91	27.5	1.80
India	1.4	0.45	8.1	1.26	42.9	2.54	47.6	2.59
Malaysia	0.1	0.05	11.1	1.10	72.0	1.75	16.7	1.54
Paraguay	1.7	0.47	13.5	1.14	62.0	1.60	22.9	1.38
Peru	2.2	0.56	26.7	1.61	59.1	1.80	12.0	1.15
Philippines	2.9	0.74	11.7	1.24	55.3	2.17	30.1	1.93
Sri Lanka	2.0	0.63	18.0	2.10	65.6	2.41	14.5	1.95
Tunisia	12.7	1.26	31.4	1.66	42.8	1.81	13.1	1.26
Uruguay	11.0	1.05	38.0	1.61	34.4	1.65	16.6	1.27
WEI-SPS median	**2.9**		**18.0**		**53.5**		**16.7**	
	I am satisfied with the class size							
	Strongly disagree		Disagree		Agree		Strongly agree	
	%	SE	%	SE	%	SE	%	SE
Argentina	7.9	0.83	25.8	1.43	47.4	1.60	18.9	1.11
Brazil	9.6	1.28	24.7	1.64	43.2	2.25	22.4	2.31
Chile	9.9	1.21	21.4	1.68	32.0	1.71	36.8	1.92
India	4.1	0.90	11.3	1.55	38.1	2.28	46.4	2.41
Malaysia	7.4	1.11	28.5	1.99	48.7	2.09	15.4	1.41
Paraguay	2.3	0.55	7.0	0.91	61.8	1.70	28.9	1.55
Peru	3.6	0.64	23.0	1.67	58.1	1.79	15.3	1.32
Philippines	12.2	1.53	21.6	1.89	45.3	2.30	20.9	1.63
Sri Lanka	6.6	1.10	26.0	2.06	51.9	2.27	15.5	1.75
Tunisia	26.3	2.02	25.1	1.74	32.1	1.80	16.5	1.30
Uruguay	15.5	1.22	29.3	1.45	35.2	1.63	20.0	1.33
WEI-SPS median	**7.9**		**24.7**		**45.3**		**20.0**	

Source: WEI-SPS database.

TABLE A8.5 MEAN VALUES FOR SELECTED INDICES

	Index of *School emphasis on academic achievement*			Index of *Vision of school objectives*			Index of *Teacher complaints*			Index of *Professional satisfaction*			Index of *Perceived social status*	
	Mean	SE	Alpha	Mean	SE	Alpha	Mean	SE	Alpha	Mean	SE	Alpha	Mean	SE
Argentina	3.33	0.02	0.84	3.19	0.01	0.83	2.69	0.02	0.52	2.56	0.01	0.57	**-0.61**	0.02
Brazil	3.52	0.02	0.85	3.22	0.03	0.86	2.52	0.03	0.48	2.60	0.03	0.64	**-0.56**	0.02
Chile	3.54	0.02	0.89	3.31	0.02	0.81	2.58	0.03	0.55	2.78	0.02	0.60	**-0.67**	0.02
India	3.68	0.02	0.86	3.52	0.02	0.83	2.37	0.04	0.57	3.24	0.03	0.72	**0.46**	0.04
Malaysia	3.62	0.01	0.85	3.41	0.02	0.83	2.86	0.02	0.42	2.84	0.02	0.56	**-0.34**	0.03
Paraguay	3.45	0.01	0.80	3.26	0.02	0.84	2.63	0.02	0.49	2.81	0.01	0.56	-0.26	0.02
Peru	3.27	0.02	0.86	3.08	0.02	0.86	2.47	0.02	0.49	2.64	0.02	0.59	-0.24	0.02
Philippines	3.70	0.01	0.84	3.45	0.02	0.82	2.96	0.02	0.53	2.67	0.02	0.57	**0.08**	0.04
Sri Lanka	3.50	0.02	0.83	3.34	0.02	0.85	2.41	0.03	0.48	2.86	0.03	0.60	**0.48**	0.04
Tunisia	3.45	0.02	0.78	3.43	0.02	0.81	3.04	0.02	0.54	2.38	0.02	0.58	**-0.36**	0.03
Uruguay	3.38	0.01	0.82	3.25	0.02	0.85	2.64	0.02	0.34	2.48	0.02	0.64	**-0.79**	0.01
WEI-SPS mean													**-0.26**	

Note: National means that differ significantly from the WEI-SPS mean appear in **bold** characters.
Source: WEI-SPS database.

TABLE A8.6 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *EMPHASIS ON ACADEMIC ACHIEVEMENT*, EXPRESSED AS EFFECT SIZES

	City/town schools		Village schools		City/town vs. village schools		Effect size of the difference in means: city/town vs. village schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	3.3	0.02	3.3	0.05	-0.02	0.050	-0.04	0.123
Brazil	3.5	0.02	3.5	0.04	0.00	0.044	-0.01	0.083
Chile	3.6	0.02	3.5	0.10	0.10	0.105	0.16	0.181
India	3.7	0.03	3.6	0.03	0.10	0.034	**0.20**	0.072
Malaysia	3.6	0.02	3.6	0.03	-0.03	0.032	-0.11	0.112
Paraguay	3.5	0.02	3.4	0.02	0.05	0.025	**0.10**	0.048
Peru	3.3	0.02	3.2	0.02	0.08	0.030	**0.16**	0.060
Philippines	3.7	0.02	3.7	0.02	0.05	0.027	0.14	0.076
Sri Lanka	3.5	0.04	3.5	0.02	-0.03	0.043	-0.05	0.065
Tunisia	3.5	0.02	3.4	0.03	0.02	0.034	0.03	0.056
Uruguay	3.4	0.02	3.4	0.04	-0.04	0.045	-0.06	0.059

	Private schools		Public schools		Private vs. public schools		Effect size of the difference in means: private vs. public schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	3.4	0.02	3.3	0.02	0.07	0.029	**0.18**	0.071
Brazil	3.6	0.07	3.5	0.02	0.11	0.067	0.21	0.128
Chile	3.5	0.02	3.6	0.03	-0.04	0.041	-0.07	0.070
India	3.8	0.03	3.6	0.02	0.17	0.030	**0.36**	0.063
Malaysia	m		m		m		m	
Paraguay	3.5	0.03	3.4	0.01	0.11	0.035	**0.20**	0.067
Peru	3.5	0.03	3.2	0.02	0.22	0.038	**0.44**	0.075
Philippines	3.8	0.02	3.7	0.01	0.08	0.028	**0.24**	0.081
Sri Lanka	m		3.5	0.02	m		m	
Tunisia	m		3.4	0.02	m		m	
Uruguay	3.5	0.04	3.4	0.02	0.18	0.048	**0.23**	0.063

Source: WEI-SPS database.

TABLE A8.7 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *VISION OF SCHOOL OBJECTIVES*, EXPRESSED AS EFFECT SIZES

	Private schools		Public schools		Private vs. public schools		Effect size of the difference in means: private vs. public schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	3.3	0.02	3.2	0.02	0.10	0.029	**0.25**	0.070
Brazil	3.4	0.06	3.2	0.03	0.21	0.069	**0.33**	0.111
Chile	3.3	0.03	3.3	0.04	0.03	0.044	0.04	0.066
India	3.6	0.03	3.5	0.03	0.17	0.044	**0.31**	0.081
Malaysia	a		a		a		a	
Paraguay	3.4	0.04	3.2	0.02	0.17	0.047	**0.26**	0.075
Peru	3.3	0.03	3.0	0.02	0.25	0.040	**0.47**	0.074
Philippines	3.6	0.03	3.4	0.02	0.16	0.031	**0.41**	0.079
Sri Lanka	a		3.3	0.02	a		a	
Tunisia	a		3.4	0.02	a		a	
Uruguay	3.5	0.05	3.2	0.02	0.28	0.053	**0.31**	0.060

	City/town schools		Village schools		City/town vs. village schools		Effect size of the difference in means: city/town vs. village schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	3.2	0.02	3.3	0.04	-0.11	0.047	**-0.26**	0.113
Brazil	3.2	0.02	3.2	0.05	0.01	0.056	0.02	0.091
Chile	3.3	0.02	3.3	0.07	0.04	0.071	0.05	0.106
India	3.6	0.03	3.5	0.03	0.11	0.045	**0.20**	0.083
Malaysia	3.4	0.02	3.4	0.03	-0.04	0.037	-0.14	0.119
Paraguay	3.3	0.02	3.3	0.02	-0.03	0.033	-0.04	0.052
Peru	3.1	0.02	3.1	0.02	0.01	0.032	0.01	0.059
Philippines	3.4	0.02	3.5	0.02	-0.02	0.033	-0.05	0.085
Sri Lanka	3.3	0.04	3.4	0.03	-0.05	0.052	-0.08	0.075
Tunisia	3.4	0.02	3.5	0.03	-0.08	0.035	-0.12	0.054
Uruguay	3.2	0.02	3.3	0.05	-0.09	0.057	-0.10	0.065

Source: WEI-SPS database.

TABLE A8.8 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *TEACHER COMPLAINTS*, EXPRESSED AS EFFECT SIZES

	Private schools		Public schools		Private vs. public schools		Effect size of the difference in means: private vs. public schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	2.5	0.03	2.7	0.02	-0.22	0.034	**-0.45**	0.068
Brazil	2.4	0.09	2.5	0.03	-0.14	0.096	-0.20	0.140
Chile	2.5	0.04	2.7	0.04	-0.14	0.056	**-0.16**	0.066
India	2.2	0.06	2.5	0.05	-0.26	0.068	**-0.31**	0.080
Malaysia	a		a		a		a	
Paraguay	2.6	0.04	2.6	0.02	-0.06	0.049	-0.08	0.066
Peru	2.3	0.04	2.5	0.02	-0.14	0.041	**-0.24**	0.069
Philippines	2.7	0.05	3.0	0.02	-0.27	0.054	**-0.51**	0.099
Sri Lanka	a		2.4	0.03	a		a	
Tunisia	a		3.0	0.03	a		a	
Uruguay	2.2	0.05	2.7	0.02	-0.47	0.051	**-0.53**	0.057

	City/town schools		Village schools		City/town vs. village schools		Effect size of the difference in means: city/town vs. village schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	2.7	0.02	2.7	0.04	0.04	0.047	0.08	0.096
Brazil	2.5	0.02	2.4	0.07	0.07	0.073	0.10	0.106
Chile	2.6	0.03	2.5	0.10	0.12	0.109	0.15	0.129
India	2.3	0.05	2.4	0.06	-0.19	0.070	**-0.22**	0.082
Malaysia	2.9	0.02	2.8	0.04	0.03	0.046	0.08	0.115
Paraguay	2.6	0.02	2.6	0.03	0.02	0.035	0.03	0.047
Peru	2.5	0.02	2.5	0.03	0.02	0.037	0.03	0.062
Philippines	3.0	0.03	2.9	0.03	0.06	0.042	0.10	0.078
Sri Lanka	2.4	0.05	2.4	0.04	0.02	0.066	0.02	0.068
Tunisia	3.0	0.03	3.0	0.04	-0.01	0.050	-0.02	0.058
Uruguay	2.6	0.02	2.6	0.06	0.00	0.060	0.00	0.068

Source: WEI-SPS database.

TABLE A8.9 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *TEACHER PROFESSIONAL SATISFACTION*, EXPRESSED AS EFFECT SIZES

	Private schools		Public schools		Private vs. public schools		Effect size of the difference in means: private vs. public schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	2.8	0.03	2.5	0.02	0.29	0.030	**0.68**	0.072
Brazil	3.0	0.06	2.6	0.03	0.45	0.072	**0.74**	0.118
Chile	2.9	0.03	2.7	0.03	0.16	0.042	**0.23**	0.062
India	3.4	0.04	3.1	0.04	0.27	0.055	**0.40**	0.082
Malaysia	a		a		a		a	
Paraguay	3.0	0.04	2.8	0.02	0.23	0.048	**0.37**	0.075
Peru	3.0	0.04	2.6	0.02	0.39	0.040	**0.72**	0.074
Philippines	3.2	0.03	2.6	0.02	0.61	0.041	**1.26**	0.085
Sri Lanka	a		2.9	0.03	a		a	
Tunisia	a		2.4	0.02	a		a	
Uruguay	3.0	0.04	2.4	0.02	0.63	0.044	**0.71**	0.050

	City/town schools		Village schools		City/town vs. village schools		Effect size of the difference in means: city/town vs. village schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	2.6	0.02	2.7	0.04	-0.12	0.043	**-0.27**	0.103
Brazil	2.6	0.02	2.6	0.05	-0.08	0.055	-0.14	0.089
Chile	2.8	0.02	2.9	0.07	-0.09	0.071	-0.13	0.106
India	3.3	0.04	3.2	0.04	0.15	0.062	**0.22**	0.092
Malaysia	2.8	0.02	2.9	0.03	-0.05	0.034	-0.16	0.106
Paraguay	2.8	0.02	2.8	0.02	0.01	0.032	0.01	0.050
Peru	2.7	0.02	2.6	0.02	0.12	0.031	**0.22**	0.058
Philippines	2.6	0.03	2.7	0.03	-0.07	0.043	-0.15	0.090
Sri Lanka	2.8	0.05	2.9	0.03	-0.19	0.052	-0.26	0.069
Tunisia	2.4	0.03	2.4	0.04	-0.02	0.049	-0.03	0.063
Uruguay	2.5	0.02	2.5	0.04	-0.08	0.049	-0.09	0.056

Source: WEI-SPS database.

TABLE A8.10 PERCENTAGE OF GRADE 4 PUPILS WHOSE TEACHERS PERCEIVED THE SOCIAL STATUS OF PRIMARY TEACHERS IN THEIR COUNTRY AS LOWER THAN, THE SAME AS OR HIGHER THAN THAT OF OTHER PROFESSIONALS WITH SAME AMOUNT OF EDUCATION

	Lower status		Same status		Higher status	
	%	SE	%	SE	%	SE
Argentina	63.9	1.49	33.4	1.43	2.7	0.48
Brazil	60.9	2.17	34.0	2.12	5.1	0.79
Chile	67.9	1.92	31.4	1.88	0.8	0.30
India	15.4	1.78	23.5	2.50	61.2	2.87
Malaysia	46.3	2.19	41.1	2.09	12.6	1.39
Paraguay	31.6	1.65	63.2	1.67	5.2	0.74
Peru	33.9	1.75	56.5	1.83	9.7	1.00
Philippines	25.5	1.97	41.0	2.28	33.5	2.21
Sri Lanka	13.3	1.65	25.5	2.29	61.1	2.56
Tunisia	45.7	2.07	44.2	1.89	10.1	1.18
Uruguay	80.3	1.37	18.2	1.32	1.5	0.34
WEI-SPS median	**45.7**		**34.0**		**9.7**	

Source: WEI-SPS database.

TABLE A8.11 DIFFERENCES IN MEAN VALUES OF THE INDEX OF *PERCEIVED TEACHER STATUS*, AS MEASURED BY EFFECT SIZES

	City/town schools		Village schools		City/town vs. village schools		Effect size of the difference in means: city/town vs. village schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	-0.61	0.018	-0.60	0.040	-0.01	0.042	-0.02	0.089
Brazil	-0.55	0.027	-0.57	0.058	0.02	0.064	0.03	0.092
Chile	-0.66	0.021	-0.71	0.072	0.04	0.076	0.07	0.120
India	0.50	0.061	0.43	0.058	0.08	0.087	0.09	0.098
Malaysia	-0.44	0.035	-0.17	0.054	-0.27	0.064	**-0.50**	0.120
Paraguay	-0.27	0.028	-0.26	0.026	-0.01	0.038	-0.01	0.050
Peru	-0.25	0.027	-0.23	0.038	-0.01	0.047	-0.02	0.060
Philippines	0.05	0.053	0.10	0.048	-0.05	0.072	-0.07	0.097
Sri Lanka	0.48	0.058	0.48	0.045	0.00	0.071	0.00	0.060
Tunisia	-0.30	0.040	-0.42	0.037	0.12	0.054	**0.13**	0.059
Uruguay	-0.78	0.016	-0.79	0.046	0.01	0.048	0.01	0.065
	Private schools		Public schools		Private vs. public schools		Effect size of the difference in means: private vs. public schools	
	Mean	SE	Mean	SE	Difference	SE	Effect size	SE
Argentina	-0.64	0.024	-0.60	0.021	-0.04	0.033	-0.08	0.070
Brazil	-0.62	0.080	-0.55	0.026	-0.07	0.083	-0.10	0.118
Chile	-0.67	0.026	-0.67	0.030	0.00	0.039	0.01	0.062
India	0.55	0.056	0.41	0.051	0.15	0.070	**0.17**	0.080
Malaysia	m	m	m	m	a		a	
Paraguay	-0.19	0.061	-0.28	0.019	0.08	0.062	0.11	0.082
Peru	-0.25	0.051	-0.24	0.024	-0.01	0.057	-0.01	0.073
Philippines	0.18	0.048	0.07	0.037	0.10	0.058	0.14	0.079
Sri Lanka	m	m	0.48	0.037	a		a	
Tunisia	m	m	-0.35	0.028	a		a	
Uruguay	-0.77	0.041	-0.79	0.016	0.02	0.043	0.03	0.058

Source: WEI-SPS database.

TABLE A8.12 STANDARDIZED DIFFERENCES FOR SELECTED INDICES, BY TEACHER GENDER

	Emphasis on cognitive achievement					
	Female teachers		Male teachers		Female vs. male teachers	
	Mean	SE	Mean	SE	Difference	SE
Argentina	-0.01	0.04	-0.06	0.13	0.05	0.14
Brazil	0.01	0.03	-0.10	0.10	0.11	0.11
Chile	-0.03	0.04	-0.02	0.09	-0.02	0.10
India	0.14	0.06	-0.11	0.06	0.25	0.08
Malaysia	-0.06	0.06	-0.01	0.09	-0.05	0.10
Paraguay	0.00	0.03	0.00	0.04	0.00	0.05
Peru	0.05	0.04	-0.06	0.04	0.11	0.05
Philippines	-0.02	0.04	0.03	0.10	-0.05	0.11
Sri Lanka	0.01	0.04	-0.03	0.07	0.04	0.07
Tunisia	0.06	0.03	-0.09	0.05	0.14	0.05
Uruguay	0.01	0.02	-0.03	0.08	0.03	0.09
	Shared vision of school objectives					
	Female teachers		Male teachers		Female vs. male teachers	
	Mean	SE	Mean	SE	Difference	SE
Argentina	0.00	0.04	0.04	0.16	-0.03	0.16
Brazil	0.01	0.04	-0.04	0.09	0.04	0.09
Chile	-0.02	0.03	-0.03	0.08	0.00	0.08
India	0.07	0.05	-0.07	0.05	0.14	0.07
Malaysia	0.00	0.06	0.05	0.09	-0.05	0.11
Paraguay	-0.04	0.03	0.10	0.04	-0.15	0.05
Peru	0.02	0.04	-0.03	0.04	0.05	0.05
Philippines	0.03	0.05	-0.01	0.11	0.04	0.12
Sri Lanka	0.00	0.04	0.02	0.08	-0.01	0.09
Tunisia	-0.02	0.03	-0.04	0.04	0.02	0.05
Uruguay	0.00	0.02	0.02	0.07	-0.01	0.07
	Teacher complaints					
	Female teachers		Male teachers		Female vs. male teachers	
	Mean	SE	Mean	SE	Difference	SE
Argentina	0.01	0.03	-0.19	0.13	0.20	0.14
Brazil	0.04	0.05	0.04	0.10	0.00	0.10
Chile	0.02	0.04	-0.05	0.07	0.07	0.07
India	-0.16	0.06	0.14	0.06	-0.30	0.07
Malaysia	0.11	0.06	0.02	0.09	0.08	0.11
Paraguay	0.02	0.03	-0.03	0.05	0.05	0.05
Peru	0.00	0.04	0.03	0.05	-0.03	0.06
Philippines	-0.05	0.04	-0.10	0.11	0.05	0.12
Sri Lanka	0.00	0.04	0.03	0.05	-0.04	0.07
Tunisia	-0.04	0.03	-0.01	0.05	-0.03	0.05
Uruguay	0.00	0.02	0.03	0.09	-0.03	0.10
	Professional satisfaction					
	Female teachers		Male teachers		Female vs. male teachers	
	Mean	SE	Mean	SE	Difference	SE
Argentina	0.02	0.03	-0.10	0.12	0.12	0.12
Brazil	-0.01	0.05	-0.01	0.09	-0.01	0.10
Chile	-0.02	0.03	0.02	0.08	-0.04	0.08
India	0.16	0.06	-0.13	0.05	0.29	0.08
Malaysia	-0.10	0.06	0.08	0.08	-0.18	0.10
Paraguay	0.00	0.03	0.01	0.05	-0.01	0.06
Peru	0.03	0.04	-0.01	0.04	0.04	0.06
Philippines	0.03	0.04	0.04	0.09	-0.01	0.10
Sri Lanka	0.01	0.04	-0.08	0.08	0.09	0.09
Tunisia	-0.01	0.03	0.00	0.05	-0.01	0.05
Uruguay	0.00	0.02	0.04	0.09	-0.04	0.09
	Perceived teacher status					
	Female teachers		Male teachers		Female vs. male teachers	
	Mean	SE	Mean	SE	Difference	SE
Argentina	1.39	0.02	1.35	0.05	0.04	0.05
Brazil	1.43	0.02	1.60	0.10	-0.17	0.10
Chile	1.34	0.02	1.27	0.05	0.07	0.05
India	2.57	0.04	2.37	0.06	0.20	0.07
Malaysia	1.63	0.03	1.71	0.06	-0.08	0.06
Paraguay	1.74	0.02	1.73	0.03	0.00	0.04
Peru	1.78	0.03	1.73	0.04	0.05	0.04
Philippines	2.07	0.04	2.12	0.10	-0.05	0.10
Sri Lanka	2.51	0.04	2.21	0.09	0.30	0.10
Tunisia	1.72	0.04	1.53	0.04	0.19	0.05
Uruguay	1.21	0.02	1.22	0.06	-0.01	0.06

Source: WEI-SPS database.

CHAPTER 9

TABLE A9.1 PERCENTAGE OF GRADE 4 PUPILS BY THE LEVEL OF DIFFICULTY OF THE MATERIAL USED IN THEIR READING LESSONS COMPARED TO A REFERENCE TEXT FROM PIRLS

	Length						Vocabulary					
	Own texts are much or somewhat shorter		Own texts are same length		Own texts are much or somewhat longer		Own texts have much easier or somewhat easier vocabulary		Own texts have equivalent vocabulary		Own texts have much harder or somewhat harder vocabulary	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	20.4	1.27	70.5	1.36	9.1	0.76	13.2	1.08	76.4	1.33	10.3	0.85
Brazil	37.3	2.08	51.6	2.17	11.1	1.29	23.9	1.79	56.0	2.07	20.1	1.59
Chile	14.7	1.43	63.1	1.91	22.2	1.76	8.2	1.04	66.6	1.81	25.2	1.79
India	23.4	2.38	52.7	2.64	23.9	2.11	51.3	2.70	26.0	2.19	22.6	2.02
Malaysia	37.1	2.04	43.7	2.14	19.3	1.60	29.5	1.88	59.0	2.05	11.5	1.39
Paraguay	62.4	1.65	30.2	1.60	7.5	0.95	25.7	1.42	66.3	1.56	8.0	0.90
Peru	29.5	1.59	61.9	1.72	8.7	0.95	32.3	1.66	54.9	1.69	12.9	1.09
Philippines	18.9	1.61	52.3	2.09	28.8	1.81	26.0	2.01	48.3	2.18	25.7	1.82
Sri Lanka	10.5	1.48	57.8	2.51	31.7	2.55	55.8	2.40	27.9	2.22	16.3	1.88
Uruguay	31.5	1.63	64.8	1.63	3.7	0.64	6.7	0.77	72.1	1.32	21.2	1.24
WEI-SPS median	**26.4**		**55.2**		**15.2**		**25.8**		**57.5**		**18.2**	
	Syntax						**Content**					
	Own texts have much easier or somewhat easier sentences		**Own texts have same level of syntactical difficulty**		**Own texts have somewhat or much more complex sentenes**		**Own texts have somewhat or much less demanding content**		**Own texts have similar level of content demands**		**Own texts have somewhat or much more demanding content**	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	16.3	1.13	74.5	1.30	9.2	0.80	15.7	1.20	69.1	1.43	15.2	1.10
Brazil	25.6	1.78	60.0	1.98	14.4	1.37	21.2	1.50	58.3	1.91	20.6	1.75
Chile	8.4	1.15	73.5	1.82	18.1	1.53	6.7	0.94	64.5	2.07	28.8	1.97
India	47.3	2.52	31.4	2.76	21.4	2.18	11.2	1.35	46.7	2.50	42.1	2.21
Malaysia	36.1	2.04	49.1	2.03	14.8	1.53	20.6	1.56	59.5	2.00	19.9	1.81
Paraguay	33.9	1.53	56.2	1.66	9.9	0.97	27.1	1.45	61.7	1.53	11.2	1.00
Peru	32.9	1.54	55.9	1.64	11.2	1.11	25.9	1.58	53.5	1.81	20.6	1.45
Philippines	29.1	1.98	45.4	2.16	25.5	1.84	19.4	1.70	52.6	1.97	28.0	1.85
Sri Lanka	52.1	2.47	27.8	2.11	20.0	2.12	27.4	1.91	32.7	2.37	40.0	2.35
Uruguay	8.9	0.97	78.7	1.26	12.3	1.07	7.9	0.88	70.6	1.52	21.4	1.34
WEI-SPS median	**31.0**		**56.1**		**14.6**		**20.0**		**58.9**		**21.0**	

Source: WEI-SPS database.

TABLE A9.2 PATTERNS OF EMPHASIS ON SELECTED TYPES OF READING ACTIVITIES (STANDARDIZED SCORES)

	a. Interpreting texts											
	Why did the old man want to get rid of the mice?		Which words best describe this story?		Why was there no mouse caught in the mousetraps?		How many days did the man spend to get rid of the mice?		Do you think the mice were easy to fool?		Underline in the text the moral of the story.	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	91.4	0.82	88.1	0.97	90.7	0.88	78.3	1.38	83.6	1.14	87.3	1.16
Brazil	80.1	1.83	91.9	1.14	87.5	1.34	79.1	1.64	86.8	1.71	89.8	1.28
Chile	96.2	0.78	95.3	0.87	92.1	1.00	80.8	1.61	92.9	0.91	93.4	0.85
India	89.6	1.42	87.8	1.18	84.3	1.88	76.0	1.79	80.1	1.77	91.9	1.37
Malaysia	80.9	1.56	71.1	1.97	72.5	1.92	60.1	2.08	61.9	2.07	76.8	1.69
Paraguay	89.1	1.09	87.0	1.07	86.4	1.17	78.5	1.46	80.0	1.27	86.9	1.08
Peru	87.0	1.09	82.2	1.33	78.6	1.54	72.0	1.58	76.4	1.52	82.0	1.38
Philippines	88.1	1.32	86.3	1.25	81.4	1.66	70.2	1.77	82.2	1.75	85.3	1.41
Sri Lanka	79.9	2.07	74.7	2.52	78.6	2.18	74.9	2.23	67.5	2.47	76.8	2.19
Uruguay	94.1	0.77	95.1	0.67	92.0	0.88	79.3	1.35	92.4	0.82	89.1	1.01
WEI-SPS median	**88.6**		**87.4**		**85.4**		**77.2**		**81.1**		**87.1**	

	b. Creative activities							
	Describe what the old man is like.		Continue the story.		Play the scene when the mice are panicked.		Organise a discussion on whether this story is only fiction .	
	%	SE	%	SE	%	SE	%	SE
Argentina	76.3	1.27	90.6	0.84	76.2	1.26	70.3	1.42
Brazil	85.5	1.85	90.2	1.19	88.7	1.25	88.6	1.18
Chile	82.8	1.67	94.1	0.83	80.3	1.63	79.7	1.56
India	86.4	1.48	83.7	1.60	83.0	1.63	74.3	2.21
Malaysia	65.5	2.03	66.8	1.96	59.5	2.10	43.6	2.11
Paraguay	73.1	1.46	83.5	1.24	76.3	1.44	71.0	1.53
Peru	71.2	1.60	78.6	1.49	75.8	1.53	70.3	1.52
Philippines	81.6	1.64	84.0	1.44	80.8	1.59	80.2	1.58
Sri Lanka	59.5	2.52	74.1	2.47	79.6	2.12	63.5	2.51
Uruguay	80.4	1.41	90.4	0.96	72.8	1.58	67.6	1.54
WEI-SPS median	**78.3**		**83.9**		**77.9**		**70.7**	

	c. Locating information						d. Grammar and other formal language exercises					
	What was the name of the old man?		Where did the man put the mice when he picked them?		Find two other things the old man glued to the ceiling.		Copy the definition of the word 'hysterical'.		Turn the sentence into plural.		Change into the present tense.	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	56.0	1.55	65.0	1.61	77.6	1.26	70.6	1.47	76.6	1.36	83.4	1.14
Brazil	47.9	2.29	54.3	2.38	68.0	2.25	76.2	1.87	81.5	1.89	81.3	1.98
Chile	69.1	1.92	79.4	1.56	87.8	1.30	82.0	1.52	86.0	1.40	88.9	1.25
India	86.5	1.22	81.3	1.88	87.4	1.58	87.5	1.61	84.5	1.67	83.6	1.80
Malaysia	45.8	2.18	59.9	2.22	69.3	1.82	61.5	2.02	60.1	2.11	a	
Paraguay	71.4	1.72	78.3	1.55	82.5	1.26	82.0	1.35	84.1	1.24	88.1	1.11
Peru	73.2	1.53	75.6	1.54	74.4	1.48	78.2	1.47	79.7	1.52	81.0	1.43
Philippines	61.2	1.98	72.6	1.71	82.4	1.67	75.6	1.79	82.1	1.62	85.4	1.41
Sri Lanka	74.6	2.10	76.2	2.03	79.6	2.05	80.9	2.03	83.0	1.95	80.4	2.18
Uruguay	35.0	1.61	49.0	1.63	68.5	1.47	68.0	1.49	74.2	1.50	83.7	1.14
WEI-SPS median	**65.2**		**74.1**		**78.6**		**77.2**		**81.8**		**83.6**	

	e. Summary of overall indexes															
	Index of *Emphasis on interpreting text*				Index of *Emphasis on creative activities*				Index of *Emphasis on locating information*				Index of *Emphasis on grammar and formal language exercises*			
	Mean	SE	Alpha	N	Mean	SE	Alpha	N	Mean	SE	Alpha	N	Mean	SE	Alpha	N
Argentina	-0.02	0.02	0.74	1,952	-0.01	0.02	0.67	1,947	**-0.15**	0.03	0.76	1,947	**-0.14**	0.03	0.63	1,942
Brazil	0.06	0.04	0.81	1,328	**0.33**	0.03	0.78	1,328	**-0.27**	0.05	0.82	1,326	0.05	0.04	0.77	1,327
Chile	**0.33**	0.03	0.74	1,022	**0.19**	0.03	0.69	1,018	**0.11**	0.02	0.62	1,014	**0.16**	0.03	0.73	1,017
India	**0.29**	0.03	0.73	1,188	**0.31**	0.04	0.73	1,182	**0.55**	0.03	0.64	1,186	**0.36**	0.04	0.65	1,179
Malaysia	**-0.31**	0.03	0.74	1,618	**-0.42**	0.03	0.69	1,615	**-0.16**	0.04	0.63	1,613	**-0.39**	0.04		1,614
Paraguay	**-0.14**	0.03	0.79	1,027	**-0.15**	0.03	0.76	1,027	**0.08**	0.03	0.69	1,027	0.02	0.03	0.72	1,027
Peru	**-0.27**	0.03	0.75	1,161	**-0.19**	0.03	0.76	1,157	-0.02	0.02	0.63	1,152	**-0.12**	0.03	0.70	1,155
Philippines	0.01	0.03	0.81	1,608	**0.14**	0.03	0.80	1,607	**0.14**	0.03	0.67	1,603	**0.09**	0.03	0.71	1,606
Sri Lanka	**-0.21**	0.06	0.76	658	**-0.22**	0.05	0.63	651	**0.32**	0.05	0.79	652	**0.20**	0.05	0.71	649
Uruguay	**0.29**	0.02	0.63	718	0.05	0.02	0.65	715	**-0.48**	0.03	0.74	717	**-0.16**	0.02	0.63	713
WEI-SPS median	**0.00**	**0.011**			**0.00**	**0.010**			**0.00**	**0.010**			**0.00**	**0.011**		

Note: Values that are significantly different (P <0.05) from the WEI/SPS average score appear in **bold**.
Source: WEI-SPS database.

TABLE A9.3 **TEACHERS' PERCEPTION OF THE DIFFICULTY OF SELECTED READING ACTIVITIES** / Percentage of Grade 4 pupils whose teachers considered a given reading activity as 'too easy', 'appropriate' or 'too difficult'

	a. Interpreting text																	
	Why did the old man want to get rid of the mice?						Which words best describe this story?						Why was there no mouse caught in the mousetraps?					
	Easy		Appropriate		Hard		Easy		Appropriate		Hard		Easy		Appropriate		Hard	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	4.2	0.60	94.8	0.65	1.1	0.31	2.2	0.46	90.2	0.85	7.5	0.76	2.9	0.49	92.5	0.82	4.6	0.74
Brazil	18.1	1.55	81.1	1.57	0.8	0.27	4.6	0.67	91.2	1.04	4.2	0.83	6.3	0.84	88.3	1.23	5.4	0.88
Chile	4.5	0.76	91.2	1.00	4.2	0.74	3.4	0.68	89.9	1.25	6.7	1.08	4.7	0.77	90.1	1.15	5.2	0.88
India	17.1	1.99	75.4	2.21	7.5	1.23	10.3	1.24	72.2	2.09	17.5	1.99	17.3	1.85	68.9	1.96	13.8	2.09
Malaysia	2.1	0.41	91.6	0.97	6.3	0.93	1.1	0.57	69.2	1.91	29.6	1.86	1.1	0.35	72.7	2.03	26.2	2.00
Paraguay	8.2	0.99	87.8	1.19	4.0	0.69	4.5	0.73	87.0	1.12	8.5	0.89	5.1	0.73	88.5	1.08	6.3	0.80
Peru	5.9	0.75	89.1	1.03	5.0	0.77	3.5	0.59	81.0	1.45	15.5	1.37	8.2	1.08	84.4	1.33	7.4	0.92
Philippines	3.0	0.82	83.5	1.61	13.5	1.45	2.5	0.56	82.9	1.44	14.7	1.41	3.5	0.73	74.8	1.75	21.7	1.72
Sri Lanka	7.3	1.09	82.3	1.70	10.4	1.42	4.2	0.83	60.9	2.60	34.9	2.59	4.8	0.81	71.2	2.47	24.0	2.39
Uruguay	3.7	0.60	95.2	0.67	1.1	0.32	0.8	0.26	94.9	0.79	4.4	0.74	3.6	0.61	92.5	0.88	3.9	0.64

	How many days did the man spend to get rid of the mice?						Do you think the mice were easy to fool?						Underline in the text the moral of the story.					
	Easy		Appropriate		Hard		Easy		Appropriate		Hard		Easy		Appropriate		Hard	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	7.2	0.92	86.8	1.17	6.0	0.76	2.0	0.51	80.4	1.26	17.6	1.23	2.0	0.54	86.6	1.17	11.5	1.02
Brazil	12.6	1.35	81.5	1.64	5.9	1.02	4.0	0.69	83.9	1.82	12.1	1.74	5.7	0.90	85.5	1.45	8.8	1.15
Chile	8.3	1.05	84.9	1.45	6.8	1.11	1.5	0.45	82.0	1.50	16.5	1.45	4.3	0.77	85.2	1.43	10.5	1.25
India	26.3	2.35	63.1	2.60	10.6	1.41	13.6	1.52	59.9	2.62	26.4	2.52	7.8	1.03	77.8	1.77	14.5	1.63
Malaysia	2.9	0.63	81.0	1.61	16.1	1.52	2.6	0.74	55.1	2.13	42.4	2.06	1.6	0.51	75.3	1.77	23.2	1.70
Paraguay	10.0	1.14	84.4	1.33	5.6	0.78	3.5	0.67	78.3	1.34	18.1	1.25	4.8	0.71	79.9	1.33	15.3	1.21
Peru	8.6	0.94	80.9	1.38	10.5	1.14	3.2	0.64	77.6	1.47	19.2	1.41	3.5	0.64	76.7	1.50	19.8	1.41
Philippines	11.5	1.37	77.8	1.72	10.7	1.23	1.4	0.42	59.2	2.24	39.4	2.27	4.5	0.96	76.7	1.53	18.8	1.34
Sri Lanka	8.5	1.09	75.3	1.99	16.2	1.81	3.5	0.77	56.7	2.44	39.8	2.49	5.4	1.00	68.8	2.28	25.9	2.28
Uruguay	7.4	0.87	86.5	1.13	6.1	0.79	0.4	0.20	86.0	1.16	13.6	1.14	2.4	0.40	84.1	1.18	13.6	1.12
WEI-SPS median	**8.6**		**81.2**		**8.6**		**2.9**		**78.0**		**18.7**		**4.4**		**78.8**		**14.9**	

	b. Creative activities											
	Describe what the old man is like.						Continue the story.					
	Easy		Appropriate		Hard		Easy		Appropriate		Hard	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	1.0	0.30	65.5	1.58	33.5	1.56	1.6	0.39	91.0	0.92	7.3	0.85
Brazil	2.0	0.56	76.9	1.95	21.1	1.96	4.3	0.71	91.7	1.14	4.0	0.91
Chile	1.4	0.43	64.6	1.99	34.0	1.98	2.3	0.48	92.3	0.93	5.5	0.80
India	9.1	1.40	64.7	2.04	26.2	2.46	10.6	1.57	62.7	2.14	26.7	2.06
Malaysia	0.1	0.05	45.7	2.25	54.2	2.24	1.0	0.32	70.9	1.79	28.2	1.78
Paraguay	2.0	0.45	65.2	1.49	32.8	1.49	2.2	0.49	85.4	1.17	12.4	1.11
Peru	1.7	0.42	63.8	1.81	34.5	1.75	2.9	0.55	82.4	1.37	14.8	1.27
Philippines	1.2	0.40	50.8	2.11	48.0	2.11	1.6	0.67	60.9	1.95	37.5	1.91
Sri Lanka	4.7	1.03	47.0	2.53	48.3	2.60	5.8	0.97	70.2	2.52	24.0	2.37
Uruguay	1.1	0.38	65.2	1.58	33.8	1.55	2.0	0.51	95.7	0.71	2.3	0.56
WEI-SPS median	**1.6**		**64.7**		**33.9**		**2.2**		**83.9**		**13.6**	

	Play the scene when the mice are panicked.						Organise a discussion on whether this story is only fiction.					
	Easy		Appropriate		Hard		Easy		Appropriate		Hard	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	3.4	0.52	84.8	1.16	11.8	1.08	3.8	0.62	72.3	1.41	23.9	1.33
Brazil	4.4	0.71	88.6	1.29	7.0	1.07	4.8	0.76	86.7	1.27	8.5	0.95
Chile	5.6	0.86	88.4	1.25	6.0	0.94	4.8	0.74	88.6	1.22	6.7	0.95
India	11.6	1.49	68.4	2.13	20.0	2.16	13.8	1.61	59.3	2.57	27.0	2.15
Malaysia	1.4	0.39	77.2	1.55	21.5	1.56	2.6	0.81	51.6	2.01	45.9	1.99
Paraguay	4.9	0.71	80.5	1.22	14.6	1.11	4.3	0.67	68.7	1.59	27.0	1.51
Peru	3.4	0.65	80.4	1.38	16.2	1.28	3.1	0.61	70.5	1.57	26.5	1.52
Philippines	1.2	0.26	72.0	1.90	26.8	1.87	0.9	0.31	67.2	1.88	31.9	1.90
Sri Lanka	11.2	1.49	82.6	1.77	6.3	1.10	6.7	1.23	61.9	2.35	31.4	2.27
Uruguay	3.6	0.61	90.1	1.06	6.4	0.81	4.7	0.66	79.0	1.31	16.4	1.23
WEI-SPS median	**4.0**		**81.5**		**13.2**		**4.5**		**69.6**		**26.7**	

[continued...]

TABLE A9.3 TEACHERS' PERCEPTION OF THE DIFFICULTY OF SELECTED READING ACTIVITIES / Percentage of Grade 4 pupils whose teachers considered a given reading activity as 'too easy', 'appropriate' or 'too difficult'

[continued]

	c. Locating information																	
	What was the name of the old man?						Where did the man put the mice when he picked them?						Find two other things the old man glued to the ceiling.					
	Easy		Appropriate		Hard		Easy		Appropriate		Hard		Easy		Appropriate		Hard	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	52.6	1.57	46.5	1.59	1.0	0.29	35.1	1.48	64.2	1.50	0.8	0.25	15.6	1.14	83.4	1.14	1.0	0.33
Brazil	59.0	2.12	40.1	2.13	0.9	0.29	44.6	2.19	54.0	2.16	1.3	0.42	29.5	2.06	69.0	2.08	1.5	0.46
Chile	50.6	1.99	49.0	1.98	0.4	0.23	32.7	2.01	66.6	2.01	0.7	0.30	12.4	1.27	85.5	1.33	2.1	0.58
India	34.7	1.92	62.6	1.98	2.6	0.62	29.2	2.13	65.7	2.22	5.2	1.13	16.4	1.75	74.2	2.59	9.4	1.66
Malaysia	39.2	2.20	58.9	2.20	1.9	0.52	13.2	1.38	83.5	1.50	3.3	0.74	3.3	0.66	82.4	1.46	14.3	1.36
Paraguay	35.6	1.68	62.7	1.70	1.7	0.39	23.5	1.48	73.8	1.50	2.7	0.52	10.2	1.08	82.6	1.37	7.3	0.95
Peru	30.1	1.60	67.7	1.63	2.1	0.52	21.7	1.42	74.1	1.47	4.2	0.71	11.4	1.07	81.6	1.39	7.0	0.94
Philippines	39.5	2.14	57.2	2.18	3.3	0.71	18.2	1.64	78.4	1.71	3.4	0.68	5.3	0.94	77.1	1.89	17.7	1.72
Sri Lanka	37.1	2.21	61.6	2.23	1.3	0.51	20.7	1.96	75.1	2.08	4.2	0.93	11.9	1.42	80.4	1.85	7.7	1.32
Uruguay	68.8	1.62	30.7	1.61	0.5	0.21	45.6	1.61	54.0	1.62	0.4	0.21	25.9	1.32	73.6	1.33	0.5	0.23

	d. Grammar and other formal exercises																	
	Copy the definition of the word 'hysterical'.						Turn into plural the sentence.						Change into the present tense.					
	Easy		Appropriate		Hard		Easy		Appropriate		Hard		Easy		Appropriate		Hard	
	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Argentina	10.5	1.01	84.8	1.23	4.8	0.76	10.6	1.06	84.9	1.21	4.5	0.61	3.4	0.45	87.4	1.09	9.2	0.98
Brazil	14.2	1.39	82.4	1.56	3.4	0.63	9.6	1.29	81.1	1.97	9.3	1.70	6.7	0.89	84.9	1.89	8.4	1.76
Chile	13.9	1.40	83.3	1.53	2.8	0.73	15.4	1.50	81.2	1.59	3.4	0.67	7.9	1.09	87.3	1.38	4.9	0.85
India	8.4	1.32	72.1	2.26	19.5	1.99	10.8	1.40	68.7	2.17	20.6	2.18	7.8	0.98	66.5	2.14	25.7	2.00
Malaysia	3.0	0.67	80.0	1.61	17.0	1.46	1.2	0.35	51.9	2.21	47.0	2.20	a		a		a	
Paraguay	9.7	0.96	86.2	1.18	4.1	0.66	7.0	0.93	84.7	1.24	8.2	0.94	3.4	0.62	90.8	0.93	5.8	0.69
Peru	9.5	1.04	83.2	1.27	7.3	0.90	5.8	0.87	81.6	1.23	12.6	1.11	4.3	0.63	85.0	1.21	10.8	1.07
Philippines	10.6	1.27	75.8	1.70	13.7	1.34	2.6	0.74	74.6	1.76	22.8	1.71	4.8	0.87	85.2	1.45	10.0	1.21
Sri Lanka	9.9	1.39	81.9	1.79	8.2	1.18	4.5	0.92	67.9	2.25	27.6	2.18	4.8	0.92	75.8	2.02	19.4	1.97
Uruguay	12.9	1.20	85.5	1.24	1.7	0.37	10.1	0.98	88.0	1.10	1.9	0.47	3.5	0.62	92.8	0.86	3.8	0.61
WEI-SPS median	**10.2**		**82.8**		**6.0**		**8.3**		**81.1**		**11.0**		**4.8**		**85.2**		**9.2**	

Source: WEI-SPS database.

TABLE A9.4 INDEX OF *PERCEIVED DIFFICULTY OF READING ACTIVITIES*

	Index of *Perceived difficulty of reading activities*		Index of *Grade when reading activites would be appropriate*	
	Mean	SE	Mean	SE
Argentina	-0.16	0.017	-0.13	0.015
Brazil	-0.41	0.028	-0.60	0.036
Chile	-0.26	0.022	-0.36	0.020
India	-0.07	0.048	0.08	0.039
Malaysia	0.58	0.032	0.59	0.038
Paraguay	-0.05	0.026	0.05	0.026
Peru	0.06	0.027	0.06	0.023
Philippines	0.36	0.036	0.25	0.030
Sri Lanka	0.26	0.043	0.38	0.046
Uruguay	-0.32	0.015	-0.30	0.012
WEI-SPS mean	**0.00**		**0.00**	

Source: WEI-SPS database.

APPENDIX B

Construction of indices and other derived measures from variables in the school and teacher questionnaires

Composite indices were used to summarize responses by school heads and teachers to a series of related questions. The questions were selected on the basis of theoretical considerations and previous research. This appendix provides information on how the responses to various questions were used to derive the indices presented in this report.

Some indices were nationally standardized so that the mean of the index for each country was zero and the standard deviation was 1.0. Some other indices were internationally standardized so that the mean of the index value for all of the WEI-SPS countries was zero and the standard deviation was 1.0. In the latter case, countries were given equal weight in the standardization process. Unless otherwise indicated, decisions about the standardization were taken on the basis of theoretical considerations. For more detailed descriptions of the construction of the indices, see *WEI-SPS Technical Report* (forthcoming).

School questionnaire

Index of *Pupil's school engagement*

Schools heads were asked to give their perceptions of how many of their primary pupils had the following characteristics:

- Enjoy being at school;
- Work with enthusiasm;
- Take pride in this school;
- Value academic achievement;
- Are cooperative;
- Are respectful;
- Value the education they receive;
- Do their best to learn as much as possible;
- Have high respect for their classroom teachers; and
- Have positive student-teacher relationships.

Responses to these questions were assigned a score of 1 for 'none or few students', 2 for 'most students' and 3 for 'all students'. The index of *Pupil's school engagement* was derived as a mean across these ten variables. Greater values indicate higher levels of school engagement and vice versa.

Index of *Pupil's positive behaviour*

School heads were asked to give their opinions on the extent to which their schools had to deal with a number of behavioural problems among primary pupils. Such behaviours included:

- Students arriving late at school;
- Absenteeism;
- Classroom disturbance by students;
- Use of abusive language by students;
- Vandalism by students; and
- Intimidation or bullying of students by students.

Responses to these questions were originally assigned a score of 1 for 'not at all', 2 for 'very little', 3 for 'to some extent' and 4 for 'a lot'. The values of these responses were reversed so that high values represent more positive behaviours and low values represent less positive behaviours. The index of *Pupil's positive behaviour* was derived as a mean of these six re-coded variables. Thus, greater values indicate higher levels of positive behaviour perceived by school heads.

Index of *Teacher behavioural problems*

School heads were asked to what extent their schools had to deal with a number of behaviours of their primary school classroom teacher. Such behaviours included:

- Arriving late at school;
- Absenteeism; and
- Skipping classes.

Responses to these questions were assigned a score of 1 for 'not at all', 2 for 'very little', 3 for 'to some extent' and 4 for 'a lot'. The index of *Teacher behavioural problems* was derived as a mean of these three variables. A high score indicates that school heads perceived teacher behaviours to be more problematic and vice versa.

Index of *School head's instructional leadership*

School heads were asked how often they carried out other activities apart from teaching. These activities included:

- Observing teachers' teaching and advising them on their teaching;
- Organizing activities aimed at the professional development of teachers;
- Supporting classroom teachers in lesson preparation and execution of school tasks;
- Discussing the use of textbooks with classroom teachers;
- Evaluating classroom teachers' records on students' progress;
- Discussing new teaching methods with classroom teachers;
- Providing suggestions and recommendations to classroom teachers as to how to improve students' performance;
- Stimulating classroom teachers to initiate instructional innovations;
- Attending lessons given by classroom teachers; and
- Discussing impressions of classroom visits with classroom teachers.

Responses were assigned a score of 1 for 'never or a few times a year', 2 for 'about once a month', 3 for 'about once a week' and 4 for 'daily'. The index of *School head's instructional leadership* was derived as a mean of these ten variables. The higher the index value, the more often school heads reported conducting activities related to instructional leadership.

Index of *School head's administrative support*

School heads were asked how often they carried out the following activities:

- Public relations with the local community;
- Keeping student progress records;
- Dealing with disciplinary problems;
- Organizing extra-curricular activities for students;
- Managing school facilities and resources;
- Keeping the school accounts and budgeting;
- Coordinating the lesson programmes of different classes and grades;
- Discussing students' performance with classroom teachers;
- Monitoring the progress of instructional innovations;
- Coordinating special measures for students with learning problems;
- Taking care of administrative and clerical duties; and
- Other officially assigned activities (e.g. attending meetings away from school, mobilizing the community, elections, census and surveys).

Responses were assigned a score of 1 for 'never or a few times a year', 2 for 'about once a month', 3 for 'about once a week' and 4 for 'daily'. The index of *School head's administrative support* was constructed as a mean of these twelve variables. The higher the index value, the more often school heads reported to undertaking tasks related to administrative support.

Index of *Social advantage of school intake*

Information used to construct this index came from both school heads and teachers. School heads were asked how many pupils in their primary grades were estimated to:

- Receive support for school attendance (e.g. a school uniform, textbooks, meals, financial support, etc.); and
- Have parents with less than a complete primary education.

Teachers also responded to questions about how many students in their primary grades were estimated to:

- Receive support for school attendance (e.g. a school uniform, textbooks, meals, financial support, etc.);
- Have not eaten (breakfast, lunch) before coming to school;
- Are likely to have fewer than 25 books at home;
- Have to work long hours to support their family income;
- Have heavy housework duties at home; and
- Have serious problems in the home or neighbourhood (e.g. unemployment, alcoholism, drug abuse, violence, etc.).

Responses were assigned a score of 1 for 'no students', 2 for 'some students', 3 for 'most students' and 4 for 'all students'.

In addition, school heads were asked how they thought that the family income of their primary pupils compared with the national GDP per capita. Responses varied from 'the average family income of my students is more than four times the GDP per capita' (score of 1), 'about twice the GDP per capita' (score of 2), 'about the same as the GDP per capita' (score of 3), 'about half of the GDP per capita' (score of 4) or 'below the national poverty line' (score of 5).

Three steps were taken to construct the index of *Social advantage of school intake*. The first step was to reverse-code, so that the higher the value the lower the percentage of pupils with these characteristics. In the second step, the teacher responses were aggregated to obtain the mean values at the school level. Finally, factor analyses were conducted for each country using the re-coded responses. The factor score thus obtained was used as the value of the index of *Social advantage of school intake*. The index had a value of zero and standard deviation of 1.0 for each country. A negative value indicates that social advantage of pupil intake of a school was below the average in that country and vice versa.

Indices of *School autonomy*

The school questionnaire explored whether the school had significant responsibility in four areas: teacher hiring and compensation, school budget, student affairs and instructional content. These groups of responses were used to construct four indices of *School autonomy*. Responses included four options: no responsibility of the school; school's governing board; school head; or classroom teacher. If any of the three last options were checked, then a new variable was created and re-coded as 1, meaning that the school had some kind of responsibility for this issue. If the first option was checked, then this new variable was re-coded as 0 to reflect that the school had no responsibility on the particular issue.

The first index was *School autonomy on teacher hiring and compensation*, which was the mean values across responses to whether the school had significant responsibility for decisions related to teacher staff, such as:

- Selecting teachers for hire;
- Firing teachers;
- Establishing teachers' starting salaries; and
- Determining teachers' salary increases.

The second index was *School autonomy on school budget*, which was created using responses to whether the school had significant responsibility for decisions related to:

- Formulating the school budget; and
- Deciding on budget allocations within the school.

The third index was *School autonomy on student affairs,* which was constructed using responses to whether the school had significant responsibility for decisions related to:

- Establishing student disciplinary policies;
- Establishing student assessment policies; and
- Approving students for admittance to school.

The last index was *School autonomy on instructional content*, which was created using responses to whether the school had significant responsibility for decisions related to:

- Choosing which textbooks are used;
- Determining course content; and
- Deciding which courses are offered.

Years of education of school staff

School heads were asked about the percentage of school staff with various levels of educational attainment. The levels of education were converted into years of education using the following table:

	ISCED levels				
	1	2	3	4	5
Argentina	6	9	12		17.5
Brazil	4	8	11		18
Chile	6	8	12		18
India	5	8	12	14	17
Malaysia	6	9	13	12	17
Paraguay	6	9	12	13.5	17.725
Peru	6	9	11	12.5	16.725
Philippines	6	9	10	12	15
Sri Lanka	5	9	12		16
Tunisia	6	10	13	15	17.5
Uruguay	6	9	12	13.5	16.725

The index of years of education of school staff was created by multiplying the years of schooling and the percentage of school staff with the corresponding level of education.

Teacher questionnaire

Index of *Social advantage of classroom intake*

Teachers were asked to assess the characteristics of their Grade 4 pupils, such as:

- Have serious problems in the home or neighbourhood (e.g. unemployment, alcoholism, drug abuse, violence, etc.);
- Have heavy housework duties at home;
- Have to work long hours to support their family income;
- Are likely to have fewer than 25 books at home;
- Have not eaten (breakfast, lunch) before coming to school; and
- Receive support for school attendance (e.g. a school uniform, textbooks, meals, financial support, etc.).

Responses were assigned a score of 1 for 'no students', 2 for 'some students', 3 for 'most students' and 4 for 'all students'. All variables were reverse-coded so that the higher the value the lower the percentage of pupils perceived to have each of these characteristics. A factor score was obtained by conducting a factor analysis using these variables for each country separately, which was used as the values of the index of *Social advantage of classroom intake*. This index was nationally standardized so that it had a value of zero and standard deviation of 1.0 for each country.

Index of *Teacher complaints*

Teachers were asked how strongly they agreed or disagreed with the following statements: 'The level of student misbehaviour in my school interferes with my teaching'; 'Routine duties and paperwork interfere with my teaching'; and 'Students coming late and skipping classes interfere with my teaching'. Responses were assigned a score of 1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree' and 4 for 'strongly agree'. The index of *Teacher complaints* was based on a mean of these three variables, so a greater value indicates that the level of perceived complaints was high and vice versa.

Index of *Emphasis on academic achievement*

Teachers were asked how strongly they agreed or disagreed with the following statements:

- Our school puts great emphasis on cognitive outcomes in basic school subjects;
- Most of the classroom teachers in this school do their best to help students attain high achievement results;
- Most of the classroom teachers in this school strive to ensure that all students do well;
- It is important in our school that each student reaches his/her full potential;
- The school head and staff have high expectations for students' achievement; and
- We consider as a priority in this school to help the weakest students to attain reasonable levels of achievement.

Responses were assigned a score of 1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree', and 4 for 'strongly agree'. The index of *Emphasis on academic achievement* was derived as a mean of these six variables, so that a greater value indicates a high level of perceived emphasis on academic achievement and vice versa.

Index of *Professional satisfaction*

Teachers were asked how strongly they agree or disagree with the following statements:

- I am satisfied with my teaching salary;
- I receive a great deal of support from parents for the work I do;
- Necessary classroom materials are available as needed by the staff;
- I am given the support I need to teach the weakest students in my class(es); and
- I am satisfied with my class(es) size(s).

Responses were assigned a score of 1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree', and 4 for 'strongly agree'. The index of *Professional satisfaction* was based on the mean of these five variables, so that a greater value indicates a high level of professional satisfaction and vice versa.

Index of *Perceived pupil motivation*

Teachers were asked how strongly they agree or disagree with the following characterization of their students:

- Enjoy being at school;
- Work with enthusiasm;
- Take pride in this school;
- Value academic achievement;
- Are cooperative;
- Value the education they receive in this school;
- Do their best to learn as much as possible;
- Show a sense of belonging to the class; and
- Are respectful.

Response categories were 'none or a few students' (score of 1), 'most students' (score of 2) and 'all students' (score of 3). The index of *Perceived pupil motivation* was based on a mean of these nine variables, so that greater values indicate that teachers perceived their pupils to be more motivated.

Perceived teacher status

This variable was derived by re-coding the responses about how teachers thought primary school classroom teachers in their country compared in social status with other professionals having the same amount of education. The variable was re-coded to have a value of -1 if the response was 'lower social status', 0 for 'same social status' and 1 for 'higher social status'.

Index of *Staff vision of school objectives*

Teachers were asked how strongly they agreed or disagreed with the following statements:

- My school head is supportive and encouraging towards the staff;
- My school head lets staff members know what is expected of them;
- My school head enforces school rules for student conduct;
- Most of my colleagues share my beliefs about what the central mission of the school should be;
- My school head knows what kind of school he/she wants and has communicated it to the staff; and
- There is a great deal of cooperation among staff members.

Responses were assigned a score of 1 for 'strongly disagree', 2 for 'disagree', 3 for 'agree', and 4 for 'strongly agree'. The index of *Staff vision of school objectives* was based on a mean of these six variables, so that the higher the index the more positive the perceptions by teachers of the staff vision of school objectives and the school head's behaviour.

Indices of *Learning styles*

Teachers were asked about how often different pupil learning activities occurred in their classes. Three indices were created using responses to these questions. The responses were 'never or almost never' (score of 1), 'in some lessons' (score of 2) and 'in most lessons' (score of 3). Each index was derived by taking the mean of the responses to each set of questions.

The first index was *Learning style – active learning,* which was based on responses to these questions:

- Pupils work on problems for which they cannot use a standard solution;
- Pupils explain how they have gone about solving a problem;
- Pupils prepare projects or posters to be shown to the class;
- Pupils are involved in planning what will be done in some lessons;
- Pupils explore interesting side aspects of the topic they learn; and
- Pupils work on thought-provoking issues.

The second index was *Learning style – group work,* which was based on responses to these questions:

- Pupils assess each other's work;
- Pupils work in groups on an assignment;
- I ask students to cooperate in small groups in doing assignments; and
- I ask students to provide one another with explanations, ask each other questions and to correct each other's work.

The third index was *Learning style – rote repetition*, which was based on responses to the following questions:

- The whole class repeats sentences that I say first;
- Pupils copy texts from the blackboard; and
- Pupils recite or chant tables, formulae, etc.

Indices of *Teaching practices*

Teachers were asked about the frequency in which a number of activities occurred in their classes. Three indices of *Teaching practices* were constructed using responses to these questions. Responses were assigned a score of 1 for 'never or almost never', 2 for 'in some lessons' and 3 for 'in most lessons'. Each index was derived by taking the mean of each set of questions.

The first index was *Teacher-centred teaching practice*s, which was based on the responses to the following questions:

- I only start with a new topic after all previous steps have been understood by all students;
- I use examples to clarify the subject matter of the lesson;
- I check regularly, by asking questions, whether or not the subject matter has been understood;
- I see to it that assignments can be carried out correctly by almost all the pupils;
- When students are working on assignments individually, I walk around and check their work; and
- When pupils are working individually I provide extra explanations to the pupils who need it.

The second index was *Strongly-structured teaching practices*, which was created on the basis of teacher responses to these statements:

- At the beginning of the lesson, I present a short summary of the previous lesson;
- I explain the aims of a lesson at the beginning of the lesson;
- When I have finished teaching a topic I give a summary of the contents taught; and
- provide pupils with ample opportunity to practice newly taught subject matter.

The third index was *Pupil-centred teaching practices*, which was created on the basis of teacher responses to these questions:

- I ask students to summarize out loud what I have explained;
- When working with the students when they are doing assignments, I ask them first how they think of dealing with the assignment;
- I offer students the opportunity to compare different strategies to solve problems; and
- When discussing assignments, after they have been carried out, I ask first about the way the student has tackled the assignment before providing feedback.

Opportunity to Learn (OTL) in reading

Index of *Difficulty of reading materials*

Teachers were asked how they would compare the sample text to the reading material that they typically used in their Grade 4 reading lessons regarding length, vocabulary, syntax and content.

For the question on length, responses were assigned a score of 1 for 'much shorter', 2 for 'somewhat shorter', 3 for 'about the same length', 4 for 'somewhat longer' and 5 for 'much longer'.

Responses to vocabulary questions had a value of 1 for 'much lower level of difficulty', 2 for 'somewhat lower level of difficulty', 3 for 'about same level of difficulty', 4 for 'somewhat higher level of difficulty' and 5 for 'much higher level of difficulty'.

Responses about syntax had a value of 1 for 'much simpler sentences', 2 for 'somewhat simpler sentences', 3 for 'about same level of complexity', 4 for 'somewhat more complex sentences' and 5 for 'much more complex sentences'.

Similarly, responses to the question about content had a value of 1 for 'much less demanding', 2 for 'somewhat less demanding', 3 for 'about the same', 4 for 'somewhat more demanding' and 5 for 'much more demanding'. The index of *Difficulty of reading materials* was derived as an average of these four variables.

Index of *Variety of reading materials*

Teachers were asked what types of material they used in Grade 4 reading lessons and how often. The types of written materials were:

- Fables or similar types of narrative texts with imaginary characters and situations (e.g. speaking animals, magic objects, etc.);
- Narrative texts with real-life characters and situations (e.g. stories about children, life of famous people, etc.);
- Information texts intended to describe or explain things (e.g. what is a volcano?, how do bees produce honey?, etc.); and
- Authentic documents (e.g. timetables, advertisements, forms, maps, labels, instructions, etc.)

Responses had a value of 1 for 'never or hardly ever', 2 for 'sometimes' (a few lessons a year), 3 for 'often' (several lessons a month) and 4 for 'very often' (several lessons a week). The index of *Variety of reading materials* was derived by taking the average across these four variables.

Indices of *Emphasis on types of reading activities*

Reading teachers were given a set of sample questions about the text and asked the extent to which similar questions or activities would be emphasized in their reading classes. The responses were assigned a score of 1 for 'no emphasis', 2 for 'little emphasis', 3 for 'some emphasis' and 4 for 'major emphasis'. Based on a principal component analysis, the sample questions were divided into four types of activities. The four indices (described below) were created by averaging the responses for each set of questions, so that higher values of the index imply that more emphasis was given to the respective type of activities in reading lessons.

Index of *Emphasis on creative activities*

The sample questions used to form this index asked pupils to:

- Integrate ideas across a text to provide interpretations of a character's traits, intentions or feelings, and to give text-based support;
- Write a short composition based on the text; and
- Ask groups of pupils to organize oral activities based on the text.

Index of *Emphasis on grammar and other formal exercises*

The sample questions used for creating this index were generally about asking pupils to:

- Reproduce or memorize the definition of difficult words; and
- Apply grammar rules using examples from the text.

Index of *Emphasis on locating information*

The questions used for this index focussed on asking pupils to:

- Locate and reproduce explicitly stated facts about people, places, animals, from just one of the sentences in the text; and
- Locate and reproduce explicitly stated facts from several passages in the text.

Index of *Emphasis on interpreting the meaning of the text*

The sample questions used for this index were about asking pupils to:

- Locate the sentence with relevant information and use it to make inferences clearly suggested by the text;
- Make interpretations that go beyond single sentences, such as identifying the mood of an entire story;
- Make interpretations about time sequence or causal relationships across the text;
- Make interpretations based on different aspects of characters and events, supporting the inference with evidence from the text; and
- Find the moral of the story or comment on it.

Index of *Difficulty of reading activities*

For the same set of sample questions that were used to construct the indices about types of reading activities, teachers were also asked whether each activity was too easy (value of 1), appropriate (value of 2) or too difficult (value of 3) for a Grade 4 student. An index of *Difficulty of reading activities* was derived by taking the average across the responses to all of these questions.

Index of *Grade where (the sample question was) appropriate*

For questions described in the index of types and difficulty of reading activities, teachers were asked to identify the grade for which the question would be appropriate. Responses were re-coded so that they varied from 1 to 7 to correspond to the respective grade level indicated by the teacher. The index of *Grade where appropriate* was created by taking the average value across the responses.

APPENDIX C

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A VIEW INSIDE PRIMARY SCHOOLS

A World Education Indicators (WEI) cross-national study

Why does an education system fail to provide its students with quality education? Schools are one of the first places to look for the answers. They represent a vital element in any successful effort to improve the quality of learning. Yet, policies and programmes aiming to achieve this goal are typically limited by the lack of reliable information on how schools function. The study presented in this report seeks to contribute to the understanding of schools across a range of education systems.

As part of the World Education Indicators programme, the Survey of Primary Schools (WEI-SPS) offers unique insight into the classrooms of 11 diverse countries* in order to understand and monitor the factors shaping the quality and equality of primary education. It examines the main issues and inputs shaping primary schools: the background characteristics of pupils; demographic and educational characteristics of teachers and school heads; school resources and conditions; instructional time; school management; teaching and learning styles in the classroom; as well as learning opportunities provided to pupils.

The survey was designed to ensure that these data could be compared internationally. Therefore, it serves as a valuable resource for everyone interested in education quality and equality – from policymakers to teachers and academics.

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* Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Tunisia and Uruguay.

The report and data can be accessed at:
www.uis.unesco.org

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