

Data collection process for non-cognitive skills gained by Escuela Nueva primary schools in Colombia

Suzuki, Takako

Faculty of Languages and Cultures, Kyushu University : Associate Professor

<https://doi.org/10.15017/1804177>

出版情報 : 言語文化論究. 38, pp.99-111, 2017-03-03. Faculty of Languages and Cultures, Kyushu University

バージョン :

権利関係 :



Data collection process for non-cognitive skills gained by Escuela Nueva primary schools in Colombia

Takako SUZUKI

Introduction

This is a monograph to describe a process of data collection for the research project named Non-cognitive skills gained by Escuela Nueva EN primary schools in Colombia: Autonomous learning, self-esteem and democratic behavior of fresh graduates. This is a research project as a part of Scientific Research B (Overseas Academic Research: ID 25301052) funded through Grant-in-Aid by Japan Society for the Promotion of Science (JSPS) for five years from 2013 to 2018. This research aims to investigate how students who have graduated from EN primary schools in Colombia benefit and maintain non-cognitive skills after their graduation

Its research team consists of Takako Suzuki (Kyushu University) as a project leader, Chiaki Miwa (Hiroshima University) and Mikiko Nishimura (International Cristian University) as core research members, with special contributions made by Naoki Hatta (ICU). Significantly, its research proposal was created by Suzuki and Miwa, inspired by Vicky Colbert (Fundación Escuela Nueva (FEN)). Furthermore, this project was supported by a number of domestic and international researchers. The collaboration and support offered by Clarita Arboleda (FEN), Kazuo Kuroda (Waseda University), Angela Little (University of London), Yasuo Saito (National Institute for Educational Policy Research), Takeshi Sekiya (Kwansei Gakuin University), Kazuhiro Yoshida (Hiroshima University) and Juliana Vernaza (University of Los Andes) were indispensable in the early stages to construct a research framework. Significant discussions were held at a kick-off workshop in Tokyo in February 2014 and the current structure of research framework was established there. The exact roles of the research team members in the following research process are shown in Table 1.

Table 1 The Role of research team members

Research stages	Responsibility
Research proposal	Colbert, Miwa, Suzuki
Research design	Arboleda, Jimenez, Kuroda, Little, Miwa, Nishimura, Saito, Sekiya, Suzuki, Vernaza, Yoshida
Literature review	Miwa, Nishimura, Suzuki
Tool development	FEN, Jimenez, Miwa, Nishimura, Suzuki, Vernaza
Data collection	FEN, Suzuki
Data analysis	Hatta, Miwa, Nishimura, Suzuki

After literature was reviewed, three variables to be investigated were identified, and research methods determined. The data collection was undertaken in Colombia in 2014, 2015 and 2016. This monograph aims to describe and clarify the process of data collection through the fieldwork done during these three years.

Escuela Nueva in Colombia

The Escuela Nueva (EN) pedagogical model is one of the well-known excellent education programmes for rural schools established in Colombia. It was designed in Colombia in 1975 and has been further developed and promoted by a NGO named Fundación Escuela Nueva (FEN) since 1987. It is an innovative schooling model initially designed to provide complete primary education in rural areas that expanded to more than 24,000 rural schools in Colombia by the end of the 1980's. (Arboleda, 2014). In other words, it covers 30% of rural children in Colombia. Escuela Nueva is not confined to Colombia and has been exported worldwide. Representatives from more than 40 countries have visited Colombia to study EN including those from Vietnam, Zambia, Mexico, India and East Timor.

EN promotes high quality education in rural areas where some conditions are problematic for teaching and learning, through original special pedagogical tools to address these problems (Suzuki, 2006). There is no traditional teacher at EN schools. Instead of teachers to teach conventionally, each school has at least one facilitator to assist students. EN schools are often multigrade, which means one teacher teaches more than one grade group at the same time. Therefore, students are encouraged to study by themselves or within a small group at their own pace. To support self-learning and group work, EN model promotes special desks and chairs to facilitate group work. Self paced learning guides along the national curriculum are developed to support cooperative and active learning. EN classrooms contain a learning corner and a class library for students to access learning resources freely.

Its effectiveness in terms of academic achievement has been widely disseminated (McEwan, 1998; Psacharopoulos et al, 1993; Wang and Holcombe, 2010). However, the EN model also promotes the non-cognitive skills (Forero-Pineda et al, 2006). The non-cognitive objectives of the EN model are (1) skills for group work, (2) critical thinking, (3) self-esteem and self-image, (4) democratic attitudes, (5) academic skills, (6) life skills for citizenship, health, the environment and cultural heritage, (7) self-paced and self-directed learning and (8) active participation in the learning process (Schiefelbein, 1991). In order to meet the goals, EN model offers special social activities. Each school organizes students' government and following students' committees, such as recreation, health, cleaning and environment, learning support, and problem solving. Other powerful tools are the "self-attendance record" "suggestion box" "commitment box" "value chart" "friendship mail" and "travel books." For example, when students come to school, they check their names on the self-attendance record by themselves. When they want to suggest to improve something, they insert their ideas into the suggestion box. They share their commitments to goals and their aspiration with classmates.

With these powerful original pedagogical tools, a number of researchers have conducted research on EN. The literature reveals positive evidence for academic outputs and a few non-cognitive skills (Arboleda, 2014). However, most of these impacts lie within the primary school and there is little evidence on the impact of EN on students after their graduation from primary school. Therefore, this research aims to investigate how EN primary school graduates benefit and maintain the impact of EN pedagogy after their

graduation through the measurement of the effects of EN implementation, on non-cognitive skills.

Research framework

This study aims to understand impacts of EN primary pedagogy after the graduation from primary schools, investigating how primary graduates, who are now at secondary schools, gained and maintained their non-cognitive skills after their primary graduation. Primary education in Colombia is a five-year structure from grade one to grade five. Thus the subjects of our study are currently basic secondary students (grades six to nine). In order to meet our aims, this research project consists of five phases between 2013 and 2018 (Figure1).

The preliminary years of 2013 and 2014 are spent for the preparation such as designing an overall research framework, literature review, identification of research methods, and drafting research tools. This was done mainly by Japanese researchers with significant inputs from stakeholders from Colombia.

In this phase, the extant 1975-2014 literature on EN, including lots of significant documents provided by FEN, was reviewed in order to identify non-cognitive skills for further study. Existing literature on EN was divided into three time periods and reviewed by three Japanese research members (Suzuki, Miwa and Nishimura). Based on the reviewed literature, three variables; autonomous learning, self-esteem and democratic behavior – appeared frequently in previous research. Since they are also key EN skill objectives, we finally determined them as our variables for further study.

The three researchers agreed to take a role of responsibility for each of the three variables. Suzuki focused on autonomous learning; Miwa on self-esteem and Nishimura on democratic behavior. Thus each of the three researchers reviewed previous literature related to each variable, identified indicators to measure the variable, drafted questions to investigate the variable, and analysed the variable after data collected.

The initial survey was held with grade 6 students who had just graduated from primary schools in

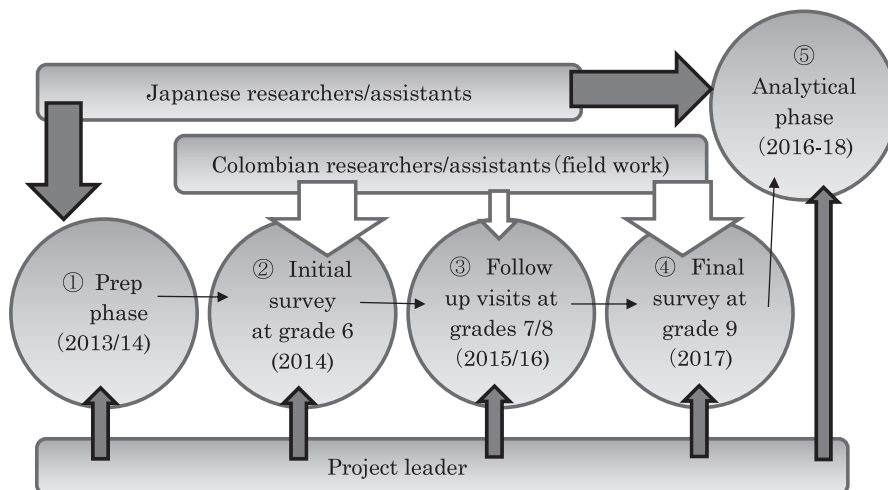


Figure 1 Research plan

Colombia in November 2014. We were to compare secondary students who graduated from EN implementing primary schools and those who graduated from conventional primary schools, and observed whether their non-cognitive skill levels were different among the two groups. The research designs and tools were discussed and finalised by both Colombian and Japanese stakeholders.

In 2015 and 2016, we have undertaken follow up visits to our target secondary schools, in order to conduct small scale qualitative research with now grade 7 and 8 students, update information and maintain our contacts with the sample secondary schools. The attendance of target sample students was updated and other supplementary school documents were collected.

In 2017, when our target students become grade 9, a second and final survey will be held in the month of September. We aim to measure the impact longitudinally during their secondary education until they determine their future life directions at grade 9 just before their graduation from secondary schools. For that, we are to investigate to measure the impacts twice when they are grades six and nine. Thus the final survey is to be held when students are grade 6 in 2014 and when they are grade 9 in 2017.

Once the data collected in the initial survey are available, we start analysing and disseminating them. The following section describes the process of data collection in the initial survey and the follow-up revisits before the database became available for the analytical phase.

Data collection in Colombia

(1) Constructing the questionnaire

The questionnaire to be distributed to our sample students was developed. The basis of the questionnaire was designed by FEN between 2006 and 2007, which addresses variables such as cooperative learning, self-esteem, democratic behavior and the life in the classroom. We used it as a starting point and added several new aspects such as autonomy learning and new questions. Angela Maria Jimenez Peauela was nominated as a research assistant for the first year, and she managed most of administrative and practical work in Colombia. Our questionnaire was finalized in Bogota, mainly by Suzuki, Vernaza and Jimenez with assistance from FEN in summer 2014.

As Figure 2 shows, the research model consists of seven components, including individual and personal information, social and economic status (as background and contexts), EN implementation levels (as

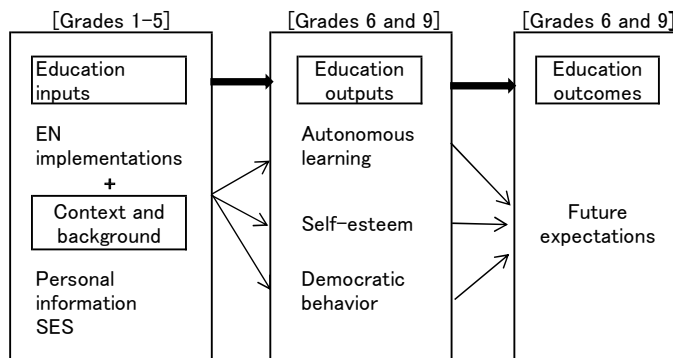


Figure 2 Research model

education inputs), autonomous leaning, self-esteem, democratic behavior (as three variables representing non-cognitive skills) and future expectations (as overall outcomes). Table 2 clarifies responsibility for each section of the questionnaire.

Table 2 Contents of the questionnaire

Sections	Categories	Measurement purpose	Responsibility
1	personal information	background	Jimenez, Suzuki, Vernaza
2	social and economic status	contexts	Jimenez, Suzuki, Vernaza
3	EN implementation levels	education inputs	FEN
4	autonomous leaning	variable 1	Suzuki
5	self-esteem	variable 2	Miwa
6	democratic behavior	variable 3	Nishimura
7	future expectations	overall outcomes	Miwa, Nishimura, Suzuki

Each section was prepared by a different stakeholder. Jimenez reviewed and provided indicators to measure social and economic status that had been used in previous surveys conducted in Colombia. Suzuki and Jimenez discussed and selected some indicators among them. FEN offered indicators to measure EN implementations in their previous researches, and Arboleda and Vernaza provided useful advices to understand EN schools. Questions to measure autonomous learning are created by Suzuki, mainly based on three literatures, considering the context of Colombia and EN environment (Confessore and Park, 2004; Johnson and Johnson, 1985 and Wang and Holcombe, 2010). Questions for self-esteem and democratic behavior were prepared by Miwa and Nishimura in the basis of FEN's questionnaire developed in 2006 and 2007. Questions for future expectations were discussed by the three Japanese researchers.

Suzuki and Jimenez spent concrete amount of time to study and revised each of them to finalise as a whole questionnaire. We had several meetings with FEN as well as Skype meetings with Japanese researchers before the questionnaire was finally agreed. The questionnaire was initially constructed in English and then translated into Spanish. Consequently, Miwa checked the Spanish version to confirm the translation.

(2) Piloting the tool

A pilot study was undertaken by Jimenez in October 2014, at a school in Cota, Cundinamarca to try out the questionnaire. Its school environment was similar to our proposed field sites (FEN, 2015). This pilot aimed to check how long it took for students to fill in the questionnaire, concerning of the language as well as wording. The study found only some minor issues and some small revision was made.

(3) Identifying the samples

Two rural departments of Antioquia and Quindio were suggested by FEN as our target areas, due to their geographical environment as well as research access. As EN is a pedagogical model for rural schools, the research should be conducted in rural areas. Both departments are located in the coffee regions where a

number of isolated small scale primary schools are located along Andes mountain ranges. Another concern was research access availability. As there was still conflicts against guerrillas in Colombia at that time, we needed to consider the security. Furthermore, FEN has a stable network with these two departments so that we were able to identify schools.

In the two departments, ten municipalities were identified by geographical locations and similarity in socio-economic as well as demographic characteristics (FEN, 2015). In the ten municipalities, 19 secondary schools were identified as target schools, following the advice from municipal educational authorities. Formal permission for the investigation was obtained, and then FEN coordinated the field visits.

(4) Conducting the initial survey in 2014

The main field survey was conducted by an external research team for five days in November 2014. The questionnaire was distributed to 1,047 grade 6 students at the 19 secondary schools. These G6 students had just graduated from primary schools (grades 1-5) and were attending conventional secondary schools located in the same municipality where they live.

When the research team came back to Bogota from the field, they input all data in Excel, SPSS and Stata files, making a database with basic descriptive statistics in English and Spanish.

(5) Revisiting the sample schools in 2015 and 2016

While none of the Japanese research team members could visit the field sites due to the unfortunate time limitation in 2014, Suzuki and two field research assistants revisited all of the 19 schools in 2015. The purposes of these visits were to supplement the quantitative survey with some qualitative researches, to follow up the current situation of our sample students after one year had passed, to collect school data such as attendance and academic records and to keep up the network for our further longitudinal studies.

The results obtained by the survey was supplemented and confirmed by qualitative methods. Suzuki made some case studies, revisiting 11 secondary schools out of the 19 as well as some primary schools where some of our sample students had been graduated. In both the primary and secondary schools, a few classrooms were observed, most headmasters, selected teachers and students were interviewed and focus group discussions with students were organised, in order to understand the context and influencing factors deeper to confirm the results from the quantitative survey.

Following up the current situation of our sample students after one year had passed, we found that some of the students had never registered in the schools. Out of the 1,047 students, eighty-two names had never existed at the 19 secondary schools. In other words, the 82 students were considered as ghosts and we could not find them. Thus we had to abandon these missing 82 and omitted them from our database. In short, the rest of 965 students' data were used to be analysed for further stages.

We also tried to collect some school data including attendance and academic records when they are available. We need attendance records to follow our sample students until they become grade nine. We also try to obtain academic records. Initially, we wished to include national academic test scores for grade five to include academic skill levels in our analysis. However, the national academic survey was not held in our target year 2013 when our sample students were grade 5. Thus we tried to collect academic records made

by individual schools instead.

Another purpose was to keep up the network for our further longitudinal studies. We intend to conduct another survey when our sample students are enrolled in grade 9. Therefore, all of the 19 secondary schools were revisited and shared the updated process of our research, to promote the understanding of the research.

The same procedure was repeated in 2016. Suzuki and a field research assistant revisited the same 19 secondary schools for the same activities. Although some students had disappeared from the 19 secondary schools during the two years by shifting schools or dropping out between grades 6 and 8, our sample size remains as 965, because they had registered and existed at the beginning of the research.

(6) Revising the database

After the external field research team in Bogota made a database of the 1,047 students in Excel, SPSS and Stata files in 2014, Jimenez, Hatta and two Japanese research assistants cleaned the files and corrected errors throughout 2015 and 2016. After the fieldwork in 2015, the 82 ghosts discovered in the fieldwork were omitted from the database and the final sample size became 965 students.

(7) Final survey in 2017 (plans)

In 2017, our sample students will be at grade 9, which is the final year of the secondary schools. It is a crucial year because they make a decision for their further life directions. Thus, we will conduct the same kind of the survey in 2017. Suzuki is planning to go back and distribute the questionnaire to grade 9 students in the same 19 secondary schools in September 2017, because when Suzuki visited the 19 schools in 2016, all of stakeholders in each secondary school suggested us that the best time to visit them would be in September. After generating the data, we will compare the results with those of the initial survey.

Way forward

After the database was sent back to Japan, it was re-cleaned and finalised by Hatta. After the database was cleaned, analytical methods were discussed by Suzuki, Miwa, Nishimura and Hatta through Skype as well as meetings held in Tokyo several times. Along these discussions, overall statistical description was generated and described by Hatta and then each variable, such as autonomous learning, self-esteem and democratic behavior, was analysed and perceived by each of the three researchers under the overall supervision made by Nishimura. The results will be disseminated collectively and individually.

References

- Arboleda, C. (2014) 'Escuela Nueva: Quality Education for Peace and Democracy' presented in the workshop for Japan Society for the Promotion of Science Grant-in Aid for Scientific Research (Overseas-B: 2013-2017), Waseda University.
- Colbert, V. et al (1993) 'The New School Program: More and Better Primary Education for Children in rural

- Areas in Colombia' H. M Levin and M.E. Lokheed (eds) *Effective Schools in Developing Countries*, Washington DC, The World Bank.
- Confessore and Park (2004), Factor Validation of the Learning Autonomy Profile, Version 3.0 and Extraction of the short form, *International Journal of Self-directed Learning*, 1 (1) pp39-58.
- Forero-Pineda et al. (2006) 'Escuela Nueva's impact on the peaceful social interaction of children in Colombia' In A. W. Little (Eds.), *Education for All and Multigrade Teaching: Challenges and Opportunities* Dordrecht Springer.
- Fundacion Escuela Nueva (2015) 'Impact of the Escuela Nueva model in students entering basic secondary education in Colombia: Baseline Report'
- Fundacion Escuela Nueva 'Towards New Participatory School'
- Johnson and Johnson (1985), Effect of Prolonged Implementation of Cooperate Learning on Social Support within the Classroom, *The Journal of Psychology*, 119 (5) pp405-411.
- Juarea and Associates (1994) Data base built by "Improving Educational Quality" containing data from 20 schools, USAID.
- Little (2001) 'Multigrade teaching: towards an international research and policy agenda' *International Journal of Educational Development*, 21 (6) pp481-498.
- McEwan (1998) 'The effectiveness of multigrade schools in Colombia' *International Journal of Educational Development*, 18 (6) pp435-452.
- Odyek-Ocen (2000) 'Uganda experience with multigrade teaching' overview paper presented at the Commonwealth Secretariat Regional workshop on multigrade teaching, Botswana.
- Psacharopoulos, G. et al. (1993) 'Achievement Evaluation of Colombian Escuela Nueva: Is Multigrade the Answer?' *Comparative Education Review*, 37 (3) pp263-276.
- Rowley and Nielsen (1997) 'School and classroom organization in the periphery: the assets of multigrade teaching' Cummings et al (eds) *Quality Education for All; Community oriented approaches*. New York and London, Garland.
- Salcedo (2015) "Education outcomes in primary schools in rural areas: Follow up studies in Colombia project: second phase 2015' Fieldwork Report.
- Schiefelbein, E. (1991) 'In Search of the School of the XXI Century: Is the Colombian Escuela Nueva the Right Pathfinder?' Santiago: UNESCO and UNICEF.
- Suzuki (2004) 'Multigrade teaching in primary schools in Nepal: Practice and training' unpublished PhD. Thesis, Institute of Education, University of London.
- Suzuki and Reyes (2015) 'Education outcomes in primary schools in rural areas: Follow up studies in Colombia second phase 2015' Fieldwork Report.
- Wang and Holcombe (2010), Adolescents 'Participation of School Environment, Engagement, and Academic Achievement in Middle School, *American Educational Research Journal*, pp633-662.

Annexes

Field Diary: 6-18 September 2015 (Catalina Reyes and Takako Suzuki)

Day 0

We left Bogota at 5:12 PM and we arrived to Medellín at 6:12 PM. We were picked up in the airport by the hired driver. As it was Sunday it took us 1:15 h to get to the hotel in Medellín. At night we arranged final details of the trip, clarified the schedule and signed the terms of reference.

Day 1

We left the hotel in Medellín at 6:30 AM and we arrived to Jericó at 9:20 AM. This day we visited Secondary school A. A group of directives received us and we held an initial meeting with them. Afterwards we visited a rural primary school which is located 3 minute away by car. When we were back to the secondary school A and we observed a 7th grade and secondary kids finished their school day at 12:30 PM. In the afternoon there was observation of 5 primary classes and some of the teachers where interviewed. We left the school at 2:30 PM. In the evening Takako and Catalina spent the night in Jericó. Both of them worked at night in the report.

Day 2

Takako and her Catalina visited Secondary school B. We arrived to the school at 8:00 AM and the Dean and academic coordinator where waiting for us. We held an initial meeting with them. Afterwards we observed a 5th grade and 7th grade. Finally we held a group meeting with some selected students of the 7th grade which was observed. Takako and Catalina left Jericó at 12:45 PM and arrived to Sonsón at 7:20PM. There we met with another research assistant and worked at night in the report.

Day 3

Takako and Catalina arrived to Secondary school C at 7:45 AM. We held an initial meeting with the dean. Afterwards there was observation of a 7th grade and a group interview of selected students. Subsequently we went to visit an Escuela Nueva Primary school located 3 minutes away by car. There we observed the students and interviewed the teacher. Finally we went to primary sede (satellite primary school) of Secondary school C and in there we observed a 5th grade and had a chat we a group of complementary education students. At 1:00PM we left towards Fredonia and arrived around 8:30 PM. In La Ceja we met with another research assistant who was coming from Abejorral and we arrived altogether. Takako and Catalina worked in the report at night.

Day 4

We all went to Secondary school D and had a meeting at 9:00 AM with the coordinator. There was a group meeting with some selected students and later we visited the school 's primary which is located in a different sede 3 blocks away. In the evening we met the teachers from the different rural Primary Institutions, arranged final details for next day visit and did some interviews. In the evening Takako and Catalina worked in the report.

Day 5

We left the hotel in Fredonia at 7:00 AM towards Secondary School E which is half an hour away by car. First we visited the Primary sede and afterwards we observed a 7th grade class. After, we visited a primary school where we observed the school and interviewed one of the teachers. Finally we went to another primary school located nearby. Here we observed the school and its classrooms, interviewed a teacher and were invited for lunch arranged by the community. At 2:00 PM we left towards Medellín Airport and arrived at 4:30 PM. We caught a flight to Bogota at 8:30 PM and we arrived at 9:30 PM.

Day 6

As we arrived to Armenia Sunday night we were able to leave the hotel at 7:30 AM towards Secondary school F where we had a 9:00 AM appointment. In the institution, we had a meeting with the dean and afterwards a 7th grade observation with interviews to some of the sample students. Afterwards we visited a primary school and we went back to Secondary school F to observe 3rd, 4th and 5th grade classes of a primary school. At 1:15 PM we left there and arrived to Armenia at 3:00 PM. During the evening we worked in the report and we spent the night in a hotel in Armenia.

Day 7

At 7:40 AM we left towards Secondary school G and arrived at 9:20 AM. We held an initial meeting with the Dean and went to the primary as urban sede to see the facilities. After Takako went to observe the two 6th grades and Catalina went to observe the 7th grades but she couldn't because the students were at a conference with a nun. Catalina and Takako left at 12:00 PM and visited rural primary schools which are no more than 20 minutes from the town. After both observations we left at 1:15 PM towards Armenia and arrived at 2:30 PM. During the evening we worked in the report and we spent the night in the same hotel.

Day 8

At 7:15 AM we left the hotel and arrived to Secondary school H at 8:15 AM. First we had a meeting with the Dean and afterwards we went to 7th grade to observe 30 minutes. Finally we went around primary looking at the classrooms. The Dean arranged an appointment with the Dean of Secondary school I where we went right away. The Dean gave us permission to visit one of its rural primary sedes and he even called the teacher to tell him we were going there. At 11:50 AM we arrived to the rural primary school and stayed there until 12:15 PM. After this last visit we left towards Armenia and arrived at 1:30 PM. During the evening we worked in the report and we spent the night in the same hotel.

Day 9

We left the hotel at 7:40 AM and stopped by Secondary school J to drop some information regarding the investigation. At 8:35 AM we arrived to Secondary school K where we held a meeting with the coordinator because the dean was handling some administrative issues. After we interviewed 7A homeroom teacher and went to observe the class. Finally, we interviewed some target students. We

Left there and went to Secondary School L (around 15 minutes by car) where we met the coordinator but unfortunately the dean was not there. He allowed us to speak with him and observe all the classrooms in his school. At 12:30 PM we left towards Armenia. During the evening we worked in the report and spent the night in the same hotel.

Day 10

The last day we left the hotel at 8:10AM and arrived in Secondary school M at 8:30AM. We held a meeting with the dean and did a small tour in the school facilities. At 9:50 AM we left for Secondary school N and we arrived at 10:20 AM. There we held a meeting with the dean, 3 coordinators and 2 counselors. At 11:35 AM the journey ended because that day any teacher was working because the teachers union had an event. The flight Armenia – Bogota was booked for 7:00 PM.

Field Diary: 13-19 November 2016 (Maria Alejandra Ahumada Cubillos and Takako Suzuki)

DAY 1 (Time 7:00 AM- 4:30 PM)

Secondary School 1

As we spent the night in Sonsón we were able to be on time to the appointment. The appointment started at 7:15 AM and it ended at 8:00 AM. The academic coordinator was the person who we had the appointment with. At 7:30 AM the Director arrived to the appointment, even though he was a little busy we had the opportunity to talk to him.

Secondary School 2

We arrived to the school at 8:30 AM. The academic coordinator and the director were present at the appointment, they showed us interest in the research by asking some questions and telling us that they were so excited for the results of the research.

Secondary School 3

We arrived at the school at 9:00 AM. The director was the person at the appointment, the interview was faster because the director had an important meeting with major of the town and the others school directors.

Secondary School 4

We arrived to the school at 9:45 AM, but we had to wait until 10:30 AM for the interview because the academic coordinator was very busy. This interview took about an hour and a half.

Secondary School 5

We arrived to the school at 11:45 AM. This interview was with the Academic coordinator and it was faster because we arrived late. Our schedule was delayed because we spent almost two hours in the prior school that we visited.

Secondary School 6

As we left the town at midday, we made our way to another town, which took us about three hours to arrive there. The road wasn't good, so we got to the appointment a little late. Despite this, we had the interview but it was with the general secretary of the school because the director and the academic coordinator left the school at midday. The interview started at 3:00 PM and the secretary told us that they were interested in the research.

Secondary School 7

We arrived to the school at 3:25 PM. The academic coordinator and the director were at the appointment, they showed us interest in the research by making some questions and telling us that they were very excited for the results of the research.

DAY 2 (Time 7:00 AM- 4:30 PM)

Secondary School 8

As we spent the night in Fredonia we were able to be on time for the appointment. The appointment started at 7:15 AM and ended at 8:00 AM. The academic coordinator was the person who we had the appointment with.

Secondary School 9

In this opportunity we had the interview with the director of the school in Fredonia, because the location of the school was far from Fredonia. The interview started at 9:15 AM. In this school is important to know that one student would be promoted to 10th grade. She is currently in 8th grade, and because she is a very smart girl she is going to take a test in order to be promoted. If she passes the exam and her mother agrees with signing the needed documents, she will be automatically promoted to 10th grade.

Secondary School 10

As we leave Fredonia at 10:15 AM, we take our way to Jerico, where we spent about two hours to get there. We had a lunch in Jerico at 12:00 PM and the first interview started at 1:00 PM and it ended at 1:40 PM. The Academic coordinator was the person who we had the interview with. She was interested in the research.

Secondary School 11

The second interview started at 2:00 PM and it ended at 2:40 PM. The Director was the person who we had the interview with, and we meet with him in a coffee store. He was interested in the research and he told us that the rural schools are close from the town because he has 8 rural schools.

DAY 3 (Time 9:00 AM- 9:30 PM)

Secondary School 12

As we spent the night in Armenia we were able to be on time to the appointment. The appointment started at 9:00 AM and it ended at 9:30 AM. The director was the person who we had the appointment with. The director shows us the computers rooms, the video room and the recorder room, these rooms are new because the Ministry of Information and Communication Technology with the national policy "*Vive digital para mi gente*" gave to them all the equipment's for the students.

Secondary School 13

As we leave the town at 9:30 AM, we take our way to another town, where we spent 30 minutes to get there. The interview started at 10:00 AM and it ended at 10:30 AM. The director of the school was the person who we had the interview with. One important thing in this school is that three students from 8 grade won a special award for their academic results.

Secondary School 14

In this opportunity we had the interview with the director of the school. The interview started at 11:00 AM and it ended at 11:30 AM.

School Vested 15

The director of the school was the person who we had the appointment with. The interview started at 11:45 AM and it ended at 12:15 PM.

Secondary School 16

The interview started at 12: 45 PM to 2:35 PM, meaning that we spent a lot of time in this interview.

DAY 4 (Time 7:00 AM- 4:30 PM)

Secondary School 17

The interview started at 8:30 AM and it ended at to 9:30 AM. The director of the school was the person who we have the interview with.

Secondary School 18

As we leave the previous school at 9:30 AM, we take our way to another town, where we spent 30 minutes to get there. We got the interview with the director of the school. The interview started at 10:15 AM and it ended at 10:30 AM, because she had another meeting.

Secondary School 19

As we leave there at 10:30 AM, we take our way to another school, where we spent an hour to get there. The interview started at 11:35 AM and it ended at 12:05 PM with director of the school. She was excited for the visit and the school is waiting for the results of the research.