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FROM THE AMERICAN PEOPLE



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



## SCHOOL PRINCIPAL QUESTIONNAIRE

(To be administered by the fieldworker in a face-to-face interview)

### 1. Identifying information:

(a) School name: \_\_\_\_\_

(b) School's EMIS number: 

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(c) Principal: \_\_\_\_\_ (Surname and initials)

\_\_\_\_\_ (Title – Dr, Mr, Ms, etc)

Gender

<b>Male</b>	<b>1</b>	<b>Female</b>	<b>2</b>
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(d) Contact numbers:

Of School/Principal:

Tel: 

0									
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Cell: 

0									
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(e) E-mail address: \_\_\_\_\_

(f) Information provided by: 

<b>Principal him/herself</b>	<b>1</b>	<b>Someone on his/her behalf</b>	<b>2</b>
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### 2. Demographic and other characteristics:

(a) Age of principal: \_\_\_\_\_

(b) How many grade 1 learners are enrolled at your school this year? \_\_\_\_\_

(c) How many educators are there now in Grade 1 to 3 in the school?

	Government posts	Vacancies
<b>Grade 1</b>		
<b>Grade 2</b>		
<b>Grade 3</b>		

### 3. Language characteristics and support:

(a) Have you held a parent meeting at the school this year already?

<b>YES</b>	<b>NO</b>
<b>1</b>	<b>2</b>

(b) If yes, approximately what percentage of the grade 1 parents attended?

<b>No meeting</b>	<b>Less than 25%</b>	<b>25% - 50%</b>	<b>50% - 75%</b>	<b>More than 75%</b>
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

(c) In general, do you think that more than half (50%) of parents have a matric?

<b>YES</b>	<b>NO</b>
<b>1</b>	<b>2</b>

(d) What percentage of learners in Grade 1 have at least one employed parent?

<b>0% - 20%</b>	<b>21% -40%</b>	<b>41% - 60%</b>	<b>61% - 80%</b>	<b>More than 80%</b>
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1	2	3	4	5
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(e) How much of a problem are the following issues to providing good language teaching and learning?

Factor	A very big problem	A big problem	A small problem	Not a problem
(i) <u>Teacher</u> leave/ absenteeism/ late-coming/ lack of discipline	1	2	3	4
(ii) Learner absenteeism/ late-coming/ lack of discipline	1	2	3	4
(iii) Shortages of learning materials, books and library materials	1	2	3	4
(iv) Lack of parental involvement in language learning activities	1	2	3	4
(iv) Disruption to schooling (e.g. Memorials, protests, cultural activities)	1	2	3	4

#### 4. Infrastructure and facilities:

(a) Where is the school located? *(Select **only one**, most applicable option)*

Remote rural / farming area	Small country village	Informal / 'squatter' settlement area	Formal 'township' area (on the edge of a town or city)	Formal suburban area	Inner-city urban area
1	2	3	4	5	6

#### 5. Foundation Phase teaching:

(a) When do learners in your school start receiving EFAL lessons?

	Tick only 1 box
In grade 4	
In grade 3	
In grade 2	
Half way through grade 1	
From the start of grade 1	

(b) When EFAL lessons do start, how much time is allocated to EFAL lessons per week?

	Tick only 1 box
1 hour	
2 hours	
3 hours	
4 hours or more	

(e) Which of the following lesson types do you think are the most important during the first year of EFAL teaching? *(Tick two boxes)*

	Tick two boxes
Group guided reading	
Writing	
Listening and speaking	
Shared reading	
Language use	

**Thank the principal for his/her time and effort and the information provided so far!**



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*The remaining information is mostly gained from site observation  
(Data-collector is to complete the following few observations.)*

## School Observations

5. Please request to see the school's teacher attendance register once the first period has started.

(a) For the school as a whole, how up to date is the teacher attendance register? *(Select **one** option)*

Very few/no teachers have signed in for at least a week	Only some teachers have signed in for the preceding week	Most teachers have signed in for the week up to today	All teachers have signed in right up to today
1	2	3	4

(b) For the previous full five-day week, please record the following from the attendance register:

Information required: <i>(Record "0" when there were no absences on a day. Include SGB posts.)</i>	Number
(i) How many teachers are there in the school in total?	
(ii) How many teachers were absent on <u>Monday</u> ?	
(iii) How many teachers were absent on <u>Tuesday</u> ?	
(iv) How many teachers were absent on <u>Wednesday</u> ?	
(v) How many teachers were absent on <u>Thursday</u> ?	
(vi) How many teachers were absent on <u>Friday</u> ?	

6. How would you describe the maintenance and upkeep of the school grounds and buildings?

Strong state of disrepair / general untidiness (e.g., litter, many broken windows, etc.)	Moderate signs of disrepair / untidiness	Minor signs of disrepair / untidiness	Well-maintained, clean, neat
1	2	3	4