unicef | for every child

GUYANA
OUT-OF-SCHOOL CHILDREN STUDY

2017

unicef | for every child

Guyana Out-of-School Children Study

Published by:

United Nations Children's Fund (UNICEF)

72 Brickdam, Georgetown, Guyana. South America. | www.unicef.org/guyana/

Unicef Guyana & Suriname

UNICEF GUYANA & SURINAME

United Nations Children's Fund

September 2017

unicef | for every child

Photo Credits: © UNICEF Guyana

unicef | for every child

Table of Contents

List of Figures

List of Tables

List of Acronyms

ACEO	Assistant Chief Education Officer
CARICOM	Caribbean Community
CEO	Chief Education Officer
CRG	Cooperative Republic of Guyana
DE	Dimension of Exclusion
GDP	Gross Domestic Product
HDI	Human Development Index
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MORES	Monitoring Results for Equity System
OOSC	Out-of-School Children
OOSCI	Out-of-School Children Initiative
RDC	Regional Democratic Council
REdO	Regional Education Officer
TVET	Technical/Vocational Education and Training
UIS	Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

Preface

The Publication of this report comes at a time when the Ministry of Education is developing another Education Sector Plan (ESP) with a full commitment to achieving Sustainable Development Goal 4 i.e. *"To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* Foremost for the Ministry is Target 4.1 which states *"By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."*

The basic principle here is that not only should children have access to, and enroll in school, but that they should participate actively and at least complete primary school successfully for smooth transition to and completion of the secondary cycle.

There can be reasonable satisfaction with Guyana's enrolment rates, with pre-primary nearing 90%, primary 97.7% and secondary at 96%, however as small as the percentages of students not participating at the various levels appear they still refer to hundreds and cumulatively to thousands of children who will not complete school. Of even greater concern is the fact that students in difficult socio-economic circumstances, those living in hinterland and remote communities are disproportionately represented in the students who are either out of school or are at risk for dropping out. While some initiatives like the provision of transportation for students and the expansion of the school feeding programme have already been taken, there are other issues such as uncaring and unsupportive teachers and bullying in school which are more challenging. The report gives an indication of the profiles of children who are most likely to drop out and outlines the possible barriers to children's participation in school. The disaggregation of data by gender, region, wealth quintiles and ethnicity offer the space and scope for greater reflection, analysis and planning. It is this aspect of the report which the Ministry finds of greatest value and for which it is particularly pleased.

Recognising that education as empowerment is not a static commodity to be considered in isolation from the wider contexts, and that the Ministry of Education on its own cannot respond appropriately, the Ministry considers this a great opportunity, as it embarks on the development of its new sector plan, to identify strategies that the Ministry itself can initiate and to collaborate with other relevant ministries to reduce some of these barriers to school participation.

The Ministry of Education wishes to thank UNICEF for its support for this study and to reiterate its commitment to working in partnership to reach its goal of greater inclusivity and optimum in school participation by prioritizing strategies for the reduction of out-of-school children in the Education Strategy Plan 2019 - 2030.

Marcel Hutson
Chief Education Officer

unicef | for every child

Foreward from UNICEF

Finishing school and learning is a right for every child to develop and grow as well as the optimum result as guided by the Sustainable Development Goal-4. Target 7 refers to successful completion of secondary school with the relevant skills, including for learning, employability, empowerment and positive citizenship.

In Guyana, enrollment rate is at least 95% at both primary and secondary levels through to grade 9 (source: 2018 Out-of-School Children study). Meanwhile, at risk of dropping-out are 11.7% of children across grades 1 to 6 and 4.8% across grades 7 to 9.

These at-risk children often face deep-rooted inequalities or disparities linked to income-poverty, child labor, abuse and violence, natural disasters, location, gender, disability, ethnicity, language, religion or sexual orientation. As duty bearers, the education services and the school system need to understand the underlying causes and find solutions to help children to cope and transit successfully.

Partnering with the Ministry of Education, UNICEF is pleased to have had the opportunity to conduct the Out-of-School Children (OOSC) study. It provides evidence on the multi-dimensional disparities that affect children's participation in school as well as identify barriers for them to successful complete the schooling cycle.

Allow me to congratulate the Minister on completing this review and thank her for the continued strategic partnership with UNICEF. Evidence-based information will help the Government to overcome some bottlenecks and address needs of children, including ensuring an active participation, a respect for diversity, completion of school with the capacity to become empowered, employable and active citizens.

We have duty to adolescents to prepare them for a world that is rapidly evolving, where education and skills can mean the difference between employment and unemployment, between prosperity and poverty, between hope and despair. To meet this responsibility, UNICEF is calling all actors to gather around the need of young people in the second decade of their lives.

Sylvie Fouet
Representative of UNICEF Guyana & Suriname

Acknowledgement

The Guyana Out-Of-School Children Study (OOSCS) was led by the Ministry of Education in collaboration with the United Nations Children Fund (UNICEF). This important piece comes at a time when the Government of the Cooperative Republic of Guyana intensifies its efforts to ensure school-age children are attending school and performing well.

It is important to acknowledge the leadership of Dr. Clement Henry and the technical support provided by the MoE and UNICEF Programme and M&E teams, who facilitated the conduct of a thorough OOSCS. The collaboration with and contributions of Government Ministries, Commissions and Departments, the National Toshaos Council and other stakeholders on this seminal piece, is duly acknowledged and commended.

We envisage that the findings of the OOSCS will be used to inform the design and or the scale up of national, regional and community-level programmes, towards ensuring school-age boys and girls complete their education. These findings will also be used as a baseline for future evaluations of these initiatives.

Executive Summary

Background

This report explores the problem of out–of–school children in Guyana. It aims to scrutinise factors related to children's exclusion from schooling, identify existing policies related to enhanced participation and develop innovative strategies to encourage children's attendance to the classroom and ensure that they are receiving quality education.

Globally, in 2015, the total number of children, adolescents and youth of primary and secondary school age that were out-of-school was approximately 264.3 million; 61.4 million children of primary school age (6 to 11 years), 61.9 million adolescents of lower secondary school age (12 to 14 years) and 141 million youth of upper secondary school age (about 15 to 17 years). For the same year in Latin America and the Caribbean region, approximately 13.3 million children, adolescents and youth of primary and secondary school age were out-of-school. This amount consisted 2.9 million children of primary school age (6 to 11 years), 2.9 million adolescents of lower secondary school age (12 to 14 years) and 7.5 million youth of upper secondary school age (about 15 to 17 years).

Guyana, in 2016, with support from UNICEF decided to undertake a study of out-of-school children. Guyana's participation in this initiative presents a unique opportunity to garner fresh evidence to design appropriate interventions along with innovative and context-appropriate policies and strategies for accelerating enrolment and sustaining attendance for the most excluded and marginalised children.

The **specific objectives** of the Guyana study are fourfold:

(i) to develop a profile of the magnitude of children and adolescents in Guyana who are in school but are at risk of dropping out through analysis of existing data sources;
(ii) to identify barriers and bottlenecks which contribute to children being unable to complete primary and secondary school;
(iii) to evaluate existing strategic and policy responses dealing with school participation; and
(iv) to suggest key policy and other recommendations to address the out–of– school children phenomenon.

Methodology

Research on educational exclusion identifies five main Dimensions of Exclusion (5DE) from educational participation. Three of the dimensions capture the out-of-school population and two capture the in-school population that are at risk of dropping out. Pre-primary education is represented by Dimension 1, which highlights children of pre-primary school age who are not in pre-primary or primary education. Dimension 2 refers to children of primary school age who are not in primary or secondary education. Dimension 3 refers to children and adolescents of lower-secondary age who are not in primary or secondary education. Dimensions 4 and 5 focus on children who are in school but are at risk of dropping out.

The research design comprised a desk review; recoding, data transformation and analysis of data from the 2014 Multiple Indicator Cluster Survey (MICS); survey of secondary school and primary school students and teachers and focus group interviews of out-of-school youth, parents and community members. Additionally, the study utilised administrative data on enrolment and attendance from the Ministry of Education.

Data Analysis

The analysis of the profiles of out-of-school children is mainly done with quantitative data. Statistical approaches used in the analyses include descriptive summaries of school participation rates based on the 5DE; disparity analyses by regions, sex and other socioeconomic groupings and multivariate analyses that examine the relationship between children's school participation and various individual and household background variables.

Determination of the barriers and bottlenecks that result in children's exclusion from formal education relied mainly on qualitative focus group discussions along with a systematic review of existing literature and evidence on the practice of education in Guyana and other territories.

Findings

National pre-primary participation rate was 84.9 percent. The data indicated that 15.1 percent of children of pre-primary school age were not participating in formal education at the pre-primary or primary levels (Dimension 1). Reported participation rate at the pre-primary level among boys amounted to 87.3 percent, whereas reported participation rate among girls was 82.8 percent.

School participation for children of primary age (Dimension 2) was 97.7 percent. Reported participation rate at the primary level among boys amounted to 98.8 percent and 97.6 percent for girls.

For adolescents of lower secondary school age, school (Dimension 3) participation rate was 96 percent and 4 percent of children in this age cohort were not participating in school. A higher proportion of boys of lower secondary school age were out of school compared with girls in the same category. The data indicate that 2.8 percent of girls of lower secondary school age were out of school compared with 5.5 percent of boys of this age cohort.

Regarding Dimensions 4 and 5, the study assessed risk factors associated with primary school age children (Dimension 4) and lower secondary school age children (Dimension 5) dropping out of school. Key to determining the prevalence of risk factors is children's age for grade. In line with this methodology, children and adolescents who are one-year overage, are considered to be at moderate risk of dropping out and students who are two or more years overage are considered to be at serious risk of dropping out.

Analysis of the data revealed that 1.1 percent of children in Grade One, 1.5 percent of children in Grade Two, 2.1 percent of children in Grade Three, 1.0 percent of children in Grade Four, 3.7 percent of children in Grade Five and 2.3 percent of children in Grade Six were categorised as being at serious risk of dropping out of school. For lower secondary school, in Grade Seven, 1.2 percent of students were categorised as being at serious risk of dropping out of school; for Grade Eight, 1.7 percent of students were at serious risk of dropping out of school and for Grade Nine, 1.9 percent of students were at serious risk of dropping out of school.

Based on the analysis, the following profile of out-of-school children emerged:

1. Living in a household from the lowest socioeconomic quintile;
2. Boys of lower secondary school age;
3. A child with a mother with low educational achievement;
4. Living in hinterland and remote communities;

5. Children who are overage for their grade;
6. Children who experience poor relationships with peers and adults in their school.
7. Children with poor attendance record.

Considerable home to school distance affected children's school participation in all five Dimensions. Two variables where highlighted in the discussion on children's commute to school: one, the physical distance from home to school and two, risks associated with commuting from home to school. Combined, there are barriers to children's school participation for at least three main reasons:

(i) families' inability to afford children's daily commute;

(ii) children who walk or cycle long distances to school are often fatigued and unable to concentrate in class; and

(iii) risk involved when children travel unsupervised to school.

Other barriers to children's school participation included

i. Poverty and associated financial constraints;

ii. Lack of parental awareness concerning the value of education;

iii. Child labour;

iv. Children left unsupervised for long periods;

v. Teen pregnancy;

vi. Alcohol and illicit drug use;

vii. Teachers' absenteeism;

viii. Uncaring and unsupportive teachers;

ix. Physical and verbal abuse at Schools; and

Disability-related barriers

Key Recommendations

1. Improved monitoring of the education sector is critical. More resources should be directed at expanding monitoring and evaluation capability to ensure interventions are achieving the targeted results and education policies are implemented. Specifically, focus should be given to teachers' absenteeism, the kind of academic support offered to children with reading and other academic challenges, innovation in students' assessments and evaluation, grade repetition, violence and bullying in schools and ensuring implementation of policies for inclusive education. It should be a matter of policy that teachers in classrooms should be given feedback after monitoring exercises.

2. A system of tracking children and their families when they are missing from school for long periods should be developed along with supporting protocol for corrective action. This will allow for timely intervention on the part of the schools' welfare department. This system can function as an early warning system for children who are at risk of dropping out ofy school.

3. Peer to peer support services should be considered for struggling students and those with behavioural challenges.

4. Outreach and public awareness programmes should be implemented to reduce stigma associated with disabilities. Outreach should target parents of children with disabilities to foster a sense of awareness and empowerment in supporting the education and full development of their children. Outreach should seek to assist them in positively perceiving their child and reducing feelings of shame and no longer seeing the need to hide their child from the communities and schools.

5. A study conducted by the Ministry of Education reinforced the view that small secondary schools are not efficient and viable in terms of quality and economics. Recognising the difficulty in supplying schools to meet demand in hinterland and remote communities, there is need for expansion in the provision of safe transportation services for schoolchildren in these areas.

6. The Ministry of Education should prioritise the issue of physical and verbal abuse in schools. Purposeful expansion of the child friendly school programme will aid in student retention. A school safety protocol should be developed and implemented. This should include a clear policy on bullying.

7. The Ministry should utilise outreach programmes and public awareness campaigns to sensitise parents of the importance and benefit of school participation and harms of absenteeism. Outreach programmes should seek to build relationships with families, which would allow for home visits and training in parenting when necessary.

CHAPTER 1 INTRODUCTION

1.1 Study Background

The problem of out-of-school children is a global one. Data for the year 2015 indicate that globally the total number of children, adolescents and youth of primary and secondary school age that were out-of-school was approximately 264.3 million; 61.4 million (23.2 percent of the total) children of primary school age (6 to 11 years), 61.9 million (23.4 percent of the total) adolescents of lower secondary school age (12 to 14 years) and 141 million (53.3 percent of the total) youth of upper secondary school age (about 15 to 17 years)(table 1-1).

Table 1-1: Number of Out-of-School Children, Adolescents and Youth Worldwide (Million), 2015

	Boys	Girls	Total	Percentage
Primary School Age	29.0	32.4	61.4	23.2
Lower secondary school age	32.1	29.8	61.9	23.4
Upper Secondary school Age	72.3	68.7	141.0	53.3
Total	133.4	130.9	264.3	100.0

Source: UNESCO Institute for Statistics database

In Latin America and the Caribbean region, the data reveal that the total number of children, adolescents and youth of primary and secondary school age that were out-of-school in 2015 was approximately 13.3 million; 2.9 million (21.8 percent of the total) children of primary school age (6 to 11 years), 2.9 million (21.8 percent of the total) adolescents of lower secondary school age (12 to 14 years) and 7.5 million (56.4 percent of the total) youth of upper secondary school age (about 15 to 17 years) (table 1-2).

Table 1-2: Number of Out-of-School Children, Adolescents and Youth in Latin America and the Caribbean Region (Million), 2015

	Boys	Girls	All Sexes	Percentage
Primary School Age	1.6	1.3	2.9	21.8
Lower secondary school age	1.5	1.4	2.9	21.8
Upper Secondary school Age	3.9	3.6	7.5	56.4
Total	7.0	6.3	13.3	100.0

Source: UNESCO Institute for Statistics database

For Latin America and the Caribbean in 2015, 4.9 percent of children of primary school age were out of school. Among boys of primary school age, 5.3 percent were out of school and for girls of this cohort 4.5 percent were out of school. For adolescents of lower secondary school age, overall 8 percent were out of school. Among boys of lower secondary school age, 8.2 percent were out of school and for girls of the same age group 7.9 percent were out of school (figure 1-1).

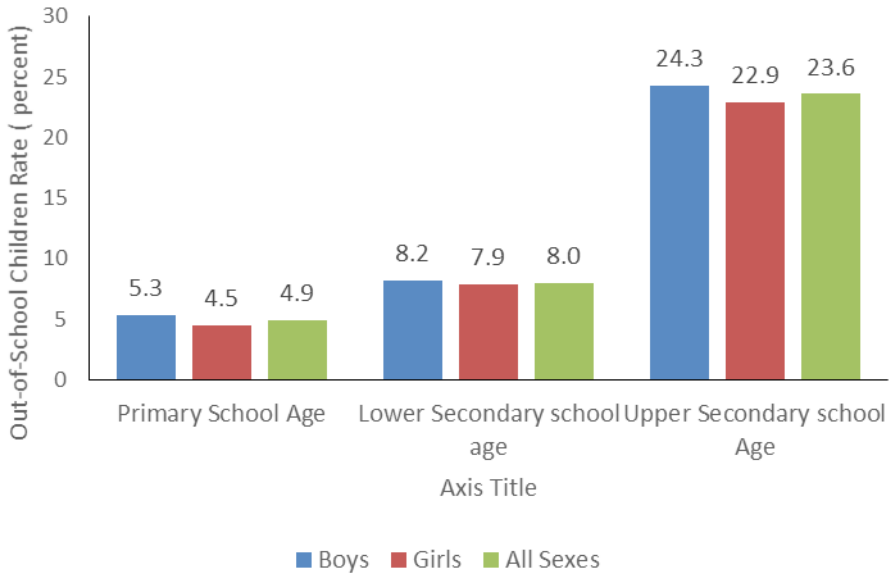


Figure 1-1: Out-of-School Children, Adolescents and Youth Rates (Percentage) for Latin America and the Caribbean, 2015
Source: UNESCO Institute for Statistics database

In addressing this global issue, the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Statistics (UIS) launched a Global Initiative on Out-of-School Children at the beginning of 2010 aimed at introducing a more systematic approach in responding to the problem of out-of-school children and guiding concrete actions for reforming education systems for improved results (UNESCO Institute for Statistics 2015).

General and Specific Objectives
The **general objective** of the Out-of-School Children Initiative (OOSCI) is to improve statistical information and analysis on out-of-school children (OOSC), scrutinise factors related to children's exclusion from schooling, identify existing policies related to enhanced school participation and develop innovative strategies to help deliver children to the classroom at the right age and ensure that they are receiving quality education.

Guyana joined this initiative in 2016. Guyana's participation in this initiative presents a unique opportunity to garner fresh evidence to design appropriate interventions along with innovative and context-appropriate policies and strategies for accelerating enrolment and sustaining attendance for the most excluded and marginalised children.

This report investigates the problem of out-of-school children in the Cooperative Republic of Guyana. This national study is a collaborative undertaking between the country's Ministry of Education and UNICEF, Guyana. It examines the nature and the magnitude of this problem and seeks to understand why the problem of some children not participating in formal education exists, despite a series of novel and progressive strategies, policies and measures to expand access to education.

The **specific objectives** of the Guyana study are fourfold:

(i) to develop a profile of the magnitude of children and adolescents in Guyana who are in schools but are at risk of dropping out through analysis of existing data sources;
(ii) to identify barriers and bottlenecks which contribute to children being unable to complete primary and secondary school;
(iii) to evaluate existing strategic and policy responses dealing with school participation; and
(iv) to suggest key policy and other recommendations to address the out–of– school children phenomenon.

1.2 Country Background

The Cooperative Republic of Guyana (CRG) is located on the north-eastern coast of the continent of South America between 1^0 and 9^0 north latitude and 57^0 and 61^0 west longitude. It occupies a total landmass of approximately 215,000 square kilometres. CRG is the only English-speaking country on the South American continent and is bordered by Venezuela to the west (650 kilometres), Suriname to the east (726 kilometres), the Atlantic Ocean to the north (436 kilometres), and Brazil to the south and southwest (1,208 kilometres)

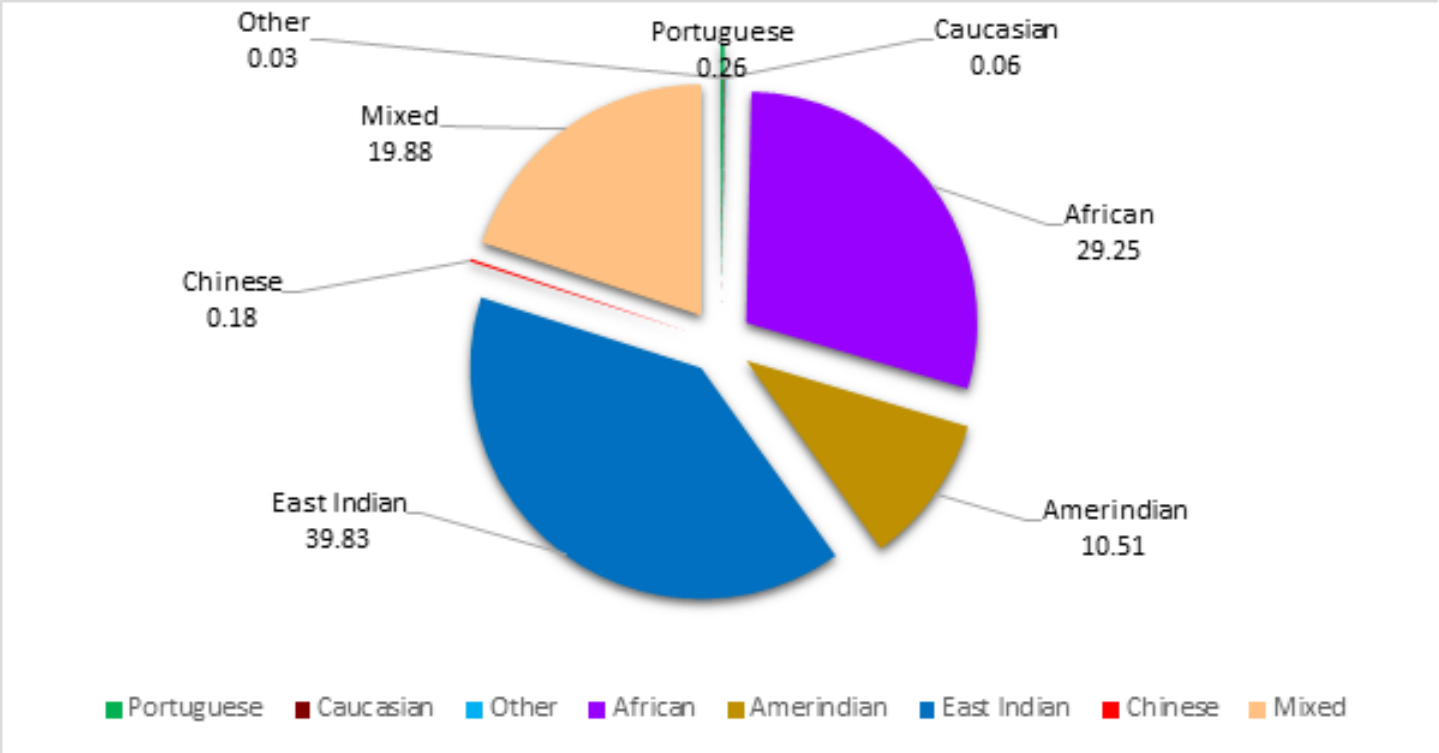


Figure 1-2: Population Distribution by Ethnicity, 2012 Census
Source: 2012 Guyana Population and Housing Census

Guyana's population, based on the 2012 Guyana Population and Housing Census, consists of 746,955 persons. Females account for 50.2 percent of the population and males, 49.8 percent. Guyana's population is multi-racial. As depicted in figure 1-2, persons of East Indian descent (herein after referred to as Indo-Guyanese) comprise 39.83 percent of the population. Persons of African descent (herein after referred to as Afro-Guyanese) account for 29.25 percent of the population. The distribution of other ethnicities in the population includes: persons of Mixed ancestry, 19.88 percent; Indigenous Peoples 10.51 per cent; Portuguese, 0.26 percent; Chinese ,0.18 percent; Caucasian, 0.06 percent and other ethnicities combined, 0.03 per cent. The average household size is 3.6 persons per household (Guyana Bureau of statistics 2016).

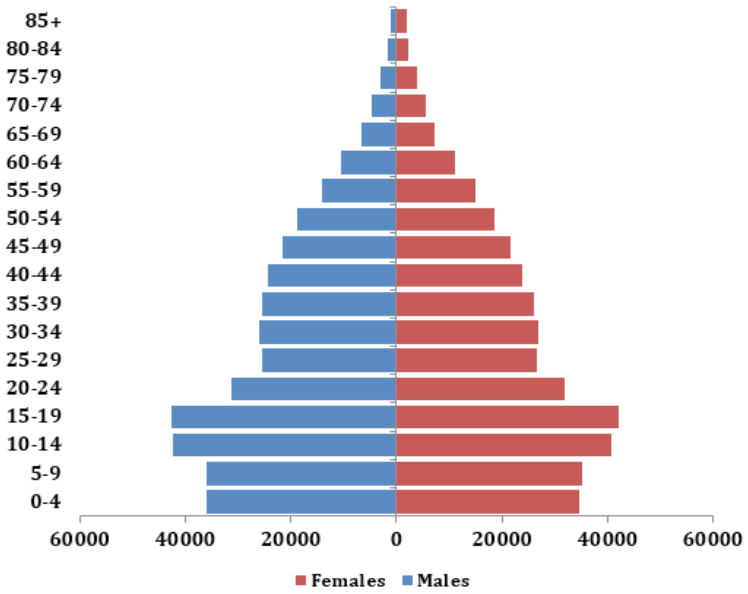


Figure 1-3: Population Age Pyramid, 2012 Census

Source: Guyana Bureau of Statistics, http://www.statisticsguyana.gov.gy/

The population pyramid for Guyana is typical of population structures for developing countries with longer bars at the base and concave sides (figure 1-3). The 0-19 age category comprised 40.4 percent of the national population and the 5-14 age category comprised 19.7 percent of the population. Constituting dependents as children 0-14 years old and adults 65 years and older, the dependency load for Guyana based on the 2012 census is 54 per 100 working age population. This ratio is important because it quantifies the strain on the productive segment of the population in supporting the economically dependent. In the Guyana context, the bulge is at the base, signifying a youthful dependency. A key disadvantage associated with this type of dependency is the continuous strain on education and health services and shortage of available jobs both currently and in the future. In fact, a recent study commissioned by the Caribbean Development Bank (2015) pegged the youth unemployment rate in Guyana at around 40 percent. The study concluded that youth unemployment in the Caribbean has had numerous adverse consequences such as participating in negative behaviours to earn income, high youth crime rates, social exclusion, low self-esteem, poverty and poor health.

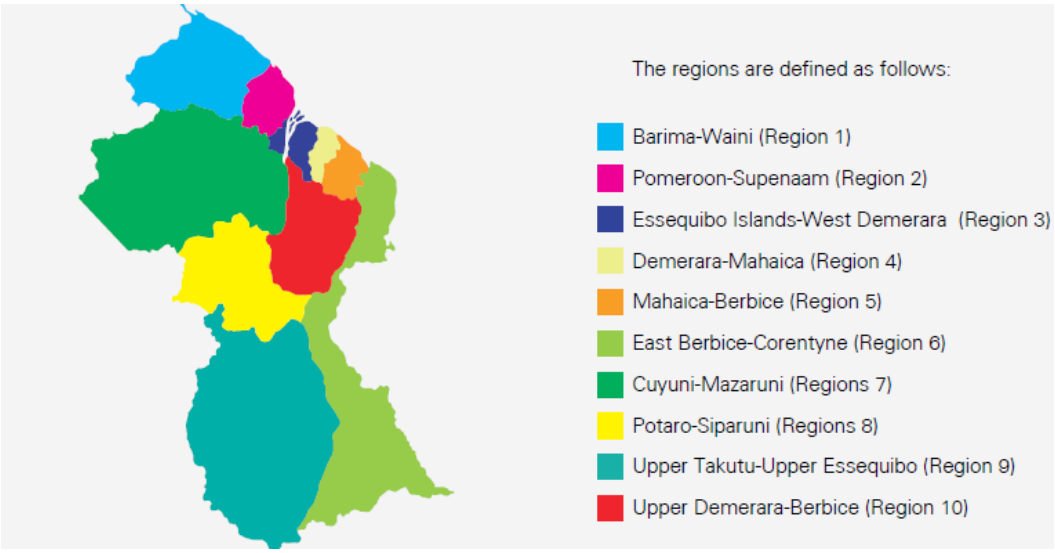


Figure 1-4: Map showing the 10 Administrative Regions

It is customary to analyse the country's population data by the ten Administrative Regions (figure 1-4). In terms of regional population distribution, Region 4 is the most populated with 313,429 inhabitants or 42 percent of the country's population (figure 1-5). The population of Georgetown (118,363 inhabitants), the country's capital, is included in Region 4's population count. Region 8 is the least populated with only 10,190 inhabitants. Apart from Region 4, Regions 3 and 6 are the other main regional population centres accounting for 14 per cent and 15 per cent of the population, respectively.

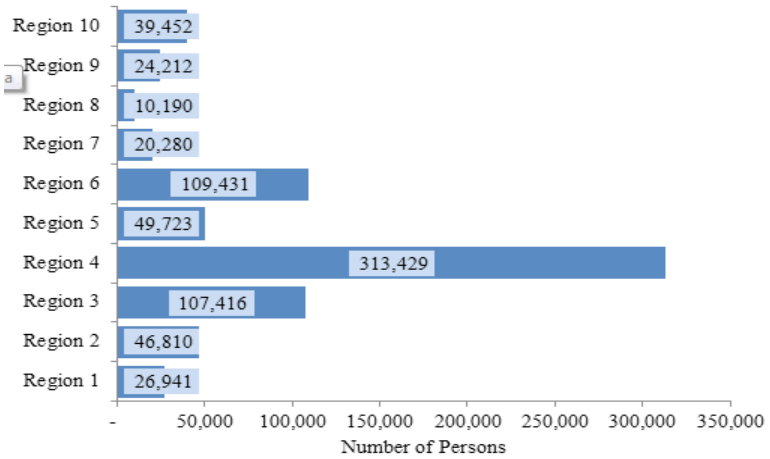


Figure 1-5: Population Distribution by Region, 2012 Census Data

Source: Guyana Bureau of Statistics, http://www.statisticsguyana.gov.gy/

Table 1-3: Distribution of Regional Population by Ethnicity

Ethnic Background	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9	Region 10	Total
African / Black	2.30	12.58	21.13	40.56	33.06	21.32	11.62	7.75	1.46	49.02	29.25
Amerindian	64.56	18.87	2.62	2.27	2.55	1.64	37.19	72.30	85.85	8.01	10.51
Chinese	0.05	0.09	0.18	0.24	0.09	0.16	0.14	0.08	0.04	0.32	0.18
East Indian	1.71	44.57	59.55	35.02	54.66	66.03	8.54	2.55	1.04	2.82	39.83
Mixed	31.17	23.60	16.38	21.45	9.51	10.69	40.89	16.59	11.17	39.63	19.88
Portuguese	0.17	0.22	0.08	0.37	0.08	0.07	1.21	0.69	0.30	0.10	0.26
White	0.04	0.07	0.03	0.06	0.03	0.05	0.05	0.05	0.12	0.08	0.06
Other	0.01	0.00	0.05	0.03	0.01	0.02	0.36	0.00	0.02	0.03	0.03
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Source: Guyana Bureau of Statistics, 2016

Table 1-3 presents a disaggregation of the regional population by ethnicity. The population of Regions 1, 8, and 9 are predominantly Indigenous Peoples. Indo-Guyanese are in the majority in Regions 2, 3, 5, and 6. In Region 4 and 10 Afro-Guyanese have the highest proportions of the population whereas in Region 8 mixed race has the highest percentage of the population (Table 1-3).

Table 1-4 provides a succinct description of the ten Administrative Regions in Guyana.

Table 1-4: General Characteristics of the 10 Administrative Regions

Region	General Characteristics	Area (Square kilometres)	Population Density (number of persons per square kilometre
Region 1: Barima-Waini	The region is predominantly forested highland, bordered at the north by a narrow low coastal strip. The communities in this Region are considered remote. The Barima and Waini rivers run through the Region. Travel in the region is mainly river travel and underdeveloped roads.	20,399	1.3
Region 2: Pomeroon – Supenaam	The Region comprises Indigenous settlements and more established villages concentrated along the coast. While most of the communities are along the main road, there are a number of remote, riverine communities.	6,195	7.6
Region 3: Essequibo Islands - West Demerara	Made up of the islands in the Essequibo River such as Leguan and Wakenaam and the Western portion of mainland Demerara. This Region has a population that live in villages, many along the coast. There is a developed main road running through the region.	3,755	28.6

Region	General Characteristics	Area (Square kilometres)	Population Density (number of persons per square kilometre
Region 4: Demerara-Mahaica	The population is concentrated along the coastland, particularly in Georgetown, the capital city. Guyana's administrative and commercial activities are concentrated in this Region, especially in and around Georgetown. The Region has a well-developed network of roads.	2,233	140.6
Region 5: Mahaica-Berbice	Extends east of the Mahaica River to the west bank of the Berbice River. A large part of the Region is coastal. There are Indigenous Peoples living in inland settlements in this region. Roads in the Region are connected to the national network.	4,190	11.9
Region 6: East Berbice-Corentyne	This Region has three towns: New Amsterdam, Rose Hall and Corriverton. Most of the Region's population is coastal. However, there are sparsely populated inland areas where travel by river is the means to get around.	36,234	3.0
Region: 7: Cuyuni-Mazaruni	This Region is predominantly forested highlands. Travel in the region is a mixture of road and river travel. Most of the roads are underdeveloped. With the exception of the Bartica community, most of the villages in this Region are considered remote.	47,213	0.4
Region 8: Potaro-Siparuni	This Region is much like Region 7 comprising forested highlands. Travel in the Region is by both river and road. The people settlements in this Region are all remote.	20,051	0.5
Region 9: Upper Takutu-Upper Essequibo	The Kanuku and Kamoa highlands and the vast Rupununi savannahs make up this Region. The population lives in scattered Indigenous villages and land settlement schemes.	57,750	0.4
Region 10: Upper Demerara-Berbice	This is an inland Region. Linden is the main town with the bulk of the regional population. The Region has a number of remote, riverine settlements. While the roads in Linden are well developed, outside of Linden many of the roads are underdeveloped	17,040	2.3

Source: 2012 Guyana Population and Housing Census; http://www.guyanagraphic.com/content/regions-guyana

Guyana is a middle-income country with GDP per capita of US$4,053 (2014 Prices) (World Bank 2016). Since 2006, the country has experienced ten successive years of economic growth averaging 4.4 per cent per annum (figure 1-6). Improved growth rates were in part contingent on increased production in agriculture, manufacturing, mining, construction and other services along with rising global commodity prices (Ministry of Finance 2016; World Bank 2016). Since 2014, growth rates have decelerated mainly due to falling global commodity prices for the country's main exports, uncertainties surrounding the 2015 national election and drought (World Bank 2016).

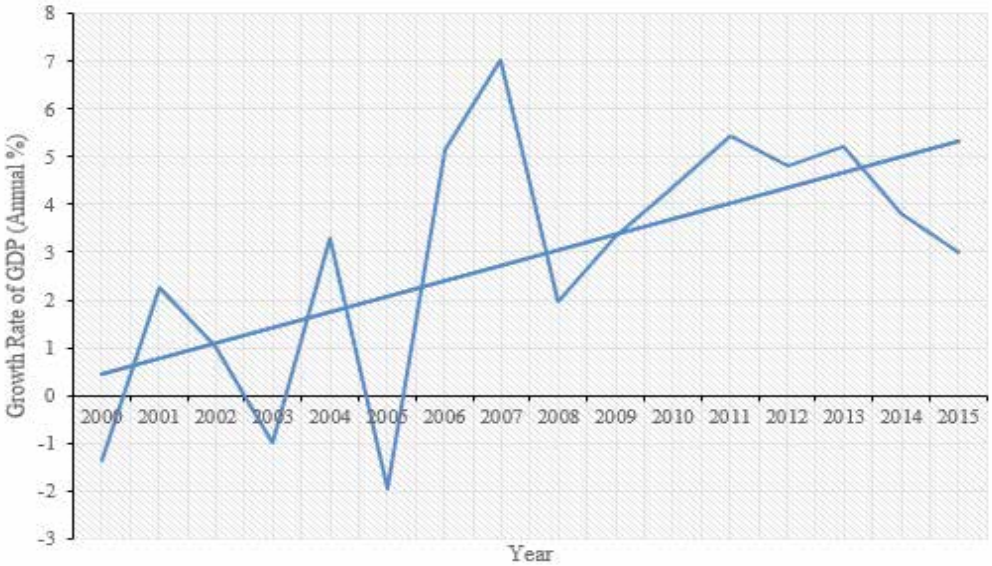


Figure 1-6: Annual Growth Rate of GDP (percentage)

Allocation to the education sector in the 2016 budget of the Government of the CRG amounted to GY$40.3B or 17.5 percent of the total budget. This represents an increased share for the education sector when compared with the previous year when government's budgetary allocation to the education sector was GY$31.8 billion or 16.6 percent of that year's budget. The main considerations of the government's expenditure in education in 2016 were equity and quality across regions particularly hinterland regions where both the deployment of work force and the monitoring of education delivery were cited as requiring urgent attention (Ministry of Finance 2016).

Poverty remains a persistent problem in Guyana with grave consequences for educational outcomes. The information from the two poverty analyses[1] conducted in Guyana reveal a positive trend of declining poverty levels. Moderate poverty[2] fell from 43.2 percent in 1992/93 to 36.1 percent in 2006; and extreme poverty[3] declined from 28.7 percent in 1992/93 to 18.6 percent in 2006 (Ministry of Finance 2011). However, despite these encouraging trends there are still a number of communities with serious poverty challenges. The two poverty surveys present a distinct profile of the poor in Guyana, these include:

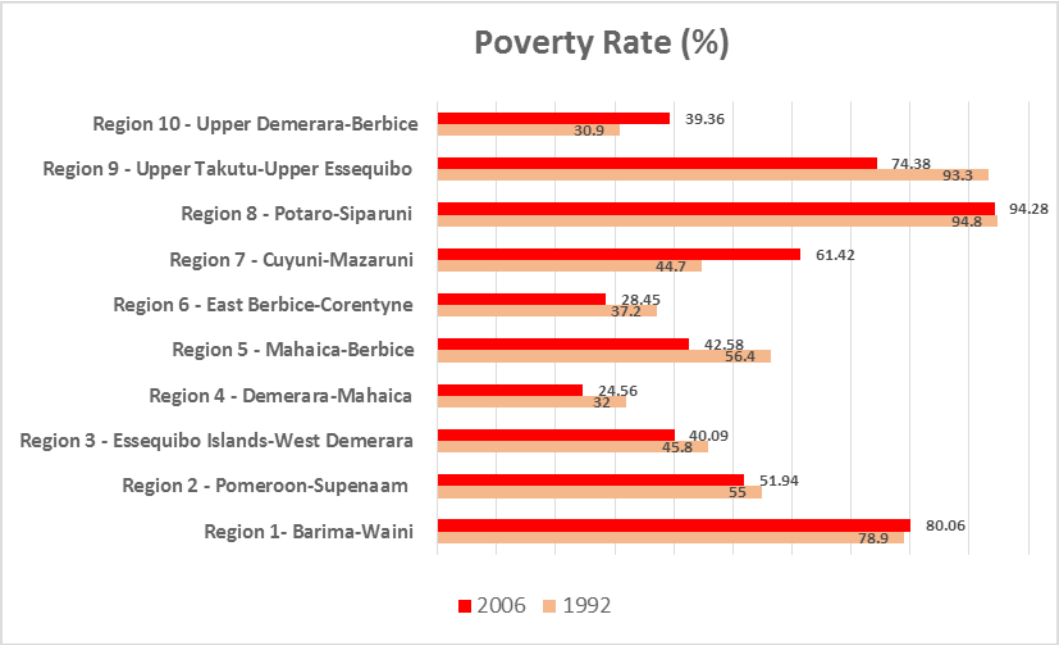
(i) the poor were mainly concentrated in hinterland and rural areas;
(ii) urban poverty rates were much lower than rural poverty rates;
(iii) the poor had lower educational attainment; and
(iv) poverty was higher among the younger age cohorts.

The overall poverty trend for the country masks sub-national disparities in poverty levels across regions (figure 1-7). In both surveys, returns on poverty rates in hinterland regions were very high. For instance, in 2006, poverty rate for Region 1 was 80.6 percent, Region 7 61.4 percent, Region 8 94.3 percent, and Region 9 74.4 percent.

[1] Information on poverty in Guyana is taken largely from the 1992/93 and 2006 Household Income and Expenditure Surveys which both adopted the consumption approach to arrive at headcount poverty estimates. The poor, as estimated using the Household Income and Expenditure Survey data, are those who are unable to muster the required resources to meet their basic consumption needs, including food and non-food items.

[2] Moderate poverty is defined as those living on US$2.00 per day (2005 prices). This figure has been revised to US$3.10.

[3] Extreme poverty is defined as those living on less than US$1.25 per day (2005 prices). This figure has been revised to US$1.90.



Source: Ministry of Finance 2011

Figure 1-7: Poverty Rates by Region, 1993 and 2006

Guyana falls in the medium Human Development Index (HDI) category with a HDI of 0.633 in 2011 (UNDP 2012). Guyana along with Haiti, Suriname and Belize fall below the mean HDI for CARICOM, which is computed as 0.719. Guyana's HDI is only higher than Haiti in CARICOM (figure 1-8). Despite the comparatively low HDI value, Guyana has seen improvement in human development. Average annual HDI growth for Guyana improved by 1.41 per cent for the period 1990 to 2000 and by 0.79 per cent for the period 2000 to 2012 (UNDP 2013).

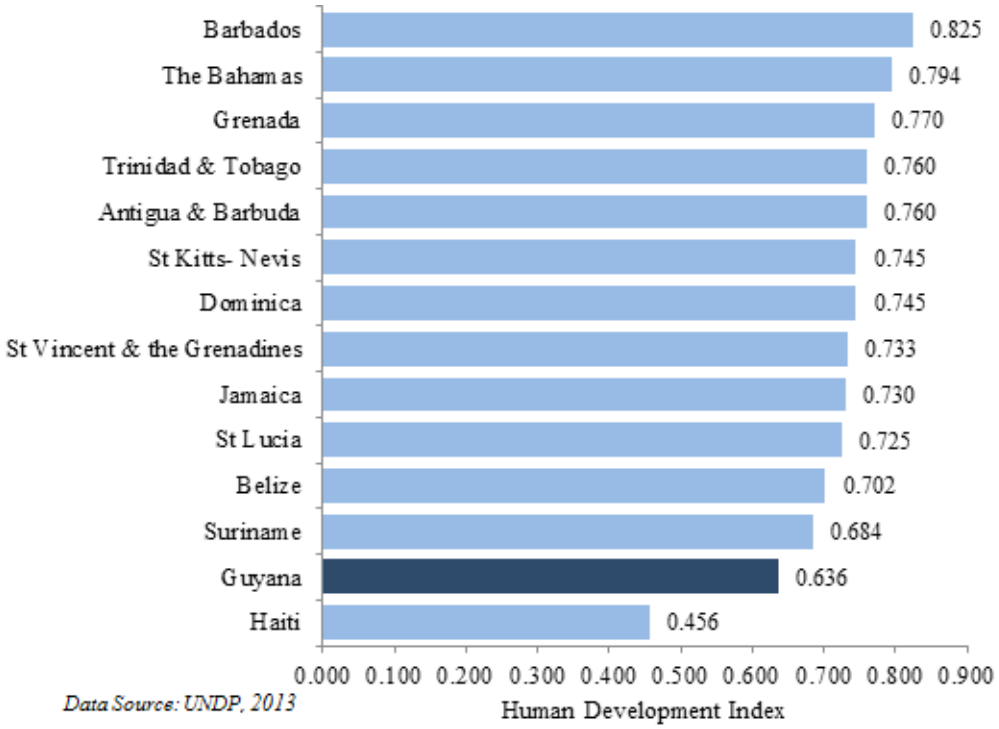


Figure 1-8: Human Development Index for CARICOM Countries, 2011

1.3 Structure of the Education System

The Country's formal education system starts from nursery followed by primary, secondary, post-secondary (technical/vocational education and training) and tertiary (teacher training and university). Education policy provides free access to formal education at the nursery, primary, and secondary levels. The national policy mandates compulsory education from ages five years and nine months to fifteen years.

As at July 31, 2013, there were 335 discrete nursery schools, 123 nursery classes in primary schools, 440 primary schools, and 115 general secondary schools under the management of the Ministry of Education. For the 2012-2013 school year, nursery education enrolment totalled 25,968; primary education enrolment amounted to 84,988; secondary education enrolment equalled 65,712; and enrolment in secondary departments of primary school reached 7,837 (figure 1-9).

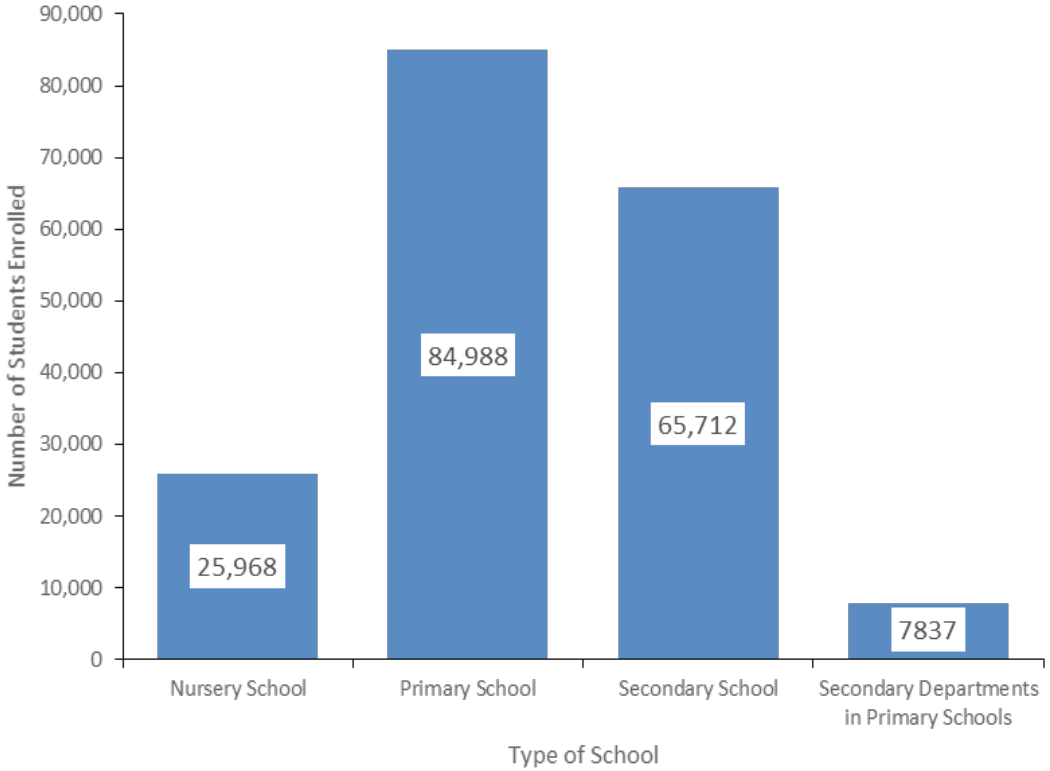


Figure 1-9: Students Enrolment, 2012-2013

Source: MoE, Statistics Unit

Nursery (Pre-Primary) education in Guyana is not compulsory. It is available to children who are age three years, two months at the beginning of the school year. Guyana launched its government-led nursery education programme on September 13, 1976. Prior to this date, nursery schools were privately owned. The nursery education programme in Guyana is a two-year programme which focuses on child development. Children excluded from the education system at this stage may not be adequately prepared for primary education, placing them at risk of not entering primary education, entering late or withdrawing after their initial participation. Primary and secondary education are compulsory. The graphic below (figure 1-10) details the age grade progression in the schools.

[4] The secondary departments of primary schools offer secondary education. The quality is generally much lower than secondary schools because of the lack of facilities but increasingly some of these departments are sending children for CSEC examinations and in a few of them the students are doing better than those in discrete secondary schools.

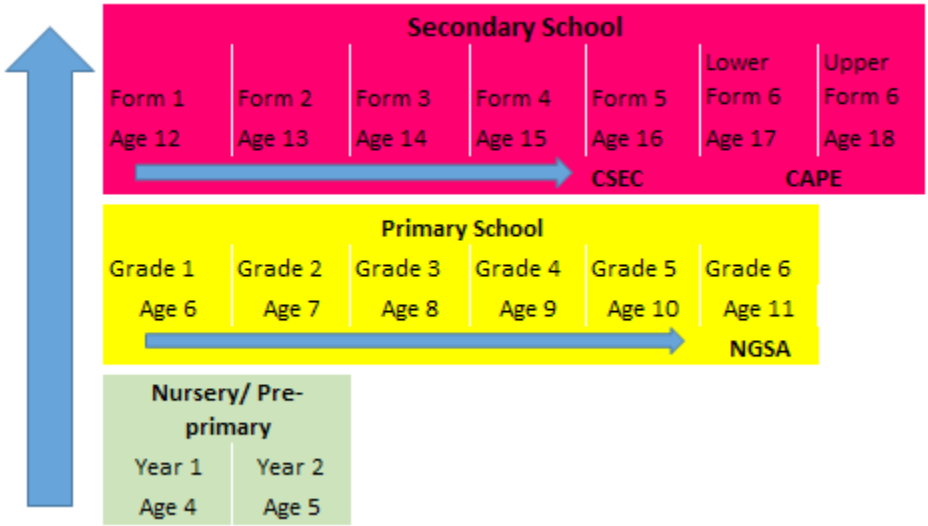


Figure 1-10: Age-grade progression in Schools

There are 11 administrative education districts in Guyana. While the country's capital, Georgetown is treated as a separate education district, the other 10 education districts correspond with the administrative and geographical regions of the country. The Principal Education Officer in Georgetown and the Regional Education Officers in the 10 Education districts are responsible for monitoring and supervising all educational activities within their respective education districts through the Regional Education Departments. The teams for the administration of these departments include District Education Officers. The number and types of schools that fall within the boundaries of the education districts as well as their demographic make-up determine the number of District Education Officers assigned to a department.

Overarching the aforementioned, is the Chief Education Officer (CEO) who is the professional head of the education system. Five (5) Assistant Chief Education Officers (ACEOs) support the Chief Education Officer. Each has functional responsibility for one of the following areas: nursery, primary, secondary, and technical education and an inspectorate unit. Each ACEO functions at the national level within his or her sphere of responsibility.

The 11 educational administration districts facilitate decentralisation of education administration. This is vital for enhancing the level of education administration within the regions. This arrangement allows for students, parents and local communities to make inputs into the administration processes by sharing priorities that are important to them. Further, it creates partnership in education, assists in stimulating and improving educational leadership and management and facilitates an organised and structured medium for feedback to the various communities and stakeholders.

This decentralised system is also instrumental in matters such as teacher training and teacher upgrading programmes, monitoring and supervision of the work of teachers in the classroom, distribution of books to children and school feeding. Within the decentralised framework, the Ministry of Education provides strategic planning and policy formulation. The Regional Democratic Council (RDC), the Regional Education Committee, the Regional Executive Officer and the Regional Education Department collaboratively handle all other important regional education matters, including budgetary estimates. The Regional Education Department, headed by the Regional Education Officer (REdO), carries out the day-to-day implementation of education in the region. The REdO is the Chief Professional (Education) Officer in the region and answers to the Council by way of the Regional Executive Officer (REO), the Regional Chairman and the Regional Education Committee. The annual estimates of

expenditure for each Education District must receive the concurrence of the Ministry of Education. This aids in ensuring that the delivery of quality education nationwide.

1.4 Study Methodology, Data and Data Limitations

The current study combines quantitative and qualitative data, policy analysis and evidence from previous research. It seeks to provide an understanding of OOSC phenomenon through the lens of the five Dimensions of Exclusion (DE), which are based on a conceptual framework developed by UNICEF and UIS that distinguishes children who have never attended school, those who entered but dropped out and those who are currently attending school but are at risk of dropping out. This approach facilitates a greater understanding of the different levels of exclusion from educational access and is also useful for planning and policy development.

Data and information sources utilised in this study include administrative data and policy documents from the Ministry of Education, the 2014 Guyana Multiple Indicators Cluster Survey (MICS), survey of children and teachers in primary school and secondary schools and focus group discussions with out-of-school children, education administrators and community members.

1.4.1 Dimensions of Exclusion

The Five Dimensions of Exclusion model identifies which children are considered out of school along with those that are at risk of dropping out of school. These five main dimensions in the model highlight the forms of exclusion from educational participation and present five distinct groups of children for the data and policy analysis that span three levels of education: pre-primary, primary and lower secondary.

Three of the dimensions capture the out of school population and two capture the in-school population that are at risk of dropping out.

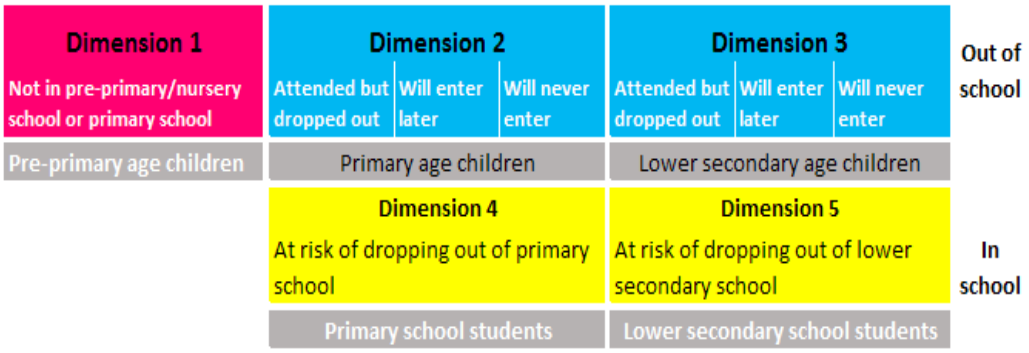


Figure 1-11: The Five Dimensions of Exclusion (Taken from Operational Manual Global Out of School Children Initiative)

Pre-primary education is represented by Dimension 1, which highlights children of pre-primary school age who are not in pre-primary or primary education. Two other dimensions capture the out-of-school population of primary school age (Dimension 2) and lower secondary school age (Dimension 3) and Dimensions 4 and 5 focus on children who are in school but are at risk of dropping out (figure 1-11). It is important to note that based on the model, children of primary or lower secondary school age are deemed to be 'in school' if they participate in primary or lower secondary school. It should be noted however that children of primary school age or older who are in pre-primary education are considered 'out-of-school'.

1.4.2 Definition

Three main terms are used consistently in this report, viz.: school participation rate, attendance and out-of-school children. ***School participation*** refers to the number of children within a theoretical age group for a given level of education attending that level at any time during the referenced academic year, expressed as a percentage of the total population in that age group. ***Attendance*** refers to the proportion of sessions per school week that the child attends. ***Out-of-school children*** are defined as children who did not attend formal primary or secondary school during the referenced academic year.

1.4.3 Desk review

A desk review was conducted as part of the study design. The aim of the desk review is to examine existing literature on the out-of-school children phenomenon to improve understanding of the local context, the challenges relating to school access and children sustained participation in school and the policies and strategies utilised in addressing the challenges to school participation.

1.4.4 Quantitative Data Collection

Table 1-5 below indicates the various sources of data used in examining the profiles of out-of-school children

Table 1-5: Sources of Quantitative Data used in examining the Profiles of Out-of-School Children

Dimensions of Exclusion	Data used for Identifying Profiles of Excluded Children
Dimensions 1, 2 & 3	Guyana MICS 2014
Dimensions 4 & 5	Guyana MICS 2014 Survey of Primary & Secondary Students 2016 MoE Attendance Data

Table 1-6: Guyana MICS 2014 data by Sex

	Frequency	Percent
Male	10901	48.2
Female	11736	51.8
Total	22637	100.0

Table 1-7: Guyana MICS 2014 data by Age

Age Category	Frequency	Percent
0-4 years	3482	15.4
5-9 years	2726	12.0
10-14 years	2297	10.1
15-19 years	2175	9.6
20-24 years	1901	8.4
25-29 years	1803	8.0
30-34 years	1528	6.8
35-39 years	1364	6.0
40-44 years	1203	5.3
45-49 years	949	4.2
50-54 years	988	4.4
55-59 years	682	3.0
60-64 years	504	2.2
65 years and over	973	4.3
Missing	62	.3
Total	22637	100.0

[6] The Multiple Indicator Cluster Survey (MICS) is an international household survey programme developed by UNICEF in the 1990s. MICS is designed to collect statistically robust, internationally comparable estimates of key indicators that are useful in assessing the situation of children, women and men. MICS also provides a tool to monitor the progress towards national goals and global commitments aimed at promoting the welfare of children, including the goal of education for all. The respondent to the household questionnaire was any knowledgeable adult member (i.e. aged 15 years or older) living in the household. Prior to 2014, the survey was conducted in 2000 and 2006 in Guyana.

The MICS measures children's participation in schooling using data on school attendance, collected from a representative sample of households. Participation rates indicate the percentage of children who attend school based on questions about whether they attended a formal academic school at any time during the given school year.

To supplement the MICS data, students and teachers from primary and secondary schools across the country were surveyed. The selection of samples was done in collaboration with the Ministry of Education, Statistics Department. Two separate sample frames were used for primary and secondary schools respectively. The sample frame for primary schools comprised all Government administered schools at this level. The sample frame for secondary schools comprised all Government administered secondary schools along with secondary departments of primary schools.

Table 1-8: Number of Primary and Secondary Schools Selected in the Sample

	# of Schools	# of Schools Selected in the Sample	% of Schools Selected in the Sample
Primary School	440	120	27.3
Secondary School	115	60	52.2

A decision was taken by the Lead Researcher and the Statistics Unit of the Ministry of Education to sample 120 primary schools and 60 secondary schools. Overall, 27.3 percent of primary schools and 52.2 percent of secondary schools nationally were sampled (table 1-8). The decision to sample this sizeable proportion of schools was informed by the need to capture wide-ranging perspectives on the out-of-school children phenomenon from teachers and students across the 10 Administrative Regions of Guyana. The samples for primary and secondary schools were selected separately using a random selection method where each school in each frame was assigned a numerical code. The random selection of the codes was done using SPSS random number generator. At the primary level, the questionnaire was applied to students from Grades Three to Six and at the secondary level the questionnaire was applied to students from Grades Seven to Ten. Teachers from the classes surveyed were also interviewed. Questionnaires were self-administered at the secondary level. However, at the primary level researchers used a combination of face-to-face interviews and self-administration of the questionnaire.

Table 1-9: Summary of Primary and Secondary School Surveyed

School Type	# of Schools Surveyed	Grades Surveyed	# Students' Questionnaire Administered	# of Teachers' Questionnaire Administered
Primary	113	3-6	7,185	336
Secondary	57	7-10	4,995	198

Data collection was done during the period September 27, 2016 to November 30, 2016. At the end of the data collection period, 113 primary schools and 57 secondary schools were surveyed. Due to some logistics and coordination challenges, six primary schools drawn in the sample from Region 5 were not surveyed as planned (table 1-9).

7,185 primary students and 4,997 secondary students responded to the survey. In total 336 primary school teachers and 198 secondary school teachers responded to the questionnaire (table 1-9).

Additionally, the study utilised administrative data on enrolment and attendance from the Ministry of Education. The Statistical Department of the Ministry of Education compiles and aggregates data from the 11 educational districts annually.

1.4.5 Qualitative Data Collection

Qualitative data was collected from school dropouts, parents, community leaders and residents through focus interviews. Forty-six (46) focus group discussions were held during the period June to September 2017. A total of 372 individuals participated in the focus group discussions. The average number of persons participating at focus group sessions was eight (8) individuals. The minimum number of individuals participating at a focus group session was three (3), while the maximum was twenty-eight (28). Staff from the Ministry of Education Statistics Department facilitated focus group sessions (see Appendix 6 for the interview schedule and location/groups where focus group discussions were held). The aim of the qualitative survey is to document the perception and experiences of participants with regard to the out-of-school phenomenon.

1.4.6 Data Limitation

Table 1-10 below offers the main limitations of the data used in the analysis.

Table 1-10: Data Limitations

Data Source	Limitations
Guyana MICS 2014	Item non-response limiting the efficiency of estimates Disaggregation particularly on Dimension 2 was negatively impacted by sample size
Primary and Secondary Schools Survey	Item non-response limiting the efficiency of estimates Primary School Survey not fully implemented in Region 5
Ministry of Education School enrolment and Attendance data	Children attending private school excluded from the data Limited possibilities for disaggregation by individual and household characteristics
Focus Group Discussions	15 of the 46 focus groups held had less than five individuals. Region 2 was not covered

In addressing gaps in the focus group discussions, eight (8) interviews were conducted with individuals from locations where researchers were unsuccessful in gathering data. Further, responses to the open-ended questions from the primary and secondary school surveys supplied valuable insights on many of the determinants of children dropping out of school.

1.4.7 Data Analysis

The analysis of the profiles of out-of-school children is mainly done with quantitative data. Statistical approaches used in the analyses include descriptive summaries of school participation rates based on the 5DE; disparity analyses by regions, sex and other socioeconomic groupings; and multivariate analyses that examine the relationship between children's school participation and various individual and household background variables.

Determination of the barriers and bottlenecks that result in children's exclusion from formal education rely mainly on qualitative focus group discussions along with a systematic review of existing literature and evidence on the practice of education in Guyana and other territories.

1.5 Study Outline

Following this introduction, the study comprises three (3) key sections:

(1) Profiles of Excluded children;
(2) Barriers and bottlenecks to children's school participation; and
(3) Policies and strategies to address the barriers and bottlenecks.

Chapter 2 identifies profiles of excluded children capturing the complexity of the problem of out-of-school children in terms of magnitude and multiple disparities around the Five Dimensions of Exclusion.

Chapter 3 examines the barriers and bottlenecks to clarify the dynamic and causal processes related to the Five Dimensions of Exclusion. It presents the major barriers and factors that prevent children from participating in school.

Chapter 4 reviews policies and strategies to address the barriers and bottlenecks related to the Five Dimensions of Exclusion within education and beyond. Finally, tangible recommendations are drawn from all the information and analyses presented in the report to provide possible concrete measures that can be adopted by government as well as national and international partners to realise universal access to quality education in Guyana.

Chapter 2 PROFILES OF OUT-OF-SCHOOL CHILDREN

This chapter presents profiles of out-of-school children in Guyana and outlines the categories of out-of-school children in terms of exposure to education against the Five Dimensions of Exclusion. As per the global guidelines, it presents the situation as is without explaining the circumstances driving the out-of-school children phenomenon. Discussion on the factors driving children's exclusion from education is discussed in chapter 3. The chapter begins with discussion on Dimension 1 and progresses through to Dimensions 2, 3, 4 and 5.

2.1 General Profiles of Children in Dimension 1

Dimension 1 comprises children of pre-primary school age who are not in pre-primary or primary education. Pre-primary school participation rate was assessed as the proportion of children who were in the first grade of primary education at the time of survey who reportedly attended nursery/pre-primary school in the previous year.

Figure 2-1 provides an overview of participation rates at the pre-primary (nursery) level in Guyana. National pre-primary participation rate was 84.9 percent. The data also indicate that 15.1 percent of children of pre-primary school age were not participating in formal education.

Gender variation was noted with the data showing higher participation rate at the nursery level among boys than girls. Reported participation rate at the pre-primary level among boys amounted to 87.3 percent, whereas reported participation rate among girls was 82.8 percent.

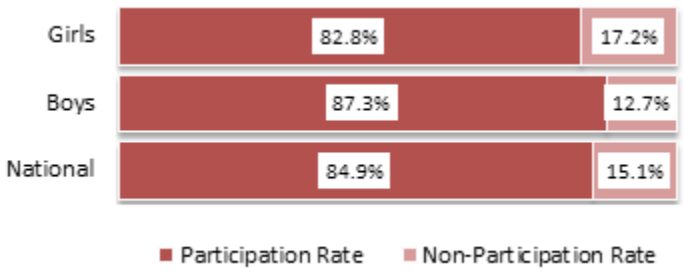


Figure 2-1: School Participation and Non-participation Rates among Pre-Primary School Age Children by Sex

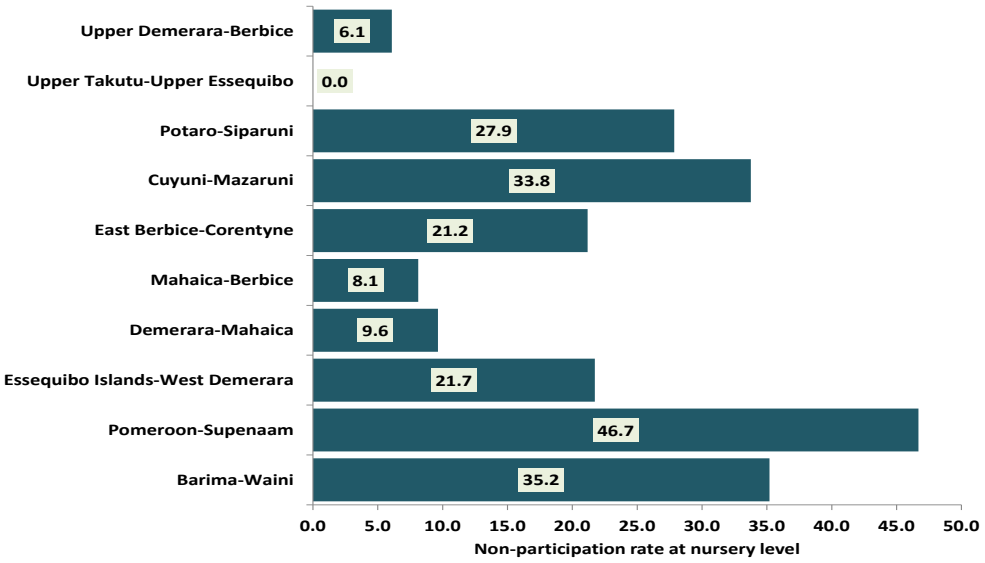


Figure 2-2: Out-of-School Rates among Pre-Primary School Age Children by Region

Figure 2-2 shows considerable regional variation in school participation rates. Region 2 (Pomeroon–Supenaam), Region 1 (Barima- Waini), Region 7 (Cuyuni Mazaruni) and Region 8 (Potaro- Siparuni) reported very high non-participation rate at the pre-primary level. Non-participation rates in these regions were of 46.7 percent for Region 2, 35.2 percent for Region 1, 33.8 percent for Region 7, and 27.9 percent for Region 8.

In Region 3 (Essequibo Islands – West Demerara) non-participation rate for pre-primary age children was 21.7 percent, for Region 6 (East Berbice – Corentyne) it was 21.2 percent. Non-participation rates were much lower in Region 10 (Upper Demerara-Berbice) at 6.1 percent, Region 5 (Mahaica- West Berbice) at 8.1 percent and Region 4 (Demerara-Mahaica) at 9.6 percent. These Regions located on the coastland are also the more populated ones. The analysis did not reveal any exclusion from pre-primary education in Region 9 (Upper Takatu-Upper Essequibo).

It was observed that the children whose mothers were at the lower spectrum of the education continuum had higher levels of non-participation in pre-primary education as reflected in values of 23.2 percent for children whose mothers were reported as having no formal education and 33.4 percent for children whose mothers attained up to primary education. Comparatively, children whose mothers attained up to secondary education had a 9.9 percent non-participation rate in pre-primary education and for children whose mothers had post-secondary education non-participation rate in pre-primary education was 13.2 percent (figure 2-3).

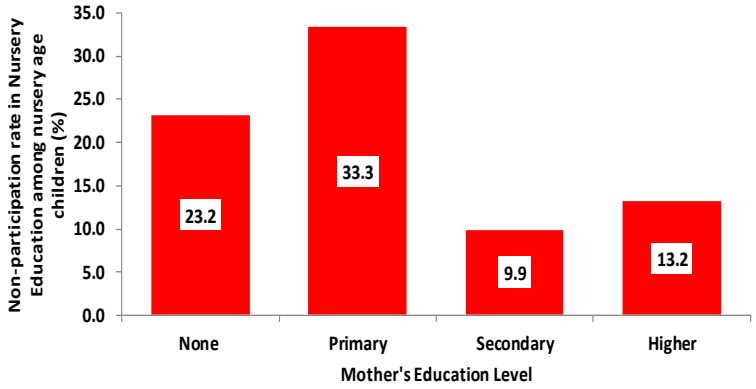


Figure 2-3: Out-of-School Rates among Pre-Primary School Age Children by Mother's Education Level

Disaggregating non-participation of nursery school age children with regard to the wealth quintile reveals that children from the two poorest quintiles had higher non-participation rates than their cohorts from the top three wealth quintiles. The data show that among the poorest wealth quintile more than 1 in 5 children of pre-primary age (22 percent, see figure 2-4) did not participate in pre-primary education. The data also show that those from the fourth wealth quintile had a non-participation rate of 18.1 percent. On the other hand, non-participation rates among the middle, second and richest quintile were 6.2 percent, 11.7 percent and 12.2 percent respectively.

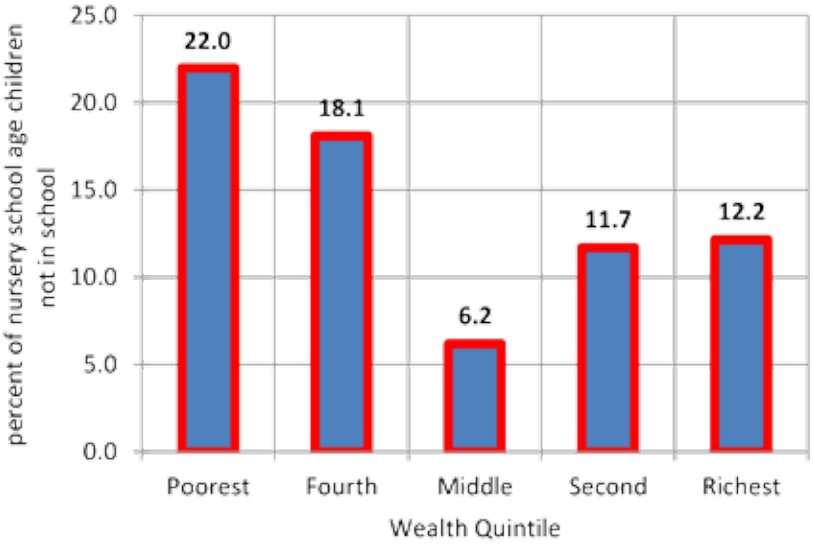


Figure 2-4: Out-of-School Rates among Pre-Primary School Age Children by Wealth Quintile

Figure 2-5 indicates disparities in non-participation in pre-primary education across the major ethnic groups. Indo-Guyanese had the highest levels of non-participation at the pre-primary level (20.5 percent), followed by mixed race (16.3 percent), and Indigenous Peoples (16.1 percent). Afro-Guyanese had the lowest non-participation rate among children of primary school age (9.2 percent).

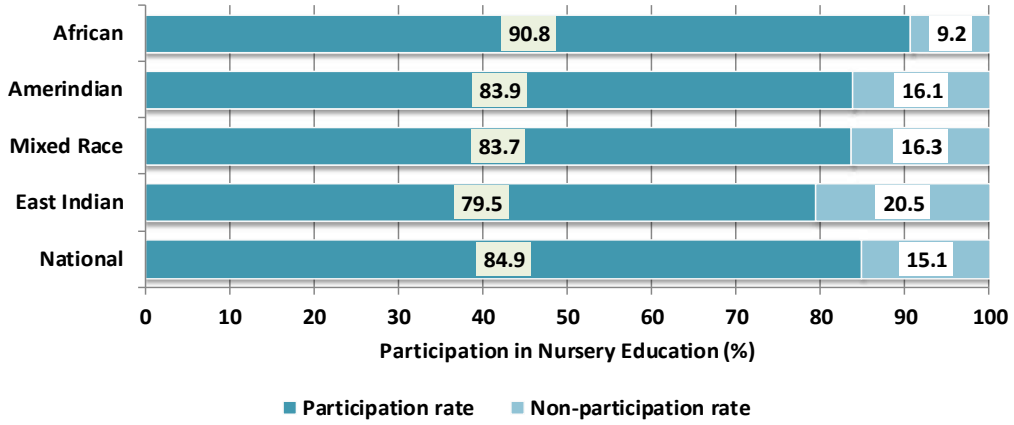


Figure 2-5: School Participation and Non-participation Rates among Pre-Primary School Age Children by Ethnicity

The preceding analysis reveals that variations in school participation among children of pre-primary school age were along gender, wealth, mothers' educational level, ethnic and regional lines.

2.2 Profile of Children in Dimension 2

Dimension 2 comprises children of primary school age who are not in primary or secondary school. Children of primary school age are counted as being in school when they are participating either in primary or secondary education (UNESCO-UIS 2005, 13). The MICS dataset allowed for meaningful analysis of children who fall within this Dimension.

Primary school participation rate in Guyana is much higher than pre-primary school participation. In fact, the analysis yields a school participation rate of 97.7 percent for primary school age children. Further, there was no significant variation in gender concerning school participation for children of primary school age. Reported participation rate at the primary level among boys amounted to 98.8 percent and 97.6 percent for girls (figure 2-6).

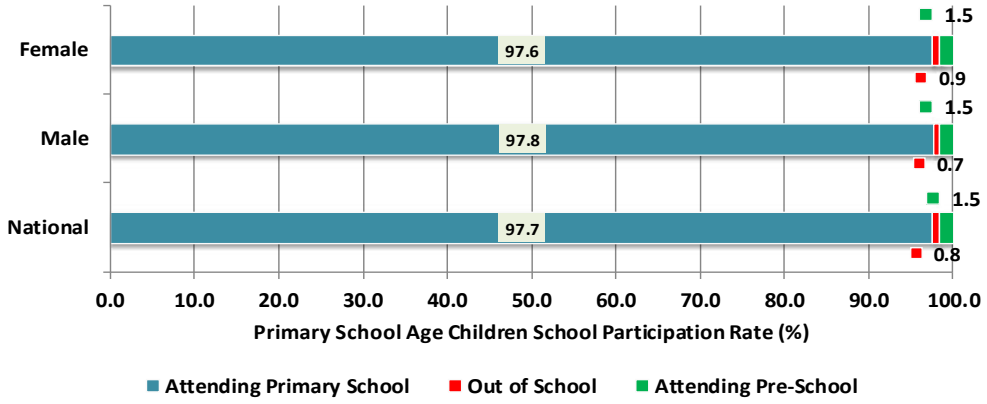


Figure 2-6: School Participation and Non-participation Rates among Primary School Age Children by Sex

The school participation delineated above for children of primary age is validated by information form the 2012 population and housing census. As shown in table 2-1 national school participation rates for children of primary school age surpassed 98 percent for all ages and gender.

Table 2-1: Age Specific School Participation Rates

Age	National School Participation Rate	Boys School Participation Rate	Girls School Participation Rate
6	98.3	98.2	98.4
7	98.6	98.4	98.7
8	98.5	98.3	98.8
9	98.6	98.7	98.5
10	98.4	98.2	98.7
11	98.2	98.1	98.3

Guyana Bureau of Statistics 2012 Census

		National					
		Not attending school or preschool	Attending preschool	Not attending school or preschool	Attending preschool	Not attending school or preschool	Attending preschool
Wealth	Poorest	1.3	.9	2.9	.5	2.1	.7
	Second	.3	.7	.2	2.7	.2	1.7
	Middle	.1	1.1	.3	1.9	.2	1.5
	Fourth	.7	.7	0.0	.3	.3	.5
	Richest	1.0	4.1	.2	2.1	.6	3.1
Ethnicity	East Indian	.1	.9	.1	.9	.5	.6
	African	.3	1.5	.3	1.5	.7	2.2
	Amerindian	2.5	.5	2.5	.5	2.5	.7
	Mixed Race	1.2	3.0	1.2	3.0	.7	2.5

Assessing out-of-school rates for children of primary school age with regard to wealth quintile reveals that children from the richest quintile had the highest rate (3.7 percent). The next group was children from the poorest quintile with an out-of-school rate of 2.8 percent. The higher rate among children from the richest wealth quintile is as a result of 3.1 percent of children from this group attending pre-primary school. In fact, the data show that among the poorest quintile 2.1 percent of children from this group were not attending primary or pre-primary school and this figure represents the highest proportion of children from any of the wealth quintiles that were not attending primary or pre-primary school (table 2-2).

Analysis of the data to unearth variations in out-of-school rates among the major ethnic groups revealed that Indigenous children and children of mixed descent had the highest out-of-school rates among primary school age children (3.2 percent), followed by Afro-Guyanese children (2.9 percent). Indo-Guyanese children had the lowest out-of-school children rate (1.1 percent).

[7] Children of primary school age or older who are in pre-primary education are considered 'out-of-school'.

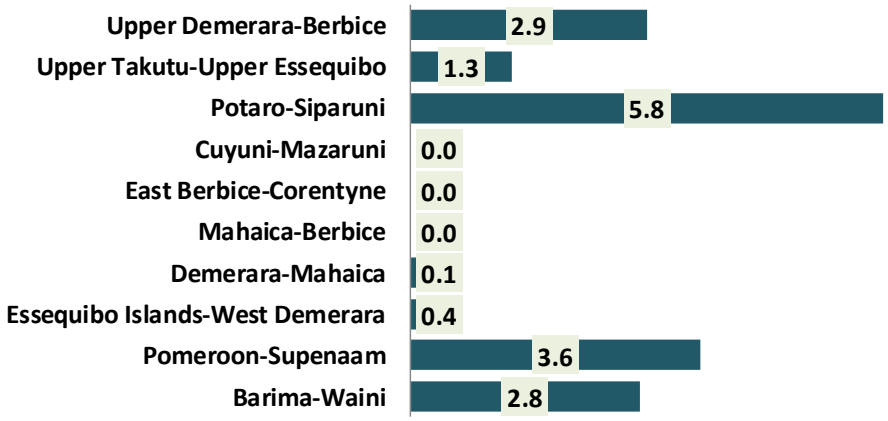


Figure 2-7: Out-of-School Rates among Primary School Age Children by Region

Four regions stand out above the national average with reference to out-of-school rates among children of primary school age. Region 8 (Potaro -Siparuni 5.8 percent), Region 2 (Pomeroon-Supenaam 3.6 percent), Region 10 (Upper Demerara – Berbice 2.9 percent) and Region 1 (Barima-Waini 2.8 percent) were the regions with the slightly higher out-of-school rates among primary school age children when compared to the other regions (figure 2-7).

2.3 Profile of Children in Dimension 3

Dimension 3 comprises children of lower secondary school age who are not in secondary school, primary school. In the current context, children ages 12 to 14 years are considered. The 2014 MICS dataset was used to extract patterns on school participation of lower secondary school age children.

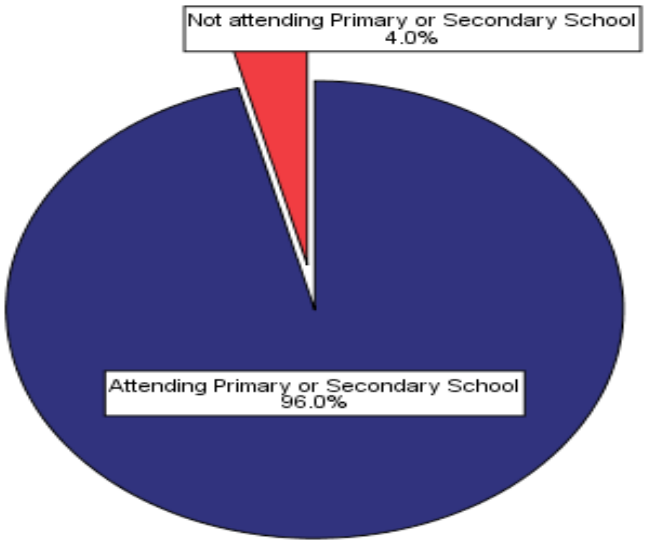


Figure 2-8: School Participation and Non-participation Rates among Lower Secondary School Age Children

The figure 2-8 shows that 4 percent of children in this age cohort were not participating in school. A higher proportion of boys of lower secondary school age were out of school compared to girls. The data indicate that 2.8 percent of girls of lower secondary school age were out of school compared to 5.5 percent of boys of this age cohort (figure 2-9).

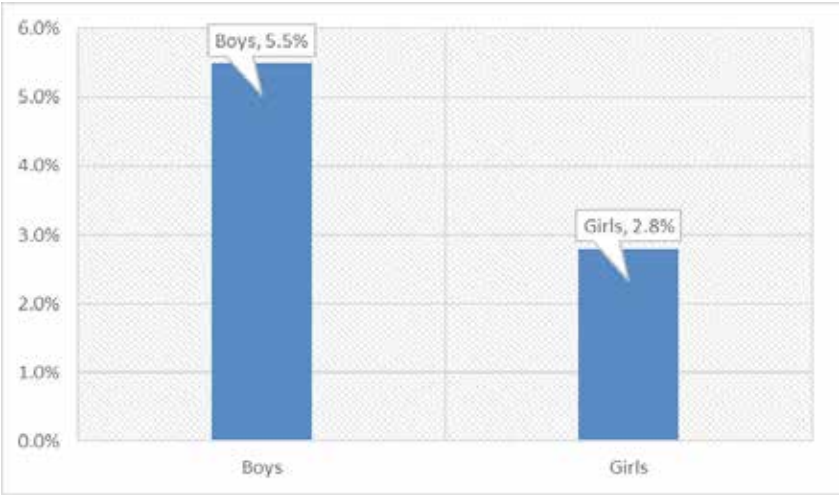


Figure 2-9: Out-of-School Rates among Children of Lower Secondary School Age by Sex

Statistical analysis revealed that mother's education level, wealth status, sex and age of the child were the variables associated with lower secondary school age children being out of school. Using a response variable where one represented a child out of school and zero for a child in school in a binary logistic model, the aforementioned variables were significantly associated with lower secondary school age children being out of school. However, father's education level was not significantly associated with children being out of school. This counterintuitive result suggests that fathers are not as actively involved in their children's education.

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	378.018[a]	.054	.192

Classification Table[a]

Observed			Predicted ED5R1 .00	Predicted ED5R1 1.00	Percentage Correct
Step 1	Out-of School	.00	1303	0	100.0
		1.00	54	0	.0
	Overall Percentage				96.0

a. The cut value is .500

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	11.468	8	.177

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Sex	-.764	.303	6.349	1	.012	.466
Age (Years)	.664	.194	11.747	1	.001	1.942
Indo-Guyanese	18.096	2190.600	.000	1	.993	72296461.53
Amerindian	17.525	2190.600	.000	1	.994	40835803.54
Mixed Race	17.789	2190.600	.000	1	.994	53151597.08
Wealth Quintile	-.496	.159	9.724	1	.002	.609
Mother's Education Level	-.391	.143	7.514	1	.006	.677
Father's Education Level	.025	.097	.064	1	.800	1.025
Constant	-26.227	2190.601	.000	1	.990	.000

Table 2-3: Binary Regression Results on factors associated with out of School Children of Lower Secondary School Age

The results also show that boys of lower secondary school age were more likely to be out of school than girls of the same cohort. The likelihood of a child of this cohort being out of school increased with age. Lower levels of mother's education and children from the lower wealth quintile were more likely to be out of school.

The proportion of children of lower secondary age that was out of school reaches as high as 6.2 percent among 14-year olds compared to 3.9 percent among 13-year olds and 1.6 percent among 12 year olds (table 2-4).

Table 2-4: School Participation by Age

Age	In Secondary school	In school Primary school	Out of school
12	79.7	18.6	1.6
13	92.1	3.9	3.9
14	91.6	2.2	6.2

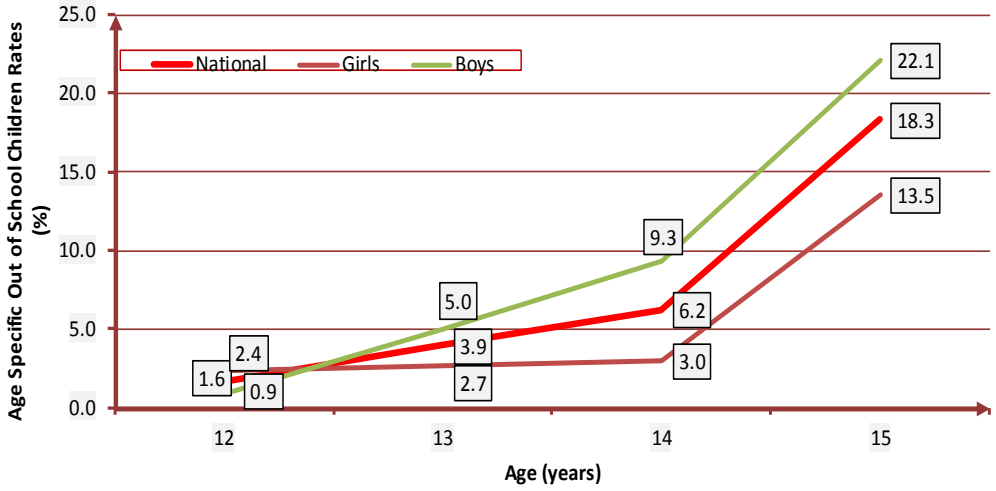


Figure 2-10: Out-of-School Rates among Lower Secondary School Age Children by Sex

Considering gender and age, for children 12 years old 2.4 percent girls and 0.9 percent boys were out-of-school. In relation to children age 13, 5 percent boys and 2.7 percent girls were out-of-school. At age 14, 9.3 percent of boys were out-of-school and 3.0 percent of girls were out of school (Figure 2-10).

The data for lower secondary school age children also indicate that poverty had a substantial negative effect on this group's school participation rate. According to the data, the percentage of children out of school was substantially different between children from the poorest quintile and those from the richest quintile. Comparatively, out-of-school children rate was 7.5 percent among lower secondary school age children from the poorest quintile and only 0.5 percent for those from the richest quintile (Figure 2-11).

Figure 2-11: Percentage of Children of Lower Secondary School Age who are out-of-School by Wealth Quintile

As highlighted in the multivariate analysis, mother's education level is associated with children's exclusion from school. As depicted in figure 2-12, 19.0 percent of lower secondary school age children with mothers who reported no education were not participating in the formal education system. Comparatively, 6.3 percent of lower secondary school age children with mothers attaining primary education were out-of-school. 2.0 percent of Children from this cohort whose mothers achieved secondary education were out of school and for children of this cohort with mothers attaining higher education 0 percent were out of school.

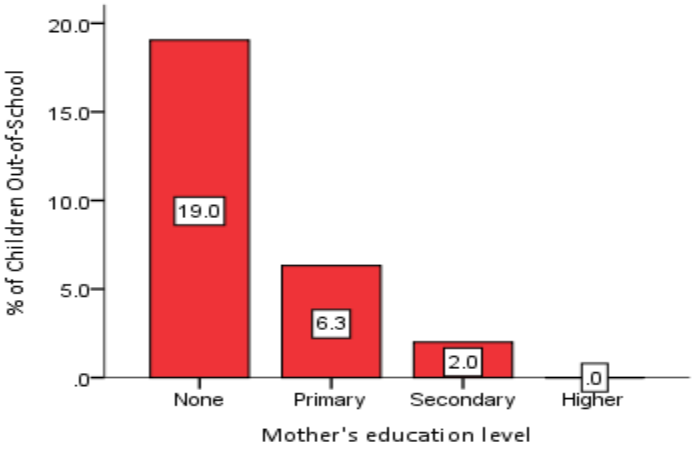


Figure 2-12: Out-of-School Rates among Lower Secondary School Age Children by Mother's Education Level

Addressing regional disparities, it was observed that Region 2(Pomeroon-Supenaam), had the highest out-of-school children rate for children of lower secondary school age. In Region 2, 12.8 percent of children were not in school. Region 7 (Cuyuni- Mazaruni), had the next highest rate of 12.3 percent. In Region 3(Essequibo Islands -West Demerara), 6.5 percent of children from this cohort were out of school and in Region 1 (Barima-Waini), 5.7 percent of children from this cohort were out-of-school.

For Region 5(Mahaica – Berbice), 4.2 percent of children from this cohort were out of school and in Region 6 (East Berbice-Corentyne), 4.0 percent of this cohort were out of school. In Region 8 (Potaro Siparuni), 2.3 percent of children from this cohort were out of school and in Region 10 (Upper Demerara-Berbice), 2.1 percent of children from this cohort were out of school. Lower out-of-school rates were found in Region 4 (Demerara-Mahaica), where 1.1 percent of children from this cohort were out-of-school and in Region 9 (Upper Takutu-Upper Essequibo), where 0.8 percent of children from this cohort were out-of-school (figure 2-13).

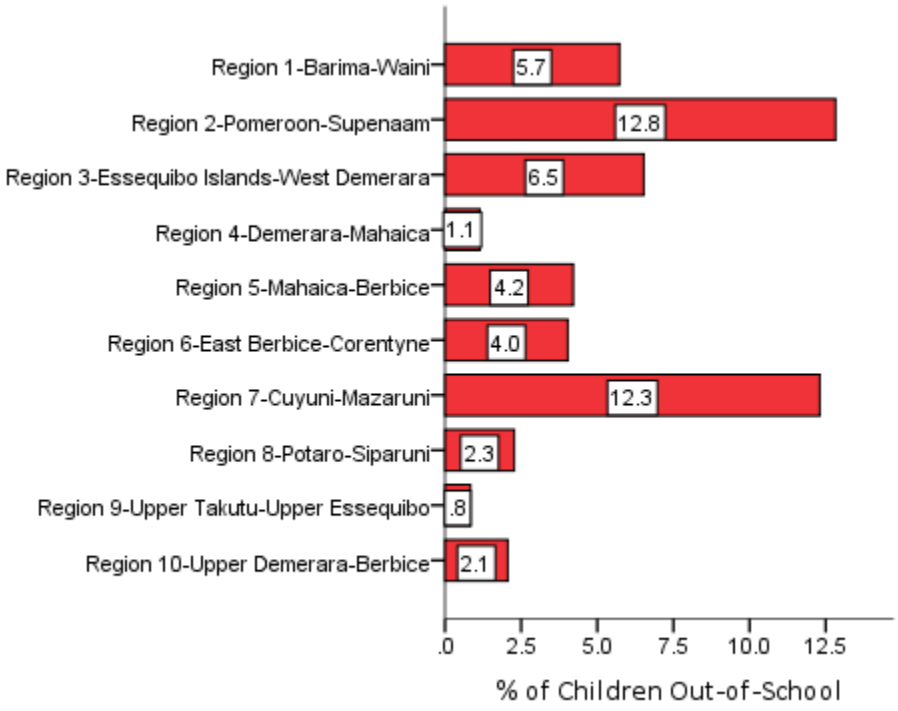


Figure 2-13: Out-of-School Rates among Lower Secondary School Age Children by Region

2.4 Profiles of Children in Dimension 4 and Dimension 5

Dimensions 4 and 5 cover the population of children and adolescents who are in school but are at risk of dropping out. Dimension 4 focuses on children of primary school age and Dimension 5 centres on adolescents of lower secondary school age. Three risk factors associated with dropping out of school are examined, viz.: (i) children overage for their grade; (ii) the school environment and (iii) attendance rates.

2.4.1 Children Overage for their Grade

Overage means students who are above the official age for the grade they are attending according to the country's entrance regulations. This situation can result from mainly two scenarios: late entry and grade repetition. In this

study, the term overage is used as a situation that indicates that a child or adolescent is at the risk of exclusion from education. This approach has been adopted because it is easy to measure throughout the coverage of the education system and it expresses a dynamic and cumulative approach to exclusion (UNESCO-UIS and UNICEF 2012, 17). The problem of overage children in Guyana is mainly a reflection of late entry and grade repetition (table 2-5). "Late entry produces immediate problems of over–age in education, which is strongly associated with the risk of dropping out" (UNICEF & UIS 2014a: 13).

It was noted in the survey of secondary school children that 12.3 percent of students who responded to the survey were repeating the current grade. The primary school survey revealed that 5 percent of students who responded to the survey were repeating the current grade (Table 2-5). The policy of the Government has been that children in primary school should not repeat a grade, however, this policy has not been observed. It appears that the Ministry of Education lacks the capacity to ensure that policies are implemented in classrooms.

Table 2-5: Percentage of Students Repeating Current Grade

Primary		Secondary	
Sample Size	Percent of Students Repeating Current Grade	Sample Size	Percent of students Repeating Current Grade
6,938	5.0	4,701	12.3

Source: Primary School and Secondary School Surveys

In line with our methodology, children and adolescents who are one year overage are considered to be at moderate risk of dropping out and students who are two or more years overage are considered to be at serious risk of dropping out. In Dimensions 4 and 5, both students at moderate risk and serious risk will be analysed.

Table 2-6: Primary School Age-Grade Comparisons

Grade	Appropriate Age for Grade	Underage	Appropriate Age	1 year overage (moderate risk)	2 or more years overage (serious risk)
1	6	52.6%	42.7%	3.6%	1.1%
2	7	52.0%	41.7%	4.8%	1.5%
3	8	54.5%	43.7%	3.7%	2.1%
4	9	48.4%	45.1%	5.4%	1.0%
5	10	51.5%	44.7%	1.9%	3.7%
6	11	54.2%	41.5%	2.1%	2.3%

Age at the beginning of the school year; Guyana MICS 2014

Considering overage for one's grade as a risk factor for dropping out of school, table 2-6 indicates that 1.1 percent of children in Grade One, 1.5 percent of children in Grade Two, 2.1 percent of children in Grade Three, 1.0 percent of children in Grade Four, 3.7 percent of children in Grade Five, and 2.3 percent of children in Grade Six were categorised as being at serious risk of dropping out of school (see figure 2-14 also).

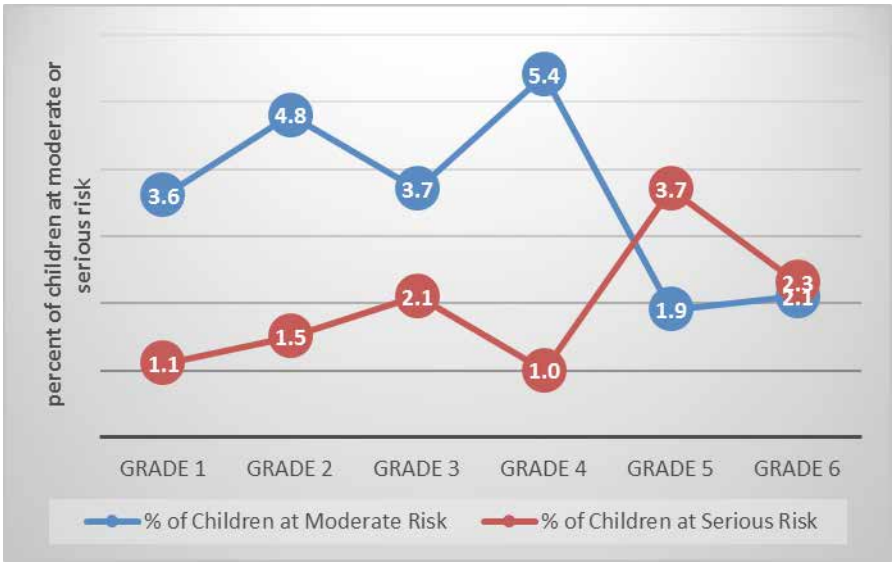


Figure 2-14: Percentage of Primary School Age Children at Moderate and Serious Risk of Dropping Out

Further, 3.6 percent of children in grade one, 4.8 percent of children in Grade Two, 3.7 percent of children in Grade Three, 5.4 percent of children in Grade Four, 1.9 percent of children in grade five, and 2.1 percent of children in Grade Six were categorised as being at moderate risk of dropping out of school (figure 2-14).

Figure 2-15: Transition Rates to Lower Secondary School by Wealth Quintile and Sex

Source: World Inequality Database on Education

Transition rates from primary to lower secondary school were high for both the poorest and richest wealth quintiles (figure 2-15). Transition rate from primary to lower secondary for the poorest wealth quintile stood at 98 percent and for the richest wealth quintile 100 percent. Girls from the poorest quintile had a transition rate from primary to lower secondary of 98 percent and for boys from this quintile the transition rate was 97 percent.

Using the age-for-grade approach (children overage for their grade), in lower secondary school, children are at higher risk of dropping out in Grade Nine (Dimension 5). In Grade Seven, 7.3 percent of students were categorised as being at moderate risk and 1.2 percent at serious risk of dropping out of school. For Grade Eight, 4.1 percent of students were categorised as being at moderate risk and 1.7 percent at serious risk of dropping out of school. For Grade Nine, 10.0 percent students were categorised as being at moderate risk and 1.9 percent at serious risk of dropping out of school (table 2-7 and figure 2-16).

Table 2-7: Lower Secondary School Age-Grade Comparisons

Grade	Appropriate Age for Grade	Underage	Appropriate Age	1 year overage (moderate risk)	2 or more years overage (serious risk)
7	12	46.7%	44.8%	7.3%	1.2%
8	13	44.3%	49.8%	4.1%	1.7%
9	14	41.8%	46.3%	10.0%	1.9%

Source: Guyana MICS 2014

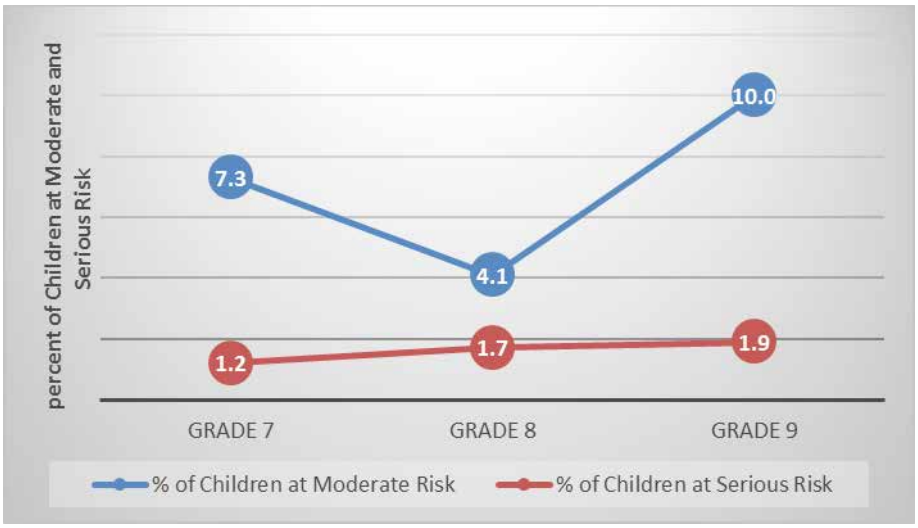


Figure 2-16: Percentage of Lower Secondary School Age Children at Moderate and Serious Risk

Concerning children overage for their grade, in Grade Nine, the share of boys at moderate risk of dropping out of lower secondary school was 10.8 percent and those at serious risk were 3 percent. Comparatively, for girls of the same grade, the share of girls classified as being at moderate risk of dropping out was 9.2 percent and those at serious risk were 0.9 percent (table 2-8).

Table 2-8: Proportion of Students of Lower Secondary School by Grade Level, Sex, and Risk Level

	Boys		Girls	
	Moderate Risk	Serious Risk	Moderate Risk	Serious Risk
Grade 7	10.4%	0.8%	3.6%	2.0%
Grade 8	5.6%	1.3%	2.6%	2.1%
Grade 9	10.8%	3.0%	9.2%	0.9%

Moreover, using children overage for their grade as a risk factor for dropping out of school and as depicted in table 2-9 children from the poorest quintile are significantly more likely to dropout when compared to children from the richest quintile. In Grade Nine, 15.4 percent of children from poorest quintile were at moderate risk of dropping out of lower secondary school and 2.7 percent were at serious risk, compared to 6.1 percent from the richest quintile being at moderate risk and 1.5 percent being at serious risk.

Table 2-9: Proportion of Students of Lower Secondary School by Grade Level, Wealth Quintile, and Risk Level

	Poorest 20%		Richest 20%	
	Moderate Risk	Serious Risk	Moderate Risk	Serious Risk
Grade 7	7.8%	3.0%	4.1%	0.0%
Grade 8	5.6%	3.7%	2.6%	0.0%
Grade 9	15.4%	2.7%	6.1%	1.5%

Turning to lower secondary school completion rates, the data show that children from the poorest quintile had a lower secondary school completion rate of 70 percent, which was comparably lower than those from the richest quintile (95 percent) (figure 2-16). Examining gender disparity within the poorest and richest quintiles reveal that boys from the poorest quintile had a lower secondary school completion rate of 65 percent and lower secondary school age girls from this quintile had a completion rate of 74 percent. From the richest quintile, boys had a completion rate of 91 percent and girls' completion rate was 99 percent.

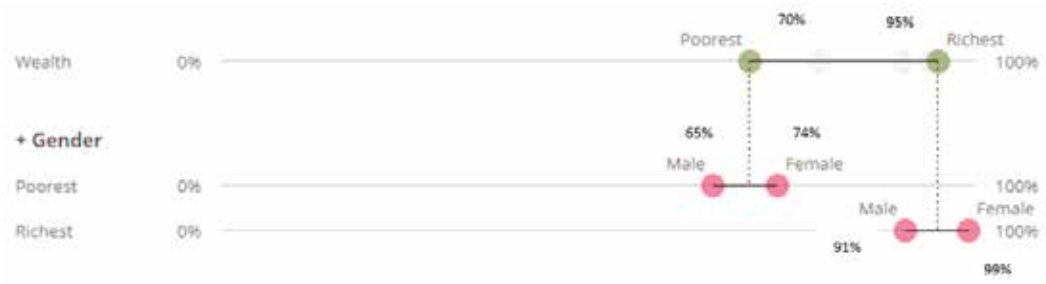


Figure 2-17: Lower Secondary School Completion Rate by Family's Wealth Status and Sex

Source: World Inequality Database on Education

The completion rates for lower secondary school also show ethnic variations. Indigenous peoples had a lower secondary school completion rate of 69 percent, Indo-Guyanese, 81 percent and Afro-Guyanese, 94 percent. Within ethnicity, Indigenous boys' lower secondary school completion rate was 65 percent and Indigenous girls' lower secondary school completion rate was 72 percent. Indo-Guyanese boys' lower secondary school completion rate was 75 percent and Indo-Guyanese girls' lower secondary school completion rate was 86 percent. Afro-Guyanese boys' lower secondary school completion rate was 92 percent and Afro-Guyanese girls' lower secondary school completion rate was 98 percent (figure 2-16).

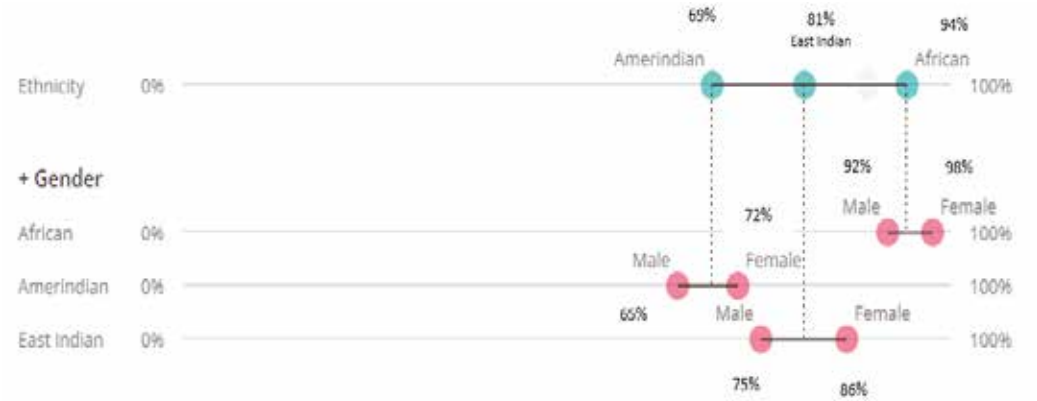


Figure 2-18: Lower Secondary School Completion Rate by Ethnicity and Sex

Source: World Inequality Database on Education

2.4.2 Risks associated with the School Environment

To examine risks to children's retention in school, multivariate analysis was conducted on data from the primary and secondary school surveys. Using a response variable where one represented a student reporting how he/she in the past felt like not attending school anymore (proxy variable for risk of dropping out of school) and zero if the student stated that he/she never felt that way before a binary logistic model was developed and estimated.

Estimation results in table 2-10 identified statistically significant association between being at risk of dropping out of primary school and repeating current grade, reading ability, physically abused by schoolmate and feeling disrespected by teacher or schoolmate. The b-coefficients for repeating current grade, being physically abused by schoolmate, feeling disrespected by a teacher and feeling disrespected by a schoolmate are all significant and positive, indicating that increasing scores on these variables are associated with increased odds of dropping out of school. The variable for reading ability was significant and negative indicating that low reading ability increased the odds of dropping out of school.

Table 2-10: Binary Regression Result on factors linked to Primary School Children wanting to discontinue attending school

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	4733.359	.024	.041

Classification Table[a]

Observed			Predicted		
			V32		Percentage Correct
			.00	1.00	
Step 1	V32	.00	4702	0	100.0
		1.00	881	0	.0
	Overall Percentage				84.2

a. The cut value is .500

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	10.420	8	.237

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Disrespected by School Mate	.317	.078	16.528	1	.000	1.372
	Repeating current grade	.589	.150	15.470	1	.000	1.802
	Distance from home to school	-.024	.017	2.044	1	.153	.977
	Student's assessment of his/her reading ability	-.109	.037	8.750	1	.003	.897
	Physically abused by schoolmate	.173	.080	4.716	1	.030	1.189
	Disrespected by Teacher	.546	.086	40.744	1	.000	1.726
	Physically abused by Teacher	.157	.082	3.679	1	.055	1.170
	Student's Assessment of his/her Performance	.024	.023	1.052	1	.305	1.024
	Constant	-3.580	.282	161.753	1	.000	.028

A similar model was estimated using data collected from secondary school students. The b-coefficients for repeating current grade, feeling disrespected by a teacher and feeling disrespected by a schoolmate are all significant and positive, indicating that increasing scores on these variables are associated with increased odds of children dropping out of school. The variables for reading ability and student's rating of his/her overall performance as a student was significant and negative indicating that low reading ability and low overall performance as a student increased the odds of dropping out of school.

Table 2-11: Binary Regression Result on factors linked to Secondary School Children wanting to discontinue attending school

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	4083.070	.018	.028

Classification Table[a,b]

Observed			Predicted		
			Dropout		Percentage Correct
			NO	YES	
Step 0	Dropout	NO	3332	0	100.0
		YES	830	0	.0
	Overall Percentage				80.1

a. Constant is included in the model.
b. The cut value is .500

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	12.721	8	.122

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Student's Assessment of his/her Performance	-.063	.023	7.409	1	.006	.939
Student's assessment of his/her reading ability	-.085	.037	5.359	1	.021	.918
Disrespected by School Mate	.369	.075	24.008	1	.000	1.447
Physically abused by schoolmate	.121	.066	3.332	1	.068	1.129
Disrespected by Teacher	.213	.086	6.047	1	.014	1.237
Physically abused by Teacher	.014	.092	.023	1	.878	1.014
Distance from home to school	-.014	.018	.580	1	.446	.987
Repeating current grade	.239	.117	4.175	1	.041	1.270
Constant	-2.851	.343	68.911	1	.000	.058

2.4.3 Students' Attendance Rates

Another group of children that are at risk of dropping out of school are those with irregular patterns of school attendance. Irregularity in attending school can result in academic challenges because children are losing substantial amounts of instructional time. The findings of recent research point out that students who are chronically absent, meaning they miss 10 percent or more of the school year due to excused or unexcused absences, had lower grades and were more likely to drop out than students with better attendance (Balfanz and Byrnes 2013).

The attendance rate depicted in table 2-12 indicate children are missing substantial instructional time. In Region 1 for instance, at the primary level, boys' attendance rate was 73 percent and girls' 76 percent; in secondary departments of primary schools, boys' attendance rate was 65 percent and girls' 69 percent and at the secondary level, boys' attendance rate was 72 percent and 76 percent. In Region 2, at the primary level, boys' attendance rate was 71 percent and girls' 73 percent; in secondary departments of primary schools, boys' attendance rate was 78 percent and girls' 76 percent and at the secondary level boys' attendance rate was 68 percent and 75 percent.

At the primary level relatively low attendance rates were observed for boys attending primary schools in Region 2 (71 percent), boys attending schools in Region 4 (72 percent), boys attending primary schools in Region 1, girls attending primary schools in Region 2 (73 percent) and girls attending primary schools in Region 1 (76 percent).

Considering the secondary level, relatively low attendance rates were detected for boys attending secondary schools in Region 4 (63 percent), boys attending secondary schools in Region 5 (63 percent), boys attending secondary schools Region 3 (66 percent), boys attending secondary schools in Region 2 (68 percent).

Children attending secondary departments of primary schools had considerably lower attendance rates. For example, in Region 4, attendance rates for boys and girls were 53 percent and 65 percent respectively and in Region 3, attendance rates were 50 percent for boys and 59 percent for girls.

Table 2-12: Average Attendance Rate by Region and Gender, 2015-2016

Regions	Average attendance rate (percent)				Secondary Department of Primary School	
	Primary School		Secondary School			
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Region 1	73	76	72	76	65	69
Region 2	71	73	68	75	78	76
Region 3	80	80	66	73	50	59
Region 4	72	82	63	70	53	65
Georgetown	82	83	83	74	-	-
Region 5	79	81	63	70	-	-
Region 6	82	84	70	76	66	69
Region 7	85	88	75	82	80	90
Region 8	81	84	74	79	75	78
Region 9	90	91	80	87	81	85
Region 10	79	79	73	77	-	-

2.5 Profiles of Children Excluded from the Education System

Who are the children excluded from the education system? Based on the foregoing, the main profiles of out-of-school children in the Guyana context are:

1. Living in a household from the lowest socioeconomic quintile;
2. Boys of lower secondary school age;
3. A child with a mother with low educational achievement;

4. Living in hinterland and remote communities;
5. Children who are overage for their grade;
6. Children who experience poor relationships with peers and adults in their school.
7. Children with poor attendance record.

2.5.1 Children living in a Household from the Lowest Socio-economic Quintile

The socio-economic status quintiles, used to categorise households by economic status, are based on a range of household possessions and utilisation of services. This approach divides households into five equal groups known as quintiles and ordered from 1 to 5. The lower end of the socio-economic quintiles continuum is associated with the poorest households and the upper end is associated with the wealthiest households.

The preceding analysis on the Five Dimensions of Exclusion provides substantial evidence that household poverty was a defining characteristic of out-of-school children and those at risk of dropping out of school. The evidence definitively shows that children from the poorest quintile are more at risk of dropping out of school than those from the richer quintiles and are the most excluded group from the formal education system at the pre-primary, primary and secondary levels. However, the impact of persistent socioeconomic disadvantage appears more at the pre-primary school age and the lower secondary school age with regard to children being outside the formal education system.

Poverty remains a reality in Guyana particularly in remote communities and in the hinterland regions. In coastal areas, there are concentrated pockets of poverty mainly in squatter communities[8]. Social infrastructure in these communities such as water supply, sanitation, electricity, roads and drainage are typically below the "adequate" or minimum standards. Poverty analysis is cited in Chapter 1 which states that poverty in Guyana is associated with lower educational attainment.

2.5.2 Boys of Lower Secondary School Age

The evidence presented also shows that boys are more likely to be excluded from education than girls. The situation is worst for Indigenous adolescent boys whose lower secondary school completion rate was 65 percent.

2.5.3 A mother with low educational achievement

The analysis presented earlier in this chapter shows that mothers' education level influenced positive or negative outcomes in children school participation at the pre-primary, primary levels and secondary levels. Mothers with higher education level are more likely to be more interested in their children's education.

[8] A residential area in an urban locality inhabited by the very poor who have no access to tenured land of their own, and hence "squat" on vacant land, either private or public.

In analysing several comprehensive developmental studies, Duncan and Brooks-Gunn (1997) concluded that the link between mothers' education and children's intellectual outcomes was significant and positive even after controlling for a variety of other socio-economic such as household income. It is therefore not uncommon to find that the mother's education is one of the strongest predictors of how far children advance in school.

2.5.4 Living in Hinterland and Remote Communities

Another defining profile of out-of-school children are those from hinterland and remote regions and communities. The lack of or non-existence of proper road networks in remote communities make accessing schools very challenging for children, particularly for children of pre-primary age. In riverine communities, children have to travel considerable distances by rowing boats to school. In some riverine communities, households only have one boat that is shared by children for travel to school and by adults for livelihood and commercial activities. In these situations, children's regularity in school attendance and punctuality are negatively affected.

2.5.5 Children overage for their Grade

Previous analysis points to evidence of children being older than the theoretical age for their grade. This situation is attributed to grade repetition and delays in starting school. Research in the field of education lends to the view that being overage for their grade places children at a higher risk of dropping out because they are more likely than other youths to become disengaged from school during adolescence. Explanatorily it is believed that children who are older than their classmates feel different than their peers and may feel discouraged.

Table 2-13: Percentage of Students Repeating current grade by Sex and type of school

Are you repeating your current Grade?	Primary School		Secondary School	
	Boys	Girls	Boys	Girls
Yes	5.0	4.7	14.2	10.5
No	95.0	95.3	85.8	89.5

The overage phenomenon in Guyana appears more linked to repeating grades than to starting school late. Previous analysis shows that 1.1 percent of first graders were more than two years older than the age for the grade; by Grade Five, the data indicate that 3.7 percent were two years older than their grade.

Grade repetition for primary school boys was 5 percent and for primary girls it was 4.7 percent. For secondary school boys, the proportion repeating a grade was 14.2 percent and for girls it was to 10.5 percent (table 2-13).

2.5.6 Children who experience poor relationships with peers and adults in their school

A good school environment has a positive effect on learning. Analysis of school survey data suggests that schools tolerate aggressive behaviour and antagonistic communication among students. This leads to children not having a positive perception of the school, which can increase the tendency to drop out of school. Children reported a number of situations that are inimical for students continuing in schooling. Children across the country reported high levels of aggression and bullying. Region 10 stood out as having the highest aggression rate at primary level, while Region 2 showed up as the most affected in a number of metrics.

Younger children at primary level are more vulnerable to violence. This teaches younger people that it is acceptable for persons in power to show aggression to others and they could take this to the secondary level.

2.5.7 Children with poor School Attendance Record

Based on the preceding analysis, access to formal education, particularly at the primary level, is not a major issue in Guyana. However, as related in the preceding analysis, regularity in attending school is definitely a challenge that must be addressed if children are to derive the benefits of formal education. Low attendance rates reduce the benefits from almost universal enrolment, since children are losing time on tasks and become vulnerable to dropping out of school.

2.6 Summary

This chapter examined children's exclusion from formal education relative to the five Dimensions explaining the out-of-school phenomenon. The out-of-school children phenomenon was highest at the pre-primary stage. The foregoing also shows that Guyana has almost achieved universal primary education. Finally, seven distinct profiles of children excluded from the formal education system or who are at risk of dropping out were identified, viz.: children living in a household from the lowest socioeconomic quintile; boys of lower secondary school age, children with a mother having low educational achievement; children living in remote and hinterland communities; children who are overage for their grade; children who experience poor relationships with peers and adults in their school; and children with poor school attendance record.

Chapter 3: Barriers and Bottlenecks that Generate or Worsen Exclusion

The main purpose of this chapter is to identify the factors negatively affecting children's retention rates at school and the causes of children's exclusion from the education system that are linked to different profiles of out-of-school children (OOSC) in Guyana. This chapter seeks to identify factors and dynamics driving the patterns of non-participation in schooling, as presented in the previous chapter. It investigates the phenomena in the context of the school, home, community and the student. The analysis and discussion utilise qualitative data to triangulate and give deeper meaning to the quantitative evidence presented earlier.

Referencing the Monitoring Results for Equity System (MORES) model, conceptualised by UNICEF, the determinants of children's exclusion from the education system are categorised into four (4) domains:

1. Supply
2. Demand
3. Quality
4. Enabling Environment

When the determinants that comprise the four domains are not deployed in an equitable way, they constitute barriers that impede the achievement of desired results. In order to reverse children's exclusion from the education system it is crucial to identify barriers and bottlenecks that constrain the achievement of desired programme outcomes for out-of-school children and those at risk of dropping out and subsequently identify strategies and innovations to overcome these issues.

3.1 Supply Side Barriers to School Participation

In this section, the study examines the main supply side determinants of exclusion from education in Guyana relative to the 5DE framework. The analysis will focus on the main supply side barrier identified in the data, viz.: long distance from home to school.

Table 0-1: Supply Side Barriers to School Attendance

BARRIER TYPE	DETERMINANTS/FACTORS	DIMENSIONS OF EXCLUSION (DE)				
		1DE	2DE	3DE	4DE	5DE
Supply Side Barrier	1. Travelling long distances to school					

3.1.1 Long Distances from Home to School as a Barrier to School Participation

The location of schools is important to ensuring children's continued school participation, protecting children right to education and ensuring their continuity in formal education. When schools are located far from where students live, this constitutes a barrier to them enrolling and remaining in school. This is a persistent challenge for educational policymakers and planners in Guyana because it is impractical to have schools close to every community when considering cost effectiveness and available human resources to sustain quality. Home to school distance is a useful proxy for children's access to formal education. Long distances between children's homes and schools affect children in all five Dimensions elaborated in Chapter 2.

Figure 3-1 and 3-2 graphically portray the distances children travel daily from home to school according to data from the surveys of primary school and secondary school students. The surveys reveal that 24.6 percent of primary school students had a home to school distance of two to four miles and 12.7 percent of them had a home to school distance greater than four miles. For secondary school students, the data revealed that 25.7 percent of them had a home to school distance of two to four miles and 26 percent of them had a home to school distance greater than four miles.

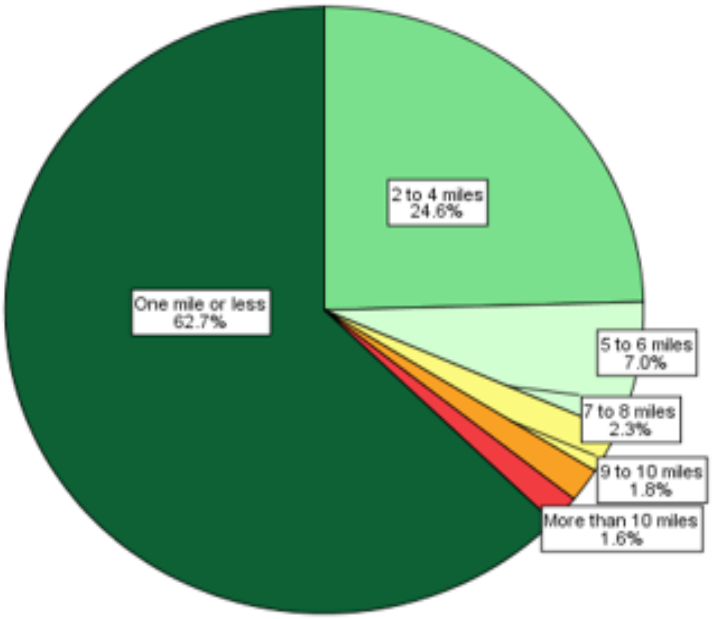


Figure 3-1: Estimated Distance from Home to School: Primary School Students

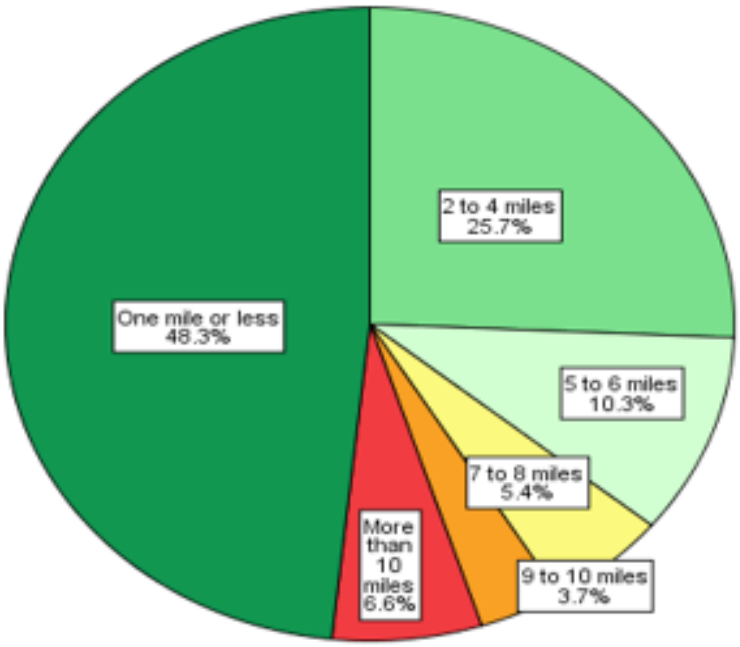


Figure 3-2: Estimated Distance from Home to School: Secondary School Students

Two variables where highlighted in the discussion on children's commute to school: one, the physical distance from home to school and two, risks associated with commuting from home to school. Combined, there are barriers to children's school participation for at least three main reasons:

(i) families' inability to afford children's daily commute;

(ii) children who walk, cycle or paddle long distances to school are often fatigued and unable to concentratein class; and

(iii) risk involved when children travel unsupervised to school.

Home to school distance is a barrier to school participation particularly in rural and riverine areas where one of its greatest impacts is higher transportation costs to ensure school participation. This means that many families are straining to send their children to school. From a cost perspective, a family earning the minimum wage can spend up to one fifth of their income to provide transportation for a child at school (about G$3,000 per week). As reflected in the comments below, home to school distance is a significant challenge to school participation because it is both costly and physically fatiguing.

> "It was hard to travel to school every day because I live far away and my family cannot afford it."-*Out-of-school youth, Region 5*

> "My Mother is a single parent. When she lost her job, I had to leave school. Finance was mostly needed to pay [for] transportation."- *Out-of-School youth, Region 3.*

> "Some ah we have to ride all the way from the other side of the Island to get to school and by the time we reach school, we get real tired." – *Student, Region 3*

"Going to school was hard. We had to walk up to seven miles to school through mountainous areas and when we reach, we tired, hungry and can't focus." – *Out-of-school child, Region 9*

Apart from the cost of travel, parents worry over the safety of their children when travelling to school. In table 3-2, it is observed that walking is the main mode of getting to school for of primary school students and secondary school students in the sample especially those living in the rural coastal areas and some parts of the hinterland. For children who walk or cycle to school, there is the risk of losing life or limb while commuting to school. Apart from Georgetown, in many communities across the country, people live close to the main roads and highways and the schools are located along these roads and highways. Children walking or cycling to school are therefore exposed to all other road users including cars, buses and trucks. Most of the road and highways are not equipped with footpaths and cycle paths or anything protecting pedestrian or pedal cyclists from the main thoroughfare. Intuitively, one can conclude that some parents would be fearful in these circumstances to send smaller children to school, especially if there is no older sibling or relative to accompany them, resulting in some children missing pre-primary education or starting primary at a later age (1DE and 4DE).

For the period 2010-2014 there were 51 traffic related deaths for children 14 years or younger. Forty, or 78.4 percent were pedestrian or pedal cyclists at the time of the fatal accident; 12.5 percent of those fatalities occurred in Region 2, 12.5 percent in Region 3, 10.0 percent in Region 5, 42.5 percent in Region 4, 15 percent in Region 6.

Source: Crime & Social Observatory

Table 0-2: Mode of Travel to School and Home to School Distance

	Mode of travel to school											
	Primary (N=6921)						*Secondary (n=4811)*					
Home to school distance	Walking (%)	Bicycle (%)	Car (%)	Bus (%)	Motorcycle (%)	Boat (%)	Walking (%)	Bicycle (%)	Car (%)	Bus (%)	Motorcycle (%)	Boat (%)
One mile or less	42.46	5.88	7.11	4.28	0.72	2.27	28.14	3.99	6.13	9.56	0.35	0.31
2 to 4 miles	10.49	2.62	4.54	4.05	0.40	2.44	5.72	2.29	5.22	11.97	0.23	0.31
More than 4 miles	4.22	1.36	3.02	2.73	0.23	1.18	3.97	1.35	3.95	15.36	0.39	0.75

In many communities in Regions 1, 2, 7 and 8, the only option to travel to school is by boat, which poses the risk of children losing their lives by drowning, since they often travel in small boats without adult supervision or life-saving vests. In this setting, parents are not inclined to have the smaller children (especially those who cannot swim well) travelling daily by river to and from school and thus school participation for many children is delayed. This situation possibly explains why parents delay sending smaller children to school (Dimensions 1, 2 and 4). As explained by a hinterland teacher:

"Some children in these areas may also enter the school system late because their parents will not send them paddling down the river alone." –*Teacher at Consultation*

Home to school distance, mainly in rural and riverine areas, can therefore influence parents' perception of safety particularly when there is no older sibling attending the same school. A corollary of this situation is the case of

late enrolment and overage children because parents wait until they are older to travel to school. As discussed in the previous chapter, overaged children are more likely to drop out of school at a later stage (4DE and 5DE).

Figure 3-3: Group of School-children paddling home at mid-afternoon on the Pomeroon River. (Source: Stabroek News)

There are other challenges associated with children travelling to school. For instance, paddling is physically exerting and can negatively affect children's ability to be attentive in class. Walking, too, is physically draining on children. It appears that the most serious consequence of physically exerting long travels to school is that it affects students' punctuality, attendance and the quality of learning. As explained by a teacher at a consultation exercise with education officials, children in riverine communities face serious barriers to school participation:

> "Paddling to school is more than simply a physical activity. Students need to wait for the tide to go in the right direction to help them along. In addition, nursery students with older siblings in the school system need to wait from when they finish at 00:11hrs for that sibling to be finished at15:00hrs, to return home while having no one to care for them during these four hours. This increases their vulnerability. A policy must be developed to ensure that these younger students are protected and taken care of during this time."

The main challenge in locating schools in riverine areas is that the low enrolment rates do not justify increasing the stock of schools in these areas. Table 3-3 depicts enrolment rates in four communities in Region 7 and shows that the majority of grades in these schools have less than 20 students enrolled. In Kartabo, all grades had less than 12 students; at Batavio only Grade Six had 20 or more students; at Agatash only Grade Four had 20 or more students and at Itabali, only Grades Two and Three had 20 or more students.

Table 0-3: Enrolment rates for selected Region 7 Communities

Grade	Batavio		Kartabo		Itabali		Agatash	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	8	8	3	4	5	7	8	11
2	7	10	4	4	11	9	12	7
3	10	9	5	4	11	12	11	6
4	5	8	7	5	8	6	7	15
5	5	5	5	3	9	6	7	10
6	11	10	2	10	11	7	7	5

As explained by an Education Official, it is difficult to supply schools to meet demand, especially in areas where families are scattered (e.g. along a river), and constantly move. This is even more difficult at secondary level. It was reported that the Ministry of Education had conducted a feasibility study, which showed that small secondary schools are not efficient and viable in terms of quality and on the financial side. It is not possible to offer full programmes or all subjects in small schools. As such, the Ministry decides on a school location within a catchment area, where a school in every village is not feasible.

3.2 Demand Side Barriers

This section explores how various socioeconomic factors affect children's school participation. Challenging socio-economic circumstances often combine with other serious challenges at the household and individual levels. The main socioeconomic barriers relate to all five dimensions of exclusion from education.

BARRIER TYPE	DETERMINANTS/FACTORS	DIMENSIONS OF EXCLUSION (DE)				
		1DE	2DE	3DE	4DE	5DE
Demand Side Barriers	1. Poverty and Economic Barriers					
	2. Lack of parental awareness concerning the value of education					
	3. Child labour					
	4. Children Left Unsupervised for Long Periods					
	5. Pregnancy					
	5. Alcohol and Illicit drug use					

3.2.1 Poverty and Economic Barriers to School Participation

In chapter 1, the study presented poverty conditions in Guyana and made three inferences on poverty in the country:

(i) the poor were mainly concentrated in hinterland and rural areas;

(ii) poor households had lower educational attainment; and

(iii) poverty was higher among the younger age cohorts.

" [I] Could not attend school because parents did not have money to pay for uniform and transportation."
- *Out-of-School Youth, Region 5*

Even though poverty is concentrated more in rural and hinterland communities, pockets of poverty exists in urban areas too. As highlighted in Chapter 2, urban poverty is generally found in squatters' settlements. Household poverty and its implications for children is probably the most significant barrier to children's school participation in Guyana. A key question here is, in which of the dimensions are children excluded from formal education due to household poverty? Chapter 2 concludes that children from the poorest wealth quintile are less likely to access school or remain in school. The non-participation rates in formal education among children of the lower wealth quintile as revealed in the data suggest that resource scarcity is affecting demand at all education levels for children.

Based on the interviews, it was noted that even though there are no fees attached to public education, parents in many poor communities could not afford the cost of the numerous inputs required for school attendance. For example, it was gleaned that in poor households there were not enough resources to acquire clothing for school, purchase materials or access the internet to do assignments, for daily travel to school and for a meal for the children during school time. The latter appeared to be very prevalent that focus group participants in a number of Regions suggested that a school-wide breakfast policy would be quite useful in helping children remain in school.

It is imperative to acknowledge government's efforts aimed at improving students' attendance. The National School Feeding Programme is a government initiative that caters for students of all nursery schools and those up to Grade Two at the primary level throughout the country. Government also provides vouchers for uniforms and textbooks. There is also a presidential initiative (the 5 Bs Initiative) that makes donations of buses, boats, bicycles, books and breakfast in targeted areas for the most disadvantaged children. However, the vouchers have proven to be insufficient. It is hoped that these initiatives will minimise the repeated claims of hidden costs, as more children are able to access these resources.

Three responses from the focus interviews are instructive in highlighting the extent to which household poverty constitutes a barrier to children's school participation:

> "This thing is a[n] economic problem of the parents. They can't afford to send their children to school; can't afford the basic things, like food, the uniform - them ain't have enough. The things the children need for school the parents can't get it. It is a[n] economic issue." *–Community Member Region 9*
>
> "I skipped [school] sometimes because my parents couldn't afford it. I missed school too much days and became discouraged and didn't want to go back." *–Out-of-School Child Region 10*
>
> [I] Usually only go to school when they [parents] get money to send me."*–Student Region3*

In poor households, mainly in rural and hinterland communities, many students face considerable pressures to leave school and work. These pressures originate from parents to supplement their already low household income and from peers who have already left or are planning to leave school. One parent admitted that, in frustration, she told her son, "You wasting meh money, why you don't go and look a wuk?" From all appearances, the pressure is greater on boys to leave school in search of work.

In cases where children do not show exceptional learning abilities, poor parents often advise students to discontinue school and take up jobs in farming, forestry, or mining, which they believe do not require significant amounts of formal education. Some children themselves do not see the value of education since many of their colleagues were unable secure jobs when they successfully complete school. This situation leads children in believing that there is no need to complete school.

The Annual Report of the Guyana Ministerial Task Force on Trafficking in Persons highlights the vulnerability of undereducated youth and children from dysfunctional families to sexual and labour exploitation (Ministerial Task Force on Trafficking in Persons 2017, 21). Hinterland and rural school age boys are lured to work in mining, agriculture and forestry sectors. Many are involved in entry-level jobs with high risks because some of the worksites pay scant attention to workers' safety (Guyana Times May 31 2016). Undereducated girls are vulnerable to sexual exploitation. Girls are lured from their homes through promises of remuneration to work as cooks, bar servers, shop attendants and domestic workers but are forced into sex work (Ministerial Task Force on Trafficking in Persons 2017). Additionally, girls are made to stay at home to do household chores and care for their younger siblings if parents access jobs out of the area[1].

All in all, poverty has negative impacts in all five dimensions because it creates a difficulty for parents to enrol children in schools (1DE, 2DE, 3DE) and negatively affects retention (4DE and 5DE). Children from poor households stand a greater chance of not being enrolled in school or if they are enrolled, they often have to battle with the issues such as hunger, which can eventually cause them to drop out from school (UNESCO, 2010).

3.2.2 Lack of Parental Awareness about the ultimate Benefit of Education

Information coming from qualitative interviews highlighted parents' attitude towards education as a barrier to children's school participation. Some parents, particularly those living in rural and hinterland regions, do not possess adequate knowledge regarding the benefit of education due to their low levels of educational attainment. This situation is further compounded when it is observed that even young persons with university degrees are finding it difficult to get jobs or are taking jobs well below their qualifications. It is certainly challenging to persuade parents in difficult economic circumstances that they should keep a child in school for no additional benefits that they can perceive. Nonetheless, lack of parental awareness on the benefit of education is a significant barrier to sustaining school participation at both upper primary (DE4) and lower secondary (DE5) levels.

"Many parents are uneducated themselves, [so] they often do not see the need for educating their children."
- Community Member Region 7

The analysis in Chapter 2 shows that mothers' low educational attainment was associated with high out-of-school children rates. One respondent from the focus group discussions presents the situation as such:

> "Some of the parents in this community don't seem to get the importance of education for their children and even if you try to explain to them how important it is to educate their children, them nah listen."
> *Community Member Region 9*

[1] This issue was raised by several children in response to an open-ended question in the secondary school students' survey.

Parental support for schooling is an important factor in ensuring that the necessary environment for school participation is sustained. A key enabling factor to children's school participation is the link between parental perception of the benefits and outcomes of schooling and their desire to keep children in school. Parents who do not see the immediate and long-term benefit of sending their children to school, either because they expect poor quality of education and/or because children are not achieving high levels of academic performance, are unlikely to continue to invest in education. One parent from Region 3 reported at the focus group discussions: "Teachers don't pay attention to dem children who are slow learners so she had to tek her child out of school." In Region 8, parents argued that they are responsible for their children and they can take them out of school if they see the need to. A youth from Region 1 who had dropped out of school stated that while he was at school:

> "Meh class didn't have teachers, many days I did nothing in school and meh mother tell me I wasting she money going to school and meh book empty."

Another issue related to parents' decision making on sustained school participation among children of lower secondary school age was the view that finishing secondary school was not important, as it does not guarantee employment. Rather, it was believed that adolescents in lower secondary school should focus on acquiring a job skill (furniture making, carpentry, catering, heavy-duty vehicle operator etc.) because this increases their likelihood of employment. Our focus group discussion revealed that some parents often dissuaded adolescents from staying in secondary school and directed them towards technical skills acquisition, since it is believed that they can secure a job faster.

The foregoing indicates that while boys are directed towards technical and vocational skills acquisition, girls are assigned domestic roles. It is observed that stereotypical gender roles are reinforced in hinterland and rural communities in work orientation. While gender equality has support and is growing in urban areas, there are still stereotypical gender perceptions in technical and vocational skills acquisition with training for girls who drop out of schools concentrated in catering and cosmetology.

The consensus at focus groups in rural and hinterland regions was that the value of education must be reinforced to parents to create a supportive environment for students to attend school. When this issue was raised at the consultation with education officials, the opinion was expressed that because parents' level of educational attainment is so closely linked to sustained school participation the Ministry should make it a policy to continually emphasise the importance of education in creating opportunities for children. When parents do not know the benefit of education, they will not be motivated to provide a supportive environment for sustained school participation for their children. It is therefore necessary that all education sector personnel engage in advocacy activities regarding the long-term positive benefits of education while simultaneously addressing some of the challenges that impede parents sending their children to school.

3.2.3 Child Labour as a Barrier to School Participation

An important determinant of children's exclusion from formal education that is closely linked to the household poverty situation is child labour. Lack of sufficient financial resources in the home can cause erratic attendance and eventual dropping out of school. Children often get involved in economic activity to ease the economic burden on parents. Focus group discussions revealed that child labour is particularly threatening in 3DE and 5DE.

Figure 3-4 shows that nationally 18.3 percent of children age 5-17 were involved in child labour in Guyana. The figure also reveals that 19.7 percent of boys and 17 percent of girls age 5-17 were involved in child labour.

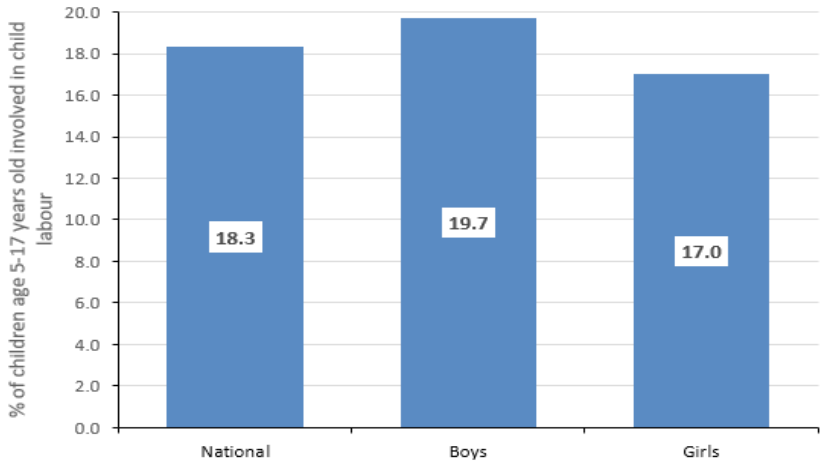


Figure 3-4: Percentage of Children age 5 -17 years involved Child Labour by Sex
Source: MICS 2014

Rural and hinterland areas had higher child labour rates than the national average. For example, in Region 9, child labour prevalence was 70.7 percent; in Region 8, it was 46.6 percent; Region 10, child labour prevalence was 27.8 percent and in Region 2, it was 21.5 percent. Comparatively, Regionional child labour prevalence was 11.2 percent (figure 3-5).

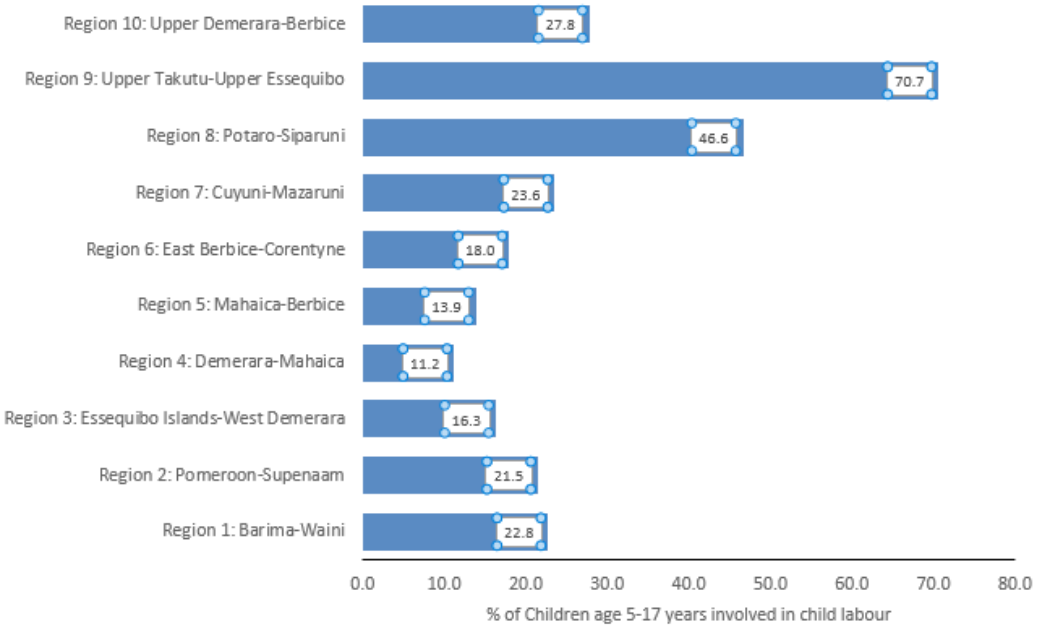


Figure 3-5: Percentage of Children age 5-17 years involved in Child Labour by Region
Source: MICS 2014

It was gleaned from the focus group discussion that many of them are absent during harvest time and eventually drop out of school particularly if they perform badly after returning to school. In hinterland areas (Regions 1, 7, 8, and 9), lower secondary school age boys leave school to work in mining areas. In Region 9, which borders northern Brazil, it was reported that a number of adolescents of lower secondary school age migrate to Brazil in search of work.

The table below indicates prevalence rates of children working under hazardous conditions. Regions 7, 8, 9, and 10 had high prevalence rates of children working under hazardous conditions (Region 7, 19.4 percent, Region 8, 40.6 percent, Region 9, 56.6 percent and Region 10, 24.9 percent). Child labour in these regions is mainly in the forestry and mining sectors.

Children Age 5-17 years working under Hazardous Conditions by Region

	Percentage of Children working under hazardous conditions
Region 1: Barima-Waini	14.8
Region 2: Pomeroon-Supenaam	15.0
Region 3: Essequibo Islands-West Demerara	11.3
Region 4: Demerara-Mahaica	6.2
Region 5: Mahaica-Berbice	10.1
Region 6: East Berbice-Corentyne	9.8
Region 7: Cuyuni-Mazaruni	19.4
Region 8: Potaro-Siparuni	40.6
Region 9: Upper Takutu-Upper Essequibo	56.6
Region 10: Upper Demerara-Berbice	24.9

3.2.4 Children Left Unsupervised for Long Periods

Another consequence of poverty on children's education is the lack of parental or adult supervision leading to irregular school participation. This situation is associated with low-income households where parents are engaged in farming, forestry or mining outside of their communities. Children are left at home with older siblings being responsible for monitoring and providing meals and other sustenance for younger siblings. Children, at times, are left unsupervised for periods beyond a week. As reported by community members across focus groups when children are left unsupervised they do not attend school regularly and are involved in a host of unproductive activities. Lack of parental supervision affects children and adolescents in all Five Dimensions of education exclusion. As children miss school when parents are not around, they lose interest in school or some are too embarrassed to return to school after long periods of absence.

Further, it was reported in the focus groups that unsupervised children are involved in a number of risk taking behaviours such as alcohol and drugs use. It was also reported that unsupervised girls also suffer sexual abuse by older men. According to information from the focus group discussion in most of the regions, older men seduced adolescent girls with promise of money.

At Itaballi, one of the schools in Region 7, the Head Teacher explained that when parents work in the timber industry, both mother and father stay on location for weeks leaving children to fend for themselves. Children themselves reported that they miss school to care for younger siblings when parents are away. In some cases,

children are left without food and adequate clothing. It is important to note that under these circumstances, girls are more likely to stay away from school to look after the household. Additionally, it is essential to point out that these situations make girls - even those of primary school age - most vulnerable to various types of exploitations such as sexual abuse and human trafficking.

Though this situation is known, schools lack the capacity to conduct visits to homes. It was explained at the Consultation with Education Officials that existing protocols do not facilitate direct interventions between Teachers and Schools' Welfare Officers. Reports and interventions must be channelled through the Regional Education Officer and District Education Officers and some issues are lost in this process and not addressed. There were calls at this forum for the implementation of a system through which teachers and welfare officers can work together on issues that affect children and adolescents' school participation.

3.2.5 Adolescent Pregnancy

Another determinant of dropout among girls at the 3DE and 5DE zones is teenage pregnancy. There are a number risk factors associated with adolescent girls becoming pregnant, viz.: sexual violence, poverty, limited exposure in sexual and reproductive health and poor academic performance. For girls who drop out of school due to pregnancy the main question is: who would care for the baby if the mother returns to school? In reality, when an adolescent girl becomes pregnant, she is often forced to drop out of school because of the challenge in providing sustenance for her and the new-born. Further, until recently, Guyana did not have a policy that caters for pregnant teenagers and the decision as to whether a pregnant teen can continue to attend school before and after pregnancy was left to the head of the institution or the regional authorities. Since then, the Ministry of Education and UNICEF have collaborated in drafting a policy for the re-integration of teenage mothers into schools (Guyana Chronicle 2017a).

Studies conducted in Guyana show that 4.9 percent of girls have their first sexual encounter before age 15. The study ascribes girls' early sexual debut to peer-pressure and their need to fit in (UNICEF 2016). Guyana's teen pregnancy rate is at 97 per every 100,000, which is the second highest in Latin America and the Caribbean (Guyana Chronicle 2017).

At the Consultation with Education Officials, it was suggested that the Ministry of Education should consider providing assistance with infant day-care for adolescent and young mothers to facilitate their reintegration in schools. Moreover, it was also recommended that an inter-agency protocol be developed to provide a system of support and referral for adolescent and young mothers.

3.2.6 Alcohol and Illicit Drug Use

Focus interviews highlighted that drugs and alcohol are problems in communities, which contribute to students dropping out of school. The challenge of harmful substance use and abuse is associated with the 5DE. Across focus group discussions, some out-of-school youth admitted to using marijuana while they were attending school. Some of the youth who participated in the focus interviews were of the opinion that illicit drug and alcohol use had no impact on their academic life. "Smoking don't affect your education, it's the over usage or incorrect usage that does," claimed a youth at the focus group discussions.

A 2013 study of the Guyana Drug Information Network on drug use among secondary school students found that 52.2 percent of students consumed alcoholic drinks at least once in their lifetime, 31.2 percent consumed

alcoholic drinks within 12 months prior to the survey and 16.0 percent consumed alcoholic drinks within 30 days prior to the survey. With regard to illicit substance use, 6.6 percent of secondary school students used marijuana at least once in their lifetime, 3.8 percent used marijuana within 12 months prior to the survey and 2.2 percent used marijuana within the 30 days prior to the survey. The study also found that 1.4 percent of the students used cocaine at least once in their lifetime while the annual prevalence rate for cocaine was 1 percent and the one-month prevalence rate was 0.7 percent. Meanwhile 1.9 percent of the students used crack at least once in their lifetime with the annual prevalence rate for crack was 1.0 percent and the one-month prevalence rate was 0.5 percent.

While the survey could not establish causal routes, it was established that statistically, significant relationships between alcohol and illicit drug use and behaviours are inimical to school participation. The secondary school drug study shows that children who used illicit drugs and alcohol performed poorer on a number of school metrics than their cohorts who did not use alcohol and illicit drugs.

The survey found that for students who admitted to current use of alcohol, 13 percent reported 'skipping school several times or often' during the period 30 days prior to the survey, compared with five percent for students who did not report current use of alcoholic drinks.

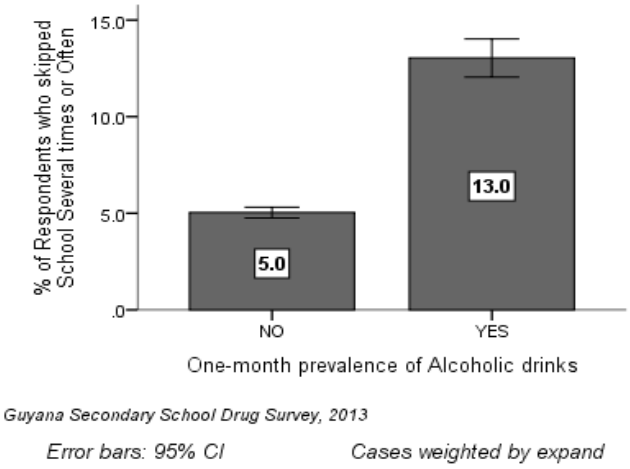


Figure 3-6: The Association between Alcohol Consumption and School Attendance

Similarly, of the students who admitted to current use of marijuana, 24.1 percent reported 'skipping school several times or often' during the period 30 days prior to the survey, compared with 5.9 percent for students who did not report current use of marijuana.

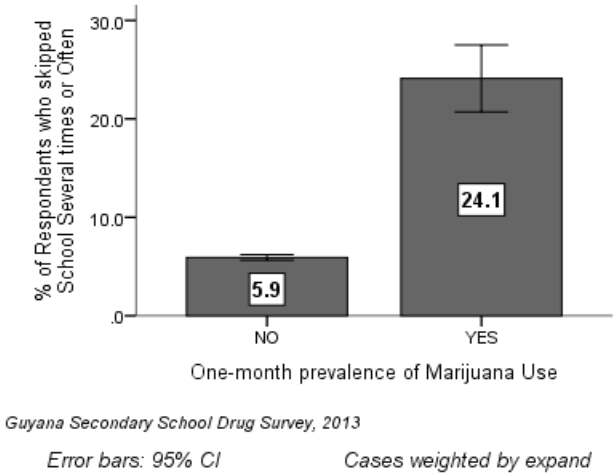


Figure 3-7: The Association between Marijuana Use and School Attendance

With regard to cocaine, 25.2 percent of the students who admitted to current use of cocaine 'reported skipping school several times or often' during the period 30 days prior to the survey, compared with 6.2 percent for their cohorts who did not report current use of cocaine.

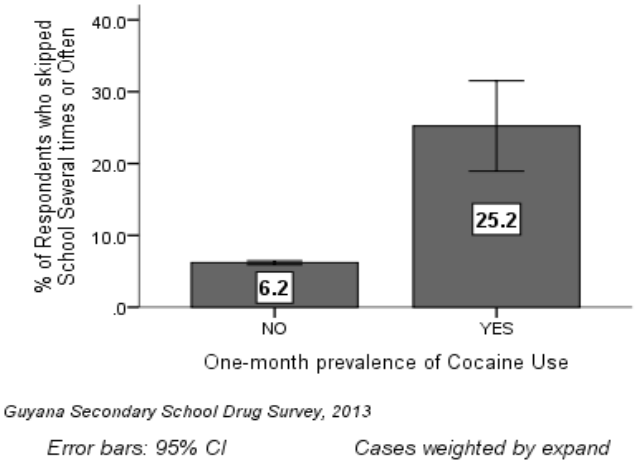


Figure 3-8: The Association between Cocaine Use and School Attendance

For students who admitted current use of crack, 34.7 percent reported 'skipping school several times or often' during the period 30 days prior to the survey, compared with 6.2 percent for their cohorts who did not report current use of crack.

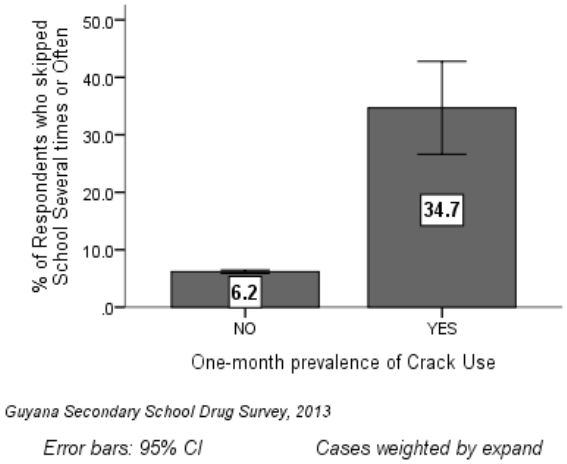


Figure 3-9: The Association between Using Crack and School Attendance

The study confirmed a relationship between lower academic performance and illicit drug use. For students who admitted to current use of marijuana, 12.3 percent reported that they 'often or almost often received lower grades on test and school projects', compared with 2.6 percent for students who did not report current use of marijuana.

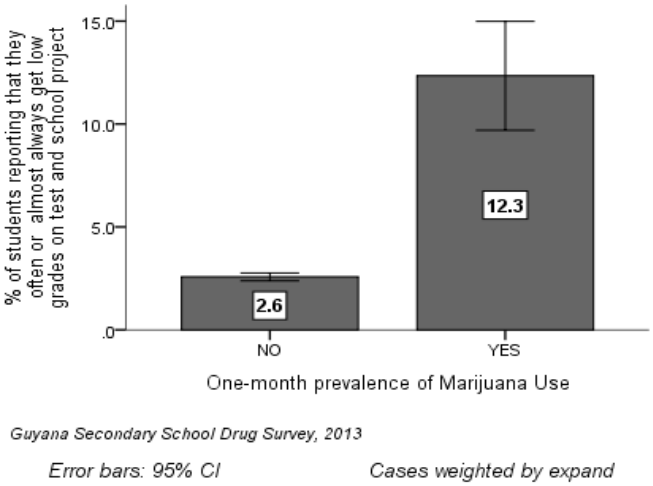


Figure 3-10: The Association between Marijuana Use and Academic Performance

Likewise, of the students who admitted to current use of cocaine, 11.8 percent reported that they 'often or almost often received lower grades on test and school projects' compared with 2.7 percent of their cohorts who did not report current use of cocaine.

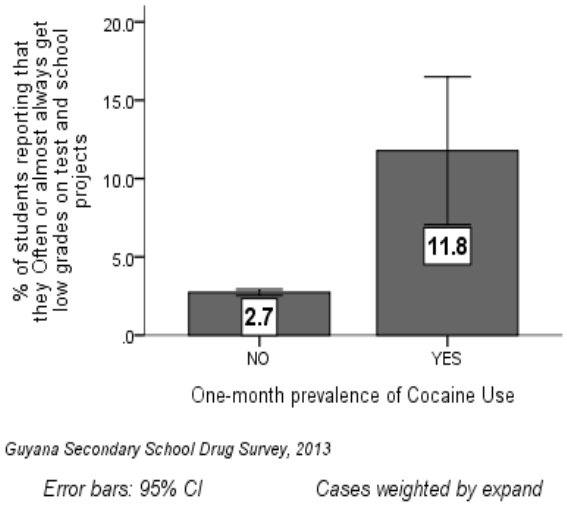


Figure 3-11: The Association between Cocaine Use and Academic Performance

For students who admitted to current use of crack, 16.3 percent reported that they 'often or almost often received lower grades on test and school projects', compared with 2.7 percent for their cohorts who did not report current use of crack.

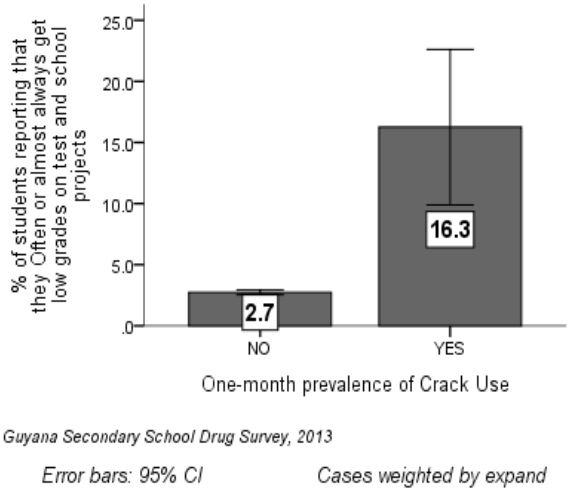


Figure 3-12: The Association between Using Crack and Academic Performance

3.3 Quality

In this section, the study examines the main determinants of exclusion from education in Guyana associated with quality relative to the 5DE framework. Two barriers related to quality were identified, viz.: teacher's absenteeism and uncaring and unsupportive teachers.

BARRIER TYPE	DETERMINANTS/FACTORS	DIMENSIONS OF EXCLUSION (DE)				
		1DE	2DE	3DE	4DE	5DE
	1. Teacher absenteeism					
	2. Uncaring and unsupportive Teachers					

3.3.1 Teachers' Absenteeism

It is possible for students to be enrolled in schools and still receive less than half the number of contact hours needed to complete the syllabus for any particular grade. This is due to absenteeism on the part of both teachers and students (Ministry of Education 2013). Teachers' absenteeism is a major barrier to school participation. It places children at risk of dropping out and discourages parents from enrolling their children in school based on their assessment and perception that schools offer poor quality education. Travis Bristol (2017) conducted a study across nine schools in Guyana on absenteeism among teachers and students and found that teachers' absenteeism was associated with poor working conditions and weak administrative leadership.

> "Teachers were frequently absent, so my parents took me out of school because they felt we were not doing much work at school. Many days I did nothing in school."
> - Out-of-school youth

Focus group discussions confirmed that in some schools, teachers were often absent. Among the complaints presented by out-of-school youth were:

(i) "Teachers were late, did not attend school regularly or did not teach often."

(ii) "Teachers were frequently absent, so my parent agreed to me dropping out as we were not doing much work at school."

(iii) "Didn't have teachers, for many days I did nothing in school."

(iv) "Teachers are always on their phone and not teaching us, most days we don't do any work."

When teachers fail to attend class or deliver content during school hours, the poor and disadvantaged suffer the most because there are no other avenues for them to receive content since the parents cannot afford costly after-school lessons. Notwithstanding the reasons why teachers are absent, the education system fails children, adolescents and youth when there are substantial teacher absences.

Patrinos notes that schools with greater levels of supervision by senior officials have lower rates of teacher absence. The studies highlighted by Patrinos showed that, in schools in which directors impose disciplinary action, for example, teachers are more likely to be present. Better oversight of schools is an important another measure that could help reduce teacher absences (Patrinos 2013).

3.3.2 Uncaring and Unsupportive Teachers

Students who are exposed to caring and supportive teachers have better education, increased school attendance and stay in school longer. Uncaring and unsupportive teachers can lead to children dropping out of school and remaining out of school and can also place children and adolescents in school at risk of dropping out of school. (Bergin and Bergin 2009; Centers for Disease Control and Prevention 2014). Caring teachers can transform students' school experience and strengthening their resilience against dropping out.

The experiences of children and adolescents in school and out of school as presented in the school surveys and across focus group discussions indicate some teachers are deficient with regard to fostering caring and supportive relationships with students. One out-of-school youth stated that while she was at school "some teachers made [us] feel [we] didn't belong in school." A number of young people who had dropped out of school claimed that some teachers discouraged them from continuing in school. A female out-of-school youth from Region 1 reported that a teacher said to a group of students who were '*liming*'[1] on the corridor: "why you all don't stay at home, or go in the 'backdam'[2] or make baby?" Adolescents and youth at a focus group discussion in Region 5 collectively indicated that schools need more caring and compassionate teachers who are interested in helping youth to learn, even if they are slow learners.

A teacher advised that in the training and mentoring of new teachers, emphasis should be placed on the importance of teachers in the lives of their students and teachers should be encouraged to speak with their students in a supportive manner, since this can make the difference between a child remaining in the school system or leaving.

Fundamental to improving the quality of education is the systematic monitoring of teachers' performance and providing them with feedback on areas of strengths and weakness. However, responses of primary and secondary school teachers tabulated in table 3-4 point to the unsatisfactory levels of monitoring and feedback in the school system.

Table 0-4: Teachers' Experiences with Monitoring and Feedback

	Primary	Secondary
An Education Officer visited my class	50.3%	26.3%
An Education Officer gave me personal feedback	28.9%	24.5%
The Principal/Vice/Deputy visited my class	59.8%	46.5%
The Principal/Vice/Deputy gave me personal feedback	44.0%	45.5%
PERSONAL ASSESSMENT AT THE END OF THE YEAR	47.9%	53.5%
Peer revision/Cooperative learning with a colleague	47.0%	44.9%

[1] The art of doing nothing while sharing conversation and laughter.

[2] The 'Backdam' in this context refers to the gold mining areas.

An important factor related to the deterioration of the quality in the delivery of education is the weakening of monitoring devices. Monitoring should include a combination of processes involving both external monitoring and in school supervision. It should therefore comprise both formal school inspection by educational officials and feedback to teachers to foster capacity strengthening.

1. 3.4 School Environment: Physical and Verbal Abuse at Schools

Children require a school environment that is healthy, safe and protective. Schools that offer a supportive environment encourage sustained participation in the formal education system. A positive school climate improves student achievement and a sense of belonging (Duckenfield and Reynolds 2013). As is gleaned from the multivariate analysis in the previous chapter, students' decision to quit school was linked to experiences of physical and verbal abuse at school. This situation seems to affect primary school students more than those of lower secondary school age. Abuse in school can often lead to children feeling marginalised and excluded in the classroom and their eventual drop out (Leach and Mitchell, 2006).

School violence was reported both in the qualitative and quantitative analyses. In the qualitative interaction with researchers, children reported considerable prevalence of verbal and physical abuse in school from their peers and teachers. "I couldn't stand the bullies in school no more, they beat me up and stole my stuff," reported an out of school youth. "Bullies made students not want to be in school because they were fighting and stealing," reported an adolescent from Region 5.

Analysis of school survey data suggests that aggressive behaviour and uncaring communication are very much a part of children's and adolescents' school life. This leads to children and adolescents not having a positive perception of the school, which can increase the tendency to drop out. In-school children and adolescents reported high levels of aggression and bullying in schools across the country. Data from the primary school survey indicate that 37.4 percent of children reported being beaten by a school mate(s), 31.0 percent said they were beaten by a teacher and 23.2 percent recounted being disrespected by a teacher or some other school staff (figure 3-13). Survey of secondary school students revealed that 58 percent of students related being beaten by a school mate.

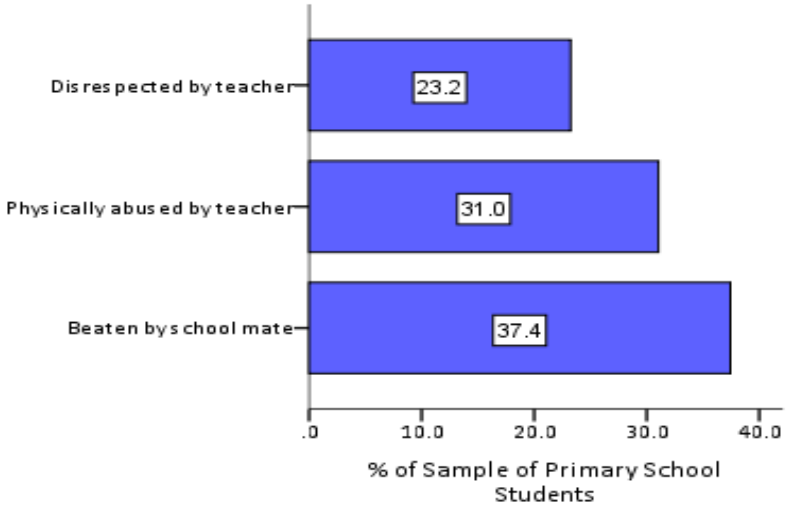


Figure 3-13: Primary School Students' Experiences with Violence and Abuse at School

Secondary school children, too, reported discomforting experiences with violence and aggression at school. 24.5 percent reported that schoolmates were physically abusive to them, 18.6 percent said that teachers or other adults in the school were physically abusive, 42.9 percent claimed that school mates were disrespectful to them (figure 3-14).

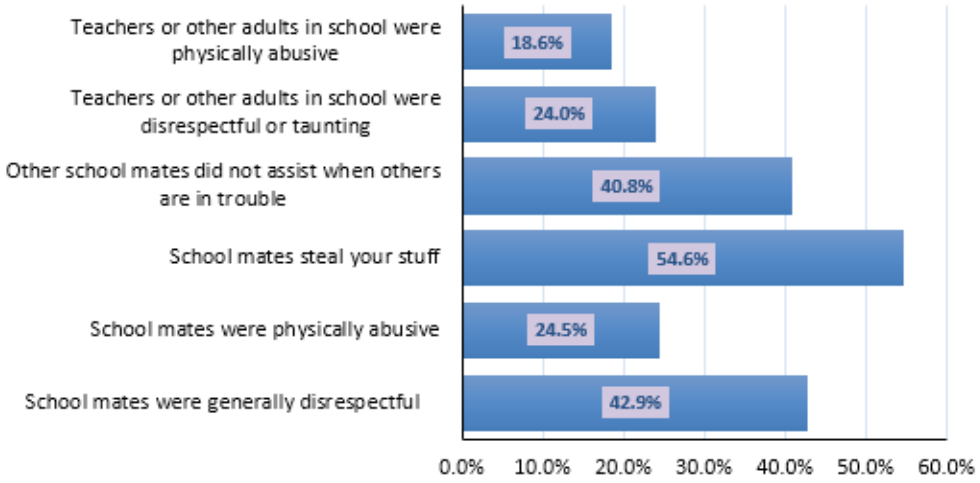


Figure 3-14: Secondary School Students' Experiences with Violence and Abuse at School

Teachers appear helpless in addressing this situation. It was noted at the Consultation forum with Education Officials that younger children at primary level were most vulnerable to violence in schools.

3.5 Children and Adolescents with Disabilities

Data from a recent study of persons with disabilities[12] revealed that 38.6 percent of children and adolescents with disabilities age 4-14 were out-of-school (figure 3-15).

[12] Data for Regions 2, 5, 6 and 10. The field survey was conducted in the last quarter of 2017. The survey followed the approach of a census in which every household was targeted to identify and conduct interviews with all persons living with disabilities. The survey team was guided by village level data from the *2012 National Census.*

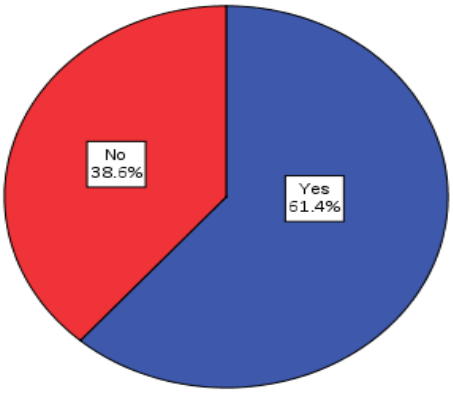


Figure 3-15: Children's and Adolescents' responses to whether they are currently attending school (n=516)

Further, the data reveal school participation rate among children and adolescents age 4-14 years old at 61.4 percent. The data also show that 15.2 percent of children and adolescents with disabilities started school but dropped out of school and 23.4 percent never attended school (figure 3-16).

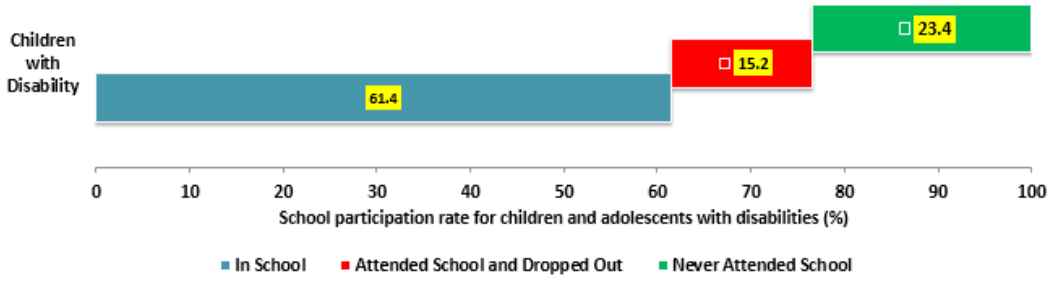


Figure 3-16: School Participation and Non-Participation Rates among children and adolescents with disabilities (n=516)

As Groenewegen (2004) informs, it is not unusual for Guyanese communities to stigmatise children and adolescents with disabilities and perceive them as a societal burden. A corollary of this discrimination is that parents of children with disabilities keep their children hidden from society and out of school (Groenewegen 2004). Mitchell (2005) points out that parents of children and adolescents with disabilities described experiences of blame from other family members and friends who would inquire what they had done wrong in life to get a child with a disability.

Of the children and adolescents with disabilities who were attending school (n=319), 19.7 percent were attending a special needs school and 80.3 percent were attending regular primary and secondary school (figure 3-17).

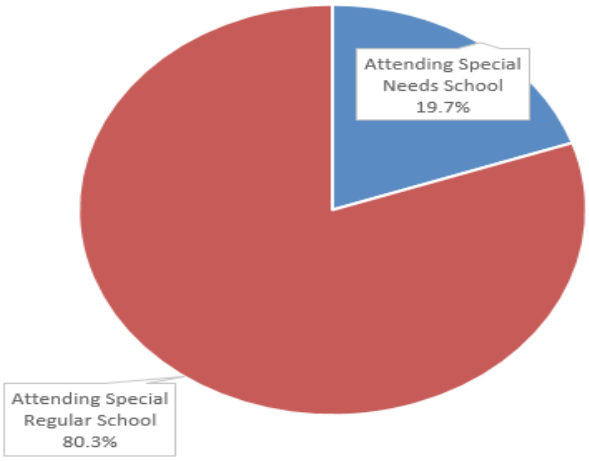


Figure 3-17: Type of school children and adolescents with disabilities attending (n=319)

Turning to children and adolescents with disabilities who dropped out of school (n=79) the data show that:

i) 5.1 percent dropped out at age 4 years old;

ii) 22.8 percent dropped out at ages 5 to 6 years old;

iii) 12.7 percent dropped out at ages 7 to 8 years old;

iv) 13.9 percent dropped out at ages 9 to 10 years old;

v) 27.8 percent dropped out at ages 11 to 12 years old; and

vi) 7.6 percent dropped out at ages 13 to 14 years old (figure 3-18).

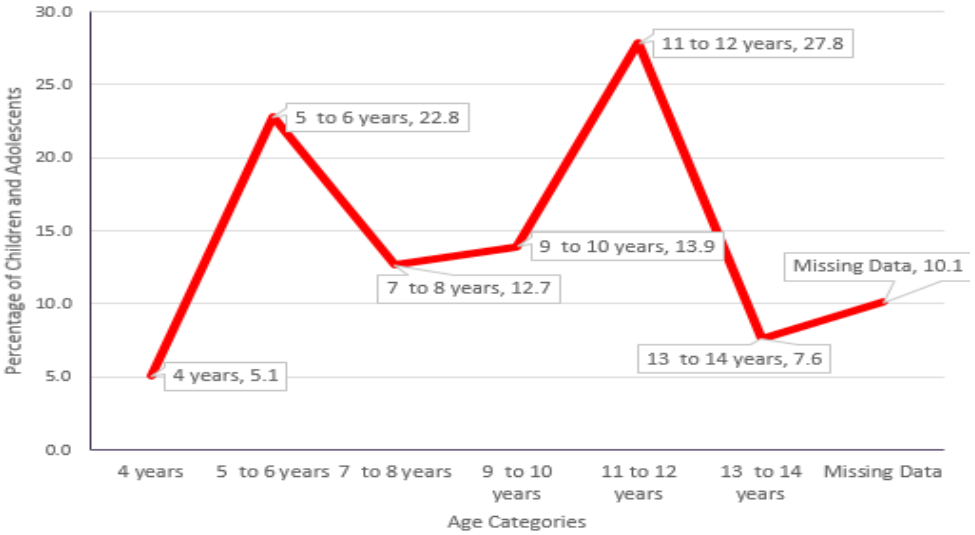


Figure 3-18: Proportion of children and adolescents with disabilities who dropped out by age category (percent) (n=79)

When children and adolescents with disabilities were quizzed on the barriers to school participation three issues stood out:

(i) Financial constraints;

(ii) Attitude of other students towards children with disabilities; and

(iii) Transportation to school

Available information also show that 31.6 percent of children and adolescents with disabilities faced financial constraints while attending schools, 20 percent felt that the attitude of other students towards them was a barrier to school participation and 18.4 percent said that transportation to and from school was a challenge to school participation (figure 3-19). Ajodhia-Andrews and Frankel (2010) report that the prevailing negative attitude to persons with disabilities among Guyanese society is evident among teachers within regular schools, and parents of children without disabilities and therefore becomes one of the greatest barriers to implementing inclusive education within Guyana. These authors also highlight issues such as stigma, ridicule, a lack of patience and time, a sense of burden, as well as prejudicial attitudes as critical barriers towards enhancing school participation for children and adolescents with disabilities in Guyana.

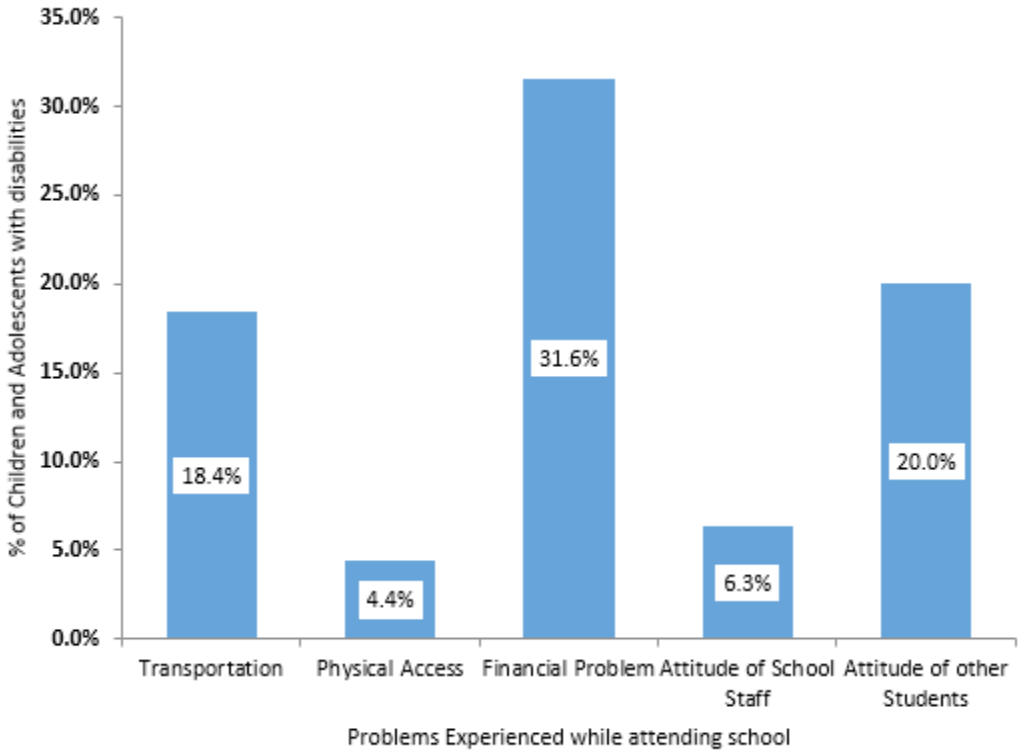


Figure 3-19: Reported barriers to school participation for children and adolescents with disabilities while attending school

Guyana has taken several important steps towards establishing education policies, laws and practices that are inclusive for children with disabilities. The Persons with Disabilities Act 2010 is a substantive legislation that addresses, inter alia, access to quality educaion for persons with disabilities, integration of persons with disabilities in schools, assistance to students with disabilities and special education.

The law compells the Ministry of Education to ensure that persons with disabilities are not excluded from education, the Act also stipulates that training programmes should be available for teachers specialising in working with children with disabilities so that requisite skilled personnel are available for special schools and integrative schools for children with disabilities. The law also dictates the integration of children with disabilities in regular schools and the establishment of a special school for children with special education needs.

Approaches to tackling the barriers imposed upon children and adolescents with disabilities must be multi-disciplinary and multi-dimensional. The needs of persons with disabilities should be considered within the planning framework of any programmes that target the population to ensure the needs of persons with disabilities are met.

4.0 Summary

Summarising, the chapter examined the barriers to children school participation in four domains, viz.: (i) supply, (ii) demand, (iii) quality and (iv) enabling environment. Long home to school distance was identified as a barrier to children's school participation in all five dimensions. Long home to school distance was presented as affecting children's school participation in at least three ways: households' inability to afford children's daily commute; children who walk, cycle or paddle long distances to school are often fatigued and unable to concentrate in class; and the numerous risks children are exposed to when they travel unsupervised to school. Other barriers to children's school participation included: poverty and scarcity of financial resources in households; lack of parental awareness concerning the ultimate benefits of education; child labour; children left unsupervised for long periods; pregnancy; alcohol abuse and Illicit drug use; teacher absenteeism; uncaring and unsupportive teachers; and violence and aggression at school.

The discussion also revealed that children with disabilities encountered a number of barriers to school participation. Children and adolescents with disabilities are often stigmatised and perceived as a societal burden. As a result, parents keep them hidden from society and out of school. Other barriers to school participation for children with disabilities included financial constraints; attitude of other students towards children with disabilities; and transportation to school.

The table below summarises the profiles of excluded children along with the barriers to education participation among children. Additionally, the table includes Government strategies for addressing these barriers including those strategies in the Guyana Education Sector Plan 2014-2018.[13]

[13] The Guyana Education Sector Plan 2014-2018 involves the following thematic areas:
(i). Improving the performance of government departments responsible for implementing the Education Sector Plan priorities;
(ii). Established and functioning accountability system that creates incentives to improve students' learning outcomes;
(iii). Improving the quality of school facilities;
(iv). Improving the quality of teaching;
(v). Adopting measures to improve the quality of education curricula, increase the availability of teaching and learning materials and alignment of materials and the curricula of training programmes with the revised curricula; and
(vi). Increasing instructional time.

Profile of Children Excluded from Education and those at risk of Exclusion	Barriers influencing Exclusion	Current Government Strategies addressing barriers
Living in a household from the lowest socioeconomic quintile	• Poverty and Economic Barriers • Child labour • Teenage pregnancy • Children left unsupervised	Provision of boats, buses, bicycles, books and breakfast under a new Presidential initiative (Five Bs Initiative) Increase provision of nursery places, especially in remote hinterland regions. Health and Family Life Education Assistance to parents to buy uniforms for their children
Boys of lower secondary school age	• Poverty • Child labour • Peer pressure	Making curriculum more relevant to the job market Guidance counselling Enhancing the monitoring of children attendance
A mother with low educational achievement	• Lack of parental awareness concerning the value of schooling and parental illiteracy • Poverty	Strengthening Parent Teachers Association
Living in hinterland and remote communities	• Children left unsupervised for long periods • Poverty • Child labour	Increased access to formal education

Profile of Children Excluded from Education and those at risk of Exclusion	Barriers influencing Exclusion	Current Government Strategies addressing barriers
Children who are overage for their grade and children with reading and numeracy and other academic challenges	• Poor academic performance • Literacy and Numeracy challenges • Inadequate provision of technology • Improved monitoring • Student and Teacher absenteeism • Teaching resources • Alcohol and illicit drug use	Emphasise emergent literacy and provide nursery schools with materials Implement new literacy methodologies in primary schools Use Interactive Radio Instruction in Mathematics Teaching Improving literacy and numeracy curricula, and employ appropriate teaching strategies, materials and assessment of student performance. Remediation programme for pupils not meeting the standards. Enhance the physical infrastructure of schools *Improve access to Information and Communication Technology*
Children who experience poor relationships with peers and adults in their school.	Physical and verbal abuse from peers and teachers	Creating child-friendly schools with focus at improving school safety, teaching quality and social interaction.
Children with poor attendance record	• Poverty • Riverine travel • Teachers absenteeism • Illicit drug use	Provision of boats, buses, bicycles, books, and breakfast under a new Presidential initiative (Five Bs Initiative); Improved monitoring of teachers

As is obvious from above, government has implemented several initiatives to respond to the barriers to school participation. The persistence of these barriers suggests that more should be done. The study offers a few suggestions in this regard in the next chapter.

Chapter 4: Recommendations

This final chapter presents broad recommendations for action based on the barriers and bottlenecks for out-of-school children and those at risk of dropping out.

Monitoring

- Improved monitoring of the education sector is critical. More resources should be directed at expanding monitoring and evaluation capability to ensure interventions are achieving the targeted results and education policies are implemented. Specifically, focus should be given to teachers' absenteeism, the kind of academic support offered to children with reading and other academic challenges, improving the school environment and ensuring implementation of policies for inclusive education. It should be a matter of policy that teachers in classrooms should be given feedback after monitoring exercises.

- Further, there is a need to build capacity in communities to help monitor the education system and work together to have safer and more effective schools.

- A system of tracking children and their families when they are missing from school for long periods should be developed along with supporting protocol for corrective action. This will allow for timely intervention on the part of the school's welfare department. This system can function as an early warning system for children who are at risk of dropping out of school.

Student support services

- The Ministry of Education should prioritise the issue of physical and verbal abuse in schools. Purposeful expansion of the child-friendly school programme will aid in student retention. A school safety protocol should be developed and implemented. This should include a clear policy on bullying.

- Strengthening school-based guidance and counselling services to support children with social and psychological challenges.

- Ensure that schools implement life-skills education and training for children to improve their capacity in inter-personal communication and conflict prevention.

- Peer to peer support services should be considered for struggling students and those with behavioural challenges.

- There should be a system or process to provide support for adolescent mothers, so their babies are receiving necessary care and protection while they are reintegrated into the school system.

Poverty Alleviation

- Poor families are exposed to a variety of shocks such as natural disasters, illness or unemployment. In response, many of them take their children out of school to save cost and maintain their consumption. To address this situation, government should implement a system of conditional cash transfers[14] as a safety net. Conditional cash transfers have demonstrable positive effects on school enrolment and retention (Janvry 2006).
- While the Ministry of Education's current school feeding programme covers all nursery schools and Grades One and Two for primary school, it is suggested here that a school-wide breakfast programme should be implemented for the neediest children beyond Grade Two. This will go a far way in supporting children's right to an education. School feeding programmes have proven useful in improving school attendance.

Disabilities

- Outreach and public awareness programmes should be implemented to reduce stigma associated with disabilities. Outreach should target parents of children with disabilities to foster a sense of awareness and empowerment in coping with their child. Outreach should seek to assist them in positively perceiving their child and reduce feelings of shame. These activities should also target teachers, parents of children without disabilities who attend the same schools as those with disabilities, and students without disabilities in regular schools. Thus, they may no longer hide their child from the communities and schools.

- Poor families that have children with disabilities should be offered support in the form of wheelchairs, hearing aids or other assistive devices. Given that transportation is one of the main barrier to education of CwD, additional support may also be the provision of accessible transportation services.

Access to school

- A study conducted by the Ministry of Education reinforced the view that small secondary schools are not efficient and viable in terms of quality and economics. Recognising the difficulty in supplying schools to meet demand in hinterland and remote communities, there is need for expansion in the provision of safe transportation services for schoolchildren in these areas.

[14] Conditional cash transfer (CCT) programmes aim to reduce poverty by making welfare programmes conditional upon the receivers' actions. The government (or a charity) only transfers the money to persons who meet certain criteria.

Capacity building

- Certification and post-certification training should aim at helping teachers communicate with students in a supportive manner. Training should assist teachers in understanding their importance in the lives of their students, and encourage them to speak with their students in a supportive manner as this can make the difference between a child remaining in the school system or leaving.

- Greater use of technology to deliver the curriculum in schools. The Ministry should consider implementing a system that combines mobile, prefabricated schools mediated by technological instruction delivered via satellite system, allowing trained teachers to provide tailored support to students in distant regions. This can facilitate the most experienced teachers assisting students struggling with academic learning.

- Efforts to fast track ongoing curricula revision to ensure that secondary school curricula are aligned with the job market should be developed and implemented. When students do not see direct links to their academic programmes and the job market, they fail to perceive any benefit in remaining in the education system.

Collaboration/Co-creation

- There is need for inter-agency approaches in tackling harmful substance use and abuse among school-age children.

- The Ministry should work closer with the Teachers' Union to revise existing protocols guiding the coordination between welfare staff and teachers and build capacity for interaction between the two groups, which is expected to ultimately enhance the effectiveness of service delivery to the child without undermining teachers' authority.

- Consideration should be given to the development of a protocol with other social services agencies or non-governmental organisations to cater to continuing education for adolescent mothers.

Public Awareness

- The Ministry should utilise outreach programmes and public awareness campaigns to sensitise parents of the importance and benefit of school participation and the harm of absenteeism. Outreach programmes should seek to build relationship with families, which would allow for home visits and training in parenting when necessary.

- Community-based organisations should be engaged to motivate parents to send children to school, for example, many people are attached to religious organisations, so this can be used as a channel to reach parents.

Reference

Ajodhia-Andrews, Amanda , and Elaine Frankel. 2010. "Inclusive Education in Guyana: A Call for Change." *International Journal of Special Education* 25 (1): 126-144.

Bergin, C, and D Bergin. 2009. "Attachment in the classroom." *Educational Psychology Review* 21 (2): 141-170.

Bristol, Travis. 2017. "Why Teachers and Students Stay Home: A mixed-methods analysis of teacher and student absenteeism across nine schools in Guyana." *International Journal of Comparative Education and Development* 19 (4): 134-149.

Byrnes, Robert Balfanz and Vaughan. 2013. "Meeting the Challenge of Combating Chronic Absenteeism." *Everyone Graduates Center, Johns Hopkins University School of Education* 1-67.

Caribbean Development Bank. 2015. "The Imperative of Youth Employment for Sustainable Development in the Caribbean." Accessed May 2, 2016. http://www.caribank.org/wp-content/uploads/2015/05/Youth-Study-Imperative-of-Employment-CDB-2015.pdf.

Centers for Disease Control and Prevention. 2014. *School Connectedness: Strategies for Increasing Protective Factors Among Youth.* Atlanta: Department of Health and Human Services.

Duckenfield, Marty, and Beth Reynolds. 2013. "School Climate and Dropout Prevention." *A School Climate Practice Brief* 1: 43-46.

Duncan, G J, and J Brooks-Gunn, . 1997. *Consequences of growing up poor.* New York: Russell Sage Foundation.

Groenewegen, I. 2004. "Sharing skills, changing lives: Addressing disadvantage within disability in Guyana." *GY: Voluntary Services Overseas.*

Guyana Bureau of statistics. 2016. *2012 Guyana Population and Housing Census Compendium 2: Population Composition.* Georgetown. Accessed May 5, 2017. file:///C:/Users/Project%20Manager/Downloads/Final_2012_Census_Compendium2%20(1).pdf.

Guyana Chronicle. 2017b. "Spotlight on Teenage Pregnancy in Outlying Areas." *Guyana Chronilce*, November 11.

—. 2017a. "Tackling Teenage Pregnancy." May 21.

Guyana Drug Information Network. 2013. *Drug Use among Secondary School Students in Guyana.* Georgetown: Crime and Social Observatory, Ministry of Home Affairs.

Guyana Times. 2016. "Teen killed as mining pit caves in at Konawaruk." *Guyana Times*, May 31.

Hunte, Frances. 2018. "Dropping Out from a School: A Cross Country Review of Literature." *Research Monograph No 16* 1-67.

Janvry, Alain de, Frederico Finan, Elisabeth Sadoulet , and Renos Vakis. 2006. "Can conditional cash transfer programs serve as safety nets in keeping children at school and from working when exposed to shocks?" *Journal of Development Economics* 19: 349-373.

Leach, Fiona, and Claudia Mitchell. 2006. *Combating Gender Violence in and around Schools: Gender Violence in Schools in Developing World.* Stoke-on-Trent: Trentham Books.

Mayer, Richard. 2005. *The Cambridge Handbook of Multimedia Learning.* Cambridge: Cambridge University Press.

Ministerial Task Force on Trafficking in Person. 2017. *Annual Report of the Ministerial Task Force on Trafficking in Person.* Georgetown: Ministry of Public Security.

Ministry of Education. 2014. *Guyana Education Sector Plan.* Georgetown: Ministry of Education.

—. 2013. *Quality Education.* April 22. Accessed September 12, 2017. http://education.gov.gy/web/index.php/who-s-who-in-education/item/456-quality-education.

Ministry of Finance. 2016. *2016 Budget Speech of the Minister of Finance: Stimulating Growth, Restoring Confidence: The Good Life Beckons.* Georgetown: Ministry of Finance.

Ministry of Finance. 2011. *Millennium Development Goals Guyana.* Progress Report 2011, Georgetown: Government Information Agency (GINA).

Ministry of Indigenous Peoples' Affairs. 2017. "Government mulls implementing Indigenous Languages in school curriculum." *Department of Public Information.* September 2. Accessed September 5, 2017. http://gina.gov.gy/government-mulls-implementing-indigenous-languages-in-school-curriculum/.

Mitchell, H. 2005. *Raising the Profile of Disability in Guyana: An agenda for Action.* Georgetown: National Commission on Disability.

Patrinos, Harry. 2013. "The Hidden Cost of Corruption: Teacher Absenteeism and Loss in Schools." *World Bank Education for Global Development.* October 1. Accessed December 21, 2017. http://blogs.worldbank.org/education/hidden-cost-corruption-teacher-absenteeism-and-loss-schools.

UNESCO. 2010. *Education For All (EFA) Global Monitoring Report: Reaching the Marginalised.* Oxford: Oxford University Press.

UNESCO Institute for Statistics . 2005. *Children out of School: Measuring Exclusion from Primary Education.* Montreal: UNESCO Institute for Statistics .

UNESCO. 2015. *UNESCO Institute for Statistics Data Centre, 'Number of Out-of-School Adolescents*

of Lower Secondary School Age'. Accessed November 5, 2017. http://data.uis.unesco.org/index.aspx?queryid=123#.

—. 2015. *UNESCO Institute for Statistics Data Centre, 'Number of Out-of-School Children of Primary School Age'*. Accessed November 5, 2017. http://data.uis.unesco.org/index.aspx?queryid=123#.

UNESCO-UIS and UNICEF. 2012. *Finishing School- A Right for Children's Development: A Joint Effort* . Ancon: UNICEF.

UNICEF. 2014. *Formative Evaluation of UNICEF's Monitoring Results for Equity System (MoRES): From Evidence to Equity.* New York: UNICEF.

—. 2016. *The Situation Analysis of Children and Women in Guyana.* Georgetown: UNICEF.

United Nations Development Programme (UNDP). 2013. *Human Development Report 2013-- The Rise of the South: Human Progress in a Diverse World.* Ottawa: Gilmore Printing Services Inc.

World Bank. 2016. *Guyana: Overview.* March 31. Accessed May 1, 2016. http://www.worldbank.org/en/country/guyana/overview.

Appendix 1: Primary School Students' Questionnaire

Out of School Children Survey
Students -- Grade 3, 4, 5, and 6

GENERAL INFORMATION

School: _____

Type of School: ☐ Primary

Region:

Sub region:

Grade:_____

Name of Grade (e.g. 3, 4, 5 or 6.): _____

Sex: ☐ Male ☐Female

Date of birth (day/month/year): __/___/_____

1. Are you repeating your current Grade? ☐Yes - ☐ No

2. Last year, which class were you in?

   ☐ Final Grade of Primary School (6th Grade)
   ☐ Grade 2
   ☐ Grade 3
   ☐ Grade 4
   ☐ Grade 5
   ☐ I was not in school
   ☐ Other: _____

3. Where did you complete the following levels of education?

a. Preschool/Nursery School	☐ In this country; Which Region_____ ☐ In another country: _____ ☐ Did not attend preschool/Nursery School

4. How long does it take you to get from home to school every day?

   ☐ Less than 30 minutes
   ☐ 30 minutes to an hour
   ☐ More than an hour

5. How far away from the school do you live? (that is, the place where you leave from to go school during the term)

☐ Less than one mile
☐ 2 to 4 miles
☐ 5 to 6 miles
☐7 to 8 miles
☐ 9 to 10 miles
☐ More than 10 miles

6. How do you to get from home to school every day?

☐ Walking
☐ By Bicycle
☐ Motor Cycle
☐ By bus
☐ By car
☐ By Boat
☐ Other: _____

7. Do you enjoy attending school? ℹ **PLEASE SELECT AN OPTION**

☐ Very much ☐ A little ☐ Not at all

8. Do you ever go to school and not attend a class? ☐ Yes ☐ No

9. This year, how many times have you missed class deliberately even though you were in school?

☐ Never
☐ Once or twice this year
☐ Every week
☐ Many times
☐ I don´t know

10. Which class/classes do you miss intentionally? (e.g. Geography) _____

_____

11. How many times have you been absent from school this year?

☐ Not once
☐ Once or twice this year
☐ Every week
☐ Many times
☐ I don´t know

12. What was the longest period that you were absent from school (since you began primary level)? Choose one option.

☐ Not at all
☐ Less than one week
☐ From one week to two weeks

☐ From two weeks to three weeks
☐ More than three weeks. If you chose this option please answer 12.b:

12.b What was the main reason for this length of absence?

☐ I was Ill/injured
☐ My parents did not have money for transportation and meals
☐ Had to work
☐ There was no water or electricity
☐ Had to look after younger brother(s) and/or sister(s)
☐ Parents could afford school clothes/shoes
☐ The area was flooded/bridge collapsed/road was closed so I could not go to school
☐ Just didn't feel like going to school
☐ Left home for school but went my own way

Other_____

STUDENTS PERCEPTION OF THEIR OWN PERFORMANCE IN READING AND WRITING

13. If you had to rate your overall performance as a student, would you say it is… **(PLEASE SELECT ONE OPTION)**

☐ … very good
☐ … good
☐ … acceptable
☐ … poor
☐ … very poor
☐ … I don't know

14. We would like to know how much **you like reading** **(PLEASE SELECT ONE OPTION)**

	…very much	…a little	…not at all
I like reading …	O	O	O

15. Please tell us how well **you read** **(PLEASE SELECT ONLY ONE OPTION FOR EACH ACTIVITY)**

	…very well	…well	…not so well	…poorly
I read…	O	O	O	O

16. We would like to know how much **you like English** **(PLEASE SELECT ONE OPTION)**

	…very much	…a little	…not at all
I like writing…	O	O	O

17. Please tell us how well **you do in English** ⍰ **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	O	O	O	O

18. We would like to know how much **you like Mathematics** ⍰ **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	O	O	O

19. Please tell us how well **you do in Mathematics** ⍰ **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	O	O	O	O

20. We would like to know how much **you like Science subject(s)** ⍰ **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	O	O	O

21. Please tell us how well **you do in Science subject(s)** ⍰ **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	O	O	O	O

22. We would like to know how much **you like Social Studies** ⍰ **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	O	O	O

23. Please tell us how well **you do in Social Studies** ⍰ **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	O	O	O	O

24. Please indicate whether the following statements are true or false in your case:

a. I have difficulties in reading or writing and this affects my school performance	☐ TRUE ☐ FALSE
b. Because of difficulties I have in reading or writing I sometimes miss classes or miss school	☐ TRUE ☐ FALSE
c. Because of difficulties I have in other subject areas I sometimes miss classes or miss school	☐ TRUE ☐ FALSE

25. What kind of support does the school provide to help students who are having difficulties in a particular subject? Tick all that apply.

☐ After school instructions (free)
☐ After school instructions (paid)
☐ Re-teach materials that students don't understand
☐ Provided workbooks
☐ Extra attention from the subject teacher
☐ Homework assistance
☐ Encourage peer support programmes/ learning with another student
☐ My school does nothing to help

Other _____

26. Have you ever attended any Remedial /transition classes? ☐ Yes ☐ No

a. If you went to Remedial Classes, Did this help you to improve? ☐ Yes ☐ No

27. Do you agree with the following statement?

Most of my teachers re-teach the lesson if students say they do not understand.

☐ Yes ☐ No

SCHOOL /CLASSROOM CLIMATE

28. If you had the chance, would you change schools? ☐ Yes ☐ No

29. Why? ✎ .....

30. If you had the chance, would you change your class section/group? ☐ Yes ☐ No

31. Why? ✎ .....

32. Did you ever feel like not attending school anymore? ☐ Yes ☐ No

33. Why? ✎ .....

unicef | for every child

34. Since you entered primary school, did you or your school mates experience any of these behaviours at school?

☞ **PLEASE SELECT ONE OPTION OF EACH LINE FOR BOTH COLUMNS**

	Did it happen to you?	Did it happen to a schoolmate of yours?
A. School mates were generally disrespectful	☐ Yes ☐ No	☐ Yes ☐ No
B. School mates were physically abusive	☐ Yes ☐ No	☐ Yes ☐ No
C. School mates steal your stuff	☐ Yes ☐ No	☐ Yes ☐ No
D. Other school mates did not assist when others are in trouble.	☐ Yes ☐ No	☐ Yes ☐ No
E. Teachers or other adults in school were disrespectful or taunting	☐ Yes ☐ No	☐ Yes ☐ No
F. Teachers or other adults in school were physically abusing	☐ Yes ☐ No	☐ Yes ☐ No

35. Do you feel accepted by your teachers and school mates?

	I feel accepted ☞ 1		I feel accepted ☞ 1
By all my school mates		By all my teachers	
By most of my school mates		By most of my teachers	
By some of my school mates		By some of my teachers	
By a few of my school mates		By a few of my teachers	
By none of my school mates		By none of my teachers	

36. Do you like your teachers and school mates?

	I like ☞1		I like ☞1
All my school mates		All my teachers	

Most of my school mates	
Some of my school mates	
A few of my school mates	
None of my school mates	

Most of my teachers	
Some of my teachers	
A few of my teachers	
None of my teachers	

EVALUATION AND PROMOTION

37. During examination time in school: … **(PLEASE SELECT ONE OPTION FOR EACH PHRASE)**

	Always	Sometimes	Never
a. I am frightened	O	O	O
b. My mind goes blank and I don't remember anything	O	O	O
c. I am confident that everything will be fine	O	O	O
e. I don't feel comfortable asking my teachers for help.	O	O	O
f. the questions on the examination do not cover what is taught by the teacher in class	O	O	O

38. Do you think you will be promoted to the next Grade this year? ☐ Yes ☐ No

a. Why?_____

40. At school, has a teacher or principal told you about promotion to another class?

☐ Yes ☐ No

41. What do you know about promotion? Choose all the options that apply.

☐ I do not know anything about promotion at my school
☐ Students need to pass a certain number of subjects
☐ Student need to obtain above a specific overall average score at the end of the year
☐ Students need to attend class regularly
☐ Students need to be well behaved
☐ All students are usually promoted
☐ Other (explain): _____

GENERAL PERCEPTION ABOUT SCHOOL (RESOURCES AND TEACHING)

42. Please rate the extent to which your school provides the following resources to help you succeed? Place a tick below the score. 1=lowest rate and 5=highest rate.

	1	2	3	4	5
A. Good teaching					
B. Use of technology					
C. Helpful teachers					
D. Fair rules					
E. Building (classes, bathroom,)					
F. Furniture					
G. Library					
H. Labs (science/ computer)					
I. Friendly students					
J. Guidance counselors					
k. Recreation (playground, sports facilities)					

43. What else do you think that should be provided by your school to help you succeed?

_____

COST OF SCHOOLING

44. What kind of fees do you normally pay during the school year? Choose all the options that apply:

☐ Printing
☐ Facilities Fees
☐ Books
☐ Examination fees
☐ Field trips
☐ School Meals
☐ Transportation
☐ Registration
☐ Equipment/Clothing
☐ other (please state): _____

45. Do you receive assistance to pay any of the above fees, e.g. scholarship? ☐ Yes ☐No

45b. If you chose Yes, please detail: Who is providing this assistance? ☐ Government ☐ Private ☐ Other: ___

46. Which of the following support are provided by the government to help students in your country? (provide list of government support for education and require students to tick).

PROGRAM	IT EXISTS IN MY COUNTRY	I APPLIED FOR IT BUT DID NOT RECEIVE HELP
Free School meals	☐ Yes ☐ No ☐ I don´t know	☐ Yes
uniforms provision	☐ Yes ☐ No ☐ I don´t know	☐ Yes
books provision	☐ Yes ☐ No ☐ I don´t know	☐ Yes
Transportation provision	☐ Yes ☐ No ☐ I don´t know	☐ Yes
Subsidies for exam fees	☐ Yes ☐ No ☐ I don´t know	☐ Yes

Other_____

REPETITION EXPERIENCIES

47. Since you entered primary/secondary school, have you ever repeated? ☐ Yes ☐ No

IF YES, CONTINUE IN SECTION 1.
IF NO, PLEASE GO TO SECTION 2.

SECTION 1 – FOR THOSE WHO REPEATED

48. Which grade/s or form/s did you repeat? **PLEASE SELECT ALL THAT APPLY**

☐ Nursery ☐ 1st grade ☐ 2nd grade ☐ 3rd grade ☐ 4th grade ☐ 5th grade ☐ 6th grade

49. Please try to remember the moment you found out you had to repeat the grade. Try to describe how you felt in that moment.

- ✎.....
.....

50. If you repeated more than once, please think about the last time. In your opinion, why did you repeat?
PLEASE SELECT ONE OPTION
☞ **1**

- **O** Because of low grades
- **O** Because I missed classes
- **O** Because of behaviour issues
- **O** Because I didn't attend school/classes any more, I dropped out
- **O** Other reasons, please specify: ✎.....

51. Why do you think this happened to you? Choose up to 3 options.

Because I had to help at home	O
Because I started working	O
Because school was far from home / I couldn't afford the cost of coming	O
Because I thought it wasn't of great benefit to my future	O
Because I was sick	O
Because I changed homes	O
Because I left home	O
Because I became pregnant or got someone pregnant	O
Because I didn't feel comfortable at school	O
Because I didn't like studying	O
Because I didn't do well studying	O
Because I didn't get along with my school mates	O
Because I had some issues with teachers	O
Because I had issues at home	O
Other reasons, please specify:	O

SECTION 2: ONLY FOR THOSE WHO NEVER REPEATED

Next we are going to ask you some questions about students that repeat grades/forms. Think about a friend or schoolmate that repeated a grade/form.

52. Thinking about this friend or schoolmate of yours, do you think he/she had to repeat because he/she... **1**

- O ...failed
- O ... missed classes
- O ... had behaviour issues
- O ... was absent for a long period time (3 weeks or more)
- O Other reasons, please specify: .....
- O I don't know why

53. Why do you think this happened to him/her?

Because he/she had to help at home	o
Because he/she started working	o
Because school was far from his/her home / couldn't afford the cost of coming	o
Because he/she though it wasn't of great benefit to his/her future	o
Because he/she was sick	o
Because he/she moved from home	o
Because of pregnancy or fatherhood	o
Because he/she didn't feel comfortable or accepted at school	o
Because he/she didn't like studying what they were teaching	o
Because he/she didn't do well studying	o
Because he/she had some issues with teachers	o
Because he/she had issues at home	o
Other reasons, please specify: ✎ ……	o
I don't know why	o

54. What is the cause why some students repeat while others do not?

- ✎ ……
……

55. What do you think is the hardest part of repeating a grade?

- ✎ ……
……

Field Staff Initials:

Date:_____

Appendix 2: Secondary School Students' Questionnaire

Out of School Children Survey
Students -- Grade 7, 9, 8, & 10

GENERAL INFORMATION

School: _____

Type of School: ☐ Secondary

Region:

Sub region:

Grade:_____

Name of Grade (e.g. 7 Tulip A or 7 Diamond, etc.): _____

Sex: ☐ Male ☐Female

Date of birth (day/month/year): __/___/_____

1. Are you repeating your current Grade? ☐Yes ☐ No

2. Last year, which class were you in?

   ☐ Final Grade of Primary School (6th Grade)
   ☐Remedial/transition class
   ☐ Grade 7
   ☐ Grade 8
   ☐ Grade 9
   ☐ Grade 10
   ☐ I was not in school
   ☐ Other: _____

3. Where did you complete the following levels of education?

a. Preschool/Nursery School	☐ In this country; which region_____ ☐ In another country: _____ ☐ Did not attend Preschool/Nursery School

b. Primary	☐ In this country: Region_____ ☐ In another country: _____ ☐ Did not attend primary school
c. Grade 7, 8, 9 Secondary (only for 10th Grade students)	☐ In this country: Region_____ ☐ In another country: _____

5. How long does it take you to get from home to school every day?

☐ Less than 30 minutes
☐ 30 minutes to an hour
☐ More than an hour

6. How far away from the school do you live? (that is, the place where you leave from to go school during the term)

☐ Less than one mile
☐ 2 to 4 miles
☐ 5 to 6 miles
☐7 to 8 miles
☐ 9 to 10 miles
☐ More than 10 miles

7. How do you to get from home to school every day?

☐ Walking
☐ By Bicycle
☐ Motor cycle
☐ By bus
☐ By car
☐ By Boat
☐ Other: _____

8. Do you enjoy attending school? **PLEASE SELECT AN OPTION**

☐ Very much ☐ A little ☐ Not at all

9. Do you ever go to school and not attend a class? ☐ Yes ☐ No

10. This year, how many times have you missed class deliberately even though you were in school?

☐ Never
☐ Once or twice this year
☐ Every week
☐ Many times
☐ I don´t know

11. Which class/classes do you miss intentionally? (e.g. Geography) _____

_____

12. How many times have you been absent from school this year?

- ☐ Not once
- ☐ Once or twice this year
- ☐ Every week
- ☐ Many times
- ☐ I don´t know

13. What was the longest period that you were absent from school (since you began primary/secondary level)? Choose one option.

- ☐ Not at all
- ☐ Less than one week
- ☐ From one week to two weeks
- ☐ From two weeks to three weeks
- ☐ More than three weeks. If you chose this option please answer 12.b:

12.b What was the main reason for this length of absence?

- ☐ I was Ill/injured
- ☐ My parents did not have money for transportation and meals
- ☐ Had to work
- ☐ There was no water or electricity
- ☐ Had to look after younger brother(s) and/or sister(s)
- ☐ Parents could afford school clothes/shoes
- ☐ The area was flooded/bridge collapsed/road was closed so I could not go to school
- ☐ Just didn't feel like going to school
- ☐ Left home for school but went my own way

Other_____

STUDENTS PERCEPTION OF THEIR OWN PERFORMANCE IN READING AND WRITING

14. If you had to rate your overall performance as a student, would you say it is… **(PLEASE SELECT ONE OPTION)**

- ☐ … very good
- ☐ … good
- ☐ … acceptable
- ☐ …poor
- ☐ …very poor
- ☐ … I don't know

15. We would like to know how much **you like reading** 🛈 **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like reading ...	**O**	**O**	**O**

16. Please tell us how well **you read** 🛈 **(PLEASE SELECT ONLY ONE OPTION FOR EACH ACTIVITY)**

	...very well	...well	...not so well	...poorly
I read...	**O**	**O**	**O**	**O**

17. We would like to know how much **you like English** 🛈 **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	**O**	**O**	**O**

18. Please tell us how well **you do in the subject English** 🛈 **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	**O**	**O**	**O**	**O**

19. We would like to know how much **you like Mathematics** 🛈 **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	**O**	**O**	**O**

20. Please tell us how well **you do in the subject Mathematics** 🛈 **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	**O**	**O**	**O**	**O**

21. We would like to know how much **you like Science subject(s)** 🛈 **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	**O**	**O**	**O**

22. Please tell us how well **you do in Science subject(s)** ⓘ **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	O	O	O	O

24. We would like to know how much **you like Social Studies** ⓘ **(PLEASE SELECT ONE OPTION)**

	...very much	...a little	...not at all
I like writing...	O	O	O

26. Please tell us how well **you do in Social Studies** ⓘ **(PLEASE SELECT ONLY ONE OPTION)**

	...very well	...well	...not so well	...poorly
I write...	O	O	O	O

28. Please indicate whether the following statements are true or false in your case:

a. I have difficulties in reading or writing and this affects my school performance	☐ TRUE ☐ FALSE
b. Because of difficulties I have in reading or writing I sometimes miss classes or miss school	☐ TRUE ☐ FALSE
c. Because of difficulties I have in other subjects areas I sometimes miss classes or miss school	☐ TRUE ☐ FALSE

30. What kind of support does the school provide to help students who are having difficulties in a particular subject? Tick all that apply.

- ☐ After school instructions (free)
- ☐ After school instructions (paid)
- ☐ Re-teach materials that students don't understand
- ☐ Provided workbooks
- ☐ Extra attention from the subject teacher
- ☐ Homework assistance
- ☐ Encourage peer support programmes/ learning with another student
- ☐ My school does nothing to help

Other _____

31. Have you ever attended any Remedial/transition classes? ☐ Yes ☐ No

    a. If you went to Remedial Classes, Did this help you to improve? ☐ Yes ☐ No

32. Do you agree with the following statement?

    Most of my teachers re-teach the lesson if students say they do not understand. ☐ Yes ☐ No

unicef | for every child

SCHOOL / CLASSROOM CLIMATE

33. If you had the chance, would you change schools? ☐ Yes ☐ No

34. Why? ✎ .....

35. If you had the chance, would you change your class section/group? ☐ Yes ☐ No

36. Why? ✎ .....

37. Did you ever feel like not attending school anymore? ☐ Yes ☐ No

38. Why? ✎ .....

39. Regarding the National Grade 6 Assessment) and secondary school placement, which one of the following sentences better describes how you did? If neither suits your opinion, please write your own opinion in the empty line. ℹ
(PLEASE SELECT ONE OPTION)

☐ I did well and was awarded a place in the secondary school I wanted
☐ I didn't do so well and was not awarded a place in the secondary school I wanted
☐ I didn't care about the school I was awarded
☐ Other: please, specify: _____

40. Since you entered secondary school, did you or your school mates experience any of these behaviours at school?
☞**PLEASE SELECT ONE OPTION OF EACH LINE FOR BOTH COLUMNS**

	Did it happen to you?	Did it happen to a schoolmate of yours?
A. School mates were generally disrespectful	☐ Yes ☐ No	☐ Yes ☐ No
B. School mates were physically abusive	☐ Yes ☐ No	☐ Yes ☐ No
C. School mates steal your stuff	☐ Yes ☐ No	☐ Yes ☐ No
D. Other school mates did not assist when others are in trouble.	☐ Yes ☐ No	☐ Yes ☐ No
E. Teachers or other adults in school were disrespectful or taunting	☐ Yes ☐ No	☐ Yes ☐ No
F. Teachers or other adults in school were physically abusing	☐ Yes ☐ No	☐ Yes ☐ No

41. Do you feel accepted by your teachers and school mates?

	I feel accepted ☞ 1			I feel accepted ☞ 1
By all my school mates			By all my teachers	
By most of my school mates			By most of my teachers	
By some of my school mates			By some of my teachers	
By a few of my school mates			By a few of my teachers	
By none of my school mates			By none of my teachers	

42. Do you like your teachers and school mates?

	I like ☞1			I like ☞1
All my school mates			All my teachers	
Most of my school mates			Most of my teachers	
Some of my school mates			Some of my teachers	
A few of my school mates			A few of my teachers	
None of my school mates			None of my teachers	

EVALUATION AND PROMOTION

43. During examination time in school: ... **(PLEASE SELECT ONE OPTION FOR EACH PHRASE)**

	Always	Sometimes	Never
a. I am frightened	O	O	O
b. My mind goes blank and I don't remember anything	O	O	O
c. I am confident that everything will be fine	O	O	O
e. I don't feel comfortable asking my teachers for help.	O	O	O
f. the questions on the examination do not cover what is taught by the teacher in class	O	O	O

44. Do you think you will be promoted to the next Grade this year? ☐ Yes ☐ No

    a. Why?_____

45. At school, has a teacher or principal told you about promotion to another class?

    ☐ Yes ☐ No

46. What do you know about promotion? Choose all the options that apply.

    ☐ I do not know anything about promotion at my school
    ☐ Students need to pass a certain number of subjects
    ☐ Student need to obtain above a specific overall average score at the end of the year
    ☐ Students need to attend class regularly
    ☐ Students need to be well behaved
    ☐ All students are usually promoted
    ☐ Other (explain): _____

47. Do you believe you will graduate from Secondary School? ☐ Yes ☐ No

GENERAL PERCEPTION ABOUT SCHOOL (RESOURCES AND TEACHING)

48. Please rate the extent to which your school provides the following resources to help you succeed? Place a tick below the score. 1=lowest rate and 5=highest rate.

	1	2	3	4	5
A. Good teaching					
B. Use of technology					
C. Helpful teachers					
D. Fair rules					
E. Building (classes, bathroom,)					
F. Furniture					
G. Library					
H. Labs (science/ computer)					
I. Friendly students					
J. Guidance counselors					
k. Recreation (playground, sports facilities)					

49. What else do you think that should be provided by your school to help you succeed?

_____

_____

50. What kind of fees do you normally pay during the school year? Choose all the options that apply:

☐ Printing
☐ Facilities Fees
☐ Books
☐ Examination fees
☐ Field trips
☐ School Meals
☐ Transportation
☐ Registration
☐ Equipment/Clothing
☐ other (please state): _____

51. Do you receive assistance to pay any of the above fees, e.g. scholarship? Yes ☐No

51b. If you chose Yes, please detail: Who is providing this assistance? ☐ Government ☐ Private ☐ Other: ____

52. Which of the following support are provided by the government to help students in your country? (provide list of government support for education and require students to tick)

PROGRAM	IT EXISTS IN MY COUNTRY	I APPLIED FOR IT BUT DID NOT RECEIVE HELP
Free School meals	☐ Yes ☐ No ☐ I don´t know	☐ Yes
uniforms provision	☐ Yes ☐ No ☐ I don´t know	☐ Yes
books provision	☐ Yes ☐ No ☐ I don´t know	☐ Yes
Transportation provision	☐ Yes ☐ No ☐ I don´t know	☐ Yes
Subsidies for exam fees	☐ Yes ☐ No ☐ I don´t know	☐ Yes

Other_____

REPETITION EXPERIENCIES

53. Since you entered primary/secondary school, have you ever repeated? ☐ Yes ☐ No

IF YES, CONTINUE IN SECTION 1.
IF NO, PLEASE GO TO SECTION 2.

SECTION 1 – FOR THOSE WHO REPEATED

54. Which grade/s or form/s did you repeat? **PLEASE SELECT ALL THAT APPLY.**

☐ K ☐ 1st grade ☐ 2nd grade ☐ 3rd grade ☐ 4th grade ☐ 5th grade ☐ 6th grade

☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10

55. Please try to remember the moment you found out you had to repeat the grade. Try to describe how you felt in that moment.

✎ .....
.....
.....
.....
.....
.....

56. If you repeated more than once, please think about the last time. In your opinion, why did you repeat? **PLEASE SELECT ONE OPTION ☞ 1**

- **O** Because of low grades
- **O** Because I missed classes
- **O** Because of behaviour issues
- **O** Because I didn't attend school/classes any more, I dropped out
- **O** Other reasons, please specify:✎ .....

57. Why do you think this happened to you? Choose up to 3 options.

	✋
Because I had to help at home	**O**
Because I started working	**O**
Because school was far from home / I couldn't afford the cost of coming	**O**
Because I thought it wasn't of great benefit to my future	**O**
Because I was sick	**O**
Because I changed homes	**O**
Because I left home	**O**
Because I became pregnant or got someone pregnant	**O**
Because I didn't feel comfortable at school	**O**
Because I didn't like studying	**O**
Because I didn't do well studying	**O**
Because I didn't get along with my school mates	**O**
Because I had some issues with teachers	**O**
Because I had issues at home	**O**
Other reasons, please specify:✎	**O**

unicef | for every child

SECTION 2: ONLY FOR THOSE WHO NEVER REPEATED

Next we are going to ask you some questions about students that repeat grades/forms. Think about a friend or schoolmate that repeated a grade/form.

58. Thinking about this friend or schoolmate of yours, do you think he/she had to repeat because he/she… ☞ **1**

- **O** …failed
- **O** … missed classes
- **O** … had behaviour issues
- **O** … was absent for a long period time (3 weeks or more)
- **O** Other reasons, please specify: ✎ ……
- **O** I don't know why

59. Why do you think this happened to him/her?

	✋
Because he/she had to help at home	**O**
Because he/she started working	**O**
Because school was far from his/her home / couldn't afford the cost of coming	**O**
Because he/she though it wasn't of great benefit to his/her future	**O**
Because he/she was sick	**O**
Because he/she moved from home	**O**
Because of pregnancy or fatherhood	**O**
Because he/she didn't feel comfortable or accepted at school	**O**
Because he/she didn't like studying what they were teaching	**O**
Because he/she didn't do well studying	**O**
Because he/she had some issues with teachers	**O**
Because he/she had issues at home	**O**
Other reasons, please specify: ✎ ……	**O**
I don't know why	**O**

60. What is the cause why some students repeat while others do not?

✎ .....
.....
.....

61. What do you think is the hardest part of repeating a grade?

✎ .....
.....
.....

Field Staff Initials:

Date:_____

unicef | for every child

Appendix 3: Interview Schedule for Focus Group Discussions

Introduction

The Ministry of Education, supported by UNICEF is conducting a research about children who have dropped out of school within the past 10 years .

The results of this survey will help the Ministry of Education to (1) understand the issues faced by children like you who dropped out of school; (2) to plan better so as to help children to find ways of coping with the many challenges they face and (3) to find ways for children to complete school successfully.

You are free to participate in the discussion. If any question makes you feel uncomfortable or you would prefer not to answer, you are free to do so. Please ask if you need explanations. All your responses will be kept confidential. You may also leave the group at any time.

Thank you for participating

Section 1: We would like to know you. Please put a X next to the answer that best describes you.

Your Age	# of Persons	Your Gender	# of Persons	Your Ethnicity	# of Persons	Your Religion	# of Persons
9-11		Male		East Indian		Rastarfarian	
12-14		Female		African		Hindu	
15-17				Chinese		Muslim	
18-25				Portuguese		Christian	
				Mixed		Bahai	
				Other		Jeovah Witness	
						Seventh Day Adventist	
						None	
						Other	

1. When you left school which type of school were you attending: ☐ Government ☐ Private

   (*please document private school experiences separate from Public school experiences)*

   1b. How many different schools did you attend (AT EACH LEVEL)?

2. What levels of schools did you attend? (e.g Nursery, Primary, secondary)

Levels of Schools	Public/Private	# of respondents
Nursery	Public	
	Private	
Primary	Public	
	Private	
Secondary	Public	
	Private	

3. Up to which Grade have you attended?:

Grades	# of respondents
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

4. At what age did you leave school?

Age dropped out of school	# of Persons
4-5 (Never attended Nursery nor Primary)	
6-8	
9-11	
12-15	

5. (If respondent didn't attend nursery school) do you know why your parents didn't send you to nursery school? Do you think that not attending nursery school made it difficult for you perform well in school?

6. How many of your siblings, if any, dropped out of school?

Siblings dropped out of school	# of Persons	Why did they drop out of school
None		
1-2		
3-4		
5 or more		

7. While in school, how would you describe your reading ability?

8. Have anyone ever made you feel like you don't belong in school? If so, how ?

9. How often did you skip classes while in school? What were the reasons that made you skip classes?

10. How many times did you use alcohol or drugs while in school? How did this affect you at school? (e.g attendance, completeing homework, passing exams, getting to fights, getting pregnant etc)

11. What were the primary reasons you dropped out of school?

12. Did anyone encourage you to go back to school? Tell me why you did not return to school?

13. What could have caused you to stay in school?

14. Tell us how we can make school interteresting for you and others like you?

What is the highest level of education your mother received?	# of Persons	What is the highest level of education your father received?	# of Persons	How often did your parents/ guardians attend school Parent meetings/ activities?	# of Persons	How do define your family's economic status	# of Persons
Nursery		Nursery		Not at all		Rich	
Primary		Primary		A few times		Fairly rich	
Secondary		Secondary		Often		Middle/ average	
Technical/ Vocational		Technical/ Vocational		Very often		Poor	
University		University				Very Poor	

Appendix 4: Primary School Teachers' Questionnaire

General Information

1. School: _____ Date: _____

2. Region: 2a: Sub-region

3. Gender: ☐Male ☐Female

4. Age: _____

5. Type of Teacher Training Certification:

   ☐ Trained Teacher Certificate
   ☐ Certificate in Education
   ☐ Associate Degree in education
   ☐ Bachelor of Education
   ☐ Diploma in Education
   ☐Master's Degree in Education
   ☐ Ph. D Education

6. Years of teaching experience: _____

7. Years of teaching experience in this school: _____

8. Currently teaching in grades: ☐ G1 ☐ G2 ☐ G4 ☐ G6

9. Preferred grades for teaching: ☐ G1 ☐ G2 ☐ G3 ☐ G4 ☐ G5 ☐ G6

10. Are you currently a Class Teacher? ☐Yes ☐No

11. How many class hours per week do you work in this school? _____ Hours.

Resources

12. To what extent do you consider that your Teacher Training and/or Professional Development experience is adequate to address your current students' needs? **(PLEASE SELECT ONE OPTION)**

    ☐ My training prepared me to deal with students with better Literacy and Numeracy Skills than those of my current students
    ☐ My training is insufficient in terms of class management, to deal with my current students
    ☐ My training gave me very adequate tools to address my current students´ needs
    ☐ Other (please explain): _____

13. Thinking about the last 3 training opportunities in which you participated, please describe: When did they take place? How long did they last? What were the topics covered?

Training Opportunity #	Started on *mm-yyyy*	Duration	Topic
1			
2			
3			

14. In the past school year, which of the following external support for teachers did you receive?

An Education Officer visited my class	☐Yes
An Education Officer gave me personal feedback	☐Yes
The Principal/Vice/Deputy visited my class	☐Yes
The Principal/Vice/Deputy gave me personal feedback	☐Yes
Professional development days	☐Yes
PERSONAL ASSESSMENT AT THE END OF THE YEAR	☐Yes
Peer revision/Cooperative learning with a colleague	☐Yes
Some other Education Professional has reviewed the student workbooks and provided personal feedback	Yes
Other: _____	☐Yes

15. What would you consider as essential inputs for developing the students´ numeracy and literacy skills: please complete the following table:

Resource	How necessary is this resource to teach numeracy and literacy skills?	To what extent is this resource being provided?	How frequently have you used this resource for teaching purposes
a. Library	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times

b. Computers	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times
c. Work books	☐ Essential requirement ☐ Useful ☐ unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times
d.Other: _____	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times

16. Thinking about your experience in this school: If you had the chance, would you change school? ☐Yes ☐No

Teaching

17. The next question seeks to understand which of the following are the most important factors/inputs driving your lesson planning and teaching?
Please rank them from 1 being the most important, 2 for the second most important, 3 for the third most important, 4 for the fourth most important, 5 for the fifth most important, and 6 for the sixth most important factor.

The available teaching resources	
The need of the struggling students	
The average level of the class	
The contents of the national curricula	
The contents that I think are the most relevant for the students	
To follow the activities in the Student´s textbooks/workbooks	

18. BASED ON YOUR ASSIGNED CLASS LOAD, DO YOU THINK YOU ARE GIVEN SUFFICIENT TIME FOR PLANNING LESSONS?

☐ Yes
☐ No

19. What do you usually do when a student arrives late to your class? Choose one option.

a. Refuse to grant entrance to the class ☐
b. Invite them into the class and provide help ☐
c. Let them in and continue with the class ☐
d. Send them to the Principal/other individual for admonition ☐
e. Other: _____ ☐

20. What do you usually do when a student is missing from your class? Choose one option.

a. Nothing ☐
b. Inform the Class teacher or Principal ☐
c. Contact the parents ☐
d. Try to find the student ☐
e. Have a chat with the student when next he/she attends class ☐
f. Other: _____

21. On average, how well do the students at this school usually perform on the National Grade two and four Assessments? **PLEASE SELECT 1 OPTION:**

☐ Students enrolled in this school mostly obtained a high grade in the National Grade two or four Assessment
☐ Students enrolled in this school mostly obtained a middle grade in the National Grade two or four Assessment
☐ Students enrolled in this school mostly obtained a low grade in the National Grade two or four Assessment

22. If you had to rate yourself as a teacher, would you say you are… **(PLEASE SELECT ONE OPTION)**

☐ … very good
☐ … good
☐ … acceptable
☐ …poor
☐ …very poor
☐ … I don't know

23. If you had to rate the extent to which you are able to help all of your students to improve their learning, would you say it is… **(PLEASE SELECT ONE OPTION)**

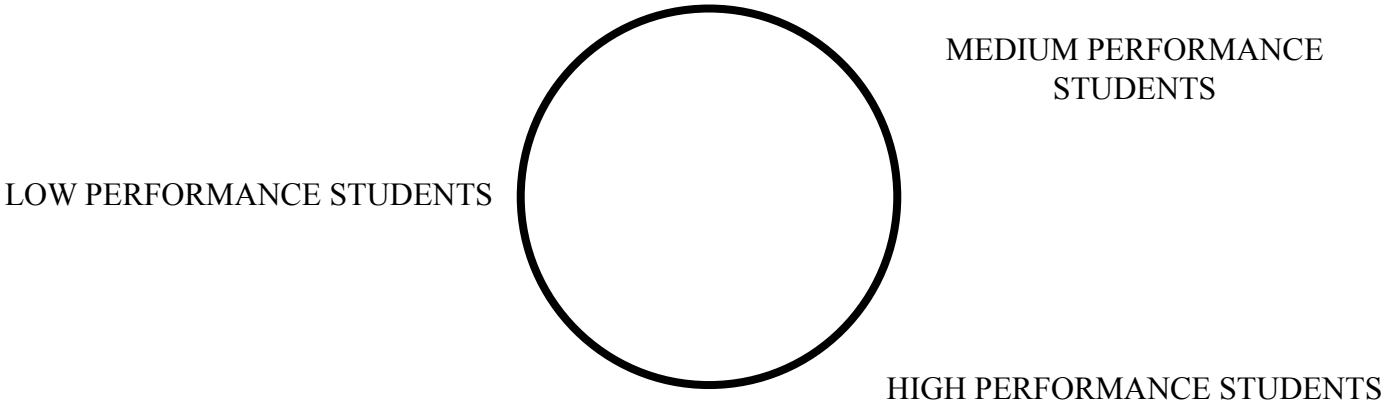
☐ … very good
☐ … good
☐ … acceptable
☐ …poor
☐ …very poor
☐ … I don't know

24. If you had to rate the extent to which you are able to help the low performance students to improve their learning, would you say it is… **(PLEASE SELECT ONE OPTION)**

☐ … very good
☐ … good
☐ … acceptable
☐ …poor
☐ …very poor
☐ … I don't know

Challenges of Teaching

25. Think about all the students you see in a specific week: How many of them are high performance, medium performance and low performance students? Please, prepare a pie chart dividing the circle in three sectors according the level of performance that have the students you taught in this school. Link with lines the sectors with the corresponding label.



26. In your opinion, whose responsibility is it to provide help for struggling students? (Tick all the options that apply)

- ☐ Guidance Counselor
- ☐ The Class teacher
- ☐ All the teachers
- ☐ The language teacher
- ☐ The math teacher
- ☐ Reading specialist
- ☐ Remedial teachers
- ☐ Parents
- ☐ Other students
- ☐ The student him/herself is responsible for his/her own performance
- ☐ Other: _____

27. What are the main teaching methods you use for working with low performance students for increasing their numeracy and literacy skills?

Teaching method (REVIEW AND COMPLETE!)	Never	Once or twice in the year	Many times
a. Lectures			
b. Demonstrations			
c. Field trips			
d. Projects			
e.Class assignments			
f. School grouping			
g. Homework			
h. Other: _____			

28. In this school, are there any Remedial programs for helping struggling student improve?

☐Yes ☐No

If you answered YES:

a. In what areas? (Tick all the options that apply)
☐ Reading
☐ Writing
☐ Numeracy
☐ Study skills
☐ Other subject areas

b. Do students actually improve as a result of taking these classes? ☐Yes ☐No

29. Please tell me, what do you do when students report that they don´t understand a lesson that was taught, do you re-teach?

☐Yes ☐No

29b. If no, why not?

30. Please indicate the extent to which you agree with the following statements.

	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
1. Students that drop out are mostly those with learning issues.	O	O	O	O	O
2. Students' capacity to learn decreases because of poverty.	O	O	O	O	O
3. Teaching is the principal factor explaining students' success.	O	O	O	O	O
4. The greatest part of learning issues is explained by contextual factors, requiring psychological or psycho-pedagogical attention.	O	O	O	O	O
5. . Adolescents that have suffered malnutrition during childhood will probably have lesser neurological capacities for learning.	O	O	O	O	O
6. Lots of students do not reach the required level to pass because of family problems.	O	O	O	O	O
7. Teaching at the secondary level was much better when only students meeting the requirements for literacy and numeracy skills were enrolled	O	O	O	O	O

Evaluation

31. Please indicate the extent to which you agree with the following statements.

	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
1. Assessment is a process that allows measuring the students to define their promotion.	O	O	O	O	O
2. Assessment results of students are more related with their dedication to study than to their teacher's practices.	O	O	O	O	O
3. Assessment gives me key inputs to help low performance students to improve	O	O	O	O	O
15. An incorrect answer in a test shows that the student did not understand the concepts taught.	O	O	O	O	O
14. The principal cause of students having to sit a final exam of a subject is that they don't understand the contents.	O	O	O	O	O
17. If a student is able to reproduce with his/her own words a lesson from the workbook, written or orally, he/she has understood the content.	**O**	**O**	**O**	**O**	**O**

32. Please share with us the most frequent techniques you use to design students´ exams:

When I design the exams/assignments	Always	Sometimes	Hardly ever	Never
1. In the exams, I include similar exercises to the ones performed during the lessons	O	O	O	O
2. The topics assessed are the same ones that are treated in the books and workbooks	O	O	O	O
3. In the exams, I include reading comprehension exercises (Open ended questions, exercises to complete, etc.)	O	O	O	O
4. In the exams, I include multiple choice exercises	O	O	O	O
5. In the exams, I include writing exercises (paragraphs, short essays, etc.)	O	O	O	O
Other: _____	O	O	O	O

33. Please share with us the most frequent techniques you use to correct/mark students´ exams, class assignments or homework.

34. How often currently do you assess students?

☐ Daily
☐ Weekly
☐ Every 2 weeks
☐ Monthly
☐ Once to two times every term
☐ Other_____

34B. Main methods by which you assess students?

☐ Individual Homework and assignments,
☐ Group assignment
☐ Written exams,
☐ Oral exams,
☐ Laboratory exercises/field demonstration
☐ Other_____

Promotion

Perception about the usefulness of these regulations for teachers and students

35. Please indicate the extent to which you agree with the following statements.

	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
1. From experience, a good teacher knows who are the students that will probably fail his/her subject by the end of the first semester..	O	O	O	O	O
2. To attend secondary school without failing it is necessary that students prove the capacity to solve problems and organise their time and tasks.	O	O	O	O	O
3. The main issues for students in secondary school are irremediable, since they are due to a poor foundation they brought from primary school.	O	O	O	O	O
4. Students that enter secondary school have the potential capacity to attend and complete secondary school without repeating.	O	O	O	O	O
16. When students get high scores at in-school assessment, it is an indicator of an undemanding teacher.	O	O	O	O	O

Field Staff Initials:

Date: _____

unicef | for every child

Appendix 5: Secondary School Teachers' Questionnaire

General Information

1. School: _____ Date: _____

2. Region: 2a: Sub-region

3. Gender: ☐Male ☐Female

4. Age: _____

5. Teacher Training Certification:

   ☐ Trained Teacher Certificate
   ☐ Certificate in Education
   ☐ Associate Degree in education
   ☐ Bachelor of Education
   ☐ Diploma in Education
   ☐Master's Degree in Education
   ☐ Ph. D Education

6. Years of teaching experience: _____

7. Years of teaching experience in this school: _____

8. Currently teaching in grades s: ☐ G7 ☐ G8 ☐ G9 ☐ G10 ☐ G11

9. Preferred forms for teaching: ☐ G7 ☐ G8 ☐ G9 ☐ G10 ☐ G11

10. Subject/s taught currently in this school: _____

11. Are you currently a Form Teacher? (responsible for the supervision of a specific form) ☐Yes ☐No

12. How many class hours per week do you work in this school? _____ Hours.

Resources

13. To what extent do you consider that your Teacher Training and/or Professional Development experience is adequate to address your current students' needs? **(PLEASE SELECT ONE OPTION)**

    ☐ My training prepared me to deal with students with better Literacy and Numeracy Skills than those of my current students
    ☐ My training is insufficient in terms of class management, to deal with my current students
    ☐ My training gave me very adequate tools to address my current students´ needs
    ☐ Other (please explain): _____

14. Thinking about the last 3 training opportunities in which you participated, please describe: When did they take place? How long did they last? What were the topics covered?

Training Opportunity #	Started on *mm-yyyy*	Duration	Topic
1			
2			
3			

15. In the past school year, which of the following external support for teachers did you receive?

An Education Officer visited my class	☐Yes
An Education Officer gave me personal feedback	☐Yes
The Principal/Vice/Deputy visited my class	☐Yes
The Principal/Vice/Deputy gave me personal feedback	☐Yes
Professional development days	☐Yes
PERSONAL ASSESSMENT AT THE END OF THE YEAR	☐Yes
Peer revision/Cooperative learning with a colleague	☐Yes
Some other Education Professional has reviewed the student workbooks and provided personal feedback	☐Yes
Other: _____	☐Yes

16. What would you consider as essential inputs for developing the students´ numeracy and literacy skills: please complete the following table:

Resource	How necessary is this resource to teach numeracy and literacy skills?	To what extent is this resource being provided?	How frequent have you used this resource for teaching purposes
a.Library	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times
b.Computers	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times
c.Work books	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times

d.Other: _____	☐ Essential requirement ☐ Useful ☐ Unessential	☐ Fully provided ☐ Partially provided ☐ Not provided	☐ Not once ☐ Once or twice in the year ☐ Many times

17. Thinking about your experience in this school: If you had the chance, would you change school? ☐Yes ☐No

Teaching

18. The next question seeks to understand which of the following are the most important factors/inputs driving your lesson planning and teaching?

    Please rank them from 1 being the most important, 2 for the second most important, 3 for the third most important, 4 for the fourth most important, 5 for the fifth most important, and 6 for the sixth most important factor.

The available teaching resources	
The need of the struggling students	
The average level of the class	
The contents of the national curricula	
The contents that I think are the most relevant for the students	
To follow the activities in the Student´s textbooks/ workbooks	

19. BASED ON YOUR ASSIGNED COURSE LOAD, DO YOU THINK YOU ARE GIVEN SUFFICIENT TIME FOR PLANNING LESSONS?

    ☐ Yes
    ☐ No

20. What do you usually do when a student arrives late to your class? Choose one option.

    a. Refuse to grant entrance to the class ☐
    b. Invite them into the class and provide help ☐
    c. Let them in and continue with the class ☐
    d. Send them to the Principal/other individual for admonition ☐
    e. Other: _____ ☐

21. What do you usually do when a student is missing from your class? Choose one option.

    a. Nothing ☐
    b. Inform the Class teacher or Principal ☐
    c. Contact the parents ☐
    d. Try to find the student ☐
    e. Have a chat with the student when next he/she attend class ☐
    f. Other: _____☐

22. Thinking about your decision to teach in this school, did you know what was the average performance on the National Grade Six Assessment of the students that entered this school? ☐Yes ☐No
If no skip question 23.

23. On average, how well do the students at this school usually perform on the National Grade Six Assessment? **PLEASE SELECT 1 OPTION:**

☐ Students enrolled in this school mostly obtained a high grade in the National Grade Six Assessment
☐ Students enrolled in this school mostly obtained a middle grade in the National Grade Six Assessment
☐ Students enrolled in this school mostly obtained a low grade in the National Grade Six Assessment

24. If you had to rate yourself as a teacher, would you say you are… **(PLEASE SELECT ONE OPTION)**

☐ … very good
☐ … good
☐ … acceptable
☐ …poor
☐ …very poor
☐ … I don't know

25. If you had to rate the extent to which you are able to help all of your students to improve their learning, would you say it is… **(PLEASE SELECT ONE OPTION)**

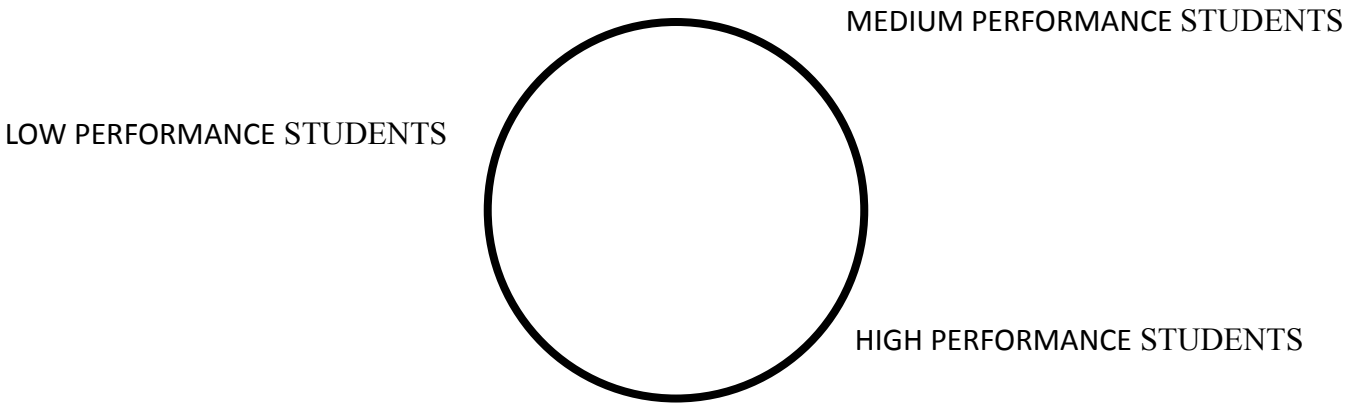
☐ … very good
☐ … good
☐ … acceptable
☐ …poor
☐ …very poor
☐ … I don't know

26. If you had to rate the extent to which you are able to help the low performance students to improve their learning, would you say it is… **(PLEASE SELECT ONE OPTION)**

☐ … very good
☐ … good
☐ … acceptable
☐ …poor
☐ …very poor
☐ … I don't know

Challenges of Teaching

27. Think about all the students you see in a specific week: How many of them are high performance, medium performance and low performance students? Please, prepare a pie chart dividing the circle in three sectors according the level of performance that have the students you taught in this school. Link with lines the sectors with the corresponding label.



28. Please, fill up the following table with ticks in the results that are more likely in your opinion: (Choose one option per question, for each performance level group)

	a.What proportion of students are going to complete Grade 11?			b.What proportion of students are going to attain at least 5 CSEC subjects?			c.What proportion of students are going to be good citizens?		
	1 out of 3	2 out of 3	3 out of 3	1 out of 3	2 out of 3	3 out of 3	1 out of 3	2 out of 3	3 out of 3
High performance students	☐	☐	☐	☐	☐	☐	☐	☐	☐
Medium performance students	☐	☐	☐	☐	☐	☐	☐	☐	☐
Low performance students	☐	☐	☐	☐	☐	☐	☐	☐	☐

29. In your opinion, whose responsibility is it to provide help for struggling students? (Tick all the options that apply)

☐ Guidance Counselor
☐ The Class teacher
☐ All the teachers
☐ The language teacher
☐ The math teacher
☐ Reading specialist
☐ Remedial teachers
☐ Parents
☐ Other students
☐ The student him/herself is responsible for his/her own performance
☐ Other: _____

30. What are the main teaching methods you use for working with low performance students for increasing their numeracy and literacy skills?

Teaching method (REVIEW AND COMPLETE!)	Never	Once or twice in the year	Many times
a. Lectures			
b. Demonstrations			
c. Field trips			
d. Projects			
e.Class assignments			
f. School grouping			
g. Homework			
h. Other: _____ _____			

31. In this school, are there any Remedial programs for helping struggling student improve?
☐Yes ☐No

If you answered YES:

a. In what areas? (Tick all the options that apply)
☐ Reading
☐ Writing
☐ Numeracy
☐ Study skills
☐ Other subject areas

b. Do students actually improve as a result of taking these classes? ☐Yes ☐No

32. Please tell me, what do you do when students report that they don´t understand a lesson that was taught, do you re-teach? ☐Yes ☐No

32b. If no, why not?

33. Please indicate the extent to which you agree with the following statements.

	Totally agree	**Partially agree**	**Neither agree or disagree**	**Partially disagree**	**Totally disagree**
1. Students that drop out are mostly those with learning issues.	O	O	O	O	O
2. Students' capacity to learn decreases because of poverty.	O	O	O	O	O
3. Teaching is the principal factor explaining students' success.	O	O	O	O	O

4. The greatest part of learning issues is explained by contextual factors, requiring psychological or psycho-pedagogical attention.	O	O	O	O	O
5. Adolescents that have suffered malnutrition during childhood will probably have lesser neurological capacities for learning.	O	O	O	O	O
6. Lots of students do not reach the required level to pass because of family problems.	O	O	O	O	O
7. Teaching at the secondary level was much better when only students meeting the requirements for literacy and numeracy skills were enrolled	O	O	O	O	O

Evaluation

34. Please indicate the extent to which you agree with the following statements.

	Totally agree	Partially agree	Neither agree or disagree	Partially disagree	Totally disagree
1. Assessment is a process that allows measuring the students to define their promotion.	O	O	O	O	O
2. Assessment results of students are more related with their dedication to study than to their teacher's practices.	O	O	O	O	O
3. Assessment gives me key inputs to help low performance students to improve					
15. An incorrect answer in a test shows that the student did not understand the concepts taught.	O	O	O	O	O
14. The principal cause of students having to sit a final exam of a subject is that they don't understand the contents.	O	O	O	O	O
17. If a student is able to reproduce with his/her own words a lesson from the workbook, written or orally, he/she has understood the content.	O	O	O	O	O

35. Please share with us the most frequent techniques you use to design students´ exams:

When I design the exams/assignments	Always	Sometimes	Hardly ever	Never
1. In the exams, I include similar exercises to the ones performed during the lessons	O	O	O	O
2. The topics assessed are the same ones that are treated in the books and workbooks	O	O	O	O
3. In the exams, I include reading comprehension exercises (Open ended questions, exercises to complete, etc.)	O	O	O	O
4. In the exams, I include multiple choice exercises	O	O	O	O
5. In the exams, I include writing exercises (paragraphs, short essays, etc.)	O	O	O	O
Other: _____	O	O	O	O

36. Please share with us the most frequent techniques you use to correct/mark students´ exams, class assignments or homework.

When I correct the exams/ assignments…	Always	Sometimes	Hardly ever	Never
1. I re-write the correct answers	O	O	O	O
2. I highlight the incorrect answers	O	O	O	O
3. When I find an error, I enclose an explanation of the error	O	O	O	O
4. I write down a paragraph with an overall observation at the end of the evaluation	O	O	O	O
5. When I score a test: I detail a partial score for each exercise, and the final score is composed by the sum of the partial scores.	O	O	O	O
6. I only enclose a final global score.	O	O	O	O
Other: _____	O	O	O	O

37. How often currently do you assess students?

☐ Daily
☐ Weekly
☐ Every 2 weeks
☐ Monthly
☐ Once to two times every term
☐ Other_____

38. Main methods by which you assess students?

☐ Individual Homework and assignments,
☐ Group assignment
☐ Written exams,
☐ Oral exams,
☐ Laboratory exercises/field demonstration
☐ Other_____

Promotion

Perception about the usefulness of these regulations for teachers and students

39. Please indicate the extent to which you agree with the following statements.

	Totally agree	**Partially agree**	**Neither agree or disagree**	**Partially disagree**	**Totally disagree**
1. From experience, a good teacher knows who are the students that will probably fail his/her subject by the end of the first semester..	**O**	**O**	**O**	**O**	**O**
2. To attend secondary school without failing it is necessary that students prove the capacity to solve problems and organise their time and tasks.	**O**	**O**	**O**	**O**	**O**
3. The main issues for students in secondary school are irremediable, since they are due to a poor foundation they brought from primary school.	**O**	**O**	**O**	**O**	**O**
4. Students that enter secondary school have the potential capacity to attend and complete secondary school without repeating.	**O**	**O**	**O**	**O**	**O**
5. When students get high scores at in-school assessment, it is an indicator of an undemanding teacher.	O	O	O	O	O

Field Staff Initials:

Date: _____

Appendix 6: Focus Group Discussions Held

Region	Focus Group Location	# of Persons in Focus Group
Region 1	Four Miles	9
	Arakaka	3
	Barbina	5
	Citrus Grove	4
	Falls Top	3
	Yarikita	8
Region 3	Belle West	5
	Leguan	4
	Parfait Harmony	4
	Santa Mission	7
	Wakenaam	5
Region 4	Ann's Grove	6
	Ministry of Social Protection	3
	Adult Education Association	17
	Guyana Responsible Parenthood Association Outreach Group	12
Region 5	Mahaicony Technical & Vocational Centre	19
	Moraikabai	7
	West Coast Berbice	8
Region 6	# 2 Canje	24
	Berbice Technical Institute	22
	Crabwood Creek	6
	Smythfield	4
Region 7	Waramadong	4
	Kamarang	6
	Kako	12
	Jawalla	28
	Itaballi	8
	Bartica- Dagg Point	7
	Bartica- Agatash	8
	72 Miles	3

Region 8	Kurukubaru	14
	Monkey Mountain	10
	Princeville	3
	Paramakatoi	11
Region 9	Aishalton	4
	Annai	9
	Karasabi	4
	Massara	5
	Katuur	7
	Tipuru	3
	Yupukari	7
	Parishara	7
	Tiger Pond	4
Region 10	58 Miles	7
	Linden Technical Institute	12
	47 Miles	4