SABER Service Delivery

FIELD MANUAL

Education

AFGHANISTAN

2017

THE WORLD BANK
IBRD · IDA

RSI CONSULTING

Introduction to Field Manual

The purpose of the Field Manual is to inform the fieldwork team about procedures to carry out the fieldwork. The Field Manual is oriented towards enumerators, but supervisors, quality control officers, and data entry personnel should all familiarize themselves with the manual.

Once in the field, the Field Manual serves as a detailed guide that describes procedures for conducting interviews; conducting observation-based data collection; and using specific tools. This version of the Field Manual will be updated periodically and all field staff are encouraged to give feedback and recommendations that will enhance the quality and utility of the manual.[1]

The manual contains five sections.

SECTION ONE is a general introduction to the survey instrument, background information, the team composition, roles and responsibilities, and materials required for fieldwork.

SECTION TWO provides general instructions on how to carry out the survey in the field and how to maintain data quality. Topics covered in this section include building rapport with respondents, how to ask questions, probing, and how to deal with situations when a respondent says he or she cannot answer the question.

SECTION THREE describes the flow of the data collection in greater detail. It describes the notification of schools and elaborates on activities to be conducted before, during, and after the first visit to the school. This section also describes the second unannounced visit.

SECTION FOUR describes the questionnaires in greater detail and indicates how to record answers on the questionnaires.

SECTION FIVE contains specific instructions for completing each module.

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1.   Overview of SABER Service Delivery

1.1   Background and Objectives

Afghan leadership recognizes fundamental importance of education and the benefits of investing in human capital; however, a range of administrative and capacity constraints throughout the system negatively impact the implementation of development projects. Afghanistan's constitutional law supports the development of sound policies and institutions to raise the overall educational level of the general population. However, the enforcement of existing education policies and laws remains weak. As a result, overarching framework for the education sector policies is required in order to meet human development goals necessary for Afghanistan to achieve its long term economic aspirations. The results of this study would be used to identify teacher issues, and collect necessary data as the basis for policy formulation, on primary education teachers.

SABER (Systems Approach for Better Education Results) produces comparative data and knowledge about education system policies and institutions. SABER aims to give all parties with a stake in educational results a timely and objective, up-to-date, snapshot of how well their country's education system is oriented toward delivering learning.

The SABER Service Delivery survey will play an important part in assessing the efficiency, management, and accountability of Afghanistan's primary education sector. Only by understanding the current state of affairs can education policies be made that will affect Afghanistan's education system into the future. This survey will assess the current state of primary education and allow policy makers to design policies to improve outcomes in the future. As staff working on this project, we are all accepting the responsibility of completing this task to the best of our abilities.

The SABER Service Delivery Survey has three major components:

- *Fieldwork: Collect data from schools about service delivery performance and other expenditure data at primary schools using predetermined survey instruments. This component is the main responsibility of the enumerators, supervisors, quality control officers, and other fieldwork team members.*

- *Data: Create a dataset that can be used for analysis of service delivery performance. This is the main responsibility of data entry personnel.*

- *Analysis: Analyze data and produce a country report to be used for future planning. This is the main responsibility of the World Bank SABER Service Delivery team.*

1. 2   The SABER Service Delivery Survey Team

During implementation of the SABER Service Delivery survey the World Bank, the Afghanistan Ministry of Education, and RSI Consulting will work closely together to carry out all elements of the research project.

1.2.1   The World Bank

The World Bank is an international development institution that focuses on economic and social development across the globe. The SABER Service Delivery Survey is part of a larger initiative carried out by the World Bank to assess primary education across a number of countries. The World Bank is overseeing the SABER Service Delivery Survey, providing the sample, and participating in the survey training session. World Bank representatives will also be observing the pre-test and main data collection.

1.2.2   Implementing Firm (RSI Consulting)

RSI Consulting's mission is to assist development interventions by providing evidence-based research and performance management systems that improve program reporting and decision-making. RSI provides its M&E services in the areas of agriculture and economic growth, democracy and governance, education, gender and women's empowerment, and security and stability. Drawing from its extensive experience conducting surveys in Afghanistan, RSI Consulting will lead the data collection efforts for the SABER Service Delivery Survey. RSI Consulting will assist with enumerator training, conduct data collection at the sampled schools, be responsible for data entry at local data entry centers in each state, and conduct quality assurance.

1.3   SABER Service Delivery Overview

1.3.1   Number of Schools

The SABER Service Delivery Survey is a survey of approximately 200 primary schools in Afghanistan. The interviews will occur at the schools, and will collect a variety of information about the school, its management, teachers, students, resources, and facilities.

1.3.2   Questionnaires

The survey will be administered in-person by teams of enumerators. For most of the survey, enumerators will read questions to the respondent and record answers on the pen and paper questionnaires, which will be transferred later to the electronic questionnaires. All questionnaires are in Dari and Pashtu. Most of the interview is expected to be in Dari and Pashtu, but there might be cases where local languages are needed to explain instructions.

There are six modules in the SABER Service Delivery Survey:
- Module 1: School Characteristics
- Module 2: Teacher Roster
- Module 3: Principal Questionnaire
- Module 4: Classroom Observation
- Module 5: Student Assessment
- Module 6: Teacher Assessment

1.3.3   Enumerators and School Visit

There are different tasks for enumerators in the SABER Service Delivery Survey. Some enumerators may focus on collecting information about school characteristics, management, and finance. They will collect data for **Modules 1-3**. Other enumerators may focus on observing classrooms, assessing students learning outcomes and teachers' skills at performing their job. They will collect data for **Modules 4-6**.

Each team will consist of 2 enumerators. Around the country, there will be 14 teams collecting data. The team will travel together throughout the data collection period in order to complete assessments at the assigned schools. The team will stay together each night and be transported to the sampled schools to begin each day's assignment.

The SABER Service Delivery Survey will consist of two visits to the school.

- **Announced visit**: Most of the data will be collected during the first or "announced" visit. All modules will be completed during the first visit, except for a small portion of **Module 2**. This visit will last for most of the school day. Schools have been informed both by the government education authorities, as well as RSI consulting about the objective of the survey.

- **Unannounced Visit**: The unannounced visit will occur shortly after the announced visit. The unannounced visit will be conducted by the team to complete **Module 2B and Module 2C (in case a teacher was absent in the first visit)** and gather any information that was not collected during the announced visit. This visit is referred to as "unannounced" because you are not to inform the school about this visit. **Please note that when you conduct the announced visit, do not tell the *Principal* that you will be returning for the unannounced visit.**

1.3.4 Sample

A scientific sample of 200 primary schools has been selected for inclusion in this survey. To create the sample, we took a list of all complete primary schools in the country and randomly selected schools to participate in our survey. The selection of schools was purely by chance; there is not a reason why one school was selected compared to another school. For example, we did not intentionally select good schools or schools that need improvement. Everything was done by chance.

The schools in the sample are a mixture of the different types of schools found across Afghanistan. The sample includes urban and rural schools, as well as public and CBE (community-based education) schools.

It is important for every school to be included in the survey. Each school in the sample represents many other schools. If we do not include a sampled school in the survey, then our results may be biased or inaccurate. **We should make every effort to complete all the questionnaires in every school in the sample.** On the other hand, we can only interview schools that are selected in the sample. If we interview schools that are not included in the sample, then our results will also be biased or inaccurate. **We can only interview schools in the sample.**

In addition to sampling schools, we will also sample individuals within the school. For example, we will randomly select teachers in **Module 2**. We will also sample a classroom in **Module 4**. More information about this sampling is contained in the module-by-module information in this manual.

1.4 Roles and Responsibilities of Field Staff

1.4.1 Enumerator

Enumerators are on the "front lines" of the SABER Service Delivery Survey: enumerators administer the modules and are the primary contact with respondents. As an enumerator, you are expected to be knowledgeable about the survey, including its purpose, how to select the respondents, and the interview process. You are also expected to be able to communicate this information effectively to respondents.

As an enumerator, you must always maintain the highest ethical standards. You must collect data with objectivity and treat all of the information you observe or gather with complete confidentiality. Furthermore, you must follow all questionnaire administration procedures. By doing so, you ensure that a respondent's confidentiality is preserved and that you have obtained high-quality data, that is a respondent's truthful responses.

Your specific responsibilities include:

- Traveling to the sampled schools with your Team Leader and the field team
- Completing all modules that are assigned to you at each school
- Checking all completed survey forms to ensure that all questions were asked and all responses were recorded in a clear way
- Communicating with your Team Leader whenever you complete interviews or encounter any problems
- Before, during, and after data collection, you must maintain high ethical standards and maintain confidentiality

Each of these tasks will be described in more detail throughout this manual and during training.

1.4.2 Team Leader

The Team Leader must refer to the manual for the technical conduct of work during any phase of the fieldwork. Instructions have been prepared to provide information needed to effectively carry out your tasks. You should carefully study these instructions because it is essential for you to fully understand the questionnaires and how to fill them. It is also important that you check the questionnaires filled by the others, and then correct and codify them.

The Team Leader is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality for that team. Each Team Leader receives assignments from and reports to the Field Supervisor. The specific responsibilities of the Team Leader include:

General responsibilities
- The first step is to make courtesy visits to the District Level Ministry Office. During the visit, explain to them the objectives of the survey as they could help you in many ways.

- Establish contact with the schools to be visited. Contacts have already been established by the District Level Ministry Office and RSI consulting prior to your arrival. It is your responsibility to present the team and organize the work in schools.
- Arrange the accommodation for team members.
- Check the list of schools that was given to you and verify it with the district officer.
- Spread the work to enumerators in accordance with the instructions you were given during training.
- On-site, run the electronic device's quality control program to ensure that work is proceeding normally and no school has been omitted. Also run the quality control program on Modules 1 - 4 to ensure that no questions have been left blank without proper notation.
- Since Module 5 (Student Assessment) and Module 6 (Teacher Assessment) are administered on paper, check these modules on-site before leaving the school. Module 5 and 6 will be marked at a later time by trained markers in the capital city.
- Sort Modules 5 and Module 6 by the method that was described to you during training and deliver them to the Field Supervisor or RSI consulting during supervision visits.
- Communicate any problems that may arise in the field to the Field Supervisor.
- You are responsible for the management of any vehicle (if applicable) and all other materials that you have been given for the purpose of the survey. Make sure these items are used only for the survey and not for other purposes.
- As a Team Leader, you should try to develop a team spirit, maintain a harmonious working atmosphere and good organizational activities in the field.

Preparation for the fieldwork

To prepare for the fieldwork, each Team Leader—with the support of the Field Supervisor—must:

- Become familiar with the area where the team will be working and determine best arrangements for travel and accommodations. Lodging should be reasonably comfortable, located as close as possible to the interview area, and provide secure space to store survey materials. The Team Leader is also responsible for figuring out how and where the team is going to take its meals.
- Contact the Director of the local District Level Ministry Office to inform them about the survey and gain their support and cooperation. Letters of Introduction will be provided, but tact and sensitivity in explaining the purpose of the survey will help win the cooperation needed to carry out the survey.
- Obtain all monetary advances, supplies, and equipment (e.g. Camera, tripod, memory, memory reader, Camera charger, etc.) necessary for the team to complete its assigned interviews. Careful preparation by the Team Leader is important for facilitating the work of the team in the field, for maintaining enumerator morale, and for ensuring contact with the central office throughout the fieldwork.
- Ensure that the travel plan is discussed with all team members.

Executing the fieldwork

During the fieldwork, each Team Leader will:

- Locate the school facility that has been selected for inclusion in the survey.
- Introduce the team to the Principal/Deputy Principal and then explain the requirements, i.e.
  - Some records from the Principal –financial (e.g., budget and expenditure) for year 2015/2016
  - Minutes of official meetings held by the school (e.g. School Management Committee, Parent Association, etc.)
  - Establish when Grade 4 are having a Language (Dari/Pashtu) or Mathematics lesson
  - Also inform the Principal to request all of the following teachers to assemble in a suitable room (i.e. staff room or any other empty classroom) at lunch time:
    - All Grade 4 and Grade 5 and Grade 6 Language (Dari/Pashtu) and/or Mathematics teachers
    - Teachers who taught Grade 3 Language (Dari/Pashtu) and/or Mathematics in the previous year (2015/2016)
- Assign work to enumerators and deploy them to sites.
- Make sure that assignments are carried out.
- Carry out quality control work.
- Regularly send or communicate progress reports and information about the team's location with every destination change to the central office.
- Communicate any problems to the Field Supervisor on a periodic basis.
- Assume responsibility for upkeep of the communication equipment.
- Take charge of any vehicle hired in the field, ensuring that it is kept in good repair and that it is used only for project work.
- Arrange lodging and food for the team.
- Maintain a positive team spirit. A congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of the survey.
- Run the quality control program on the electronic device for all modules before leaving the school to ensure that they are filled out correctly.

Monitoring performance of Enumerators

The Team Leaders are to monitor the performance of the enumerators with the aim of improving and maintaining the quality of the data collected. Close supervision of enumerators are essential to ensure that accurate and complete data are collected. By checking the enumerators' work regularly, the Team Leader can ensure that the quality of the data collection remains high throughout the survey.

It is necessary to observe the enumerators more frequently at the beginning of the survey and again toward the end. In the beginning, the enumerators may make errors due to lack of experience or lack of familiarity with the questionnaire; these can be corrected with additional training as the survey progresses. It is also crucial during this initial phase of fieldwork to

eliminate any enumerator error patterns before they become habits. Toward the end of the survey, enumerators may become bored or tired; lack of attention to detail may result in carelessness with the data. To maintain the quality of data, the Team Leader should check the performance of enumerators thoroughly at these times.

Motivation and maintaining morale

The Team Leader plays a vital role in creating and maintaining motivation and morale among the enumerators—two elements that are essential to good-quality work. To achieve this, Team Leaders must ensure that the enumerators:

- Understand clearly what is expected of them
- Are properly guided and supervised in their work
- Receive recognition for good work
- Are stimulated to improve their work
- Work in tranquil and secure conditions

In working with the enumerators, it may be useful to adhere to the following principles:

- Rather than giving direct orders, try to gain voluntary compliance before demanding it.
- Without losing a sense of authority, try to involve the enumerators in making decisions, and at the same time, see to it that the decision remains firm.
- When pointing out an error, do so in private in a tactful and friendly manner. Listen to the enumerator's explanation, show him/her that you are trying to help him/her, examine the causes of the problem together and finally explain your plan for improvement and correction.
- When enumerators voice complaints, listen with patience and try to resolve them.
- Try to foster team spirit and group work.
- Under no circumstances show preference for one or another of the enumerators.
- Try to develop a friendly and informal atmosphere.

Finally, it is important to demonstrate punctuality, enthusiasm, and dedication in order to demand the same of other team members. An ill-prepared supervisor will not be able to demand high-quality work from enumerators and will soon lose credibility and authority. The collective conduct, morale and motivation of enumerators depend directly on the personal conduct, morale and motivation of their supervisor.

Observing the enumerators during interviews

The purpose of the observation is to evaluate and improve each enumerator's performance and to look for errors and misconceptions that cannot be detected by simply running the quality control program on your electronic device. It is common for a completed questionnaire to be technically free of errors but for the enumerator to have asked a number of questions inaccurately. Each Team Leader, in addition to paying attention to how the enumerators words questions, can detect a great deal from watching how the enumerators conduct themselves, how they treat the respondent, and how they fill out the questionnaire.

When observing enumerators, the Team Leader should sit close enough to see what the enumerator is selecting as the response. This way, she/he can see whether the enumerator interprets the respondent correctly. It is important to note all problem areas and issues to be discussed later in review session with the enumerator. The Team Leader should not intervene during the course of the interview and should try to conduct himself/herself in such a manner that prevents the enumerator from feeling nervous or uneasy.

After each observation, the Team Leader and enumerator should discuss the enumerator's performance in a review session. The questionnaire should be reviewed, and the Team Leader should mention things that the enumerator did correctly, as well as any problems or mistakes. The Team Leader should also listen to any feedback that the enumerator has to offer. Always acknowledge good work done by enumerators; positive feedback can help build morale.

Each enumerator should be observed closely during the first two days of fieldwork, so that any errors made consistently are caught immediately. Additional observations of each enumerator's performance should be made throughout the team's time in the field.

Conducting team meetings

In addition, each Team Leader is responsible for arranging and conducting daily team meetings to discuss common errors and provide a forum to address any issues which the teams may encounter during the day. These team meetings should be held daily for the first week then at least every other day thereafter. At team meetings, the Team Leader should point out mistakes discovered during observation of interviews or noticed during questionnaire editing. She/he should discuss examples of actual mistakes, being careful not to embarrass individual enumerators. Re-reading relevant sections from the manual together with the team can help resolve problems. The Team Leader can also encourage the enumerators to talk about any situations they encountered in the field that were not covered in training. The group should discuss whether or not the situation was handled properly and how similar situations should be handled in the future. Team members can learn a lot from one another in these meetings and should feel free to discuss their own mistakes without fear of embarrassment. Review sessions are an opportunity to teach and improve performances. They are also an invaluable opportunity for the Team Leader to listen to and learn from enumerators.

The discussion points of team meetings should be summarized and submitted with the weekly progress reports to the field and project managers.

Reviewing questionnaires

The Team Leader must ensure that questionnaires are checked and corrected for completeness, and consistency. Every questionnaire must be completely checked in the field. This is necessary because even a small error can create much bigger problems after the information has been entered into the computer and tabulations have been run. Often, small errors can be corrected just by asking the enumerator.

For example, if an answer of "02 MONTHS" is inconsistent with another response, the enumerator may recall that the respondent said "2 years", and the error can easily be corrected. In other cases, the enumerator will have to go back to the respondent to get the correct information.

TIMELY REVIEWING PERMITS CORRECTION OF QUESTIONNAIRES IN THE FIELD.

If the errors are major ones, an entire questionnaire may be omitted from the analysis. As you are reviewing questionnaires in the field, it may help to try imagining how the questionnaire would look to a clerk in the office. Would he or she be able to understand the responses? Are the answers consistent? Since reviewing is such an important task, we have prepared a set of instructions that describe the procedures for reviewing data and the questionnaire responses.

Instructions for reviewing electronic questionnaires
The following should be done before leaving the facility surveyed. Whenever possible, the Team Leader should check and correct the questionnaires as soon as they have been completed by the enumerator:

- As you go through the questionnaires, if a response is missing (i.e., there is no answer recorded because the question was not asked) or the response is inconsistent with other information in the questionnaire and you cannot determine the correct response, write a question mark ('?') next to the item with a RED pen. Write the module number, section, question number and page number on the front or back of the questionnaire; this way, you can quickly remember later what problems you found. When you have completed reviewing, discuss with each enumerator, individually, the observations you found. Any errors that you find frequently should be discussed with the whole team.
- For every mistake or inconsistent answer found, the enumerator should go back to the respondent to clarify his or her response to the question.
- **NOTE: UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER**
- If it is not possible to return to the respondent to resolve inconsistencies or missing information, the Team Leader should make a note of this in the school's review sheet and in the comments section of the instrument. It is then up to the analysis team to decide how to use this data.
- In checking through each questionnaire, be sure that the numbers entered in boxes are readable.
- In checking each questionnaire, make sure that the respondent was asked all questions appropriate for him or her. You will need to look for:
  - o Questions for which no response is recorded when it appears there should be a response (in this case, try to find the correct response as described in the first and second bullet points above or leave blank).

- o Questions for which a response is recorded when it appears there should be no response (in this case, cross out the response by drawing two lines through the code with your red pen).
- ALWAYS USE A **RED PEN** TO MAKE CORRECTIONS
- Check the ranges for all variables that are not pre-coded (e.g., it is unlikely that a woman has 24 sons living with her) and carry out the other consistency checks that are listed. Record any inconsistencies on the school review sheet.

Once the Team Leader has checked and corrected the questionnaire, she/he should sign their name on the space provided on the front page.

1.4.3   Quality Control Officer

The firm's Quality Control Officer will travel independently of the field teams and be responsible for performing random in-person observations of field work. They will appear unannounced at schools and observe teams conducting the interviews.

The Quality Control Officer conducts "back-checks" on recently completed schools. This means that they will return to schools where teams have completed data collection. During these return visits, the Quality Control Officer will verify that the interviews were completed and ask the respondents about the quality of data collection. They will report this information to the survey management, Field Supervisor, team leaders, and enumerators.

The quality control officer for each province reports directly to the field supervisor.

1.4.4   Field Supervisor

The Field Supervisor will supervise the data collection process of the surveys as well as monitor the quality control of the survey. The Field Supervisor works as a liaison between the RSI consulting and the World Bank project teams (including the SABER Service Delivery team and the Afghanistan Education team). The Field Supervisor also monitors Team Leader and enumerator performance in the field, works with the Quality Control Officer to set the schedule for quality control visits, reviews data, and is responsible for arranging the placement and movement of field teams in order to complete the survey process in an efficient and timely manner.

1.4.5   Survey Management

Survey management from RSI Consulting will closely monitor fieldwork. Survey management will observe interviews in-person, conduct "back checks" described above, and monitor reports about fieldwork progress. Survey management's main concern is to ensure that interviews are administered strictly according to the instructions provided – for example, ensuring that the

correct codes are used in the questionnaire and all applicable questions have been administered. In addition, survey management will also closely monitor fieldwork progress to ensure that field teams are efficiently collecting data. Finally, survey management will also ensure that confidentiality is being maintained and ethical principles of the SABER Service Delivery Survey are being respected.

1.4.6   Data Entry and Monitoring Staff

Data Entry Clerks will be responsible for entering data from **Modules 1-6.** The data for **Module 6: Teacher Assessment** will be inputted after the assessments are marked and scored by trained evaluators. Similarly, for **Module 5: Student Assessment**, the Data Entry Clerks will verify data inputted in the field and enter the data from the written sections of the module. The work of the Data Entry Clerks will be overseen by the Data Monitoring Supervisor.

Data Monitoring Supervisors will be responsible for checking questionnaires and verifying data collected in pen and paper from the field and supervising the work of Data Entry Clerks.

Data Processing Manager will oversee the entire data entry team and be responsible for coordination between the field team and the data entry team in order to ensure rapid and accurate processing of **Modules 1 to 6** as they arrive from the field. The Data Processing Manager will be responsible for conducting the data processing training for all Data Processing Supervisors and Data Entry Clerks.

2.   Interviewing Skills

This section provides general instructions for Team Leaders and enumerators to follow during data collection in the field. Successful interviewing is an art and is not a mechanical process. The art of interviewing develops with practice, but there are certain basic principles, which, if followed, will help you become a successful enumerator.

2.1   Building rapport with the respondent

At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence his/her willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself. Show the respondent the Letter of Introduction that you have been given. The following principles help to build rapport:

- *Make a good impression.* When first approaching a respondent, do your best to make him/her feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as "good morning" and then proceed with your introduction.

- *Always have a positive approach.* Never adopt an apologetic manner, and do not use words such as "Are you too, busy?" Such questions invite refusal before you start. Rather, tell the respondent: "I would like to ask you a few questions" or "I would like to talk with you for a few minutes."

- *Stress confidentiality of responses.* If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together to write a report. You should never mention other interviews or show completed questionnaires to other team members in front of a respondent or any other person who not part of the SABER Service Delivery Survey Team.

- *Answer all questions from the respondent frankly.* Before agreeing to be interviewed, the respondent may ask you some questions about the survey or why he/she was selected to be interviewed. Be direct and pleasant when you answer.

- *Minimize distractions as much as possible.* The presence of other people or on-going activities during an interview can prevent you from getting frank, honest answers from a respondent. Many respondents change what they say, or simply say less, when other people are present. It is, therefore, very important that interviews be conducted in a setting that is as private as possible and that all questions be answered by the respondent without being influenced by the presence of others. If other people are present, explain

to the respondent that some of the questions are private and ask to move the interview to a more private setting.

- *Reassure staff* that interviews are not being used for administrative purposes. During the introduction, reassure them that the data is not being used for promotions or sanctions, and no individuals will be identified in the study (be sure to stress confidentiality). Individual staff is not being graded, but the government is looking for overall areas of strengths and weaknesses in schools;

- *Minimize interference* with the day's work. Make sure that the work that needs to be done at the facility is not unduly interrupted because of the interviews or observations.

The table below summarizes some characteristics that you should try to master, as well as things to avoid.

YOU SHOULD BE …	AVOID BEING …
Polite	Aggressive
Gentle	Disrespectful
Businesslike, professional	Passive
Confident	Disinterested
Sensitive to respondent	Nervous
Respectful	Overly casual
Enthusiastic	
Engaging	

2.2 Asking Questions

Every enumerator must administer every question in the questionnaire to every respondent in the same way. This consistency helps to eliminate variability and interviewer bias, two factors that can seriously undermine the validity of the data gathered from a survey. Follow the guidelines listed below to ensure that you are administering the questionnaire in a nonbiased, standardized manner.

The following is a list of protocols to which you must adhere when administering the questionnaires:

1. *Ask and repeat, if necessary.* When asking a question, be sure to speak slowly and clearly, so that the respondent will have no difficulty hearing and understanding the question. At times you may need to repeat the question to be sure that the respondent understands it. In such cases, do not change the wording of the question but repeat it exactly as it is written. After you have repeated a question and the respondent still does not understand it, you may ask probing and clarifying questions to help the respondent understand what is being asked. (Also if appropriate, make a note in the questionnaire

that this question requires additional pilot testing in order to clarify wording.) **Enumerators can only reword questions during interviews after a minimum of two attempts to repeat the question exactly as written have failed to elicit a response. Enumerators must be very careful when rewording a question so that the meaning of the question is not lost.**

2. *Be neutral throughout the interview*. Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies. For interviews with and observations of providers, it is especially important to ensure that they understand that you are not there to judge them personally and that their identities will not be revealed in any way.

3. *Never suggest answers to the respondent*. If a respondent's answer is not relevant to a question, do not prompt him/her by saying something like "I suppose you mean that….Is that right?" In many cases, respondents will agree with your interpretation of their answer, even when that is not what they meant. You should probe in such a manner that the respondent comes up with the relevant answer themselves, in their own words.

4. *Do not change the wording or sequence of questions*. The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. Only if the respondent still does not understand at that point, may you reword the question, being careful not to alter the meaning of the original question.

5. *Follow instructions in the instrument carefully*. For some questions on the survey instruments, it is required that you read the list of possible responses to the respondent. Such questions are accompanied by the instruction "**Enumerator Note:** 🔊 *Read Response Options*."

   When no such instruction accompanies the question, or you see this sign "🔇☠" you should NOT read the list of possible responses out loud or show them to the respondent. Listen to the respondent reply in his/her own words, and then circle the relevant response(s) on the form without reading the responses out loud.

6. *Handle hesitant respondents tactfully*. If the respondent gives irrelevant or elaborate answers, do not stop him/her abruptly or rudely, but listen to what he/she has to say and then try to steer him/her back to the original question. If the respondent is reluctant or unwilling to answer a question, try to overcome his/her reluctance with tact and patience. If the respondent still refuses, simply record "REFUSED" and proceed as if nothing happened. Remember, the respondent cannot be forced to give an answer.

7. *Do not form expectations.* You must not form expectations of the ability and knowledge of the respondent.

8. *Do not hurry the interview.* Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate his/her own opinion, he/she may respond with 'I don't know" or give an inaccurate answer. Remind the respondent that there is no hurry and that his/her opinion is important.

9. *Do not interfere with teaching.* During observations, you should stay out of the way of the teacher and the students. Find a place to sit or stand that is not in the direct view of either the teacher or the students. Do not offer advice to the teacher and the students, or respond with sounds or body movements that might be interpreted as approving or disapproving of anything happening in the classroom. You must maintain neutrality, and not get in the way of the teacher and the students.

2.3   Probing

In some cases, you may have to ask additional questions to obtain a complete answer from a respondent. This is called *probing*. If you do this, you must be careful that your probes are "neutral" and that they do not suggest an answer to the respondent. Probing requires both tact and skill; it is one of the most challenging aspects of conducting an interview. When specific instructions regarding how questions should be asked are required, they are always indicated on the survey forms. Probing is a technique used to help ensure that the answers given by a respondent are as accurate and as complete as possible. Effective probes serve two purposes: 1) they encourage a respondent to express him/herself completely, and 2) they help the respondent focus on the specific requirements of the question.

To know when to use a probe, you must be thoroughly familiar with the questionnaire and know the objectives of each question; that is, you must know what is being measured and what constitutes an acceptable response. Otherwise, you will have difficulty judging the adequacy of a response.

Only neutral or nondirective probes (those that do not influence the respondent) should be used. The following table provides some examples of probes.

Probe Examples

Probe Type	When to Use	Example of What to Say
Neutral questions or statements	These probes encourage a respondent to explain further or elaborate on a response – without leading or directing the respondent to a particular answer. These use a soft, neutral tone.	"What do you mean?" "Could you please explain that?" "Which would you say is closest?"
The silent probe	A timely pause is the easiest and often the most useful type of probe. This pause lets your respondent know that you are expecting or waiting for additional information.	Do not say anything. Pause.

Probe Examples (continued)

Probe Type	When to Use	Example of What to Say
Clarification	Use clarification probes when you judge the respondent's answer to be unclear, inconsistent, ambiguous, or contradictory. Do not challenge the respondent. Instead, tactfully express concern over not completely understanding the nature of the response.	"I'm not quite sure I understand what you mean by that. Could you tell me a little more?"
Encouragement	This technique involves conveying to the respondent that you understand what he or she has said, and you would like to hear more. Nonverbal probes of this nature include a nod of the head or an expectant expression.	"I see." "That's interesting…"
Repetition	Repeating the question is useful when it appears that the respondent may have misunderstood the question or has deviated from the topic at hand. Repeating the response may produce additional comments or explanation from the respondent, especially if you say it in the form of a question.	Repeat question

When you probe a respondent, please take care not to change the meaning of the question or direct a respondent toward a particular answer. Remember, the most important thing is for every respondent to hear the question in the same way. This is important for making sure interviews are standardized.

2.4 "Don't Know" and "Refuse"

One major threat to data quality is a high rate of non-response. When potential respondents refuse to participate at a high rate, bias is often introduced. People who refuse tend to be different than people who consent to participate. It is, therefore, important that the team reduce

the non-response rate as much as possible. If the respondent refuses to be interviewed, a reasonable and polite effort should be made to elicit consent from the respondent to participate in the study. Refusals may stem from misconceptions about the survey or other prejudices. The enumerator must consider the respondent's point of view, adapt to it, and reassure him/her. In some cases, the Team Leader may have a better chance of carrying out the interview. Linguistic and ethnic barriers between the respondent and the enumerator can sometimes lead to refusal – it is best to limit this possibility by ensuring that enumerators have the same linguistic and ethnic background as the surveyed community members.

When the respondent says, "I don't know," it can mean two things: (1) either he or she is not sure of an answer and needs more time to think, or (2) he or she actually does not know how to answer the question. You must be prepared to distinguish between the two.

A respondent may say, "I don't know," when asked to offer an opinion or attitude. He or she may find it difficult to put feelings into words. If you suspect this is the case, you should put him or her at ease by saying, "There is no right or wrong answer. Just tell me how you feel about this." Similarly, if a respondent is unsure about an answer choice, you should encourage him or her to provide a best estimate.

When a respondent is uncomfortable answering such questions, he or she may respond, "I don't know," in an effort to avoid the question. If this appears to be the case, you again must make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

In the end, the respondent may insist that he or she does not know how to answer a particular question. **Once you have properly probed for an answer, you should accept the response** in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question. Remember that there may be times when a respondent actually does not know the answer to one or more specific questions.

Many of the same rules apply when a respondent says, "I don't want to answer that question—I refuse." When a respondent is uncomfortable answering such questions, he or she may respond, 'I don't want to answer that question,' or 'I'm uncomfortable answering that,' in an effort to avoid the question. If this appears to be the case, you should make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

Despite your efforts to assure the respondent, he or she has the right to refuse to answer any question. You should not bully or harass the respondent to answer a question. Rather, you should accept the response in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question.

3. School Visits

Each of the schools in the sample will be visited twice. The first visit is a pre-announced visit, i.e., the survey team will visit the school on an agreed appointment day and the school will be requested to have the necessary financial information and records available. During this first visit, all the survey modules are administered, except **Module 2B**, which will be partially completed.

The second visit is unannounced. During this visit, a rapid attendance check of ten pre-sampled teachers and a count of unstaffed classrooms are carried out (**Module 2B** to be fully completed). Any information that was not collected in the first visits can be collected during this visit.

You will be working as a member of a field team. The team will travel together to the areas with sampled schools. A suggested breakdown of team member tasks is shown in **Table 1** below.

3.1 Breakdown of Team Member Tasks

Table 1.

First Visit	
Enumerator 1	**Enumerator 2**
Arrival at the school in the morning	
Meet with the Principal (or deputy principal in the school) for introduction, purpose and permission	
Completes the school information module with the Principal (**Modules 1**).	Observes and records a Grade 4 Mathematics or Language (Dari/Pashtu) lesson (**Module 4**).
Collects list of all teachers (**Module 2A**).	Interviews **Module 2C** from the teacher his/her class being observed
Selects a random sample of 10 teachers.	Administers student test to Grade 4 students (**Module 5**).
Walks around the school (with a member of staff) to find and interview the 10 randomly selected teachers to collect absence and personal information (**Module 2B and 2C**).	Administers the teacher test (**Module 6**) during the lunch break to: • Grade 4 and Grade 5 and Grade 6 Language (Dari/Pashtu) and Mathematics teachers;
Completes the school finances/governance module with the Principal (**Module 3**).	• Grade 3 Language (Dari/Pashtu) and Mathematics teachers from last year.
Second Visit	
Enumerator 1	**Enumerator 2**
Arrival at the school in the morning.	
Meet with the Principal for permission to complete survey.	
Walks around the school (with a member of staff) to record the attendance of 10 pre-selected teachers and interviews the teachers that were not present during the First Visit to collect personal information (**Module 2B and 2C**).	
Counts number of unstaffed classrooms.	
Collects any outstanding information or uncompleted modules.	

3.2   Supply checklist

Before leaving for the field, the Team Leader is responsible for collecting from the survey supervisor adequate supplies and all materials the team will need in the field. These items are listed below:

Table 2.

Fieldwork documents		
	• Survey instruments (Modules) • Paper versions of all survey modules (a set of backup copies of Modules 1-5A in case any module gets lost, and extra copies of Modules 5B, 6A, 6B, 6C, 6D, and 6E – student and teacher tests).	
	• Letter of Introduction to school authorities (from the districts/Ministry of education) • Copy of Letter of Permission & Introduction that was previously sent by the education authorities to the school.	
	• Field Manual (one for each member)	
	• Team Leader's School Review Sheets • Team Leader's Enumerator Control Sheet • One "Team leader's Tracking Form - Log of Team Activity" per geographic area • One "Log of Facility Assessment Work" per geographic area • One "Facility Cover Sheet" for each facility being assessed • One laminated copy of "*District & provinces codes*" per Team • One laminated copy of "*Module 3, section 5 options*" per Team	
Supplies		
	• [*For Paper Modules*] Pens (blue/black pens for enumerators; red pens for the Team Leader; pencils for students; blue/black pens for teachers).	
	• Clipboards; notepads; blank paper; rubbers (erasers); staplers, stapler remover and staples; plastic folders and rubber bands for completed paper questionnaires; carrying bags.	
	• Camera, • Tripod • Extra charged battery • Memory card	
	• Spare chargers for electronic devices • Surge protectors • Petrol/jerry can for extra fuel • Stopwatch/digital clock or watch (battery powered) • Spare batteries • Flashlight and batteries • Cell-phone with charger and top-up cards	
Other		
	• Fuel cards for transport arrangements • Log for car mileage	

The Team Leaders will be in control of these items and will provide most materials to the enumerators.

4.   The SABER Service Delivery Questionnaires

The SABER Service Delivery Survey is comprised of six different modules. Each module has its own questionnaire. The table below summarizes the different modules, including the data collector, interviewee, and description of module.

Module of Instrument	Module Title	Data Collector	Interviewee	Description
Module 1	School Information	Enumerator 1	Principal	Administered to the Principal to collect information about school type, facilities, student numbers and school hours.
Module 2A, 2B, and 2C	Teacher Roster	Enumerator 1	2A: Teacher Roster 2B: Principal Questionnaire 2C: Teacher Questionnaire	2A: Administered to member of staff assigned by the Principal to obtain a list of all school teachers. 2B: Administered to Principal, deputy Principal and 10 selected teachers to collect information. 2C: Administered to select teachers plus the teacher his/her classroom being observed to collect information about teacher characteristics.
Module 3	Governance, Management and Finance	Enumerator 1	Principal	Administered to the Principal to collect information about school governance, management and finances.
Module 4 A-E	Classroom Observation	Enumerator 2	4A: Time on Task (observation) 4B: Classroom Environment (observation) 4C: Teaching (observation) 4D: Questions to Teachers (interview) 4E: Students (observation)	An observation module to assess teaching activities and classroom conditions.
Module 5	Student Assessment	Enumerator 2	Students 5A: Enumerator booklet 5B: Language assessment 5C: Math assessment	A test of students to have a measure of student learning outcomes in mathematics and Language in Grade 4.
Module 6	Teacher Assessment	Enumerator 2 (and other team members, as soon as available)	Teachers 6A: Teacher background information 6B: Language assessment 6C: Math assessment 6D: Pedagogy assessment 6E: Mental assessment	A test of teachers covering mathematics and Language subject knowledge and teaching skills.

The remainder of this section describes how to fill out the questionnaires in the SABER Service Delivery Survey.

4.1   Recording Responses

To administer the survey, ask the question, read the response options **only where applicable**, and then record the answer. Some sections have additional instructions regarding how they should be asked. Possible responses to some questions should be read aloud to the respondent, while others should not be. In the latter case, the enumerator should ask the question and then listen to the respondent's spontaneous response without reading the list of replies on the survey form.

Enumerators and team leaders will use pens with blue ink to complete all questionnaires. Team leaders/Supervisors will use pens with red ink to make all corrections and notes while reviewing completed questionnaires.

NEVER ATTEMPT TO LEAVE A RESPONSE BLANK! A BLANK IS RECORDED AS "MISSING INFORMATION" BACAUSE IT IS NOT KNOWN WHETHER YOU ASKED THE QUESTION OR NOT. IF A RESPONSE IS NEGATIVE, THE NEGATIVE RESPONSE MUST BE INDICATED/CIRCLED.

Most of the questions have responses that are in the form of number codes. To record a respondent's answer, you merely record the number code that corresponds to the reply in the space provided. For many questions, a numeric response is appropriate and should be entered in the available boxes.

4.1.2   "Select One Answer" Questions

Example where only one response is correct

What is your position at this school?	*Principal = 1* *Deputy Principal = 2* *Senior teacher = 3* *Teacher = 4* *Other (specify) = 9*	|_4_| _____

4.1.3 Multiple Response Questions

Sometimes a question might require more than one response:

In which classes do you teach? *(multiple responses accepted)*	*Grade 1 =1* *Grade 2 = 2* *Grade 3 = 3* *Grade 4 = 4* *Grade 5 = 5* *Grade 6 = 6* *Kindergarten = 7* *Special needs = 8* **Please enter one number for each class taught, up to 4 classes**	|_6_||_1_||_2_||___|

In the example above, the respondent teaches in Grade 6, Grade 1, and Grade 2. The fourth box is left empty because the respondent only provided three answers.

4.1.4 Numeric Entry Questions

Responses for "numeric entry" questions where the response is not pre-coded should also be recorded in the space provided. For example, this question is asking about the number of teachers who work at the school. Enter the number below.

How many teachers (paid and volunteer) work in this school? (Including the Principal, if he/ she teaches)	|___| |___|

4.1.5 "Other" Responses

In some cases, responses include an "Other" category. The "Other" code should be recorded when the respondent's answer is different from any of the pre-coded responses listed for the question. Record the respondents' answer in the comment box provided. Before using the "Other" code, make sure that the answer does not fit in any of the other categories.

What is the highest level of teacher education that you have completed?	*1 = Grade 6 complete* *2 = Grade 9 complete* *3 = Grade 12 complete* *4 = Grade 14 complete (teacher training)* *5 = University degree (bachelor)* *6 = University degree (master)* *99 = Other (specify)*	|99| DOCTORATE IN EDUCATION

4.1.6 Reference period

Sometimes questions ask respondents about a specific period in the past. That is, some questions with a reference period that asks whether or how often a particular activity was conducted during a given time period. This is called the "reference period" or "recall period." This survey instrument uses the following reference periods:

Reference Period	Interpretation
This year	Current academic year – - Cold Weather: March 24, 2017- December 6, 2017 - Warm Weather: Sep 6, 2016- June 5, 2017
Last year	Previous academic year – - March 23, 2016- December 5, 2016 - Warm Weather: Sep 6, 2015- June 5, 2016
12 months preceding the interview	Self-explanatory
Last fiscal year (government budget year)	March 2016- Feb 2017
This fiscal year	March 2017- Feb 2018

4.1.7   Skip Patterns

In cases where a particular response makes subsequent questions irrelevant, an instruction is provided and the "→" symbol will be found, followed by the number of the question that the data collector should jump to.

It is important to follow skip patterns carefully. If, on the one hand, irrelevant questions are asked, the respondent may become irritated or disinterested. If, on the other hand, the enumerator inadvertently skips over a relevant question when following a skip pattern incorrectly, valuable information is lost. Every question on a survey form must be answered unless a skip is indicated by a skip pattern or the respondent refuses to answer the question. It is imperative that all enumerators be very conscientious when following skip patterns.

4.1.8   Correcting mistakes

It is very important that you record all answers neatly. For pre-coded responses, be sure that you write the code for correct response carefully. For open-ended responses, the reply should be written legibly using capital letters ONLY. If you made a mistake in entering a respondent's answer or the respondent changes his/her mind, be sure that you cross out the incorrect response and enter the right answer. Do not try to erase the answer. Put two lines through the incorrect response and write down the correct response.

4.1.9   Checking completed survey forms

It is the responsibility of the enumerator to review each module when finished with an interview, observation, or assessment. This review should be done before the respondent leaves to ensure that every appropriate question was asked and all answers are clear and reasonable. Minor corrections can be made, but any serious error should be clarified by the respondent. Simply explain to the respondent that you made an error and ask the question again.

Do not recopy the questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answer to a new

question, you increase the chance of error. For this reason, using worksheets to collect information is not allowed. Record ALL information on the survey forms that have been provided to you. Any calculations you make should be written in the margins or on the back of the questionnaires.

Notes and Comments: Anything out of the ordinary should be explained in the margins near the relevant question or in the comments section at the end of questionnaire. All notes and comments must be identified with the same number as the question to which it refers. These comments are very helpful to those responsible for checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

5.   Specific Instructions for Survey Instrument Modules

As mentioned, during the First Visit, the following modules are administered: **Module 1, 2A, 2B, 2C, 3, 4, 5 and 6**. **Module 2B** is only partially completed during the First Visit.

During the (unannounced) Second Visit, **Module 2B** is completed. Also during the second visit, any information that was not collected in the other modules during the first visit should be obtained.

5.1   School Information Questions

TEAM LEADER: Before arrival at the school, check the following:

- **Questions 1-2**: Ensure the enumerator IDs have been inputted. If not, use the appropriate code contained in the list of codes given to you by the firm (Annex A).
- **Questions 3-7**: Ensure the geographic and school code information has been inputted. Write down the geographic and school code information using codes in the Annex B (district and province codes) and Annex C (school codes) and original sample.

UPON ARRIVAL AT THE SCHOOL:

- **Questions 8**: Ensure that GPS coordinates are recorded. These coordinates should be completed when you are physically present at the school.
- **Questions 9-10**: Enumerator should also record the dates

- **Questions 12-15**: Enumerator should also record arrival and departure times

AFTER THE TEAM LEADER COMPLETES THE COVER SHEET:
- Ensure that questionnaires are provided in folders to each enumerator.

5.1.2 Arrival

- Plan to arrive at the school at 6:30 am.

- Introduce yourself and your colleague to the Principal and explain the objectives of the visit. Read the "Introduction" script for **Module 1**, page 2. Show the letters of introduction from the national education authorities.

- Team Leader should ask the Principal for permission to let the enumerators start the classroom observations and video recording and testing while he/she asks the Principal a few questions.

- If the Principal is not present, ask the Deputy Principal or most senior teacher for permission and request that he/she assist in completing the survey

- If none of the senior staff is present and there is no suitable person to assist in completing the survey, call the Field Supervisor.

- If the respondent does not agree to be interviewed, inquire the reason, and address any questions that the person may have. If the respondent still refuses, call the Field Supervisor.

5.2 Module 1: School Information

This module is administered to the Principal (or the deputy Principal or most senior teacher present at the school).

Introduction

- o Read the introductory paragraph verbatim to the Principal. It is important that each Principal hears this introduction in the same way.

- o *"May I begin the interview now?"* – You must ask this question and record his/her responses to Q1 and Q2 (if applicable).

  - If the respondent does not agree to be interviewed, inquire the reason, and address any questions that the person may have. If the respondent still refuses, call the Field Supervisor.

Section A: Contact information and school type

- o **Question 6:***"When did this school begin operating?"* This is referring to when the facility began working as a functioning school, not necessarily when the school was officially registered with the government.

- o **Questions 7:** These questions ask if the school has any pupils with disabilities and provides services to such pupils or those with post-traumatic stress disorder (PTSD). Many schools are unlikely to have these services so please note "No" or "Don't know" as appropriate.

Section B, Sanitation, Safety and Accessibility

o **Question 1-9**: You will need to physically inspect school toilets. Note if they are clean, functioning, private (i.e. with a door) and whether they are accessible to students (e.g. unlocked) at that time. **If the school toilets are in different conditions, report on the condition of the majority of the toilets.**

o **Questions 4-6**: Terms are defined below:

- Clean: the floors and walls of the toilet are clean and free of fecal matter
- Private: the toilets have doors that can be closed. If there is no door, the toilet blocks have a wall that shields the user from sight and that separates the girls' toilets from the boys' toilets.
- Accessible: the doors of the toilets are not locked. In addition, the toilets are functioning and if pit-based, the toilets are not overflowing.

o **Question 9**, *"What type of student toilet facilities is used at the school?"*

- Flush toilet uses a cistern or holding tank for flushing water, and a water seal (which is a U-shaped pipe below the seat or squatting pan) that prevents the passage of flies and odors. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).
- Ventilated Improved Pit latrine (VIP) is a dry pit latrine ventilated by a pipe that extends above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- Covered pit latrine is one covered by a non-leaking roof.
- Pit latrine with slab is a dry pit latrine whereby the pit is fully covered by a slab or platform that is fitted either with a squatting hole or seat. The platform should be solid and can be made of any type of material (concrete, logs with earth or mud, cement, etc.) as long as it adequately covers the pit without exposing the pit content other than through the squatting hole or seat.
- Pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole.
- No facilities; Use bush or field

o **Question 10,** *"What kind of drinking water source is used at this school?"*

- Piped water into dwelling or household connection is a water service pipe connected with in-house plumbing to one or more taps (e.g. in the kitchen and bathroom). It can also be a piped water connection to a tap placed in the yard or plot outside the house.
- Borehole is a deep hole that has been driven, bored or drilled, with the purpose of reaching groundwater supplies. It is constructed with casing, or pipes, which prevent the small diameter hole from caving in and protects the water source from infiltration by run-off water. Water is delivered through a pump.
- Well is a shaft sunk into the ground to obtain water and may or may not be protected from runoff water, animal droppings, and to prevent animals from falling in.
- Rainwater refers to rain that is collected or harvested from surfaces (by roof or ground catchment) and stored in a container until used.
- Surface (fresh) water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.

- Public tap or standpipe is a public water point from which people can collect water. A standpipe is also known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.
- Protected spring is typically protected from runoff, bird droppings and animals by a "spring box", which is constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe or cistern, without being exposed to outside pollution.
- Unprotected spring is subject to runoff, bird droppings, or the entry of animals.
- Tanker-truck OR cart with small tank/drum refers to water sold by a provider who transports water into a community using a water truck, donkey cart, motorized vehicle, and other means.

o **Question 17,** This question has two parts: whether the school provides any resources for pupils who have been adversely affected by external hostilities (such as fighting, conflict or bombings), and whether these resources are provided by the school or other organizations (mark yes/no to both of these options).

Section C: Enrollment and Classes

o **Question 1,** *"How many sections per grade (e.g., 4A, 4B)?"*
- **Q1(j) Special Needs/Disability Classes:** If there are no designated Special Needs Classes and students with special needs are enrolled in the regular classrooms, put "0" for the number of sections of Special Needs Classes.

o **Question 2,** *"What is the total number of students currently enrolled in each grade?"* The question is asking for the number of students enrolled, not the number of students in attendance on the day of the visit. Ensure that the updated school register is used as the source of the numbers. If the school register has not been updated (at least at the start of the academic year), then request that the respondent confirms the student numbers with the teaching staff.
- **Question 2, Column 4:** *Within Total, number of Special Needs Students (boys + girls)*: Ask the respondent how many total students with special needs or disabilities are there in each grade?

o **Question 5:** *"What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for primary grades at your school?"* – Record the normal daily teaching schedule at the school. If the schedule on the day of your visit is different from the normal schedule, briefly record the start and end times in the Comment box at the bottom of that page. For example, if the school's official reporting time is usually at 8:30am, but on the day of your visit, the school starts at 8am, record this information in the comment box, but record the official starting time in Q5.
- Music and Physical Education classes will count as instructional time as long as they occur during normal school hours, but break time for playing will count as a break.

o **Question 6,** *"How many days were the school closed due to rain, snow, natural disasters (such as earthquake and/or flood), bombing, attacks, explosions, etc. in the previous school year (2016-2017[1395-1396])?"* – Count total number of school days including days with special events. Do not include days when the school is closed due to a strike or other event and when the school is closed due to holidays.

- **GPS coordinates**: Team Leader should record the GPS coordinates at the end of Module 1. These coordinates must be completed when you are physically present at the school. The coordinates are best taken outside in an open area not obstructed by buildings or trees.

5.3   Module 2A: Teacher Roster

This module is administered to the Principal (or most senior teacher present in the school).

- **Question 1**: *"How many teachers work in this school (starting with the Principal and Deputy Principal)?"*

    o In this table, start by noting down the total number of teaching staff employed in the school. All the teaching staff for the current school year working in this school including the Principal and Deputy Principal should be listed. Include pre-school and special needs class teachers.

    o In the table, list only those teachers who are teaching during the current academic year (2016-2017). If they are not actively teaching in 2016-2017 (because they are on extended leave or study leave, or because they are about to be transferred and so are not coming to school) then they should NOT be listed.

    o Please note that the Principal must be assigned Teacher ID 01. This code is designated as the first name to be inputted.

- **Question 5**, **Contract Status** definitions

    o Government teacher/permanent employee or civil servant: teacher under a Ministry of Education public service contract

    o Contract teacher: teacher hired directly by the school, the parents, or the local community. The teacher may work on contract at more than one school during the academic year.

    o Part time teacher: teacher hired by a private school as a part-time member of the teaching staff.

    o Community teacher: teacher who has completed training and is assigned to the school by NGO's, Shura, parents, or government for teaching CBE schools.

    o Volunteer teacher: teacher that is not under a formal contract with the school, the parents, or government. This type of teacher might occasionally receive some compensation or a stipend, but not a formal salary.

- **Question 8a-c,** *"Taught Math or Language (Dari/Pashtu) to…."*

    o This question is asked to ensure that all required teachers are chosen to take **Module 6: Teacher Assessment**. **Module 6** is given to the current Grade 4 and Grade 5 and Grade 6 Language (Dari/Pashtu) and mathematics teachers and last year's Grade 3 Language (Dari/Pashtu) and mathematics teachers.

5.3.1 Sampling

Once all the information is completed for all the teaching staff, proceed to sample teachers to be interviewed in Module 2B using the Random Selection Worksheet (will be given to you by the end of your training). You need to select randomly 10 teachers among all teaching staff from the Module 2A: Teacher Roster (except part-time and volunteer teachers[1] and principal/Deputy principal). Use the random number table to select the 10 teaching staff from the teacher roster.
- If a school has 10 or less teachers, all of them need to be interviewed.
- If a school has more than 10 teachers, select 10 at random using the table of random numbers.
- You must also always interview the Head teacher/Deputy teacher.

Procedure for using the Random Selection Worksheet:
- On the first row, pick the total number of teachers that are in the roster.
- After picking this column number from the second row, use the numbers in the selected column as the ID numbers of the teachers to be sampled.
  o If the head teacher who doesn't teach, or a volunteer/part-time teacher, who are part of the roster, comes up skip them to the next number.
- Enter "yes" (1) in Question 8 in Module 2A next to the ID numbers of teachers from the column in the worksheet, to indicate those teachers were sampled.

Example:
  Suppose you require a sample of 10 teachers out of total of 13 teachers in a school. Follow the column 2 line "Number of Teachers" all the way to column K, which has the random sample numbers for 13 teachers. The random sample numbers generated, from the table below, are as follows: 5, 4, 9, 7, 2, 10, 12, 6, 3, 8, 1, 11, and 13.
- Remember to:
  1) Use different random tables to sample teachers in the school.
  2) Use different random tables for different schools. NEVER use the same random table to pick teachers in different schools
  3) Reject numbers which represent volunteer and part-time teachers
  4) Reject numbers which represent the head teacher/deputy teacher.

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[1] Part-time and volunteer teachers are not included in the sampling of teachers to be interviewed and assessed for absenteeism, among other things, because these instructors do not have the same obligations to be at school all day as contract teachers do. However, part-time and volunteer teachers should be included in the Teacher Assessment (Module 6), if they met the selection criteria.

Random Selection Table For Teachers (School № 001)										
Number of Teachers										
10	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
3	11	2	5	12	1	3	16	11	15	16
9	8	9	4	14	2	8	3	7	14	11
8	9	7	9	3	4	4	14	9	11	8
7	1	5	7	8	10	5	10	2	3	14
6	7	10	2	7	11	13	5	14	16	4
1	10	8	10	10	8	6	12	16	8	15
10	3	3	12	9	14	15	2	5	1	17
5	4	11	6	4	12	1	9	6	2	10
2	2	1	3	2	7	14	15	10	17	7
4	6	4	8	5	5	7	11	17	6	13
	5	6	1	6	6	10	6	15	10	20
		12	11	1	15	9	4	18	4	5
			13	13	13	16	1	4	12	3
				11	3	11	13	3	9	18
					9	2	17	12	18	6
						12	8	1	13	12
							7	13	19	19
								8	5	9
									7	1
										2

5.4 Module 2B: Teacher Questionnaire (First Visit)

This module is administered individually to the Principal and the Deputy Principal, and 10 teachers that were randomly selected from Module 2A.

Section 1: Teacher Roster

All these questions must be asked. **Questions 1-5** are asked at the First Visit; **Questions 6-7** must be recorded during the Second Visit.

- **Questions 1-3**: Verify that the selected teachers' names, row number, and gender match with the information in **Module 2A**.

- **Question 4**, *"What was the teacher doing when you located him/ her on the first visit?"* – To record what the teachers were doing at the time when you complete this module, you will need to walk around the school with a member of staff that can identify these individuals. Note down each individual's activity based on your direct observation. If you do not see the individual, record him/her as absent and ask the Principal (or individual who was left in charge) the reason for the individual's absence.

  o Record the teacher as *"2= In classroom – not teaching"* if, while in the classroom, neither the teacher nor the students are engaged in a learning activity.

- **Question 5a**, *"Reasons for absence"* if the individual is absent, ask the Principal (or the individual who was left in charge) about the reason for absence. **Do not offer the respondent a list of possible reasons for absence. Simply record the response that best matches their answer to your question**.

- **Question 5b**, *"What is happening with the absent teacher's class?"* – If the individual is absent, ask the Principal (or the individual who was left in charge) what has been done with the teacher's class because he/she is absent. **Do not offer the respondent a list of possible answers. Simply record the response that best matches their answer to your question**.

- **Questions 6-7 (Second Visit Only)**: Leave these questions blank. They will be completed in the second visit. These questions MUST NOT be completed during any of the school break times or lunch time Follow the same directions as **Questions 4-5** above.

5.5   Module 2C: Teacher Questionnaire (First Visit)

Module 2C has 5 sections. It is only for the **10 teachers selected from Module 2A** and for **the teacher selected for Module 4 – Classroom Observation** *(if this teacher was not already selected for Module 2B), and* **deputy principal**. After recording the individual's activity or absence, interview each teacher on the list that is present to collect the information required to complete **Module 2C**. (Any absent teachers will be asked these questions during the Second Visit.)

Introduce yourself by saying:

> **WE ARE CONDUCTING A SURVEY ON SERVICE DELIVERY ISSUES IN PRIMARY EDUCATION WITH THE SUPPORT OF THE GOVERNMENT IN SELECTED COMMUNITIES IN THE COUNTRY IN ORDER TO IMPROVE EDUCATION IN AFGHANISTAN. WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND AND EXPERIENCE IN THE SCHOOL SYSTEM. YOUR RESPONSES TO THESE QUESTIONS ARE CONFIDENTIAL. YOUR PRINCIPAL AND OTHER TEACHERS WILL NOT SEE YOUR RESPONSES.**

Section 1: Teacher background information

- **Question 3**, *"What is the highest level of education that you have completed?"* – This question refers to the teacher's level of academic education, meaning basic and higher educational qualifications that are not specific to the profession of teaching (e.g. general schooling, non-vocational diploma, or university degree).

- **Question 6**, *"What year did you begin teaching?"* – If an individual started teaching before being officially posted, use the first year of teaching, not the first year of being posted.

Section 2: Remuneration

- **Question 5**, *"Approximately, what percentage of your total earnings come from your remuneration as a teacher at this school?"*

  o This question is seeking to find out if the teacher has any other form of earnings besides employment as a teacher. Examples of other earnings include: more than one job; a second teaching job at another school; owning a small business; farming income; etc.

o The teachers should give their best estimate to answer this question. If a teacher's only earnings come from teaching at the school, then select "100% = 5".

Section 3: Professional Development and Use of Time

- **Question 6**, The options for this question cover the general areas of the content of teacher trainings. If multiple topics were covered, ask the teacher what the **main** topic covered was and mark one option as the response (unless the response is "*Other*" for which what was covered needs to be noted down, next to "*99*".

- **Question 10**, The purpose of this questions is to understand what the teacher does at the school when he/she is not teaching.

5.6   Second Visit : Module 2B - Teacher Roster /Questionnaire

This module is administered during the Second Visit to the **same** 10 teachers randomly selected during the First Visit (**Module 2B**). Start **Module 2B and 2C** *(in case the teacher was absent during the first visit)* as soon as possible after arrival at the school.

- A second unannounced visit is to be made to each school by the team after the First Visit and on a different day.

- The team must not arrive at the school after the official closing time. It is recommended that the team does not plan to arrive at the school for the Second Visit later than 12pm (depends on the school).

- It is important for the team to accurately note the start and the end time of the Second Visit.

- Upon arrival, the team should search for the Principal (or the individual left in charge).

- Meeting with the Principal: Introduce yourself to the Principal. Explain that you have returned to complete the survey that started a few days before because you did not complete some of the questions in the survey.

Attendance

- **Module 2B** should be administered to the Principal and Assistant Principal, and to the same 10 teachers randomly selected during the first visit, as soon as possible after arrival at the school.

- Locate the 10 teachers and the Principal and Assistant Principal. Ask for assistance from a member of staff to identify them.

- **Question 6,** *"What was the principal/teacher doing when you located him/ her on the second visit?"* – To record what the Principal, and Assistant Principal, teacher were doing at the time when you complete this module, you will need to walk around the school with a member of staff that can identify these individuals. Note down each individual's activity based on your direct observation. If you do not see the individual, record him/her as absent and ask the Principal (or individual who was left in charge) the reason for the individual's absence. If you cannot find them after inquiring within the school premise, chose "*Absent from school*".

- o Mark the teacher as "In classroom – not teaching" if, while in the classroom, neither the teacher nor the students are engaged in a learning activity.

- **Question 7a**, *"Reasons for absence*" – if the individual is absent, ask the Principal (or the individual who was left in charge) about the reason for absence. **Do not offer the respondent a list of possible reasons for absence. Simply record the response that best matches their answer to your question**.

- **Question 7b**, *"What is happening with the absent teacher's class?"* – If the individual is absent, ask the Principal (or the individual who was left in charge) what has been done with the teacher's class because he/she is absent. **Do not offer the respondent a list of possible answers. Simply record the response that best matches their answer to your question**.

- Some of the individuals on your list who were absent during the First Visit could now be present. Meet those people that were absent during the First Visit individually. Ask each of them all the questions in **Module 2C.**

- **If an individual on the list is absent both on the First and the Second Visit**, collect the information about them by asking the Principal (or the individual who was left in charge). Note in **Module 2C, Question 7** that the information was not collected directly from the individual.

Classroom Count (Second Visit)

One team member will carry out the classroom count after completing **Module 2B and 2C**. You will not normally need to request information from any member of staff to complete the classroom count as it is based on observation.

- **Question 8,** *"How many classrooms does the school have?"* – Walk around the school premises and count the total number of classrooms.

  - Classroom count should include library (if it is used to hold library classes), science lab, computer lab, or any other specialized classroom.
  - If a classroom is stacked w/ furniture and clearly is not used for teaching, it should still be listed as a classroom.

- **Question 9**, *"How many classrooms contained students?"*

  - Count only classrooms that have several students in them (i.e., rooms that should have a lesson ongoing). Do not include classrooms with one or two students only (e.g., one or a few students that are in the room because they are being disciplined, not because a lesson is planned to take place there, etc.).

- **Question 10**, *"Of those classrooms, how many classrooms had pupils but no teacher present??"*

  - Count the classrooms from question 9 that have several pupils in them but no teacher present in the classroom.

- **Question 11**, *"How many of the classrooms are…."* – Count the number of classrooms that are:

     a) *Permanent* (concrete block, brick with plaster walls, etc.)
     b) *Semi-permanent* (incomplete, plastered without shutters or floors, etc.)
     c) *Temporary* (mud, timber, under trees, in a tent, etc.).

Completion of missing data

- If any part of the modules were not completed after the First Visit, the team will collect the information in the Second Visit after completing **Module 2B and 2C** and the classroom count.

- Ask the Principal (or individual left in charge) for permission to complete the survey. Note in the comments field if information in any of the relevant modules was collected during the Second Visit.

- It is especially important to give the Teacher Assessment (**Module 6**) to any teacher who is required to take the assessment but was absent during the First Visit. If any teachers need to be given **Module 6**, ask the Principal for a private space to administer the Teacher Assessment. Remember that the Teacher Assessment must only be given during a break time, lunch time, or during the teacher's free period, if any.

End of the second school visit

- Thank the Principal for his or her cooperation and assistance for the visit. Let them know that if they are interested, the results will be available through the World Bank.

5.7   Module 3: Principal's Questionnaire

Interviewee: School Principal

Cover Sheet: In most cases, the respondent for **Module 3** should be the same as the respondent for **Modules 1 and 2**: the principal of the school. If so, fill out the cover sheet *after completing* the interview.

Indicate to the Principal that it would be useful to have the notes from school meetings and school budget records to answer some of the quantitative questions:

> **"IT WOULD BE USEFUL IF YOU HAVE WITH YOU THE NOTES FROM ANY SCHOOL MEETINGS AND THE SCHOOL BUDGET RECORDS TO HELP ANSWER SOME OF THE QUESTIONS"**

- Where "Government" is mentioned, it includes here all levels of administration (except the local community).

Section 2: Remuneration

- **Question 2**: *What proportion of your salary is base salary and what proportion are allowances (hardship pay, remote area allowance, etc.)?*
   - The principal should calculate what percentage of his/her salary from the school is the baseline pay for being a principal, and what percentage of his/her salary is the total allowances he/she received such as hardship pay. **The base salary percentage and allowance percentage should add up to 100%**
- **Question 8**: Remuneration is defined as the total money paid to the head teacher for his/her work at the school **per month**. If his/her earning from the school is less than 10% of his income overall "1". If /her earning from the school is between 10% to 25% list "2", and so on. Make sure they report their average/usual earning per month, and that they don't take into account any unusual months where they earned less/more than average.

Section 3: Principal Career Path

- **Question 4**: "Help" can constitute a number of different things, such as there was a family member who recommended the principal for the position, or a colleague put in a good word to the district inspector.
- **Question 5**: Ask how this person helped them. For example, if a family member recommended the teacher to a Ministry of Education employee, then this answer would be coded as "3 = An employee at the Ministry of Education".

Section 4: Principal Professional Development and Use of Time

- **Question 4:** The options for this question cover the general areas of the content of school management trainings. If multiple topics were covered, ask the principal what the **main** topic covered was and mark one option as the response (unless the response is "Other" for which what was covered needs to be noted down, next to "99"

Section 5: Principal Decision-Making Power

Question 1 a-s: *Who has the power to decide on the following: (purchase of school books, equipment, school supplies, etc.)?*

- If the school has created a specialized committee, apart from the School Management Shura (SMS), to make any school management decisions this should be coded as "Other". For example, if the respondent says "School Instructional Materials Committee", this should be coded as "Other".

Section 6: School and Personnel Management

- **Question 2:** Have the principal rank these teacher activities in order of importance. Note down next to the numbered list the applicable letters. For example, if the principal thinks *"Teach students to be good citizens"* is the most important activity for a teacher, mark *"e"* next to the number 1 blank.

- **Question 4:** Provide the head teacher with the IDs and names of teachers from Module 2A, and a blank teacher assessment (6A, B and C) and ask them to use their judgement to estimate what percentage of the test the specific teacher will correctly answer.

Section 9: School financing

As this sections goes in to the details of the school financing, if a school employee (accountant, etc.) or the school committee, and not the head teacher keeps those written records of received resources, ask for these questions to be answered by that person knowledgeable of these resource flows, for **only this section.**

- **Question 1**: *What was the total annual planned budget for the last school year?*
  - This question refers to whatever plans the school made about how to spend its funds at the start of the year. In this case, if the school had a written plan for a 5 million Afghan Afghani budget, then that is the plan you should ask about. If the school thought it would get 5 million Afghan Afghani but didn't make an actual written plan until it received the funds, then you should ask about the budget it made after receiving the funds. If the school never made a written plan, then write "98" for "Not-applicable" and follow the skip code.

- **Question 5**: *From which of the following <u>governmental</u> and <u>non-governmental</u> sources did this school receive <u>financial</u> support (in cash) in the past 12 months?*
  - This table should not include any funds received from the Ministry of Education meant for teacher salaries for teachers on government payroll and passed on to the teachers. It should also not include any program specific funds that the school has received, for example, a grant for displaced children. This table should only include funds received by the school that the school itself used.

- **Question 6**: This table should only include materials themselves that were physically received, not any cash that were paid for the materials. Note down how **much** of the materials were received in column (c) and an estimate of much the total value of the materials were in AFN in (d)

5.8   Module 4: Classroom Observations

This module is administered by an enumerator who observes a language (Dari or Pashtu) or mathematics lesson in a Grade 4 classroom.

- In every school, observe a full lesson (until the class is dismissed) in Grade 4, either in language or mathematics. If there is more than one section of Grade 4, choose the class that will start as soon as possible after you arrive. If more than one section starts at the same time, randomly select one class.

- **IMPORTANT - Class selection:** When you arrive at the school, inform the Principal that you will observe one class room session. Do not inform him/her immediately which grade or subject we will observe. To select the class, request to see the school timetable and select a Grade 4 language or mathematics lesson.

- Introduce yourself to the teacher:

  GOOD MORNING/AFTERNOON, I AM A RESEARCHER AND WE ARE CONDUCTING A SURVEY TO LEARN ABOUT EDUCATION IN AFGHANISTAN. I WOULD LIKE TO OBSERVE THE ACTIVITIES IN THE CLASS FOR THE NEXT HOUR. THE PRINCIPAL AND THE MINISTRY OF EDUCATION HAVE GIVEN US PERMISSION TO DO CLASSROOM OBSERVATIONS. I WILL SIT AT THE BACK OF THE CLASS. PLEASE CONDUCT THE LESSON AS YOU WOULD NORMALLY AND IGNORE MY PRESENCE. BUT I WOULD LIKE TO REQUEST THAT WHEN YOU HAVE COMPLETED YOUR LESSON, YOU ASK THE STUDENTS TO REMAIN IN THEIR SEATS SO I CAN ASK THEM A FEW QUICK QUESTIONS.

- **Cover Sheet, Questions 1-10**: Ensure that these questions are completed before beginning the classroom observation.

Module 4A: Classroom Observation

Section 1: Why Observe Classrooms Using the Stallings Method?

The Stallings Classroom Snapshot instrument, technically called the "Stanford Research Institute Classroom Observation System" was developed by Professor Jane Stallings for research on the efficiency and quality of basic education teachers in the United States in the 1970s. (Stallings, 1977; Stallings and Mohlman, 1988). The Stallings instrument generates robust quantitative data on the interaction of teachers and students in the classroom, with a high degree of inter-rater reliability (0.8 or higher) among observers with relatively limited training, which makes it suitable for large scale samples in developing country settings. (Jukes, 2006; Abadzi, 2007; DeStefano et al, 2010; Schuh-Moore et al, 2010). The instrument is language and curriculum-neutral, so results are directly comparable across different types of schools and country contexts, and a growing body of comparative country data from the US and developing countries is available.

The Stallings instrument generates quantitative measures — at the classroom, school, and school system level — of four main variables:

- Teachers' use of instructional time
- Teachers' use of materials, including information and communications technology
- Core pedagogical practices
- Teachers' ability to keep students engaged

Section 2: Description of the tool

What does the Classroom Snapshot tool do?

The classroom snapshot records the participants, their activities, and the materials being used in the classroom, at ten separate instances throughout a class period.

Why is it called the Classroom Snapshot?

The classroom snapshot records people and activities in a classroom as if they were being photographed during one brief instant, hence the word "snapshot". Each "snapshot" observation lasts for a duration of 15 seconds.

What is coding?

Coding (or to code, as used in the rest of this manual) is the process of observing the classroom and recording observations on the Snapshot Coding Grid. The term "code" literally means to mark a circle at a particular point on the grid to indicate what was observed during the snapshot.

DESCRIPTION OF THE CODING SHEET

The Stallings coding sheet is in the form of a grid (see Appendix 2). During each classroom observation that you conduct, you will have a packet of ten such sheets, so that you can carry out ten different snapshots during the class period. Across the top row of the grid you will see seven (7) categories: the first six (6) are materials that are commonly present in the classroom, plus a final column labeled "cooperative" that is explained later. Listed vertically in the first column are 13 activities. Most activities have a T and an I line associated with them. The T line is used to indicate activities in which the teacher is involved; the I line indicates activities that involve the student. The 1, S, L, and E markings (see the Abbreviation Key, Figure 2 below, for definitions) refer to the number of students who are engaged in the activity that is being recorded. Refer to Figure 1, below for an excerpt of the classroom snapshot.

DEFINITION OF GROUP SIZES

1: 1 is a single individual, teacher or student.

S: S is a small group of students. For any class size, if you observe students in groups of 2 to 5, code them as a small group.

L: L is a large group of students. For any class size, if you observe students in groups of 6 to (E-1), code them as a large group. Remember: A large group is not the entire class.

E: E is the entire class including the teacher.

Figure 1: Excerpt from a Classroom Snapshot Coding Sheet

classroom observation snapshot								
	material							
activity		no material	textbook	notebook	black board	learning aides/manipulatives	ICT	cooperative
1. reading aloud	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L
		CHECK IF CHORAL READING ☐						

T line: Indicates activities that involve the teacher

I line: Indicates activities that involve the student & not the teacher

1, S, L, E: Indicate one individual, a small, large group and entire class respectively

FIGURE 2: ABBREVIATION KEY

1	One Student
S	**S**mall Group of Students (group of 2 to 5)
L	**L**arge Group of Students (group of (6 to (E-1))
E	**E**ntire Class (includes the teacher)
T	**T**eacher
I	**S**tudent

IMPORTANT CODING RULES

T can be marked only one time on each coding sheet. The teacher is engaged in only one activity at any instant.

E indicates that everyone in the class, including the teacher, is involved in the same activity. If you mark E, do not make any other mark on the coding grid.

The first six activities on the Observation Snapshot are considered "academic" activities, whereas activities 7-13 are considered either classroom management or "off-task". If you observe an activity that is not related to the academic content of the lesson, it can only be coded in the bottom part of the grid (below the grey bar).

PROCEDURES FOR COMPLETING THE STALLINGS OBSERVATION COVER PAGE

On the cover page of module 4A, note the time you entered the classroom, in 24-hour format, e.g. if you entered the class at 1:20 pm, this should be entered as 13:20. If you enter the class late, note in the column before the time entered the classroom the number of minutes you were late. An example is given below, if the enumerator arrived 7 minutes late to the class.

Module 4A: Stallings Classroom Observation

READ TO RESPONDENT: *Good Morning/Afternoon, I am a researcher and we are conducting a survey to learn about education in Afghanistan. We would like to observe the activities in the class during the lesson. The school head master has given us permission to do classroom observations. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.*

Enumerator Note: *If you arrived after class began, how many minutes late were you? (If not late, write "0")* ***If you arrive late; start the first snapshot 3 minutes after you arrive, (unless the class is 30 minutes long in which case please start the first snapshot 1 minute after your arrival)***.	|_0_|_7_|	**Enumerator Note:** Below write the time you entered the classroom. |_1__|_3__|:|_2__|_5__| (USE 24 HOUR TIME)

ENUMERATOR NOTE: If the teacher is in class and not teaching, indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

PROCEDURES FOR TIMING THE SNAPSHOTS

Figure 3: Calculating Snapshot Intervals

Duration of the class	Snapshot Time Increments										
	1	2	3	4	5	6	7	8	9	10	Take notes at the bottom of the snapshot page
30 min	1	4	7	10	13	16	19	22	25	28	
35 min	3	6	9	12	15	18	21	24	27	30	
40 min	3	7	11	15	19	23	27	31	35	39	
50 min	3	8	13	18	23	28	33	38	43	48	
60 min	3	9	15	21	27	33	39	45	51	57	
70 min	3	10	17	24	31	38	45	52	59	66	
80 min	3	11	19	27	35	43	51	59	67	75	
90 min	3	12	21	30	39	48	57	66	75	84	

In order to determine the exact times for each of the snapshot observations, divide the total class time by ten. For example, in a 60-minute class, you should take a snapshot every 6 minutes for a total of 10 snapshots. Determine the exact time of each of the ten snapshots and write the corresponding time on each snapshot page before you begin your observations. The first snapshot is always taken 3 minutes after the official class start-time. (Refer to the Snapshot Time Increments Table above for exact timings). So, for a 60min observation of a class beginning at 10:00am the times would be 10:03am, 10:09am, 10:15am etc. Remember that the time to record each snapshot is very short – between 10 and 15 seconds – just the amount of time it will take you to do one 360-degree visual sweep of the classroom.
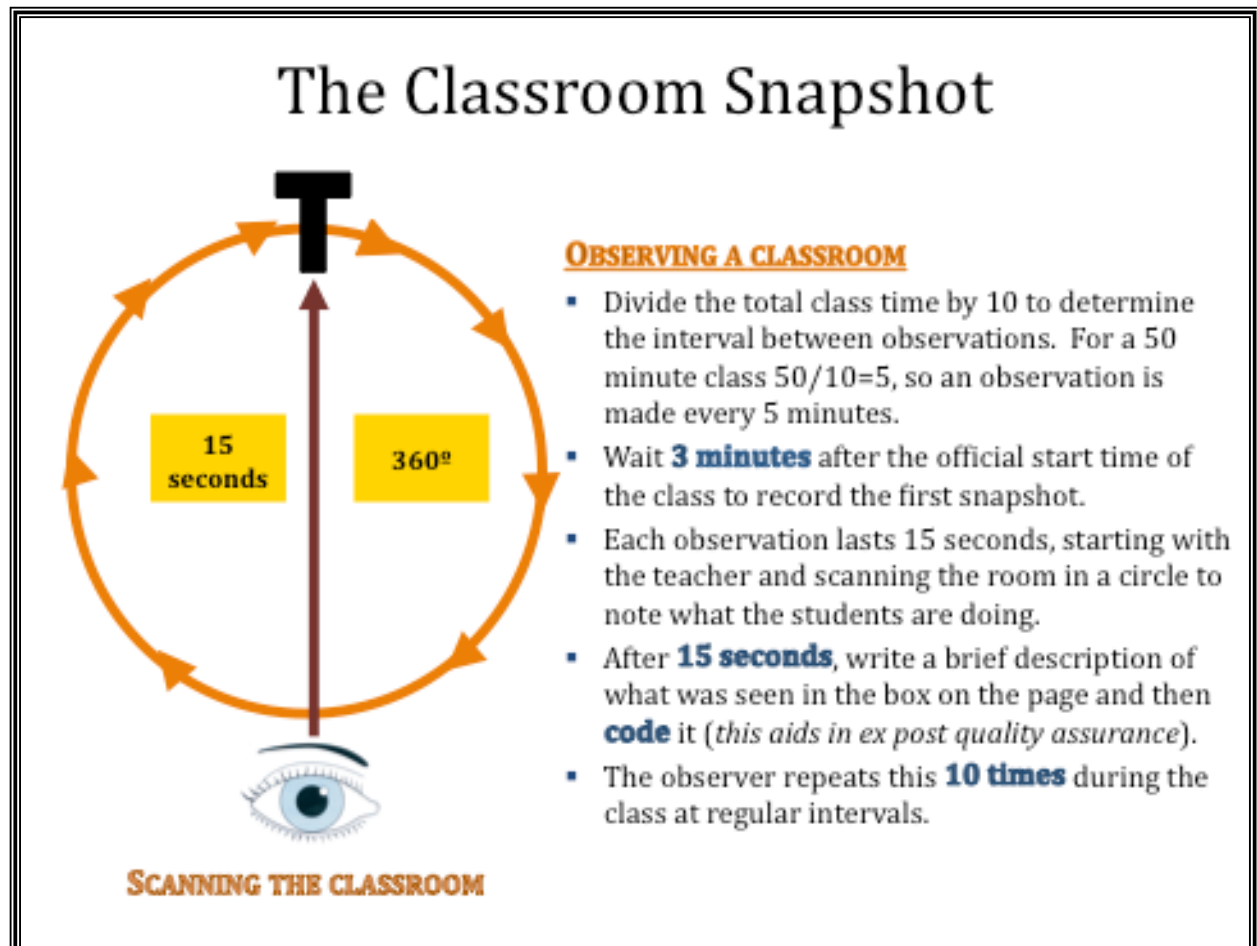
To minimize coding errors, first write some brief notes in the space at the bottom of the Coding Sheet documenting what you saw the teachers and students doing in the class at the moment of the observation. You will then have several minutes – until the time of the next observation – to think carefully about how to code what you observed. You should carry a copy of this User Guide with you so that you can refer to it in cases of doubt.

Continue to document your observations at the designated intervals for a total of **10 snapshots**. (Note: the interval between the final snapshot and the end of the class will be shorter than the other intervals.)

RECORDING A SNAPSHOT

1. At the exact time of the observation, locate the teacher, and then scan the classroom going clockwise around the room. Remember to begin your scan by locating the teacher.

FIGURE 4: RECORDING A SNAPSHOT

The Classroom Snapshot

OBSERVING A CLASSROOM

- Divide the total class time by 10 to determine the interval between observations. For a 50 minute class 50/10=5, so an observation is made every 5 minutes.
- Wait **3 minutes** after the official start time of the class to record the first snapshot.
- Each observation lasts 15 seconds, starting with the teacher and scanning the room in a circle to note what the students are doing.
- After **15 seconds**, write a brief description of what was seen in the box on the page and then **code** it (*this aids in ex post quality assurance*).
- The observer repeats this **10 times** during the class at regular intervals.

2. If the teacher is in the classroom:

   a. What activity is she/he involved in? Find the corresponding activity row.

   b. Which material is being used? Find the corresponding material column.

   c. What size group of students is the teacher working with? Or, is the teacher doing something separately from the students?

3. Continue scanning the room in a clockwise direction, observing the activities and materials of all students until you have scanned the entire classroom.

4. Write your observation notes in the box at the bottom of the coding sheet.

   a. Indicate which activity the teacher was involved in, material(s) being used, and the size of the student group with whom the teacher is clearly involved.

   b. For any students not involved with the teacher, record their activity, material and group size. Typically, there will be some students involved in activities other than the one the teacher is leading. There may be multiple small or large groups of

students involved in distinct activities, such as texting, doing homework, reading, chatting with other students, looking out the window, sleeping, etc.

5. Code the snapshot based on your observation notes.

    a. Find the T line and circle the activity, materials, and the student group with whom the teacher is involved. By doing this you have coded the teacher and those students involved in the activity with the teacher.

    b. If there were students involved in activities that did not include the teacher, circle the corresponding activity/material/group size on the I line. Repeat this process until all students are coded with their corresponding activities and materials.

6. Make sure that you code only what happened at the moment of the observation. If during the 10-15 second observation, the teacher changes activities, **code only what you observed the teacher doing at the beginning of the snapshot.** Remember that the first step is to locate the teacher, and the first seconds of the observation focus on what the teacher is doing at that instant.

7. Quickly review your snapshot grid to ensure the teacher is coded for only one activity, (**there should only ever be one T circled on the page**), and that your circles are clearly marked.

8. If you observe any unusual behavior or activities, please include this in your observation notes.

9. Do not record any more observations until the time of the next snapshot.

OBSERVER BEHAVIOR

- Upon arrival at the school, the observer should contact the school principal and give a brief explanation of the study (goals and methodology). Be sure to emphasize that the observations will not be used in any way to evaluate individual teachers' performance, and there are no consequences for any teachers who are observed. Neither teachers' names nor any other identifying characteristics will be noted. The research aims to identify effective teaching practices that can be shared across classrooms and schools. It is not intended to judge teachers and schools.

- When entering a classroom (prior to the scheduled class time), introduce yourself quickly to the teacher and briefly inform them that this observation is part of a study and not an evaluation/monitoring of teacher performance. The teacher will not be identified in the study.

- Enter the classroom early, come prepared with all the observation materials, and finish any conversation with the teacher before the official class starting time.

- Sit at the back of the classroom or at a point where you can have a good view of the entire class without disturbing the students. Allow three minutes to pass after the bell rings (or the official start time of the class) and record the first snapshot.

- Make sure that when you code, you circle the appropriate letter. Make your markings dark and visible and check your coding grid for errors when finished observing.

- Exit the class quietly after your 10 snapshots are completed and the class period has ended. Proceed immediately to the next classroom you are to observe.

Section 3: Classroom Materials

There are six Materials categories that can be coded in the classroom snapshot. The material used by the teacher during an activity always has priority over the materials used by the students that participate in the same activity with the teacher. In other words, when a group of students participate in an activity with the teacher, only code the material the teacher is using.

1. **No Material**: No material of any kind is being used in the classroom at that moment.

2. **Textbook**: This category refers to any printed materials that students do not write in directly, for example: textbooks, anthologies and periodicals, photocopies, magazines or newspapers.

3. **Notebook**: This refers to materials that students work with or write in, such as notebooks, workbooks, worksheets, journals, slates, or blank sheets of paper that are used to work problems, write answers, or write essays and stories. It also includes pens, pencils, crayons, erasers, etc.

4. **Blackboard**: Blackboard, chalkboard, or whiteboard.

5. **Learning Aides**: These are visual aids or manipulatives that accompany instruction and enhance student understanding. Learning aids include maps, charts, photos, posters, flipcharts and slides as well as any manipulatives, such as materials used in experiments, rulers, compasses, currency, calculators, blocks, flash cards, sticks, musical instruments or human bodies.

6. **ICT**: This category includes any electronic learning aides such as radios, televisions, videos, computers, laptops, tablets, projectors, and digital whiteboards.

7. **Cooperative**: While not precisely a material, this category is included in the "Materials" heading and is used when students work together on a common task in small or large groups to **produce a common product**. Cooperative work necessitates an exchange of ideas between at least two (2) people; just because students are working in groups does not make the activity cooperative. The cooperative category has the priority over all other materials. So, if students are using notebooks, science equipment or laptops while working cooperatively, this should be coded as *cooperative*, and not under *notebooks*, *learning aides* or *ICT*.

Section 4: Classroom Activities

There are thirteen Activities that can be coded on the classroom snapshot grid. Each is described in this section.

Note: Activities 1-6 (above the grey bar) represent academic instruction.

Activity 1: Reading Aloud

The teacher or one or more students are reading aloud. One or more students are reading from a textbook, the blackboard, their own writing, or reproduced material. The teacher or student may also read aloud while the rest of the class follows along in their own texts. When Reading Aloud is taking place, do not automatically code this as E (Entire Class Reading Aloud). Rather, observe how many children are actually Reading Aloud versus Uninvolved.

Coding guide:

- Even if one person reads at a time, all students who are involved (i.e., following the reading in their books, paying attention to the student reading, listening actively and not engaged in parallel activities) are coded as engaged in the reading activity (with the teacher).

- This activity is usually coded on the T line. It can be coded on the I line using the 1, S, L, if the teacher is not involved in the reading activity and the children are reading aloud to each other.

- Reading in unison is also coded as reading aloud. In this case, after coding the activity, mark the box that says *check if choral reading*.

Example:

1. The entire class is reading sentences from the blackboard. The teacher reads a sentence aloud from the blackboard and all the students read aloud in unison while the teacher points to the words on the blackboard.

Coding: Locate the teacher first. She/he is reading with the students. Since the entire class is involved in the reading aloud activity, choose Activity 1 – Reading Aloud. On the T line of this activity, choose the appropriate material being used, in this case blackboard. Since the entire class is involved, circle E on the T line under the blackboard column. Since the class is reading in unison, check or mark the box that says choral reading.

FIGURE 5: READING ALOUD CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
ACTIVITY		NO MATERIAL	TEXTBOOK	NOTEBOOK	BLACK BOARD	LEARNING AIDES	ICT	COOPERATIVE
1. READING ALOUD	T	1 S L E	1 S L E	1 S L E	1 S L (E)	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L
		CHECK IF CHORAL READING ✗						

Activity 2: Demonstration/Lecture

The teacher, a radio, television or some form of media is informing, explaining or demonstrating academic content to a student(s). Generally, this category is used when the teacher is introducing new academic content to the students (i.e. the activity is teacher-led), although a student presenting to the class would also fall into this category.

Coding guide:

- Code this activity if a teacher models a procedure or shows student(s) how to do something (a science experiment, math problem, use of materials, how to sound out a word, etc.).

- Code this category if the student(s) are learning a new song.

- If the teacher is not present in the class and if a student is conducting the class or playing the role of the teacher, code on the I line.

- When a student presents to the class or a group of students, also code the activity under this category.

- Code the activity here if the teacher is reviewing material that was taught in a previous class.

Example:

2. The teacher is explaining a history lesson to a class of 40 students. She is using a map to point to regions as she describes them. The entire class is listening to her explanation.

Coding: Locate the teacher. She is lecturing to the entire class. Therefore, the activity you choose is Activity 2 – Demonstration/Lecture. On the T line, find the appropriate material. Since she is using a map as a learning aide, choose *Learning Aides*. Mark E in this column, since the entire class is involved.

FIGURE 6: DEMONSTRATION/LECTURE CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
ACTIVITY		NO MATERIAL	TEXTBOOK	NOTEBOOK	BLACK BOARD	LEARNING AIDES	ICT	COOPERATIVE
2. DEMONSTRATION /LECTURE	T	1 S L E	1 S L E	1 S L E	1 S L E	1 S L (E)	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L

Activity 3: Discussion/Debate/Questions and Answers

The students and/or teacher interact in an academic discussion i.e. a verbal exchange of ideas or opinions, or a discussion about something academic such as the assignment given by the teacher.

Coding guide:

- Questions can come from either the students or the teacher. Take note in the Comments section to indicate who initiated the question, when possible.

- Code here activities that involve questions and discussion between students and/or the teacher. If the teacher is asking students questions on material that was just taught, code the activity here.

- Code the activity here if the students and/or the teacher are discussing class work or the activity assigned by the teacher.

- This may be coded in the *Cooperative* column if a group is discussing an assignment.

Example:

3. Six groups of five students are working on a group assignment to create a map of countries in Latin America. Each group is exchanging ideas of what to include, but the product will be one map per group. The teacher is explaining a problem to one student in another corner of the room; they seem to be using the student's notebook.

Coding: Locate the teacher. She is with one student. She is discussing the math problem with her or asking her questions about the problem. So the activity observed is Activity 3, Discussion/Debate/Questions & Answers. Code 1 under the *Notebook* column since they are using the student's notebook. As you move clockwise around the room, you see six groups of 4-5 students discussing their homework. Mark L on the I line in the *Cooperative* column.

FIGURE 7: DISCUSSION/DEBATE/Q&A CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
ACTIVITY		**NO MATERIAL**	**TEXTBOOK**	**NOTEBOOK**	**BLACK BOARD**	**LEARNING AIDES**	**ICT**	**COOPERATIVE**
3. DISCUSSION/DEBATE/ QUESTIONS & ANSWERS	**T**	1 S L E	1 S L E	① S L E	1 S L E	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S Ⓛ

Activity 4: Practice & Drill

Activities that are undertaken with the objective of memorizing material such as math facts, multiplication tables, vocabulary definitions, spelling words, or verb conjugations are coded in this row. These are usually activities that involve repetition with the goal of memorizing information.

Coding guide:

- If the teacher is leading the practice and drill exercise, code the activity on the T line.

- Code the activity on the I line if two or more students are practicing addition facts, spellings words, the alphabet, or any rote learning activity without the teacher's involvement.

- If students are singing a song they know or have been taught already, code it here.

- Pay close attention to whether the students are repeating or reading. If the students are repeating after the teacher, code this as *Practice & Drill*; if they are reading along with the teacher, code it as *Reading Aloud*.

Example:

4. The teacher is in the front of the class and she is pointing to the blackboard. She is reading the multiplication table for 2s aloud and asking the class to repeat the table multiple times. The entire class repeats after her.

Coding: Locate the teacher. She is in front of the class leading a practice & drill exercise. The entire class is repeating the tables from the blackboard. Under the activity column, choose Activity 4 – Practice & Drill. Record *Blackboard* as the material and code E.

FIGURE 8: PRACTICE & DRILL CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
ACTIVITY		NO MATERIAL	TEXTBOOK	NOTEBOOK	BLACK BOARD	LEARNING AIDES	ICT	COOPERATIVE
4. PRACTICE & DRILL	T	1 S L E	1 S L E	1 S L E	1 S L (E)	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L

Activity 5: Assignment/Class Work

One or more students are writing papers, solving math problems, completing an assignment in their notebooks or are involved in any other classroom work in their seats, at the board or around the room. Silent reading is also coded as class work.

Coding guide:

- Code here if students are completing assignments given to them by the teacher during class.
- Code using the *Blackboard* as a material if the teacher has asked a student to solve a problem on the board.
- Code this activity in the T line if the teacher is actively monitoring the class work or assignment.
- If a student is doing work for another class instead of participating in the current class, or if students are reading a comic book when they should be doing an assignment, code them as *Uninvolved*.
- If students are taking a written test, it should be coded here. Please note in the Comments section when a test is being given.
- Code here if it is an activity that has the students using their bodies to imitate the physical actions of the teacher (i.e., raising and lowering their arms) Choose *Learning Aides/Manipulatives* as the material since the students are using their bodies.

Example:

5. The teacher is watching a student solve a problem on the board. The other students are all observing the student who is working at the blackboard.

Coding: Locate the teacher. He is monitoring the student solving the problem on the board. The entire class is silently watching. Under the activity column, choose Activity 5 - Assignment/Class Work. Select *Blackboard* as the material since the student is working a problem on the board, and code E on the T line since the teacher and students are all engaged in the same activity.

FIGURE 9: ASSIGNMENT/CLASS WORK CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT							
		MATERIAL					
ACTIVITY		NO MATERIAL	TEXTBOOK	NOTEBOOK	BLACK BOARD	LEARNING AIDES	ICT	COOPERATIVE
5. ASSIGNMENT/ CLASS WORK	T	1 S L E	1 S L E	1 S L E	1 S L (E)	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L

Activity 6: Copying

When students are copying from the blackboard, a textbook, or other material, it is coded in this category. The primary purpose of this activity is to transfer the text from the board (or textbook, etc.) verbatim to the students' paper or notebooks.

Coding guide:

- Always code the material used by the teacher to teach the lesson. For example, if the teacher is writing a text on the blackboard while the students are copying in their notebooks, code the *Blackboard* as the material being used, and not notebooks.

- If the teacher has finished writing the text on the board and is monitoring the students as they copy it into their notebooks, code *Notebooks/writing materials* as the material since that is what is being actively used.

- When the teacher is dictating a passage and the student are copying down what they hear, code the students and the teacher in the activity of Copying. Code the material that the teacher is using for the dictation. If the teacher is dictating from memory, choose the students' material as the material to code. Take note in the Comments section that it is a dictation activity.

- When the teacher is monitoring the student(s) copying, code the teacher and student(s) on the T line.

- When the teacher is writing <u>non-lesson related content such as instructions on the blackboard</u>, (and not interacting with students) and the students are copying at their seats, code the teacher in the *Classroom Management Alone* activity and code students in the *Copying* activity. Use the copying category only if the teacher is writing lesson-related material on the board.

- If students have finished copying the material and in the moment of the observation are interacting with the material to learn or practice concepts (work math problems, conjugate verbs), then code this in Activity 5 - Assignment/Class Work. If part of the class continues to copy, code these students under Copying.

Example:

6. The teacher monitors the students as they copy a text from the blackboard into their notebooks.

Coding: Locate the teacher. She is monitoring the class as students copy into their notebooks. Therefore, choose Activity 6 – Copying, and since the whole class is copying into their notebooks, choose E on the T line with *Notebook* as the material.

FIGURE 10: COPYING CODING EXAMPLE

ACTIVITY		MATERIAL						
		NO MATERIAL	TEXTBOOK	NOTEBOOK	BLACK BOARD	LEARNING AIDES	ICT	COOPERATIVE
6. COPYING	T	1 S L E	1 S L E	1 S L (E)	1 S L E	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L

> *Note: Activities 7-13 (below the grey bar) represent non-academic activities.*
> - *Activities 9, 10, and 11 are related to classroom management; as this is a necessary part of the schooling process, they are still considered time-on-task, although they are not instructional.*
> - *Activities 7, 8, and 9 are considered off-task behaviors for students.*
> - *Activities 7, 12, and 13 are considered off-task behaviors for teachers.*

Activity 7: Social Interaction

Both verbal and non-verbal interactions are included in this category; what is essential is that there is a non-academic interaction between at least two people. For example, two or more students are talking or laughing about non-academic activities, or the teacher is socially interacting with students.

Coding guide:

- Code here if students are passing notes, whispering, moving around the class, shouting, or in any other way disrupting the class. This category could include physical interaction – pushing, shoving, hugging, etc. – between students, as well as verbal.

- If the teacher is engaged in social interaction with students, mark this on the T line.

Example:

7. The teacher is giving a lecture on verbs and writing on the chalkboard. The majority of the students are listening at their seats. Eight of the students in the back of the room are talking to each other and laughing.

Coding: Locate the teacher. He is giving a lecture on verbs and writing on the chalkboard. The majority of the class is listening to his lecture. Choose Activity 2 – Demonstration/Lecture. Select the *Blackboard* as the material, since the teacher is writing on the board, and code L on the T line, since most students are listening. Eight students are talking and laughing together, so choose Activity 8 – Social Interaction. Code L on the I line since a large group of students (six or more) is interacting socially.

FIGURE 11: SOCIAL INTERACTION CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
ACTIVITY		**NO MATERIAL**	**TEXTBOOK**	**NOTEBOOK**	**BLACK BOARD**	**LEARNING AIDES**	**ICT**	**COOPERATIVE**
2. DEMONSTRATION /LECTURE	**T**	1 S L E	1 S L E	1 S L E	1 S Ⓛ E	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L
7. SOCIAL INTERACTION	**T**	1 S L E						
	I	1 S Ⓛ						

Activity 8: Student(s) Uninvolved

This category is coded when one or more students are not involved in instructional activities. For example, if a student is staring out the window, resting his/her head on the desk, or sleeping, this would be coded as Student(s) Uninvolved.

Coding guide:

- If the teacher has not specified an instructional activity, and all of the children are waiting, then code the students on the I line of *Students Uninvolved.* Code here students who are waiting to take an exam or waiting for instructions.

- Code students who are walking in and out of the class for reasons that are unclear as *Uninvolved*.

Example:

8. The teacher is leading the class in a recitation. He says a few words and then asks the class to repeat. The students listen to the teacher's words and repeat after him. Three students walk into the classroom late during the activity.

Coding: Locate the teacher. He is leading a recitation with the class. The class is repeating after the teacher. Choose Activity 4 – Practice & Drill. Select *No Materials*, since there are no materials being used. Code L on the T line to represent the large group of students involved in the practice & drill activity. Three students entered the class during the lesson; code these students in Activity 8 – Student(s) Uninvolved. Code S on the I line to represent the small group of students that are not involved in the classroom activity.

FIGURE 12: STUDENTS UNINVOLVED CODING EXAMPLE

		NO MATERIAL	TEXTBOOK	NOTEBOOK	BLACK BOARD	LEARNING AIDES	ICT	COOPERATIVE
CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
ACTIVITY								
4. PRACTICE & DRILL	T	1 S (L) E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S L	1 S L	1 S L	1 S L	S L
8. STUDENT(S) UNINVOLVED	I	(S) L						

Activity 9: Discipline

One or more students are being reprimanded for their behavior or are being sent out of the room for disciplinary reasons.

Coding guide :

- This category may include corporal punishment.

- Code the activity here if the teacher is disciplining the students in relation to academic or non-academic events. For example, if the teacher says to the students, "Stop talking and start your work"; "I don't want to see any students throwing paper"; "You must come to class on time, not late" then code those students reprimanded by the teacher, or listening to the teacher under *Discipline*.

Example:

9. The teacher is reprimanding the entire class for not learning their French homework. The students are all sitting sullenly with their heads bowed in shame.

Coding: Locate the teacher. He is reprimanding the class. Choose Activity 9 – Discipline, and code E on the T line since the whole class is being disciplined.

FIGURE 13: DISCIPLINE CODING EXAMPLE

		**CLASSROOM OBSERVATION SNAPSHOT**
		**MATERIAL**
ACTIVITY		**NO MATERIAL**	**TEXTBOOK**	**NOTEBOOK**	**BLACK BOARD**	**LEARNING AIDES**	**ICT**	**COOPERATIVE**
9. DISCIPLINE	**T**	1 S L (E)						

Activity 10: Classroom Management

Teachers and/or students are involved in classroom management: passing out papers, cleaning the board, transitioning between activities, putting away materials, preparing to leave, or walking from one class to another.

Coding guide:

- If the teacher is calling attendance, code this as classroom management.

- If students are helping the teacher to pass out papers or clean the blackboard, use this category.

- If students are performing classroom management activities without the teacher's involvement, code this under the I line in Classroom Management.

- If the teacher is performing duties related to the class alone, such as grading, or cleaning the blackboard, and the students are not involved, code Activity 11 – Classroom Management Alone.

Example:

10. The teacher is distributing papers to a few students and asking them to pass out the papers to the other students. The students are helping to pass the papers.

Coding: Locate the teacher. She is distributing papers. Choose T on Activity 11 – Classroom Management line. Since all the students are involved with the teacher, mark E as shown below.

FIGURE 14: CLASSROOM MANAGEMENT CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
			MATERIAL					
10. CLASSROOM MANAGEMENT	**T**	1 S L (E)						
	I	1 S L						

Activity 11: Classroom Management Alone

The teacher alone is involved in classroom management: sorting through or passing out papers, changing activities, putting away materials, looking through a book for the next assignment, preparing to leave, etc.

Coding guide:

- If the teacher writes the date and lesson title on the board while the students sit and wait, code the teacher as *Classroom Management Alone* and the students as *Uninvolved*.

- If students are performing classroom management activities without the teacher's involvement, code this under the I line in Activity 10 *Classroom Management*. Activity 11 is only used for coding when the teacher is involved in classroom management **without** the students.

Example:

11. The teacher is putting away the class textbooks in the cabinet. The students are all chatting amongst themselves.

Coding: Locate the teacher. She is putting away the manuals in the cabinet by herself. Choose Activity 12 – Classroom Management Alone and code the T line. The rest of the students are talking amongst themselves. Select Activity 7 – Social Interaction and code L on the I line.

FIGURE 15: CLASSROOM MANAGEMENT ALONE CODING EXAMPLE

Activity 12: Teacher Social Interaction or Teacher Uninvolved

The teacher and another person (parents/visitor/community members/another teacher) are interacting. Also code the activity here if the teacher is **in** the classroom but not involved in any academic activity.

Coding guide:

- Code here to indicate that the teacher is not working with the students.

- If the teacher is looking out the window, using his/her cell phone, or reading from their own book, code the teacher under this category.

Example:

12. The teacher is talking with the school secretary about the upcoming marriage of their mutual friend. The students are all copying the day's lesson from the blackboard in their notebooks.

Coding: Locate the teacher. He is chatting with the secretary about a subject not related to the class. Choose Activity 12 – Teacher Social Interaction or Teacher Uninvolved, and code the T line. The students are all copying the lesson into their notebooks. Select Activity 6 – Copying, and code L on the I line with *Notebook* as the material.

FIGURE 16: TEACHER SOCIAL INTERACTION CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT							
	MATERIAL						
ACTIVITY		**NO MATERIAL**	**TEXTBOOK**	**NOTEBOOK**	**BLACK BOARD**	**LEARNING AIDES /MANIPULATIVES**	**ICT**	**COOPERATIVE**
6. COPYING	**T**	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	1 S L E	S L E
	I	1 S L	1 S L	1 S (L)	1 S L	1 S L	1 S L	S L
12. TEACHER SOCIAL INTERACTION OR TEACHER UNINVOLVED				(T)			

Activity 13: Teacher out of the Room

Select this category if the teacher is not present in the room when you are taking the snapshot

Coding guide :

- Circle T to indicate that the teacher is out of the room.

Example:

13. The teacher left the room to go get some chalk. The students are all chatting amongst themselves.

Coding: Locate the teacher. She is outside of the classroom. Choose Activity 13 - Teacher Out of the Room and code the T. The students are all talking amongst themselves. Select Activity 7 – Social Interaction, and code L on the I line.

FIGURE 17: TEACHER OUT OF THE ROOM CODING EXAMPLE

CLASSROOM OBSERVATION SNAPSHOT								
		MATERIAL						
7. SOCIAL INTERACTION	**T**	1 S L E						
	I	1 S (L) E						
13. TEACHER OUT OF THE ROOM				(T)				

Section 5: Calculations

Activities are grouped into four categories: a) Learning Activities, b) Classroom Management, c) Teacher Off-Task, and d) Student Off-Task.

a) Learning Activities:

1. Reading Aloud

2. Demonstration/Lecture

3. Discussion/Debate/Q&A

4. Practice & Drill

5. Assignment/Class Work

6. Copying

b) Classroom Management:

9. Discipline

10. Classroom Management

11. Classroom Management Alone

c) Teacher Off-Task:

7. Social Interaction

12. Teacher Social Interaction or Teacher Uninvolved

13. Teacher out of the Room

d) Student Off-Task:

7. Social Interaction

8. Student(s) Uninvolved

9. Discipline

Section 6: Coding Practice Example

1. The teacher gives directions to a group of 5 pupils. Twenty pupils are idle, and three play with their chairs.

2. A group of four students is solving a math problem on the blackboard. The teacher is watching them. The rest of the class (15 students) is solving the same problem on their slates.

3. All students are singing an "alphabet song". The teacher is singing with them

4. In a science class, the teacher is using a large picture chart to talk about snakes. The entire is class listening to the teacher except two students who appear to be looking out the window.

5. The teacher is at her desk and appears to be grading papers. Students are sitting in groups of 4-5. There are 5 groups in all. Two groups are working on an assignment at their desks; the other three groups are talking and laughing.

6. In a class of twenty students, almost everyone is repeating verb conjugations from the blackboard as the teacher points to the writing. One student is staring at you, the observer.

7. The teacher is in front of the class and is giving instructions to students on what to do next. All the students are listening to her.

8. Class has begun, (according to the time in the class schedule), but the teacher is nowhere in sight. 4 students are sleeping on their benches; 10-15 students are running around the class.

9. The teacher is writing at the chalkboard. The students are writing the assignment in their notebooks.

10. The teacher is listening to one student, who is standing, read from the blackboard. The other 20 students are listening to the student as well.

11. The teacher is writing on the blackboard. 15 pupils copy in the exercise book and five students are not copying because they do not seem to have a pencil.

12. The teacher is explaining to the students the political system of Brazil. He is using a big poster that shows the pictures of different government officials. The majority of the students (12) are listening to him. Three students are looking at comic books and four others are talking amongst themselves.

13. The teacher is writing a math lesson on the blackboard. Eight students are playing cards in one corner. Thirty students are waiting for her to finish writing the lesson.

14. The students are writing an essay in their notebooks. The teacher is reprimanding two students who are not doing their work. One student enters the class late.

15. The teacher is asking a question and pointing to a student to give an answer. The student is standing and responding to the question. The rest of the class is listening.

16. In the back of the class, the teacher is speaking with a school administrator about a party. Twenty-six students are reading silently. Two students are looking out the window and 11 students are talking or laughing amongst themselves.

17. The teacher and the school director are talking about the exam. Most of the students are reading in their seats. Three students have finished their work and are erasing the blackboard.

18. The teacher is helping 7 students do their assignment on a piece of paper. Ten students are writing with pen and paper at their seats.

19. The teacher is explaining a math problem. She is using little stones to demonstrate how to do addition. All the students are watching her.

20. The teacher is using bottles and water to show how a water filter works. All the students are listening except two who are talking to each other.

21. The teacher has a map in his hand and is explaining to the students what they need to do to complete the task of filling in the map.

22. The teacher was called to the director's office and is not in the classroom. The students are watching a video on the history of Chile.

Modules 4B, 4C and 4D

While completing the "Classroom Observation" snapshot and before leaving the room, answer the questions in **Modules 4B** to **4D**. Complete these sections based on your own observations, except where there are specific instructions to ask students or the teacher the questions.

Several questions in **Section 4D** has the options *"Yes, observed = 1"* and *"Yes, not observed = 2"*. If the respondent is able to show you the document requested, select *"Yes, observed = 1"*. If the respondent answers *"Yes"* to one of these questions, but is not able to show you the document, simply select *"Yes, not observed = 2"* and move on to the next question

Module 4B: Classroom Environment

Questions 3 – 5a: Ask the students to hold up their textbooks, pencils, and exercise books to respond to these questions <u>after the lesson has ended</u>.

Question 9, *"Does the classroom have a working electricity connection (e.g. electric light)?"* – If there are light fixtures in the room and they are not on, then before leaving the room ask the teacher if you can turn on the light switch to test if the lights are working. If there are no light fixtures, look for outlets in the room and test them by plugging in a mobile phone or other electrical device before leaving the room. If you don't see any lights or other electrical source, ask the teacher if there is any working electricity or electrical source in the classroom.

Question 15, *"Does the blackboard have sufficient contrast for reading what is written on the board?"* – This question is designed to assess the quality of the blackboard and specifically, if it is dark enough for chalk writing to be readable. To answer this question, copy the text on the card printout in **Annex B** on the board <u>at the end of the lesson</u> (write the same text and in the same size). Go to the back of the classroom and answer "Yes" if you can read the text easily; otherwise, answer "No".

Question 16 – 17, *"Is there sufficient light for reading text from the FRONT/BACK of the classroom?"* – These questions are designed to measure whether the classroom has sufficient light to read text on the blackboard from the front and the back of the classroom. To answer this question, place the printout in **Annex B** on the board. Attempt to read it from the back and front of the classroom and answer "Yes" if you can read the text easily, otherwise, answer "No".

Module 4C: Teaching

Questions 4a-b, 8a-b, 9a-b, 11a-b, and 2: These questions require keeping track of how many times you observe certain activities happening in the classroom. Use the auxiliary page (*Module 4C Auxiliary Page: Counting Questions during Classroom Observation*) to help with recording answers for these questions.

Questions 9a and 9b, *"How many male/female students did the teacher call by name?"* – Count ONLY ONCE each male or female student's name that is called out, regardless of the number of times a particular student may be repeatedly called on. This method of counting will emphasize the number of different students the teacher knows by name and involves in the lesson in some way.

Question 12, *Did the teacher ask questions that required learners to recall information?* What is meant is whether students were being asked to recall information from memory.

Question 13, *Did the teacher ask learners to carry out a task that demonstrated their understanding of what they had learned during the lesson?* This question asks if whether after a lesson is taught you observed the teacher providing opportunities for students demonstrate their understanding through classwork.

Question 19, *Did the teacher introduce the lesson at the start of the class?* This question asks whether the teacher announced what students would be covering before the teacher began the teaching of the lesson.

Question 20, *Did the teacher summarize the lesson at the end of the class?* This question asks whether the teacher summarized some final points about the lesson before students were dismissed.

Question 20a, *"What was taught in the lesson (e.g. single digit division, spelling, reading, etc.)?"* – This is an open-ended question. Give a short answer of only a few words that will describe as clearly as possible what was taught during the lesson you observed.

Module 4D: Questions for Teacher

Question 4, What is meant by *"curriculum"* is a curriculum based plan that is used throughout the term, or year to define the content and flow of the teaching course. It typically maps out how resources, activities and assessments will be used over a series of lessons to ensure that the learning aims and objectives of the course are met successfully.

Question 5, *"Do you have a lesson plan for this lesson?"* – A lesson plan is a teacher's detailed description or outline of the contents, activities and learning objectives of one lesson.

Question 5c,

- Collaboration with colleagues refers to whether a teacher works with peer teachers on his/her lesson plan before teaching it. This can include formal or informal (planned or unplanned) work with colleagues.

- Grade level team meetings is a form of collaboration with colleagues but typically refers to regular weekly or periodic, formal meetings planned by the administration or school leadership to support collegial interactions.

- Provide the layout refers to main points, materials and activities for students to engage, but does not detail much in the way of specifics.

Question 11, It is important to **not read** the options aloud to the teacher. Simply listen to the teacher's response.

- o **Teacher-centered response**: If the teacher says, "I'm not sure I was trained well. Or I have had a lot of training and was the top of my class." Then this sort of a response is considered Teacher-centered.

- o **Student-centered response:** For instance, if the teacher responds by saying that "The students are lazy." Or "The students work very hard and take their education very seriously." This sort of a response is Student-centered.

o **School-centered response:** If the teacher responds by saying, "The teachers in this school really work well together, and we make sure each other's kids are learning." Or if the teacher responds by saying, "I have no support from my principal to improve my teaching." These are considered School-centered responses.

o **Family/Community-centered response:** Finally, if a teacher says something like "The students at this school are very hard workers because they come from the best families." This is seen as a Family/Community-centered factor. If the teacher says, "There is a lot of displacement in the community and if I teach one student one day I may not teach them the next." Then this is also a Family/Community-centered factor.

Guidelines for Video Recording Lesson Observation in Afghanistan

Video tapes of classroom teaching can be used to better inform professional development for teachers that is aligned to teachers' actual practices.

Arrival at the school

Arrive at the classroom at least 30 minutes before the scheduled videotaping. Late arrival can create difficulties in the preparations for the filming. The teacher will have a set time for his or her lesson and the set-up should not alter the lesson time.

First meet with school officials. You should never go directly to the teacher's classroom. Always go to the main office first and meet with the principal or the person who has been assigned as your official contact person.

Once in the Classroom

*   When you are in a classroom attend to three things: 1) the teacher, 2) the students, and 3) the tasks. These are the three things we want you to document, but with a primary focus on the teacher.
*   Because we want to see each lesson in its entirety, all videotaping will be done in real time. The camera will be turned on at the beginning of the class and not turned off until the lesson is over. *The tapes will not be edited, but viewed from beginning to end in real time. This means that you must attend to what is being captured on the tape at all times. Nothing will be deleted.*
*   Try to position the video cameras with the windows at your back, and the entrance door at the side across from tripod and camera.
*   Close windows, doors, and blinds as needed to adjust the light and reduce noise. *Make sure the teacher doesn't mind before you do any of this.*
*   Start videotaping a few minutes before the lesson begins.

Recommended Video Camera Specs

SONY
HDR-CX405
9.2 Megapixels still image recording, 60x Clear Image Zoom, 26.8mm Wide Angle Lens, 50 MBPS High Bitrate, MP4 Dual Video Recording.

Placement of the Camera

It is not possible, due to varying classroom configurations, to define a single best position for the camera. However, other video studies have found that placing the camera along the side, 1/3 to 1/2 way back, works best in most classrooms.

The camera should be placed so that it can easily tape the main chalkboard or audiovisual device, the teacher, and some of the students in a single master shot. The students are seen from behind, and the camera will most likely have to zoom in to frame the front of the room.

You want to avoid having students sitting directly in front of the camera because they will block your view. If you find a very good position but a student is in your way, you might want to consider asking the teacher if it is OK to ask the student to move.

The film needs to provide a holistic picture of what is happening in the classroom between a teacher and all of the students in that classroom, not just a particular set of students for an extended period of time.

Keep the shot mainly on the teacher but tape students' activity from time to time to understand what task they are working on. Avoid moving the camera to capture brief events.

Example of Camera Placement
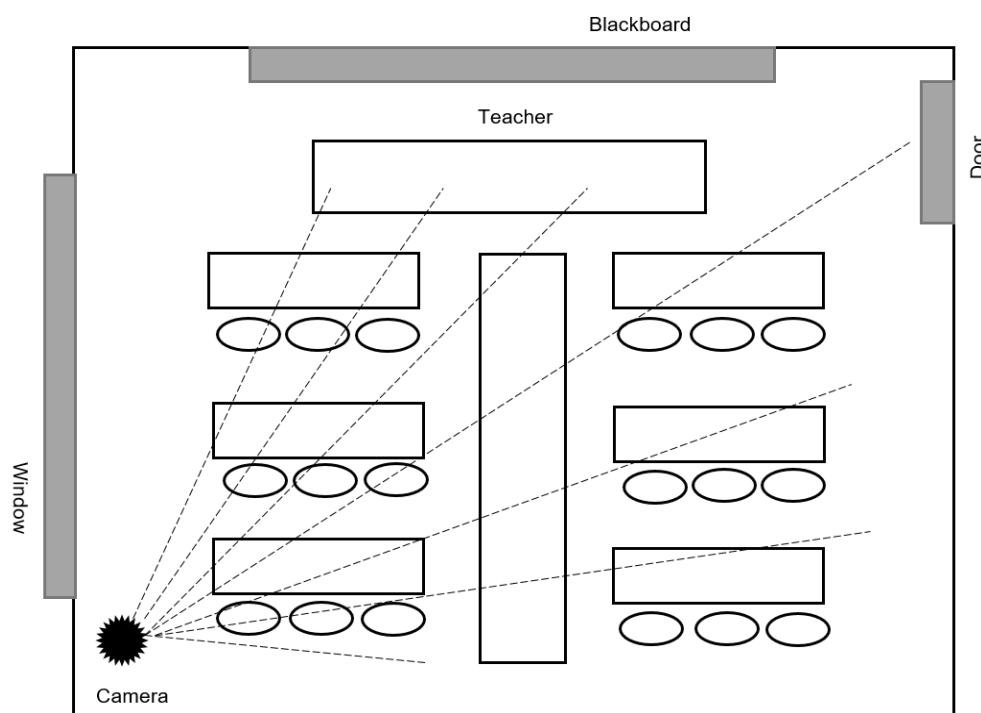
Document the Teacher

During the lesson, teachers engage in a variety of activities. For example, they explain concepts and procedures, pose problems, assign tasks, ask questions, write information on the chalkboard, walk around the classroom and assist individual students, etc.

Because the main goal of this study is teaching practices, it is necessary that we thoroughly and carefully document the teacher's activities and behaviors during the lesson.

Make sure that you capture what the teacher is doing, what he/she is saying, and what information he/she is presenting to the class. However, when students and teacher are working independently it is important to capture how students are actually doing the assigned tasks.

5.9   Module 5: Assessment of Grade 4 Students

The assessment will be administered to Grade 4 students as a test, after the classroom observation session. The assessment should be given to all students in a quiet space.

Protocol for interviewing Children and Young People

- According to ESOMAR guidelines for "Interviewing Children and young people" when a survey is being carried out within a "protected environment" - i.e. a location such as a school or leisure center where some person in authority has overall responsibility for the protection of the child - then the permission of the relevant adult overseeing that location (such as a teacher) must be obtained before conducting any interview. (ESOMAR is the world organization for enabling better research into markets).

Material and seating arrangement

- You should give out student booklets to students randomly, such that no two students that are sitting next to each other, have the same (Language or math) assessment.
- The language assessment should be administered according to the **language of instruction** for that school or province.
- Ask the student to write his/her full name on their booklet and fill in the "*basic information*". Remember to collect the booklet at the end of the assessment.
- Read directions for each question in Section "**Letter, Number and Word recognition**" and ask students to mark/circle the right answer.
- Give the students **30 minutes** to complete the **Math** assessment and **30 minutes** to complete the **Language** assessment.
- The teacher should not be in the room. Make sure each student has a pencil, and extra paper for doing math problems and an eraser.
- Verify that the correct SCHOOL CODE is shown at the beginning of the module.

Logistics for the assessment

- Before you begin the assessment, explain to the student what is about to happen. Below is an introduction that you should use verbatim for each student:

"HELLO MY NAME IS _____. I'M HERE TO FIND OUT ABOUT THE THINGS YOU ARE LEARNING AT SCHOOL, SO THANK YOU VERY MUCH FOR HELPING ME WITH THAT. FIRST I WILL ASK YOU SOME QUESTIONS TO GET SOME INFORMATION ABOUT YOU. THEN, I'LL READ YOU SOME QUESTIONS AND ASK YOU TO WRITE IT ON YOUR BOOKLET. CAN WE BEGIN?"

- Record the time at the beginning and end of each part of assessment (**Language and Math**).
- The questions in **Language and Math** are all **multiple choice**. When the assessment started, ask the students to **Mark/Circle** the correct answer.

Enumerator Conduct

- **The main thing to bear in mind is that taking the assessment should be a positive experience for the student.** To ensure that this is the case, you should speak in a calm and friendly manner and give lots of praise.
- **You should give your full attention when administering the assessment to ensure the students understand the directions and are feeling at ease.**

Timing of the Assessment/ Unanswered Questions

- We have allocated approximately **30 minutes** for each part of student's assessment. If the 30 minutes has ended, but it is clear that the student is still working out an answer, do not stop them from completing their work, The child should be allowed to finish the work he or she is doing. Let them know when 5 minutes is left to end of assessment.

- However, there will be some children who will find the assessment extremely difficult and will not manage to attempt all the questions in the allocated time. The questions are ordered from easiest to hardest. So if you realize that a child is struggling and takes a very long time on each question, wrap up the assessment in a nice manner.

5.10   Module 6: Teachers Assessment

The Teacher Assessment will be administered to: **(i) all the Language and Mathematics teachers who are currently teaching Grade 4, Grade 5 and Grade 6**; and **(ii) all the teachers who taught Language and Mathematics in Grade 3 the previous year**. (This may include part-time teachers, if they meet these criteria.)

- Use **Directions For Administering Module 6: Teacher Assessment** document (see **Annex I**) to assist you in administering this module.

- The teacher assessment is administered en masse. The best time to administer the teacher assessment is during the school lunch break.
  NOTE: *If the school runs in shifts, you must remember to assess the teachers during the break between shifts. Therefore, it is very important to remind the Principal to ensure that these teachers remain after the shift has ended so they can be assessed.*

- **Preparation of material and seating arrangement:** You should assess the teachers in a room that comfortably seats around 30 people (i.e., a designated class room or the school hall). Teachers should sit at least two arms' lengths apart.

- Make sure every teacher has a pen or pencil and an eraser (rubber) on their desk.

- **Sample Questions**: There are sample questions which must be given to the teachers to help them understand the structure of the assessment. Spend about 10-15 minutes going over the sample questions with the teachers before asking them to read the instructions and to start the assessment.
  NOTE: *Do not time the teachers as they work on the sample questions. Only begin timing the assessment after the teachers have read the instructions and you have told them to start the actual assessment.*

- You need to prepare some of the information on the assessment booklet before handing them out, such as the <u>School Code</u>, <u>Teacher Code</u> and <u>Teacher Name</u>. Read out the teachers' names one by one. They should raise their hands when they are called. Give them an assessment booklet, reminding them not to begin until they are directed to do so.

Logistics for the assessment:

- Teachers have **1 hour and 35 minutes (up to 2 hours)** to complete the assessment. Inform the teachers of the time allotted for each part as shown here:

  o **Part A: Teacher Background Information (15 Minutes)**
    - Enumerators fill the Cover Sheet and Teacher Code in Q6, and ask the teachers to answer (*Circle/mark)* information about themselves.
  - This part is given to all the teachers being assessed.

  o **Part B: Language Assessment (30 minutes)**
    - Task 1: Assessing students' literacy
  - This part is given to teachers who teach *"Language (Dari/Pashtu)"* subject

  o **Part C: Math Assessment (30 minutes)**
    - Task 2: Assessing students' numeracy
  - This part is given to teachers who teach *"Math"* subject

  o **Part D (35 minutes)**
    - Task 3: Preparing to teach
    - Task 4: Assessing differences in students' abilities
    - Task 5: Evaluating the learning achievements and progress of students

  o **Part E (20 minutes)**
    - Fill in some questions

- The Teacher Assessment should be administered in several parts. First pass out the **Part A** assessment booklet. After time has expired, collect **Part A**. At this point, pass out **Part B** assessment booklet to *"Language"* teachers and **Part C** to *"Math"* teachers. After time has expired, collect **Part B** and **Part C** and pass out **Part D**. After time has expired, collect **Part D.**

- Select 5-7 teachers randomly and ask them complete **Part E**. After time has expired, collect **Part E.**

- Teachers who teach **Grade 3** are supposed to do both **Math** and **Language** subject assessments. Please ask them to stay longer and complete either part that they haven't completed in Part B & C timeframe.

Instructions for the assessment:

o Inform the teachers that they must not speak to each other or refer to any materials to complete the assessment.

o Ask the teachers to read the instructions that are on the assessment paper. Re-emphasize the underlined instructions to the teachers.

o Before the start of the assessment, the teachers should provide their personal information in **Module 6A**. Remind them that the assessment will be confidential and that they will not be identified in the data as individuals.

- **Question 12**, "*What subject do you normally teach?*" – If a teacher normally teaches more than one subject, please indicate the appropriate code.

- You should explain that there are five tasks in the assessment. The first two tasks require the teachers to correct a student paper and to provide the correct answers where necessary. The remaining three tasks will assess teaching skills that are relevant to everyday classroom activities.

- Check that teachers have all the necessary materials and ask if anyone has questions before they turn over the assessment paper. Once this is done, instruct the teachers to open the assessment and start. Teachers are not allowed to talk during the assessment or to use calculators or cell phones (which could also have a calculator).

- Record the beginning and ending times of the assessment on the blackboard.

- **After the first assessment (30 minutes), collect the scripts for PART B & C and distribute PART D. Instruct the teachers to wait for your command to begin PART D.**

- While the teachers are completing the assessment, fill out the **Cover Page** titled "Module 6: Teacher Assessment" and note the number of teachers assessed.

- Provide clarifications to teachers when needed if they do not understand what they have to do. Do not provide the teachers with the responses.

- **NOTE:** 1) **Module 6** will be marked by experienced teacher trainers at a later time. Because of this, you must ensure that the assessments are collected from each teacher, clearly labeled with the teacher's identifying information, and kept in a safe place for easy retrieval!
2) If any teacher who is required to take **Module 6** is absent, the assessment must be given to the teacher(s) during the unannounced Second Visit. **These plans to give the teacher assessment at a later date should NOT be revealed to the Principal.**

End of the first school visit
- Thank the Principal for cooperating with the SABER Service Delivery Survey.

List of Annexes

Annex A. Team Codes

TEAM	Team Code	Team Leader /supervisor	Team Leader Code
	1		01
	2		02
	3		03
	4		04
	5		05
	6		06
	7		07
	8		08
	9		09
	10		10
	11		11
	12		12
	13		13
	14		14

The interviewers are then coded within each team. For instance, for the team with the code 2, agents' codes are respectively 22, 23, 24, and 25.

ENUMARATORS' CODES	CODES
Team 1	00
	01
	02
Team 2	10
	11
	12
Team 3, etc.	20
	21

Annex B. Province and District Codes

Province	Province Eng	Province_Code	District	District_eng	District_Code	PrDs_code
بدخشان	Badakhshan	01	ارغنج خواه	Arghang Khwah	01	0101
بدخشان	Badakhshan	01	ارگو	Argo	02	0102
بدخشان	Badakhshan	01	درواز بالا	Darwaz i Bala	03	0103
بدخشان	Badakhshan	01	درائم	Drayem	04	0104
بدخشان	Badakhshan	01	فیض آباد	Faiz Abad	05	0105
بدخشان	Badakhshan	01	جرم	Jurm	06	0106
بدخشان	Badakhshan	01	خاش	Khash	07	0107
بدخشان	Badakhshan	01	خواهان	Khawahan	08	0108
بدخشان	Badakhshan	01	کران و منجان	Kiran wa Munjan	09	0109
بدخشان	Badakhshan	01	کشم	Kishm	10	0110
بدخشان	Badakhshan	01	کوف آب	Kof Ab	11	0111
بدخشان	Badakhshan	01	کوهستان	Kohistan	12	0112
بدخشان	Badakhshan	01	نسي	Nasi	13	0113
بدخشان	Badakhshan	01	راغستان	Raghistan	14	0114
بدخشان	Badakhshan	01	شهربزرگ	Shahr i Buzurg	15	0115
بدخشان	Badakhshan	01	شکي	Sheki	16	0116
بدخشان	Badakhshan	01	شغنان	Shighnan	17	0117
بدخشان	Badakhshan	01	شهدا(زردیو و سر غیلان)	Shuhada (ZarDew Sarghilan)	18	0118
بدخشان	Badakhshan	01	تشکان	Tashkan	19	0119
بدخشان	Badakhshan	01	واخان	Wakhan	20	0120
بدخشان	Badakhshan	01	وردوج	Wardoj	21	0121
بدخشان	Badakhshan	01	یفتل (بالا پایان)	Yaftal (Bala wa Payan)	22	0122
بدخشان	Badakhshan	01	یمگان (گیروان)	Yamgan (Girwan)	23	0123
بدخشان	Badakhshan	01	یاوان	Yawan	24	0124
بدخشان	Badakhshan	01	زیباک	Zebak	25	0125

بادغیس	Badghis	02	آب کمری	Ab Kamari	01	0201
بادغیس	Badghis	02	جوند	Jawand	02	0202
بادغیس	Badghis	02	مقر	Muqur	03	0203
بادغیس	Badghis	02	مرغاب	Murghab	04	0204
بادغیس	Badghis	02	قادس	Qadis	05	0205
بادغیس	Badghis	02	قلعه نو	Qala i Now	06	0206
بغلان	Baghlan	03	اندراب	Andarab	01	0301
بغلان	Baghlan	03	بغلان جدید	Baghalan i Jadid	02	0302
بغلان	Baghlan	03	بورکه	Booraka	03	0303
بغلان	Baghlan	03	دهنه غوري	Dahana i Ghori	04	0304
بغلان	Baghlan	03	ده صلاح	Deh Salah	05	0305
بغلان	Baghlan	03	دوشی	Doshi	06	0306
بغلان	Baghlan	03	فرنگ	Fereng	07	0307
بغلان	Baghlan	03	گذر گاه نور	Guzargah i Noor	08	0308
بغلان	Baghlan	03	خنجان	Khinjan	09	0309
بغلان	Baghlan	03	خوست	Khost	10	0310
بغلان	Baghlan	03	خواجه هجران (جلگه نهرین)	Khwaja Hijran (Jalga Nahrin)	11	0311
بغلان	Baghlan	03	نهرین	Nahreen	12	0312
بغلان	Baghlan	03	پل حصار	Pul i Hisar	13	0313
بغلان	Baghlan	03	پلخمري	Puli Khomri	14	0314
بغلان	Baghlan	03	تاله و برفک	Tala wa Barfak	15	0315
بلخ	Balkh	04	البرز	Alburz	01	0401
بلخ	Balkh	04	بلخ	Balkh	02	0402
بلخ	Balkh	04	چاهي	Chahi	03	0403
بلخ	Balkh	04	چمتال	Chamtal	04	0404
بلخ	Balkh	04	چاربولک	Char Boolak	05	0405
بلخ	Balkh	04	چارکنت	Char Kent	06	0406
بلخ	Balkh	04	دولت آباد	Dawlat Abad	07	0407
بلخ	Balkh	04	دهدادي	Deh Dadi	08	0408

بلخ	Balkh	04	حيرتان	Hayratan	09	0409
بلخ	Balkh	04	كلدار	Kaldar	10	0410
بلخ	Balkh	04	خلم	Khulm	11	0411
بلخ	Balkh	04	كشنده	Kishindeh	12	0412
بلخ	Balkh	04	مارمل	Marmul	13	0413
بلخ	Balkh	04	مزار شريف	Mazar Sharif	14	0414
بلخ	Balkh	04	نهرشاهي	Nahri Shahi	15	0415
بلخ	Balkh	04	شولگره	Sholgara	16	0416
بلخ	Balkh	04	شورتپه	Shor Teepa	17	0417
بلخ	Balkh	04	زارع	Zari	18	0418
باميان	Bamyan	05	باميان	Bamyan	01	0501
باميان	Bamyan	05	كهمرد	Kahmard	02	0502
باميان	Bamyan	05	پنجاب	Panjab	03	0503
باميان	Bamyan	05	سيغان	Saighan	04	0504
باميان	Bamyan	05	شيبر	Shebar	05	0505
باميان	Bamyan	05	ورس	Waras	06	0506
باميان	Bamyan	05	يكاولنگ	Yakawlang	07	0507
دايكندي	Daikundi	06	خدير	Khadeer	01	0601
دايكندي	Daikundi	06	كجران	Kijran	02	0602
دايكندي	Daikundi	06	كيتي	Kiti	03	0603
دايكندي	Daikundi	06	ميرامور	Miramoor	04	0604
دايكندي	Daikundi	06	نيلي	Nili	05	0605
دايكندي	Daikundi	06	سنگ تخت	Sang i Takht	06	0606
دايكندي	Daikundi	06	شهرستان	Shahristan	07	0607
دايكندي	Daikundi	06	اشترلي	Ushturlai	08	0608
فراه	Farah	07	اناردره	Anar Dara	01	0701
فراه	Farah	07	بكواه	Bakwa	02	0702
فراه	Farah	07	بالا بلوک	Bala Buluk	03	0703
فراه	Farah	07	فراه	Farah	04	0704

فراه	Farah	07	گلستان	Gulistan	05	0705
فراه	Farah	07	خاک سفید	Khak i Safid	06	0706
فراه	Farah	07	لاش جوین	Lash Jowayn	07	0707
فراه	Farah	07	پرچمن	Purchaman	08	0708
فراه	Farah	07	پشترود	Pusht i Road	09	0709
فراه	Farah	07	پشت کوه (قلعه کاه)	Pusht koh (Qala i Kah)	10	0710
فراه	Farah	07	شیب کوه (قلعه کاه)	Shib Koh (Qala i Kah)	11	0711
فاریاب	Faryab	08	المار	Almar	01	0801
فاریاب	Faryab	08	اندخوي	And Khoy	02	0802
فاریاب	Faryab	08	بلچراغ	Belcheragh	03	0803
فاریاب	Faryab	09	دولت آباد	Dawlat Abad	04	0804
فاریاب	Faryab	08	گرزیوان	Garzeewan	05	0805
فاریاب	Faryab	08	غورماچ	Ghormach	06	0806
فاریاب	Faryab	08	خان چارباغ	Khan Charbagh	07	0807
فاریاب	Faryab	08	خواجه سبز پوش	Khwaja Sabz Posh	08	0808
فاریاب	Faryab	08	کوهستان	Kohistan	09	0809
فاریاب	Faryab	08	میمنه	Maimana	10	0810
فاریاب	Faryab	08	پشتون کوت	Pashtun Kot	11	0811
فاریاب	Faryab	08	قیصار	Qaisar	12	0812
فاریاب	Faryab	08	قرمقول	Qaramqol	13	0813
فاریاب	Faryab	08	قرغان	Qarghan	14	0814
فاریاب	Faryab	08	شیرین تگاب	Shirin Tagab	15	0815
غزني	Ghazni	09	آب بند	Ab Band	01	0901
غزني	Ghazni	09	اجرستان	Ajristan	02	0902
غزني	Ghazni	09	اندر	Andar	03	0903
غزني	Ghazni	09	ده یک	Deh Yak	04	0904
غزني	Ghazni	09	غزني	Ghazni	05	0905
غزني	Ghazni	09	گیلان	Gilan	06	0906
غزني	Ghazni	09	گیرو	Giro	07	0907

غزني	Ghazni	09	جغتو	Jaghato	08	0908
غزني	Ghazni	09	جاغوري	Jaghori	09	0909
غزني	Ghazni	09	خواجه عمري	Khawaja Umari	10	0910
غزني	Ghazni	09	خوگياني (ولی محمد شهید)	Khogyani(Wali Mohammad Shahid)	11	0911
غزني	Ghazni	09	مالستان	Malistan	12	0912
غزني	Ghazni	09	مقر	Muqur	13	0913
غزني	Ghazni	09	ناهور	Nahor	14	0914
غزني	Ghazni	09	ناوه	Nawa	15	0915
غزني	Ghazni	09	قره باغ	Qara Bagh	16	0916
غزني	Ghazni	09	رشیدان	Rashidan	17	0917
غزني	Ghazni	09	واغظ	Waghaz	18	0918
غزني	Ghazni	09	زنه خان	Zana Khan	19	0919
غور	Ghor	10	چارسده	Charsada	01	1001
غور	Ghor	10	چغچران	Cheghcheran	02	1002
غور	Ghor	10	دولتیار	Dawlatyaar	03	1003
غور	Ghor	10	دولینه	Dolina	04	1004
غور	Ghor	10	لعل و سرجنگل	Lal o Sar Jangal	05	1005
غور	Ghor	10	پسابند	Pasaband	06	1006
غور	Ghor	10	ساغر	Saghar	07	1007
غور	Ghor	10	شهرک	Shahrak	08	1008
غور	Ghor	10	تیوره	Teywara	09	1009
غور	Ghor	10	تولک	Tulak	10	1010
هلمند	Hilmand	11	بغني	Baghni	01	1101
هلمند	Hilmand	11	باغران	Baghran	02	1102
هلمند	Hilmand	11	دیشو(خانشین)	Disho (Khanshin)	03	1103
هلمند	Hilmand	11	گرمسیر (هزار جفت)	Garmseer (Hazar Juft)	04	1104
هلمند	Hilmand	11	گرشگ (نهر سراج)	Girishk (Nahr i Saraj)	05	1105
هلمند	Hilmand	11	کجکي	Kajaki	06	1106
هلمند	Hilmand	11	لشکر گاه	Lashkargah	07	1107

هلمند	Hilmand	11	مارجه	Marja	08	1108
هلمند	Hilmand	11	موسي قلعه	Musa Qala	09	1109
هلمند	Hilmand	11	نادعلي	Nad Ali	10	1110
هلمند	Hilmand	11	ناوه بارکزايي	Nawa Barakzayee	11	1111
هلمند	Hilmand	11	نوزاد	Nawzad	12	1112
هلمند	Hilmand	11	سنگين	Sangeen	13	1113
هلمند	Hilmand	11	واشير	Washir	14	1114
هرات	Hirat	12	ادرسکن	Adreskan	01	1201
هرات	Hirat	12	چشت شريف	Chesht i Sharif	02	1202
هرات	Hirat	12	فرسي	Farsi	03	1203
هرات	Hirat	12	غوريان	Ghoreyan	04	1204
هرات	Hirat	12	گلران	Gulran	05	1205
هرات	Hirat	12	گذره	Guzara	06	1206
هرات	Hirat	12	هرات	Hirat	07	1207
هرات	Hirat	12	انجيل	Injil	08	1208
هرات	Hirat	12	کهسان	Kuhsan	09	1209
هرات	Hirat	12	کرخ	Kurkh	10	1210
هرات	Hirat	12	کشک (رباط سنگي)	Kushk (Rubatak i Sangi)	11	1211
هرات	Hirat	12	کشک کهنه	Kushk i Kuhna	12	1212
هرات	Hirat	12	اوبه	Oba	13	1213
هرات	Hirat	12	پشتون زرغون	Pashtoon Zarghoon	14	1214
هرات	Hirat	12	شيندند	Shindand	15	1215
هرات	Hirat	12	زنده جان	Zenda Jan	16	1216
جوزجان	Jawzjan	13	آقچه	Aaqcha	01	1301
جوزجان	Jawzjan	13	درزآب	Darz Ab	02	1302
جوزجان	Jawzjan	13	فيض آباد	Faiz Abad	03	1303
جوزجان	Jawzjan	13	خمياب	Khamyab	04	1304
جوزجان	Jawzjan	13	خانقاه	Khaniqa	05	1305
جوزجان	Jawzjan	13	خواجه دوکوه	Khawaja Do Koh	06	1306

جوزجان	Jawzjan	13	مردیان	Mardeyan	07	1307
جوزجان	Jawzjan	13	منکچک وفراري	Mengajik wa Ferari	08	1308
جوزجان	Jawzjan	13	قرقین	Qarqeen	09	1309
جوزجان	Jawzjan	13	قوش تپیه	Qush Tipa	10	1310
جوزجان	Jawzjan	13	شبرغان	Shibirghan	11	1311
شهر کابل	Kabul City	14	کابل ناحیه 1	Nahia 1	01	1401
شهر کابل	Kabul City	14	کابل ناحیه 2	Nahia 2	02	1402
شهر کابل	Kabul City	14	کابل ناحیه 3	Nahia 3	03	1403
شهر کابل	Kabul City	14	کابل ناحیه 4	Nahia 4	04	1404
شهر کابل	Kabul City	14	کابل ناحیه 5	Nahia 5	05	1405
شهر کابل	Kabul City	14	کابل ناحیه 6	Nahia 6	06	1406
شهر کابل	Kabul City	14	کابل ناحیه 7	Nahia 7	07	1407
شهر کابل	Kabul City	14	کابل ناحیه 8	Nahia 8	08	1408
شهر کابل	Kabul City	14	کابل ناحیه 9	Nahia 9	09	1409
شهر کابل	Kabul City	14	کابل ناحیه 10	Nahia 10	10	1410
شهر کابل	Kabul City	14	کابل ناحیه 11	Nahia 11	11	1411
شهر کابل	Kabul City	14	کابل ناحیه 12	Nahia 12	12	1412
شهر کابل	Kabul City	14	کابل ناحیه 13	Nahia 13	13	1413
شهر کابل	Kabul City	14	کابل ناحیه 15	Nahia 15	15	1415
شهر کابل	Kabul City	14	کابل ناحیه 16	Nahia 16	16	1416
شهر کابل	Kabul City	14	کابل ناحیه 17	Nahia 17	17	1417
ولایت کابل	Kabul Province	15	بگرامي	Bagrami	01	1501
ولایت کابل	Kabul Province	15	چهارآسیاب	Char Asyab	02	1502
ولایت کابل	Kabul Province	15	ده سبز	Deh Sabz	03	1503
ولایت کابل	Kabul Province	15	فرزه	Farza	04	1504
ولایت کابل	Kabul Province	15	گلدره	Guldara	05	1505
ولایت کابل	Kabul Province	15	استالف	Istalif	06	1506
ولایت کابل	Kabul Province	15	کلکان	Kalakan	07	1507
ولایت کابل	Kabul Province	15	خاک جبار	Khak Jabbar	08	1508

ولايت كابل	Kabul Province	15	مير بچه كوت	Mir Bacha Kot	09	1509
ولايت كابل	Kabul Province	15	موسهي	Mosahi	10	1510
ولايت كابل	Kabul Province	15	پغمان	Paghman	11	1511
ولايت كابل	Kabul Province	15	قره باغ	Qara Bagh	12	1512
ولايت كابل	Kabul Province	15	شكردره	Sharkar Dara	13	1513
ولايت كابل	Kabul Province	15	سروبي	Sorobi	14	1514
كندهار	Kandahar	16	ارغنداب	Arghandab	01	1601
كندهار	Kandahar	16	ارغستان	Arghistan	02	1602
كندهار	Kandahar	16	دامان	Daman	03	1603
كندهار	Kandahar	16	دند (شورابك)	Dand (Shorabak)	04	1604
كندهار	Kandahar	16	غورك	Ghorak	05	1605
كندهار	Kandahar	16	كندهار	Kandahar	06	1606
كندهار	Kandahar	16	خاكريز	Khakreez	07	1607
كندهار	Kandahar	16	ميوند	Maiwand	08	1608
كندهار	Kandahar	16	معروف	Maroof	09	1609
كندهار	Kandahar	16	ميان نشين	Meyan Nishin	10	1610
كندهار	Kandahar	16	نيش	Nish	11	1611
كندهار	Kandahar	16	پنجوائي	Panjwayee	12	1612
كندهار	Kandahar	16	ريگستان	Reegistan	13	1613
كندهار	Kandahar	16	شاه ولي كوت	Shah Wali Kot	14	1614
كندهار	Kandahar	16	سپين بولدك	Speen Boldak	15	1615
كندهار	Kandahar	16	تخته پل (ريگ)	Takhta Pul (Reg)	16	1616
كندهار	Kandahar	16	ژري	Zeray	17	1617
كاپيسا	Kapisa	17	اله ساي	Ala Saay	01	1701
كاپيسا	Kapisa	17	حصه اول كوهستان	Hisa i Awal i Kohistan	02	1702
كاپيسا	Kapisa	17	حصه دوم كوهستان	Hisa i Dowom i Kohistan	03	1703
كاپيسا	Kapisa	17	كوه بند	Koh Band	04	1704
كاپيسا	Kapisa	17	محمود راقي	Mahmood Raqi	05	1705
كاپيسا	Kapisa	17	نجراب	Nijrab	06	1706

کاپیسا	Kapisa	17	تگاب	Tagab	07	1707
خوست	Khost	18	باک	Bak	01	1801
خوست	Khost	18	شمل (دوه منډه)	Dowa Manda (Shamal)	02	1802
خوست	Khost	18	گربز	Gurbuz	03	1803
خوست	Khost	18	اسمعیل خیل مندوزایی	Ismail Khail Mandozayee	04	1804
خوست	Khost	18	ځاځي میدان	Jaji Maidan	05	1805
خوست	Khost	18	متون (خوست)	Matoon (Khost)	06	1806
خوست	Khost	18	موسی خیل	Musa Khail	07	1807
خوست	Khost	18	نادر شاه کوټ	Nadir Shah Kot	08	1808
خوست	Khost	18	قلندر	Qalandar	09	1809
خوست	Khost	18	صبري	Sabri	10	1810
خوست	Khost	18	سپیره	Sepera	11	1811
خوست	Khost	18	تڼي (دره گي)	Tanai (Daragi)	12	1812
خوست	Khost	18	تیرزائي	Terzayee	13	1813
کنر	Kunar	19	اسعد آباد	Asad Abad	01	1901
کنر	Kunar	19	اسمار (برکنړ)	Asmar (Bar Kunar)	02	1902
کنر	Kunar	19	چپه دره	Chapa Dara	03	1903
کنر	Kunar	19	دانگام	Dangam	04	1904
کنر	Kunar	19	درۀ پیچ	Dara i Paich	05	1905
کنر	Kunar	19	غازي آباد	Ghazi Abad	06	1906
کنر	Kunar	19	خاص کنړ	Khas Kunar	07	1907
کنر	Kunar	19	مروره	Marawara	08	1908
کنر	Kunar	19	نرنگ	Narang	09	1909
کنر	Kunar	19	ناري	Nari	10	1910
کنر	Kunar	19	نورگل	Noor Gul	11	1911
کنر	Kunar	19	سرکاني	Sar Kani	12	1912
کنر	Kunar	19	څوکي	Sawkai	13	1913
کنر	Kunar	19	شیگل شلتن	Sheegal Sheltan	14	1914
کنر	Kunar	19	وته پور	Wata Purta	15	1915

كندوز	Kunduz	20	علي آباد	Ali Abad	01	2001
كندوز	Kunduz	20	چهاردره	Chahar Dara	02	2002
كندوز	Kunduz	20	دشت ارچی	Dasht Archi	03	2003
كندوز	Kunduz	20	امام صاحب	Imam Sahib	04	2004
كندوز	Kunduz	20	خان اباد	Khan Abad	05	2005
كندوز	Kunduz	20	كندز	Kunduz	06	2006
كندوز	Kunduz	20	قلعه زال	Qala i Zal	07	2007
لغمان	Laghman	21	علينگار	Alinigar	01	2101
لغمان	Laghman	21	علیشنگ	Alishing	02	2102
لغمان	Laghman	21	بادپښ	Badpakh	03	2103
لغمان	Laghman	21	دولت شاه	Dawlat Shah	04	2104
لغمان	Laghman	21	مهترلام	Mehtarlam Baba	05	2105
لغمان	Laghman	21	قرغه يي	Qarghayee	06	2106
لوگر	Logar	22	ازره	Azra	01	2201
لوگر	Logar	22	بره كي برك	Baraki Barak	02	2202
لوگر	Logar	22	چرخ	Charkh	03	2203
لوگر	Logar	22	خروار	Kharwar	04	2204
لوگر	Logar	22	خوشي	Khoshi	05	2205
لوگر	Logar	22	محمد آغه	Mohammad Agha	06	2206
لوگر	Logar	22	پل علم (كلنگار)	Pul i Alam (Kulangar)	07	2207
ننگرهار	Nangarhar	23	اچين	Achin	01	2301
ننگرهار	Nangarhar	23	بتي كوت	Bati Kot	02	2302
ننگرهار	Nangarhar	23	بهسود	Behsud	03	2303
ننگرهار	Nangarhar	23	چپرهار	Chaparhar	04	2304
ننگرهار	Nangarhar	23	دره نور	Dara i Noor	05	2305
ننگرهار	Nangarhar	23	ده بالا(هسكه مينه)	Deh Bala (Haska Mina)	06	2306
ننگرهار	Nangarhar	23	دور بابا	Door Baba	07	2307
ننگرهار	Nangarhar	23	گوشته	Goshta	08	2308
ننگرهار	Nangarhar	23	حصارك	Hisarak	09	2309

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ننگرهار	Nangarhar	23	جلال آباد	Jalalabad	10	2310
ننگرهار	Nangarhar	23	کامه	Kama	11	2311
ننگرهار	Nangarhar	23	خوگیاني	Khogyani	12	2312
ننگرهار	Nangarhar	23	کوټ	Kot	13	2313
ننگرهار	Nangarhar	23	کوزکنړ (خیوه)	Koz Kunar (Khiwa)	14	2314
ننگرهار	Nangarhar	23	لعل پور	Lal Pur	15	2315
ننگرهار	Nangarhar	23	مهمند دره	Mohmand Dara	16	2316
ننگرهار	Nangarhar	23	نازیان	Naziyan	17	2317
ننگرهار	Nangarhar	23	پچیر و اګام	Pachir wa Agam	18	2318
ننگرهار	Nangarhar	23	رودات	Rudat	19	2319
ننگرهار	Nangarhar	23	شینوار (غني خیل)	Shinwar (Ghani Khail)	20	2320
ننگرهار	Nangarhar	23	شیرازد	Shirzad	21	2321
ننگرهار	Nangarhar	23	سرخرود	Surkhrud	22	2322
نیمروز	Nimroz	24	چخانسور	Chakhansur	01	2401
نیمروز	Nimroz	24	چاربرجک	Char Burjak	02	2402
نیمروز	Nimroz	24	دلارام	Dilaram	03	2403
نیمروز	Nimroz	24	خاشرود	Khashroad	04	2404
نیمروز	Nimroz	24	کنگ	Kung	05	2405
نیمروز	Nimroz	24	زرنج	Zaranj	06	2406
نورستان	Nuristan	25	برگمتال	Barg i Matal	01	2501
نورستان	Nuristan	25	دوآب	Doo Ab	02	2502
نورستان	Nuristan	25	کامدیش	Kamdeesh	03	2503
نورستان	Nuristan	25	مندول	Mandool	04	2504
نورستان	Nuristan	25	نورگرام (یاننگراج)	Noor Geram (Yaningiraj)	05	2505
نورستان	Nuristan	25	نورستان (پارون)	Noristan (Paroon)	06	2506
نورستان	Nuristan	25	واما	Wama	07	2507
نورستان	Nuristan	25	وایگل	Waygal	08	2508
پکتیا	Paktia	26	دند پټان	Dand Pattan	01	2601
پکتیا	Paktia	26	گردیز	Gardeez	02	2602

پکتیا	Paktia	26	گرده خیري	Gerda Serai	03	2603
پکتیا	Paktia	26	ځاځي (آریوب)	Jaji (Aryob)	04	2604
پکتیا	Paktia	26	جاني خیل (منگل)	Jani Khail (Mangal)	05	2605
پکتیا	Paktia	26	لجه احمد خیل	Laja Ahmad Khail	06	2606
پکتیا	Paktia	26	لجه منگل	Laja wa Mangal	07	2607
پکتیا	Paktia	26	رود احمد آبا	Road Ahmad Abad	08	2608
پکتیا	Paktia	26	څمکني	Samkani	09	2609
پکتیا	Paktia	26	سید کرم	Sayed Karam	10	2610
پکتیا	Paktia	26	شواک	Shawak	11	2611
پکتیا	Paktia	26	وزی ځدران	Wazi Zadran	12	2612
پکتیا	Paktia	26	زرمت	Zurmat	13	2613
پکتیکا	Paktika	27	برمل	Barmal	01	2701
پکتیکا	Paktika	27	ډیله	Della	02	2702
پکتیکا	Paktika	27	گیان	Geyan	03	2703
پکتیکا	Paktika	27	گومل	Gomal	04	2704
پکتیکا	Paktika	27	جاني خیل	Jani Khail	05	2705
پکتیکا	Paktika	27	خیرکوت (زرغون شهر)	Khair Kot (Zarghon Shahr)	06	2706
پکتیکا	Paktika	27	متاخان	Matta Khan	07	2707
پکتیکا	Paktika	27	نیکه	Neka	08	2708
پکتیکا	Paktika	27	سرروضه	Sar Rowza	09	2709
پکتیکا	Paktika	27	شرن	Sharan	10	2710
پکتیکا	Paktika	27	سروبي	Surubi	11	2711
پکتیکا	Paktika	27	تروي	Terway	12	2712
پکتیکا	Paktika	27	اومنه	Umna	13	2713
پکتیکا	Paktika	27	ارگون	Urugun	14	2714
پکتیکا	Paktika	27	یوسف خیل	Usuf Khail	15	2715
پکتیکا	Paktika	27	ورممی	Wormami	16	2716
پکتیکا	Paktika	27	یحي خیل	Yahya Khail	17	2717
پکتیکا	Paktika	27	زیروک	Zerok	18	2718

پنجشیر	Panjshir	28	آبشار	Abshar	01	2801
پنجشیر	Panjshir	28	بازارک	Bazarak	02	2802
پنجشیر	Panjshir	28	دره	Dara	03	2803
پنجشیر	Panjshir	28	حصه اول (خینج)	Hisa i Awali (Khinj)	04	2804
پنجشیر	Panjshir	28	پریان	Paryan	05	2805
پنجشیر	Panjshir	28	رخه	Rukha	06	2806
پنجشیر	Panjshir	28	شتل	Shutul	07	2807
پنجشیر	Panjshir	28	عنابه	Unaba	08	2808
پروان	Parwan	29	بگرام	Bagram	01	2901
پروان	Parwan	29	چاریکار	Charikar	02	2902
پروان	Parwan	29	غوربند	Ghorband	03	2903
پروان	Parwan	29	جبل السراج	Jabal u Saraj	04	2904
پروان	Parwan	29	کوه صافي	Koh i Safi	05	2905
پروان	Parwan	29	سا لنگ	Salang	06	2906
پروان	Parwan	29	سید خیل	Sayed Khail	07	2907
پروان	Parwan	29	شیخ علي	Shikh Ali	08	2908
پروان	Parwan	29	شینواري	Shinwari	09	2909
پروان	Parwan	29	سُرخ پارسا	Surkh Parsa	10	2910
سمنگان	Samangan	30	آیبک	Aybak	01	3001
سمنگان	Samangan	30	دره صوف بالا	Dara i Suf Bala	02	3002
سمنگان	Samangan	30	دره صوف پائین	Dara i Suf i Payan	03	3003
سمنگان	Samangan	30	فیروز نخچیر	Feeroz Nakhcheer	04	3004
سمنگان	Samangan	30	حضرت سلطان	Hazrat Sultan	05	3005
سمنگان	Samangan	30	خرم سارباغ	Khuram wa Sarbagh	06	3006
سمنگان	Samangan	30	روي دوآب	Roy do Ab	07	3007
سرپل	Sar i Pul	31	بلخاب	Balkhab	01	3101
سرپل	Sar i Pul	31	گوسفندي	Gosfandi	02	3102
سرپل	Sar i Pul	31	کوهستانات	Kohistanat	03	3103
سرپل	Sar i Pul	31	سنچارک	Sang Charak	04	3104

سرپل	Sar i Pul	31	سرپل	Sar i Pul	05	3105
سرپل	Sar i Pul	31	صیاد	Sayaad	06	3106
سرپل	Sar i Pul	31	سوزمه قلعه	Sozma Qala	07	3107
تخار	Takhar	32	بهارک	Baharak	01	3201
تخار	Takhar	32	بنگي	Bangi	02	3202
تخار	Takhar	32	چاه آب	Chah i Ab	03	3203
تخار	Takhar	32	چال	Chal	04	3204
تخار	Takhar	32	درقد	Dar Qad	05	3205
تخار	Takhar	32	دشت قلعه	Dasht Qala	06	3206
تخار	Takhar	32	فرخار	Farkhar	07	3207
تخار	Takhar	32	هزار سمچ	Hazar Sumuch	08	3208
تخار	Takhar	32	اشکمش	Ishkamish	09	3209
تخار	Takhar	32	کلفگان	Kalafgan	10	3210
تخار	Takhar	32	خواجه بهاوالدین	Khwaja Bahawoddin	11	3211
تخار	Takhar	32	خواجه غار	Khwaja Ghar	12	3212
تخار	Takhar	32	نمک آب	Namak Ab	13	3213
تخار	Takhar	32	رستاق	Rustaq	14	3214
تخار	Takhar	32	تالقان	Taliqan	15	3215
تخار	Takhar	32	ورسج	Warsaj	16	3216
تخار	Takhar	32	ینگي قلعه	Yangi Qala	17	3217
ارزگان	Uruzgan	33	چنارتو	Chinarto	01	3301
ارزگان	Uruzgan	33	چوره	Chora	02	3302
ارزگان	Uruzgan	33	دهراود	Dehrawood	03	3303
ارزگان	Uruzgan	33	گیزاب	Gizab	04	3304
ارزگان	Uruzgan	33	خاص ارزگان	Khas Uruzgan	05	3305
ارزگان	Uruzgan	33	شهید حساس (چارچینه)	Shahid Hasas (Char Cheena)	06	3306
ارزگان	Uruzgan	33	ترین کوت	Trinkot	07	3307
وردک	Wardak	34	چک	Chak	01	3401
وردک	Wardak	34	دایمیر داد	Dai Mirdad	02	3402

وردک	Wardak	34	حصه اول بهسود	Hisa i Awal i Behsud	03	3403
وردک	Wardak	34	جلریز	Jalreez	04	3404
وردک	Wardak	34	میدان شهر	Maidan Shahr	05	3405
وردک	Wardak	34	مرکز بهسود	Markaz Behsud	06	3406
وردک	Wardak	34	نرخ	Nirkh	07	3407
وردک	Wardak	34	سید آباد	Sayed Abad	08	3408
زابل	Zabul	35	ارغنداب	Arghandab	01	3501
زابل	Zabul	35	اتغر	Atghar	02	3502
زابل	Zabul	35	دایچوپان	Dai Chopan	03	3503
زابل	Zabul	35	خاک افغان (کاکړ)	Khak Afghan (Kakar)	04	3504
زابل	Zabul	35	میزان	Mizan	05	3505
زابل	Zabul	35	نو بهار	Naw Bahar	06	3506
زابل	Zabul	35	قلات	Qalat	07	3507
زابل	Zabul	35	سیوري	Seyoray	08	3508
زابل	Zabul	35	شاه جوي	Shah Joy	09	3509
زابل	Zabul	35	شمل زائي	Shamulzai	10	3510
زابل	Zabul	35	شنکي	Shinkay	11	3511
زابل	Zabul	35	ترنک و جلدک	Tarnak wa Jaldak	12	3512

Annex C. Text Card for Blackboard

G

Y F L

X U T

O J E S
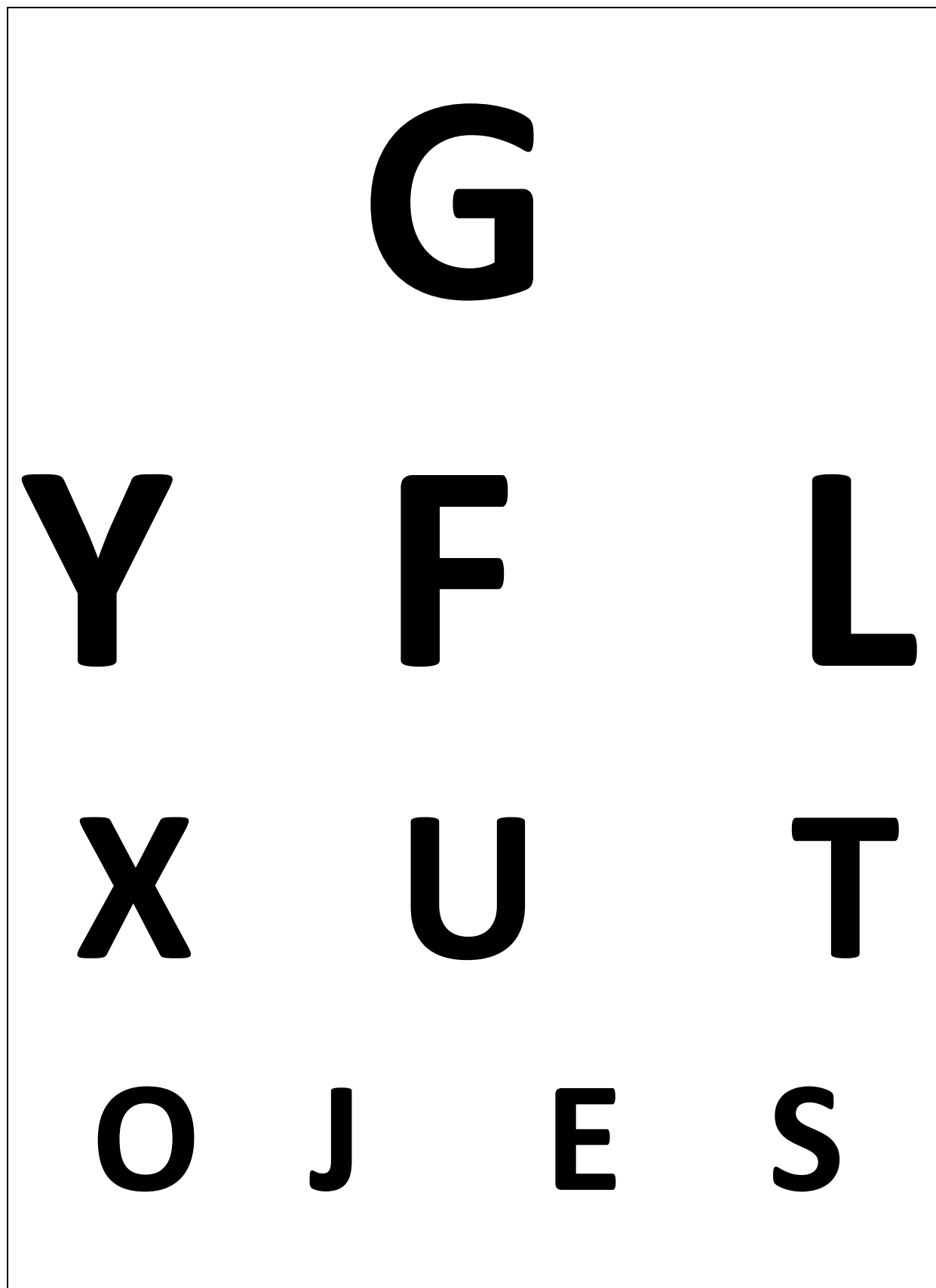
Annex D. Random Number Worksheet

To be assigned a different sheet for each school, total of 200 random sheets.

Annex E. School codes

To be added later

Annex F. Module 5- Student Assessment Answer Key

To be added later

Annex G. Planning Sheet

The coordination team has contacted the **district officials** before your arrival. They have informed the schools about the survey and the up-coming visit. Once in the field, contact the **district official** and he/she will assist you in finalizing a school visitation schedule.

Use the planning sheet below to record all the appointments for the week. This will help you to make sure you are not scheduling too many appointments on one day or for the same time.

TEAM No.: ____

Supervisor: _____ **Code /_____/**

Date: from ____ to ____

SHEET OF PLANNING VISITS

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
07:00							
07:30							
08:00							
08:30							
09:00							
09:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
13:00							
13:30							
14:00							
14:30							
15:00							
15:30							

Annex H. School Control Statement

This form is to be filled when you have finished the survey at the school. It is affixed to the back of the file containing all the paper questionnaires from the school.

Once all the modules are completed, complete the form, as follows:
- For **Modules 1, 2A-C**, and **3**, confirm whether the corresponding module has been surveyed, completed, or delivered. Do not write in the "*Number*" box.
- But, for **Modules 5** and **6**, fill out all four columns (*Number, Surveyed, Completed, and Delivered*).

Team code: |___|___|

Team Leader: ……………………………………………………………….   **Code** |___|___|

Delegation: …………………………………………………………………   **Code** |___|___|

District: ….…………………………………………………………….   **Code** |___|___|

School name: …………………………………………………………….   **Code** |___|___|

QUESTIONNAIRES LIST	Number	Interviewed	Completed	Delivered/ Uploaded
FIRST VISIT				
Module 1		☐	☐	☐
Module 2A		☐	☐	☐
Module 2B		☐	☐	☐
Module 2C		☐	☐	☐
Module 3		☐	☐	☐
Module 4		☐	☐	☐
Module 5 – Student Assessment	|___|___|	☐	☐	☐
Module 6 - Teacher Assessment	|___|___|	☐	☐	☐
SECOND VISIT				
Module 2B		☐	☐	☐

Delivered in: **Delivery date:** _____/_____/_____
Team Leader   **Field Supervisor**
signature: _____   **signature:** _____

Annex I. Directions for Administering Module 6: Teacher Assessment

ENUMERATOR: *USE THE FOLLOWING STEPS TO COMPLETE THE TEACHER ASSESSMENT.*

1. Select teachers for **Module 6** (the needed information will be given to you). Verify with **Module 2A**, **Q8a-b**.
   a. All Grade 4, Grade 5 and Grade 6 Language (Dari/Pashtu) and Mathematics teachers
   b. All Grade 3 Language and Mathematics teachers from LAST YEAR.

2. Complete Cover Sheet information on each teacher assessment booklet (**Q1- Q6**) including: School Code and Teacher Code

3. With the help of the Principal, find a room suitable for the assessment

4. Make sure that all teachers are sitting at least two arms lengths apart in the selected room

5. Make sure that each teacher has the following supplies:
   a. Pen/Pencil
   b. Eraser

6. Make sure the teachers do not have calculators.

7. Instruct teachers**: "Please turn off all mobile phones now."**

8. Instruct teachers: **"Do not open the assessment booklet until I have told you to do so."**

9. Call the teachers based on the names listed in **Module 2A** and distribute **Module 6: Part A**.

10. Instruct teachers**: "You may <u>not</u> speak to each other or refer to any outside material during the assessment."**

11. Instruct teachers: **"Please complete the information about yourself at the beginning of the booklet (Module 6A)."**

12. Once all teachers have completed the teacher information section, say: "**Now please read the instructions on the page that says 'Part B or Part C'. DO NOT BEGIN THE ASSESSMENT."**

13. Say to the teachers: **"There are two parts to the assessment. In first Part, the two tasks require teachers to correct a student paper and to provide correct answers where necessary. In second Part, the three tasks will assess teaching skills that are relevant to everyday classroom activities."**

14. Spend about **10-15 minutes** reviewing the **Sample Question** section with teachers.

15. Ask the teachers: **"Does anyone have a question?"** Answer any questions the teachers may have.

16. Say to the teachers**: "You will have 30 minutes to complete the first Part of the assessment (Module 6B. You may now begin the assessment."**

17. Write "30 minutes" on the board when the test begins.

18. **Announce and Record** on the board when there are **15 minutes** left, **5 minutes** left, and **1 minute** left.

19. After **30 minutes**, announce that first part of the assessment (**Part B and/or Part C**) has ended and that writing should stop. Collect **Part B & C** from all teachers.

20. Pass out **Part D**. Say to the teachers: **"You will have 35 minutes to complete Part D of the assessment. You may now begin the assessment."**

21. Follows steps **17-19** as teachers complete **Part D**.

22. After **35 minutes**, announce that **Part D** of the assessment has ended and that writing should stop. Collect **Part D** from all teachers.

23. Ask 5-7 teachers randomly to fill **Part E.**

24. For **Grade 3** teachers ask them to complete **Part B or Part C** (either one that they haven't completed during the first part of assessment).

25. **REMEMBER:**
   - COMPLETE THE **MODULE 6** SCHOOL COVER SHEET WHILE TEACHERS ARE COMPLETING THE ASSESSMENT.
   - DO NOT GIVE TEACHERS ANY ANSWERS WHILE THEY ARE COMPLETING THE ASSESSMENT
   - DO NOT LEAVE THE ROOM WHILE TEACHERS ARE COMPLETING THE ASSESSMENT
   - MAKE A NOTE IF ANY TEACHERS USE CELLPHONES OR OTHER DEVICES DURING THE ASSESSMENT OR LEAVE THE TESTING ROOM
   - THANK THE TEACHERS FOR THEIR TIME AND HARD WORK AFTER THEY COMPLETE THE ASSESSMENT

Annex J. Enumerator Checklist

Enumerator Checklist
1. The night before:
- Prepare the following information on the Cover Sheets for **Modules 5B-Student Assessment** and **Module 6-Teacher Assessment**: *enumerator, province, district, village, school name and codes, and date*.
- Make sure all the equipment (battery, memory, etc.) for videotaping is ready

2. Before administering Module 5B and 5C – Student Assessment:
- Enter the student information in Module 5.
- Make sure you have a quiet place to evaluate the students.

3. Before administering Module 6 – Teacher Assessment:
- Ensure that the assessment area is arranged as indicated in *Section 5.9* of this manual.

4. Before leaving the school:
- Ensure that all selected students have completed the evaluation.
- Make sure you have completed all your modules.
- Make sure you have the correct number of student assessments and teacher assessments.

5. In the evening:
- Clear up any information about the modules with the Team Leader.

QUESTIONNAIRES LIST	Number	Interviewed	Completed	Confirmed
FIRST SCHOOL VISIT				
Module 1		☐	☐	☐
Module 2A		☐	☐	☐
Module 2B		☐	☐	☐
Module 3		☐	☐	☐
Module 4		☐	☐	☐
Module 5 – Pupil Assessment	|___|___|	☐	☐	☐
Module 6 - Teacher Assessment	|___|___|	☐	☐	☐
SECOND SCHOOL VISIT				
Module 2B		☐	☐	☐

Annex K. Team Leader Checklist

Team Leader Checklist

1. The night before:
- Ensure that all paper questionnaires for **Modules 5B-Student Assessment** and **Module 6-Teacher Assessment** are prepared, and, if not, make them ready.

2. Before administering <u>Module 5B , 5C and Module 6– Student and Teacher Assessment</u>:
- Prepare the assessment area with the enumerator as indicated in *Section 5.8* of this manual.

3. Before leaving the school:
- Collect all documents and check that nothing is missing.
- Ensure that all modules have been completed and there are no sections without information.
- Ensure that all selected students have completed the evaluation.
- Make sure you have the correct number of teacher assessments.

4. In the evening:
- Review the results of the quality control program and make comments on the Enumerator Control Sheet (see **Annex J**).
- Review all comments with the enumerator.
- Make a point to review all reoccurring problems with the team.
- Debrief the day with the team.