Categories of documentation for evaluation studies
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NATIONAL/REGIONAL/LOCAL DEMOGRAPHIC INFORMATION
1. Population
2. SES
3. Economic situation
4. Livelihood
5. Community
6. Geography; rural/urban; proximity to other villages/towns/cities
7. Religion

LINGUISTIC INFORMATION
1. Number of languages in the country
2. Language policy
3. Majority language speakers’ attitudes toward minority population and minority languages
4. Uses of language in the community (domains of language use)
5. Language Development work done (phonology; grammar; by whom, when; where available; materials produced i.e. dictionary)

EDUCATION INFORMATION
National Educational System
1. Description of national education program / language of education
2. Curriculum and materials
3. Assessments used in formal school system; frequency of testing
4. Teacher qualifications; teacher training
Attitudes and Policies
1. Education policies and practices
2. Attitude of the language community to heritage language and culture education
3. Attitudes toward education for girls
4. Current issues (drop-out rates, etc.)

PROGRAM INFORMATION
Motivation and Support
1. Motivation of community members to support the program
2. Evidence of support for the program within the language community; within local school system
3. Evidence or support for the program at provincial and/or national level (including funding)

Funding Formula
1. Financial Partners
2. School Fees
Program Origin
1. Previous Mother Tongue education programs
2. Names and positions of individuals/institutions involved in initiating the program
3. Brief description of early activities to mobilize the program and by whom
4. Supporting entities, types of support

Program Staff
1. List of individuals (salaried / volunteer) involved in the program with their positions, educational background, training, ages, declared or observed language proficiency in L1, L2, L3, etc.

Teacher Training and Supervision
1. Description of pre-service and in-service training
2. Supervision: who, when, how, how documented

Curriculum
1. Description of curriculum/instructional materials development process (who, when, where, how)
2. Interrelationship of the local curriculum to national curriculum
3. Outline of the main points of the curriculum (methodology used for L1, transition process time frame)

Instructional Materials
1. Description of the instructional materials (who developed; format)
2. Description of reading materials (type of materials available – small readers, Big Books, etc. – how graded, numbers of materials)
3. Process by which reading materials were developed (by whom, when, where)
4. Language(s) used in instructional materials
5. Degree to which the materials relate to the students’ daily lives
6. Additional Instructional Materials available in classroom (instructional aids, supplies for teachers and students, etc.)

Assessments/Records/Reports
1. Description of assessment measures – who, what, when, how
2. Records available (attendance, progress, pass/fail records, etc.) and how to access them
3. Reports (supervisor reports, training reports, PR meetings, etc.) and how to access them

Linkages
1. Opportunities for continued education within formal education system – if children complete primary school, is there opportunity/means to attend High School? (how many children are able to attend; what is the financial cost; how far away is it; etc.)
2. Opportunities for continued education beyond formal education system (library, adult learning classes, vocational training, etc.)