

**BASELINE SURVEY  
OF  
CHILD-FRIENDLY SCHOOLS  
IN  
TEN PROVINCES OF AFGHANISTAN**

**DRAFT FINAL REPORT**

*submitted to*

**UNICEF Afghanistan**

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# ABBREVIATIONS

ACER	Australian Council for Educational Research
AGEI	Afghanistan Girls Education Initiative
AIHRC	Afghanistan Independent Human Rights Commission
ALC	Accelerated Learning Classes
BESST	Building Education Support Systems for Teachers
CBE	Community Based Education
CFHE	Child Focused Health Education
CFS	Child Friendly School
CP	Country Programme
CPAP	Country Programme Action Plan
DEO	District Education Officer
EMIS	Education Management Information System
FGD	Focus Group Discussions
GOIRA	Government of the Islamic Republic of Afghanistan
GPE	Global Partnership for Education
GPI	Gender Parity Index
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MLSAMD	Ministry of Labour, Social Affairs and Martyrs and Disabled
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MPA	Methodology for Participatory Assessment
MTR	Mid Term Review
NESP	National Education Strategy Plan
NGO	Non Governmental Organisation
NSP	National Solidarity Program
PED	Province Education Department
PTA	Parent Teacher Associations
PTSA	Parent Teacher Student Association
QIA	Qualitative Information Appraisal
QPA	Quantified Participatory Assessment
SHMs	Stakeholder Meetings
SIP	School Improvement Plan
SMS	School Management Shura
SSDA	Society for Sustainable Development of Afghanistan
TLM	Teaching and Learning Material
TOT	Training of Trainers
TTC	Teacher Training College
UN	United Nations
UNESCO	United Nations Educational and Scientific Cultural Organisation
UNICEF	United Nations Children's Fund
USD	United States Dollar
WASH	Water, Sanitation and Hygiene

# 1. INTRODUCTION

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## 1.1 BACKGROUND

Although Ministry of Education (MoE) of the Government of Afghanistan has made rapid progress in advancing education in the last decade or so, education in the country still faces a multitude of challenges ranging from a lack of schools and, in existing schools, proper classrooms and basic facilities (including water points and separate toilets for girls) to corporal and other abusive punishment by teachers and inadequate quality of education. These have contributed towards poor levels of learning achievement, high dropout and low retention rates, particularly among girls which, in turn, causes persistent gender disparities in education.

The National Education Strategy Plan (NESP) and Education Interim Plan (EIP) of the MoE stipulate that ‘inclusive and child-friendly education is a vital tool to reach Education for All’ and the Child-Friendly School (CFS) package introduced by UNICEF Afghanistan (see Box 1.1) in its Country Programme Action Plan (CPA) of 2010-13 is a key strategy to support the MoE in its efforts to enable all children to realize their potential through quality basic education.

### **Box 1.1: Child Friendly School Package**

According to UNICEF, child-friendly schools ‘embrace a multidimensional concept of quality and address the total needs of the child as a learner’ (UNICEF, 2009, Introduction, p. 4). Although various school models illustrate ways to improve the quality of education, the CFS-model promoted by UNICEF has emerged as ‘the most comprehensive in their approach and the most widespread, both in the number of countries in which they have been put into practice and the geographical distribution of those countries’ – even though CFS models ‘vary from country to country’ (*id.*). Generally speaking, therefore, ‘CFS models are not simply an abstract concept or a rigid methodological prescription’ but they ‘represent pragmatic pathways towards quality in education that have evolved (or are still evolving) from the principle of education as a human right to a child-centered ideology that regards the best interest of the child as paramount at all times’ (*ibid.*, Chapter 1, p. 2).

In Afghanistan, the CFS approach introduced in 2010 was re-conceptualized following a mid-term review (MTR) of UNICEF Afghanistan (Government of Afghanistan and UNICEF, 2012) that provided the feedback that ‘while the concept of CFS is well-aligned with the MoE policy, the programme activities and standard need to be clearly defined in order to generate a common understanding among the stakeholders’ (TOR, p. 2).

Post MTR, therefore, the CFS initiative was focused on five thematic components: (1) inclusiveness; (2) effective teaching and learning; (3) safe, healthy and protective environment; (4) gender responsiveness and (5) participatory decision-making. Detailed guidelines on each component are being developed by UNICEF Afghanistan.

In order to track the progress of the CFS programme interventions on the ground, UNICEF Afghanistan and the MoE decided to carry out a baseline survey (BLS) of all the 1,500 schools in 10 Provinces of the country, where this approach is to be used, and contracted the Society

for Sustainable Development of Afghanistan (SSDA) to carry out the survey (a province-wise list of schools is in Appendix 4).

The BLS was to 'assess the current status of schools as per the CFS minimum package standard, identify priority areas of improvement, and develop effective support strategy' and also to 'systematically measure the progress and demonstrate the efficacy of the CFS as a comprehensive school improvement package and [measure] its impact on enrolment, retention and learning achievement' (Study Terms of Reference, p. 2; see Appendix 1). A subsequent Impact Assessment Survey, to measure changes from the BLS, would provide evidence of impact of the CFS approach and the basis for advocacy 'to guide the decision-makers in MoE to promote mainstreaming of CFS approach at national policy level' (*id.*).

Discussions between UNICEF, MoE and SSDA, however, resulted in a division of these tasks into two phases, with the present BLS being Phase 1 and a more detailed survey to be carried out later in a smaller sample of schools. This and other modifications to the study are discussed below.

## 1.2 STUDY MODIFICATIONS

Following discussions between SSDA, UNICEF and MoE, the original study Terms of Reference (TOR) was modified in four significant areas: sampling of schools, study objectives, overlap with the proposed Learning Achievement Assessments (supported by the Australian Council for Educational Research or ACER) and the role of province-level government staff.

### SAMPLING

The objectives laid out in the original TOR of this study combine an assessment of the current (baseline) situation in all 1,500 schools vis-à-vis the minimum standards of the CFS approach, with an assessment of the impact on enrolment, retention and learning achievement of the CFS as a 'comprehensive school improvement package'. These two, however, require a different framework for analysis, with different implications for sampling, as detailed in a Note on Sampling submitted by SSDA to UNICEF on 30 July 2013.

- Firstly, since UNICEF has to report on the number of schools that have satisfied the minimum CFS package standard, it is clear that all 1,500 schools have to be surveyed. This is then a complete 'census' of the schools adopting the CFS package and does not require sampling.
- Secondly, any assessment of the impact of the CFS on enrolment, retention and learning achievement requires, for methodological soundness, an analysis of both, the situation in these schools 'before and after' the adoption of the CFS package, as well as of the situation 'with and without' the CFS package. The latter requires the use of a control sample, i.e., a set of schools where the CFS package has not been adopted. If only the 1,500 CFS schools are assessed 'before and after' adoption of the CFS package, the findings are open to the possible criticism that the impacts are due to simply selecting the

best schools (for implementing the CFS package) and that these schools would have performed as well even *without* the CFS package.

After a thorough discussion with representatives from UNICEF (on 15 August 2013) and from the MoE and UNICEF (on 19 August 2013),<sup>1</sup> it was therefore decided to have two Parts of the present study: a first Part that will assess the baseline situation in all 1,500 schools; and a second Part, that will assess the impact of the CFS package on schools, using both the 'before and after' comparison as well as a 'with and without' comparison, using a control sample. It was also decided that only around 300 schools will be selected from the set of 1,500 CFS schools (for statistical estimates with 95% confidence levels) and matched by a sample of 300 control schools, a total of 600 schools, to be surveyed before and after the interventions.

## OBJECTIVES

Accordingly, the objectives listed in the section 'Purpose of this Survey' in the original TOR will be divided between the two phases as follows:

### Part 1

- Produce baseline data based on agreed standards indicators (qualitative and quantitative) to monitor the progress and outcome of the CFS interventions

### Part 2

- Document the current state of knowledge, attitudes and practice of stakeholders (students, teachers, School Management *Shuras* (SMSs), parents) regarding the five components of the CFS package that represent a comprehensive, systematic framework towards inclusive education of good quality.
- Identify priority areas for improvement and a support strategy in each province for target schools to achieve the CFS minimum package standard.

The second Part will be a more detailed survey looking at Learning Achievements, the involvement of the local community and other stakeholders in school management and detailed classroom observation of teaching methods and will thus require a separate contract and budget. The findings from the second Part will facilitate the development of intervention activities for 2014 and strategic planning for the next country programme cycle' of UNICEF, as stated in the original TOR (p. 2).

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<sup>1</sup> The representatives from the MoE involved in the discussions were Prof. M. Naeem Baheen (General Director of General Education), Mr. Ahmed Yasser (Capacity Development Advisor for Inclusive Education) and Mr. Jalaludin Atayee (Manager, Research & Evaluation, Department of Planning) while UNICEF representatives were Ms. Panji Chamdimba (Education Specialist) and Ms. Khadija Bahram (Education Officer).

## OVERLAP WITH LEARNING ACHIEVEMENT ASSESSMENT

The original TOR also stated that ‘the results of the baseline survey will be supplemented with the proposed MoE Learning Achievement Assessment 2012-13 supported by ACER ... to measure the effectiveness of the CFS approach on the Learning Achievement of students’ (p. 3). However, while the TOR states that the ACER will carry out an assessment of Grades 3, 5, 7 and 9, subsequent discussions with MoE and ACER project staff revealed that ACER is yet to start their work, that they will be focusing only on Grade 6 in the next year (before rolling out these assessments to other classes thereafter) and are going to be piloting these Learning Achievement Assessments only in 25 schools in 2013-14, none of which are in the 10 provinces selected for the present study.

It was therefore decided, again at the meeting with UNICEF and MoE representatives (on 19 August 2013) that Learning Achievement Assessments will be done by SSDA as part of the second Part of this study, and in close coordination with UNICEF and MoE. The Report from a similar impact assessment of the Quality Package introduced by the Government of India and UNICEF India (ICRA and Pragmatix, 2008) was circulated to both UNICEF and MoE, as it had used a similar methodology, including specially-designed Learning Achievement Assessments, but for classes 3 and 5. If such Learning Achievement Assessments are designed and used in the second Part, then its findings will provide ‘baseline statistics of student performance across a range of Grade schools and subject domains as decided in conjunction with the Ministry of Education’ as stated in the original TOR (p. 2).

## ROLE OF GOVERNMENT STAFF

While the original TOR states that the data collection team shall consist of PED and DEO officials in each province, it was decided in subsequent discussions with UNICEF and MoE that only one official from each Province will be nominated to monitor the survey in all the schools in that Province and that data collection teams shall be separately recruited, trained and used in the field. It was also decided that UNICEF may provide some travelling and subsistence allowances to enable these officials to travel to the field to check on the on-going survey and to conduct small workshops at the beginning and at the end of the survey.

## 1.3 STUDY DETAILS

Apart from the changes mentioned above, the present study shall follow the original TOR (see Appendix 1), but for the sake of clarity, this section confirms the details of the present study (Part 1).

## OBJECTIVE

To produce baseline data based on agreed standards indicators (qualitative and quantitative) to monitor the progress and outcome of CFS interventions

## SCOPE

All 1500 schools in 10 selected provinces of Badghis, Bamiyan, Daikundi, Ghor, Helmand, Kandahar, Paktia, Paktika, Uruzgan and Zabul where the CFS package has been or will be introduced.

## PROCESS

The survey had three stages – Inception, Data Collection and Data Analysis & Reporting – with distinct activities in each phase (Table 1.1).

**Table 1.1: Phase-wise Activities of the Part I Survey**

PHASE	ACTIVITIES
Inception	Undertake a desk literature review of materials relevant to CFS and national education policy documents (eg., CFS Manual, programme documents, NESP)
	Coordinate with relevant departments of MoE (e.g., General Education, Teacher Training, Academic Council, EMIS) to generate <ul style="list-style-type: none"> <li>An Operational Plan (i.e., data collection strategy, timeframe, logistics, budget) and</li> <li>Standardized Survey Instruments (e.g., school data collection sheet, CFS assessment checklist, school information database)</li> </ul>
	Conduct small-size pilot of data collection and revise Operational Plan and Survey Instruments to ensure accuracy and relevance
	Agree on the framework for analysis (how the baseline data shall be analyzed and presented) and determine the statistical package that will be used to analyze the data
Data Collection	Train data collection team in each Province on their responsibilities and expected tasks
	Data collection teams to administer the survey tools to 1,500 CFS target schools and collect feedback, as per the Operational Plan
	Conduct spot checks at schools during the data collection to monitor performance and provide on-the-spot remedial action
	Prepare Weekly Implementation Reports for progress, challenges and lessons learnt
	Check all completed survey instruments for accuracy and completion and take follow-up measures
	Compile the collected information in the database for analysis
Data analysis and Reporting	Analyze the aggregated data in terms of the 5 CFS thematic components to identify the general profile of each Province, priority areas for improvement and recommend support strategies
	Organize a debriefing session with UNICEF and MoE to present data analysis and recommendations for priority areas for improvement, along with support strategies
	Compile a Final Report with analysis of CFS profiles as per the agreed indicators and recommended support strategies

Source: Modified from the Table in the original TOR (see Appendix 1)

## SURVEY INSTRUMENTS

For the data collection from 1,500 schools in Phase 1, the following standardized and pilot-tested Survey Instrument to collect qualitative and quantitative information will be used:

- Formats for Discussions with school principals and for Focus Group Discussions (FGDs) with school teachers



- Formats to record observations of the field team concerning the School (premises, infrastructure, facilities, etc.) and regarding each Classroom where classes are being held at the time of the visit

## SUPPORT FROM UNICEF

As stated in the original TOR, UNICEF shall ‘facilitate contact and coordination with MoE counterparts and access to available information sources including policy documents, programme documents and EMIS data, etc.’ and ‘facilitate the field information collection in zonal offices where UNICEF staff has a presence’ (TOR, p. 4).

## DELIVERABLES

The deliverables in each Phase of the study are summarized below (Table 1.2).

**Table 1.2: Phase-wise Deliverables for the Part 1 Survey**

PHASE	DELIVERABLES
<b>Inception</b>	First draft of Survey Operational Plan
	Set of survey instruments (data collection sheet, database, etc.)
	Inception Report (with findings from the Pilot Testing, final Operational Plan, survey Instruments and the format for the database)
<b>Data Collection</b>	Training Implementation Report
	Weekly Implementation Report (with clear indication of Progress, Challenges faced and Lessons Learnt)
	Database with complete set of information collected from target schools
<b>Data Analysis</b>	Draft Report with data analysis
	Debriefing session
	Final report (with analysis of CFS Profile as per the indicators in 5 components, major problems/challenges to be addressed and recommended support strategy for each Province)

## 1.4 REPORT STRUCTURE

The next section (Section 2) presents the Approach and Methodology to be followed in the Study, while Section 3 reports on the training of the field staff Section 4 describes the process of developing the Field Formats, including the pilot testing. Section 5 discusses the Main Findings of the Baseline Survey.

## 2. APPROACH AND METHODOLOGY

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### 2.1 APPROACH

The approach for the baseline survey of 1,500 schools has the following features:

- **Qualitative and quantitative indicators:** The survey will use qualitative and quantitative indicators, as agreed with UNICEF and MoE.
- **Consultative development of field formats:** The field formats will be developed through constant consultations between UNICEF and MoE and the field teams.
- **Field testing:** The formats will also be field tested twice, once in schools in Kabul and also in one school in each Province where the survey is to be conducted.
- **Participatory approach:** The survey teams will engage in discussions with the Principals and Teachers of the schools and provide space for their observations and suggestions.
- **Observations to support discussions:** Survey teams will check information provided by Principals and teachers by carrying out a rapid check of school infrastructure and facilities (e.g., toilets, boundary walls, sports equipment). They will also record interesting additional information about the school, students or the local community.
- **Customized but compatible database:** The customized database to record information on schools will be programmed using Microsoft ACCESS but its structure ensures future compatibility with the EMIS of the MoE.
- **Quality control:** Several checks have been provided to ensure data quality:
  - Simplified data entry: The paper formats have been specially formatted to minimize textual entries and to have more simple ticking and circling of the correct answers from a list that has been provided
  - Supervisor sign-off: Province Coordinators (PCs) in each of the 10 provinces sign on every school format filled-in and submitted by province-level data collection teams, to signify that the data entered is complete and accurate
  - Random phone checks: PCs will also call up school principals on a random basis to verify the information collected by the team; this will also be done by the SSDA team in Kabul.
  - Identical computer and paper formats: The computer data entry formats will be identical to the paper formats, to minimize data entry errors.
  - Data entry checks: The database will also have automatic controls to ensure complete data entry and minimizing data entry errors
  - Random checks of paper formats: Once the data has been entered into the data entry format, a random check of 10% of the formats will be carried out independently by the SSDA team in Kabul, to ensure that there are no data entry errors. Discrepancies will lead to more thorough checking and verifying directly with data collection teams. Persistent errors will result in re-surveys.

## 2.2 METHODOLOGY

This sub-section describes the indicators, survey methodology and methods, the sample to be surveyed and data collection, data entry and data analysis methods.

### INDICATORS

Draft indicators for the Minimum Standards package of CFS schools provided by UNICEF were revised following extensive discussions between SSDA, UNICEF and MoE. The final agreed qualitative and quantitative indicators are specified for three levels: below minimum, minimum and advanced (Table 2.1). Three points to be noted about these indicators are:

1. Indicators marked in pink as ordinal will be assessed using the Quantified Participatory Assessment (described in the next section)
2. The levels for some indicators (e.g., ratios, given in italics) have not yet been fixed, but will be finalized based on further discussion with UNICEF and MoE.
3. Only schools achieving the minimum level for all indicators would achieve that level and similarly, for the advanced level.

**Table 2.1: Agreed List of Indicators for CFS Schools, Afghanistan**

CFS Criterion		Information being collected	Type	Below Minimum	Minimum Level	Advanced Level
<b>Inclusiveness</b>	1	Physical accessibility of school (especially for children with disabilities)	Yes/No	No	Yes	Yes
	2	Children's access to school (excluded children)	Ordinal	<50	50	>50
	3	Well-defined vision and mission statement (including issues of inclusiveness)	Yes/No	No	Yes	Yes
	4	Does the school have a strategy for enrolling all school age going children from the catchment area?	Yes/No	No	Yes	Yes
	5	If yes, is the vision and mission statement displayed?	Yes/No	No	Yes	Yes
	6	No: of students living far away (i.e., beyond the norm of 2-5 km)	Class List	>50%	<5%	None
<b>Effective teaching and learning</b>	1	At least 1 teacher in Grades 1-6 trained in child-centered learning & teaching?	Numbers	No	50%	100%
	2	Attendance rates by gender (on the day data was collected) for students	Numbers	<50%	50%	100%
	3	Attendance rates by gender (on the day data was collected) for teachers	Numbers	<50%	50%	100%
	4	Drop out by gender	Numbers	No	Yes	Yes
	5	Teacher qualification	Years	No	Yes	Yes
	6	Do all children in every class have required textbooks?	Ratio	<Norm	Norm	>Norm
	7	Way in which TLMs and textbooks are being used?	Ordinal	<50	50	>50
	8	<i>Pupils to teacher ratio</i>	Numbers	No	Yes	Yes
	9	<i>Pupil to class ratio</i>	Yes/No	No	Yes	Yes
<b>Safe, healthy and</b>	1	Are buildings clean, well-painted and colourful?	Yes/No	No	Yes	Yes
	2	School grounds well swept, clean and	Yes/No	No	Yes	Yes

CFS Criterion		Information being collected	Type	Below Minimum	Minimum Level	Advanced Level
protective environment		attractive				
	3	Does play area have permanent playground equipment & sports structures	Yes/No	No	Yes	Yes
	4	Access route to school is safe and secure	Yes/No	No	Yes	Yes
	5	Functional first aid kit (or any working mechanism for first aid)	Yes/No	No	Yes	Yes
	6	School premises free from hazardous and risky materials and/or structures?	Yes/No	No	Yes	Yes
	7	Skills for psycho-social support to teachers and school management	Yes/No	No	Yes	Yes
	8	Community is involved in ensuring pupils are safe and secure	Yes/No	No	Yes	Yes
	9	Nutrition and short-term hunger needs of pupils are addressed	Yes/No	No	Yes	Yes
	10	(Girls) schools have proper boundary walls	Yes/No	No	Yes	Yes
	11	No students corporal punishment	Yes/No	No	Yes	Yes
	12	No bullying	Yes/No	No	Yes	Yes
	13	Sufficient and functional girls' toilets?	Yes/No	No	Yes	Yes
	14	Are they separated from boys' toilets?	Yes/No	No	Yes	Yes
	15	do they have doors for privacy?	Yes/No	No	Yes	Yes
	16	Soap available?	Yes/No	No	Yes	Yes
	17	Adequate safe quality drinking water available within school premises?	Yes/No	No	Yes	Yes
	18	Hygiene education being given to children?	Ordinal	<50	50	>50
	19	De-worming done?	Yes/No	No	Yes	Yes
	20	Code of conduct for violence-free school?	Yes/No	No	Yes	Yes
	21	Code of conduct being enforced? (any examples?)	Ordinal	<50	50	>50
Gender Responsiveness	1	Code of conduct for gender-responsiveness in schools?	Yes/No	No	Yes	Yes
	2	Code of conduct being enforced? (any examples?)	Ordinal	<50	50	>50
	3	Any focal teachers responsible for safety of girls?	Yes/No	No	Yes	Yes
	4	Number of female teachers (only in girls schools)	Ratio	<Norm	Norm	>Norm
	5	Adequate separate toilets for boys and girls	Yes/No	None	Norm	>Norm
	6	Gender parity index (in girls schools)	Ratio	<Norm	Norm	>Norm
Participatory decision making	1	Is School Management <i>Shuras</i> (SMS) active (i.e., regular mtgs)?	Ordinal	<50	50	>50
	2	Gender composition of the office bearers of the SMS	Number	0	50%	>50%
	3	Does the school have a school improvement plan (SIP),	Yes/No	No	Yes	Yes
	4	Was the community involved in the SIP development?	Yes/No	No	Yes	Yes
	5	Is there a Student <i>shura</i> ?	Yes/No	No	Yes	Yes
	6	Gender composition of the students' <i>shura</i> ?	Numbers	No	Yes	Yes

## LITERATURE SURVEY

The review of existing, secondary information, to give a background to the existing situation and help develop the context for the analysis, is presented in Appendix 2. The review covers the following issues:

- **Impacts of Conflict on Education:** A general description of the impact of conflict on education in general, and the Afghanistan context in particular
- **School Education in Afghanistan:** A review of the constitution, laws and international conventions supporting education in Afghanistan; the educational system, plans and programmes; schooling systems, calendars and management; and the status of education in Afghanistan.
- **Challenges to Education:** A substantial review of the challenges to education in Afghanistan, ranging from those facing the education system (school infrastructure, teachers and violence in schools) and those posed by the environment (illiteracy, poverty, insecurity and difficult access) to challenges facing excluded children (out-of-school children who may be drug addicts, child soldiers, and disabled or from ethnic minorities) and girl students.
- **Special initiatives by the Government:** A review of initiatives including those supported by international donors, such as facilities for disabled children, community-based education, inclusive education, the Back-to-School campaign, the Better Education, Better Future initiative and the Child-Friendly Schools initiative.

## SURVEY METHODOLOGY AND METHODS

The desk review of literature apart, the field survey uses the Quantified Participatory Assessment (QPA), a methodology that collects information using numbers. In particular, it enables the conversion of qualitative information, collected using standard tools of Participatory Rural Appraisal (PRA), into numbers using ordinal scales.<sup>2</sup> The method basically consists of using participatory methods to elicit qualitative responses to a particular question and then to convert these responses into numbers using an ordinal scale. Responses are assumed to range from the worst case (score of 0) to the ideal (score of 100), with an optional 'benchmark' score of 50. The distinctive feature of the QPA versus other scoring systems is that each score has a description attached to it, which makes it more 'robust' than other scoring systems like Likert scales. A distinct advantage of the QPA is that it is a flexible methodology that allows investigators to design their own questions (For more details, see the Note on the QPA in Appendix 3).

<sup>2</sup> Quantified Participatory Assessment (QPA) developed organically from the Methodology for Participatory Assessment (MPA), which was developed by Christine van Wijk (van Wijk, 2003) for the Participatory Learning and Action (PLA) project of the Water and Sanitation Program (WSP), that was a multi-disciplinary and multi-country assessment exercise looking at the factors underlying the sustainability of water supply and sanitation projects (Dayal et al., 1999, Gross et al., 2001). The QPA was developed by AJ James who did the statistical analysis of the MPA data for the initial PLA study coordinated by Rekha Dayal of the Water and Sanitation Program. See also, James (2002, 2003b, 2003c, 2003d), James and Kaushik (2002), James et al., (2002), James and Snehalata (2002a and 2002b).

In the present case, QPA questions were devised to measure the indicators of CFS schools (see previous section).

Discussions with individual Principals, Focus Group Discussions (FGDs) with teachers, and participant observations are the main participatory methods that will be used in the survey. Accordingly, there are four separate data entry formats (see Appendix 7):

1. Discussion with School Principal
2. School Observation
3. Classroom Observation (to be done in all classrooms where children are being taught)
4. FGD with Teachers

The final field formats will be in three languages, English, Dari and Pashto.

## FORMAT DEVELOPMENT

The field formats for the survey were developed in a participatory and consultative manner, with drafts being circulated via email to UNICEF and MoE representatives for their comments and suggestions till all comments were addressed and all representatives were satisfied with the field formats.

Apart from the initial draft formats circulated in early July, revised versions were created on 12, 18, 19, 23 and 26 August. Thanks to rapid responses from UNICEF and MoE staff (especially Ms. Panji and Mr. Atayee), the formats could be revised quickly. Ms. Khadija gave her comments on the day of her visit to the Training Workshop (see below) and these were also incorporated into the final draft.

The last two versions, of 23 and 26 August, were also circulated to Mr. Yasser Ahmed and Mr. Naeem Bayeen of MoE, and the former responded to the final version saying that MoE agreed with the format and had no further comments to offer.

## SAMPLE OF SCHOOLS

All the target 1,500 Schools in the 10 provinces selected for the implementation of the CFS Package are to be surveyed. Available data from the EMIS will be collected and checked against the ground situation in these schools.

According to data shared by UNICEF, the distribution of target schools across the 10 provinces is given below (Table 2.2) while the complete list of schools identified for the assessment is given in Annexure 4.

In addition to the information on the nature of the school (i.e., boys, girls or mixed), some more information, such as the type of school (primary, secondary or high school) is still not available with UNICEF. These will be checked with the EMIS database prior the actual survey. All this secondary information will be checked with the school during the survey.

**Table 2.2: Total number of CFS Schools in the 10 Provinces**

Province		Number of schools				
		Total	Boys	Girls	Mixed	Unknown*
1	Badghis	250	145	60	45	0
2	Bamiyan	168	40	57	71	0
3	Daikundi	111	18	24	65	4
4	Ghor	150	104	26	17	3
5	Helmand	105	80	3	22	0
6	Kandahar	186	97	5	84	0
7	Paktia	199	44	27	125	3
8	Paktika	200	70	21	109	0
9	Uruzgan	70	55	8	6	1
10	Zabul	61	54	2	5	0
<b>Total</b>		<b>1,500</b>	<b>707</b>	<b>233</b>	<b>549</b>	<b>11</b>

\* 'Unknown' means it is not known whether it is a girls, boys or mixed school.

## DATA COLLECTION, ENTRY AND ANALYSIS

Protocols for data collection and data entry were formulated and discussed with field teams during their training in Kabul. In each Province, the process of data collection and data entry was as follows.

### Data Collection

- Teams of two surveyors visited each school in the sample and spent one day in the school collecting information.
- Using the information on EMIS, PEDs and DEOs, teams got in touch with the Principal prior to the visit to fix appointments.
- Data formats, complete and accurate in all respects, were submitted to the Province Coordinator (PC) at the end of every week.
- The PC signed off on all completed formats, indicating that he was satisfied with the quality of information collected.

### Data entry

- SSDA Kabul was responsible for organizing local data entry, using a specially-designed database.
- SSDA Kabul tracked the data entry process and kept UNICEF and MoE informed about the status of the survey in the Weekly Implementation Reports.

### Data analysis

- After all the data were checked and found to be complete and accurate, the data were analyzed using Microsoft EXCEL and STATA, and have been presented in this Report.
- The entire database is also being handed over to UNICEF and shall also be made available to EMIS for integration into their database.



## 3. TRAINING OF FIELD STAFF

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### 3.1 OVERVIEW

Three separate sets of trainings were carried out: two in Kabul and one in each of the 10 provinces of the study. The first training was for field staff and was carried out by SSDA in Kabul from 17-20 August 2013. The second training was for the 10 Province Coordinators and was carried out by SSDA, again in Kabul, from 10-11 September 2013. The third are trainings to be held in each of the two provinces for the new field staff by the Province Coordinators. Only the first training is reported in detail in this Report.

### 3.2 FIELD STAFF TRAINING IN KABUL

#### TRAINING OBJECTIVES

The first training aimed to (1) introduce the QPA methodology to the field staff; (2) go over and practice using the draft field formats; and (3) field test the draft field formats and suggest improvements.

#### PARTICIPANTS

There were a total of 28 participants (see Appendix 5) of whom 3 were observers from the MoE in Kabul and 10 were observers sent by the Provincial Education Departments, in agreement with MoE and UNICEF. These observers were to familiarize themselves with the survey methodology and field formats, and subsequently monitor the performance of the field teams in their provinces.

#### RESOURCE PERSONS

Dr. A. J. James, the International Team Leader, led the team of trainers from SSDA that comprised Dr. Dushyant Badal (database specialist), Dr. Noor Mohammed (Study Coordinator), Mr. Manan Kotak (Survey Supervisor) and Mr. Emadullah Mufaker (Deputy Survey Supervisor). In addition, Ms. Khadija Bahram of UNICEF Afghanistan visited the training and conducted a small session for the trainees on the CFS Approach and also on how to train women field staff in the Provinces.

#### WORKSHOP DURATION

Although the workshop was planned for just 3 days, from 17-19 August, there was an unexpected extension of the training by a day, on account of 19 August being Afghanistan's Independence Day and a national holiday (which was not known to participants and trainers prior to the workshop) and hence the scheduled field visit to schools could not be conducted on that day. The field tests had to be conducted the next day, i.e., on 20 August, and the workshop ended that evening instead of on 19 August as previously planned.



## WORKSHOP FORMAT

Although there was a workshop format developed initially (see Appendix 6), the sessions were left to be participatory and free-flowing, so as to ensure that the field staff became thoroughly familiar with the QPA methodology and how to use the Formats in the field.

Floor-level seating, with mattresses, carpets and cushions, was used and apart from the plenary sessions where all participants sat together, breakaway groups were formed for mock session to discuss different questions separately.

Time was an issue in the workshop as, unexpectedly, translation had to be done in both Dari and Pashto (instead of in just Pashto) as some Dari-speaking participants were unable to follow Pashto clearly.

Certificates of participation were distributed to all participants at the end of the workshop.

### 3.3 FIELD TESTING OF FORMATS

**Organization of the school visits:** The field test of the draft Field Formats was conducted in two nearby schools of Kabul city, Qala-e-kaship and Ghulam Muhammad Ghubar) by two teams of workshop participants, A and B. Each team was led by an observer from the MoE, Kabul: Team A, which visited Qala-e-Kaship (Girls) High School was led by Mr. Rahmatullah, while Team B, which visited Ghulam Muhammad Ghubar (Mixed) School, was led by Mr. Moner Muhammad.

**Using the field formats:** Each team had 8 members, and divided into pairs of surveyors to carry out the 4 parts of the Field Formats, although the first activity after entering the school was the Discussion with the Principal, where the entire team was present. School observation and classroom observation was carried out independently by teams of surveyors. The FGD with teachers was carried out with a group of available teachers.

**Key findings from the field testing:** Apart from getting practice in asking the questions in the field formats, engaging the respondents in a discussion and recording their answers, the field testing provided valuable feedback on the formats themselves:

- All questions in the Field Formats were adequate to get the information needed.
- Some questions, however, took too much time (e.g., listing of all teachers in the school: in one school there were 70!) and were not relevant to the survey. Instead, participants agreed that it would be sufficient to just write the names of the teachers who are trained and ascertain the total number of teachers (males and females).
- Some questions were irrelevant since it was an urban school (e.g., how far do children have to walk to come to school, do they have to cross a river, etc.) but would be useful in a rural context.
- It is important to ask permission from teachers before entering classrooms, explaining the purpose of the visit and to thank them before leaving the classroom.
- Toilets have to be physically examined from the inside and not just from the outside.

Field formats were modified, based on these findings, and circulated to UNICEF and MoE.

## 4. KEY FINDINGS

### 4.1 SAMPLE DETAILS

Information was collected for a total of 1,480 schools, representing 99% of the total of sample of 1,500 schools in all the ten focus provinces.

The remaining 20 schools,

were closed for security reasons or due to threats from the Taliban (see Table 4.1 for a sample of reasons given).

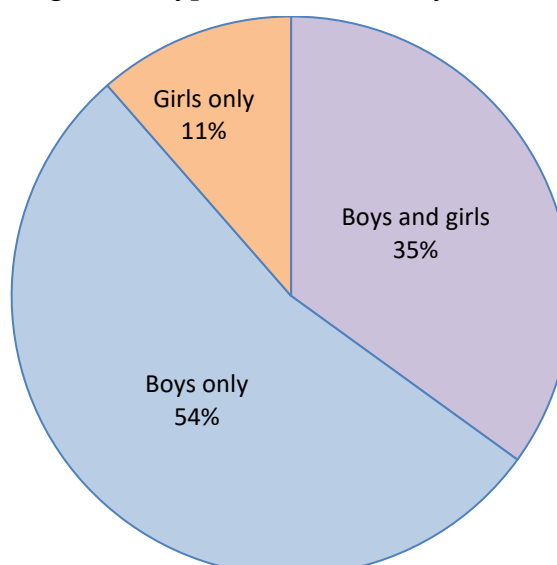
**Table 4.1: Sample of reasons given for school not being operational**

Reason	Number of schools
The school is shut down because of security problem	
The school is shut down due to security problem in this district	
This school is inactive due to security problem	
The school is close due to security problem in this district	
The school is close due to security problem in this village	
The school is close due to taliban gives warning to the principal and students	
The school is close due to warning of taliban in this village	
The school is shut down due to security in this district	
The school is shut down due to security problem in this village	
This school is shut down due to security problem	

*\*Note:* These reasons have not been edited and have been translated verbatim from the original

The majority (48%) of the 1,261 schools surveyed were 'boys only' schools, followed by mixed schools where boys and girls studied (although not necessarily at the same time and in the same class) and only a minority of schools (14%) were girls only schools (Figure 4.1).

**Figure 4.1: Types of schools surveyed**



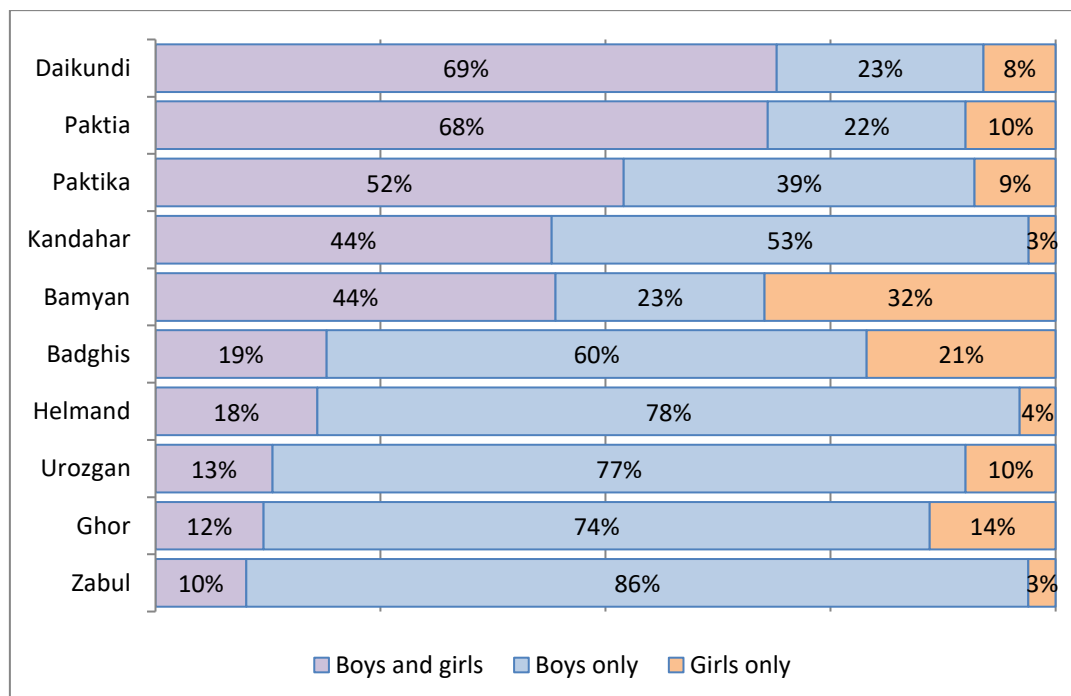
The district-wise distribution of the school types in the sample are

**Table 4.2: Number of different types of schools surveyed**

Province		Number of schools surveyed			
		Total	Boys and girls	Boys only	Girls only
1	Badghis	247	47	147	53
2	Bamyan	171	76	40	55
3	Daikundi	39	27	9	3
4	Ghor	121	14	90	17
5	Helmand	73	13	57	3
6	Kandahar	135	59	72	4
7	Paktia	185	126	40	19
8	Paktika	192	100	74	18
9	Urozgan	39	5	30	4
10	Zabul	59	6	51	2
TOTAL		1261	473	610	178
% of TOTAL		100%	38%	48%	14%

Within the sample surveyed, the largest number of girls-only schools was found in Bamyan and Badghis provinces, while Bamyan province had the highest proportion (32%) of girls-only schools across all provinces (Figure 4.2). The lowest proportions of girls-only schools were in Zabul (3%), Kandahar (3%) and Helmand (4%). The majority of schools in all provinces were boys-only schools.

**Figure 4.2: Proportion of different types of schools surveyed**



## 4.2 SCHOOL INFRASTRUCTURE

Responses to questions concerning school infrastructure are presented overleaf (Tables 4.4 and 4.5) while the main findings are summarized below.

### SCHOOL BUILDINGS

- **Schools with buildings:** Most schools (783/1261 or 62%) had buildings but more than a third (38%) did not. The most number of schools without boundary walls, most were in Paktika (108/192) and Badghis (103/247).
- **Cleanliness of buildings:** A large majority (633/783) of these school buildings were clean. Of the 150 schools whose buildings were not clean, the most were in Bamyan (27), Ghor (21) and Badghis (21), followed by Paktika (18) and Urozgan (18).
- **Colourful buildings:** A majority of schools (456/633 or 72%) were found to be colourful, the most being in Badghis (96/123), Bamyan (73/121) and Paktia (70/82).
- **Well-painted buildings:** A large majority of schools that had colourful buildings (365/456) were well-painted, especially in Badghis (85/96) and Bamyan (58/73).
- **Buildings needing rehabilitation:** More than half (769/1261 or 61%) of the school buildings either need to be built or rehabilitated, most in Bamyan (122/171), Badghis (114/247) and Paktika (112/192).

### BOUNDARY WALLS

- **Schools with boundary walls:** Only around a third of the schools surveyed (477/1261 or 38%) had boundary walls, and a majority (784/1261 or 62%) did not have boundary walls. Of the latter, the largest numbers were in Paktika (148/192), Badghis (133/247), Paktia (128/185) and Bamyan (117/171).
- **Condition of boundary walls:** Around two-thirds of the existing school boundary walls (321/477 schools or 67%) were in good condition, especially in Bagdhis (97/247). Most schools with boundary walls in poor condition were in Paktia (28/57).

Table 4.4: School buildings, boundary walls and grounds

Province		Total Schools	School buildings									School boundary walls				School grounds	
			No	Yes						Yes, but need Rehabilitation	No	Yes		Well-swept and Attractive?			
				Total	Clean?		Colourful?		Well-painted?			Total	Good condition				
					Yes	No	Yes	No	Yes				No	Yes	No	Yes	No
1	Badghis	247	103	144	123	21	96	27	11	85	114	133	114	91	23	111	136
2	Bamyan	171	23	148	121	27	73	48	15	58	122	117	54	33	21	74	97
3	Daikundi	39	20	19	12	7	6	6	4	2	27	37	2		2	2	37
4	Ghor	121	28	93	72	21	37	35	9	28	80	81	40	29	11	49	72
5	Helmand	73	8	65	60	5	52	8	10	42	65	15	58	47	11	40	33
6	Kandahar	135	47	88	74	14	59	15	8	51	70	68	67	44	23	42	93
7	Paktia	185	96	89	82	7	70	12	23	47	97	128	57	29	28	18	167
8	Paktika	192	108	84	66	18	51	15	9	42	112	148	44	24	20	21	171
9	Urozgan	39	6	33	15	18	6	9	2	4	39	16	23	13	10	3	36
10	Zabul	59	39	20	8	12	6	2		6	43	41	18	11	7	2	57
TOTAL		1261	478	783	633	150	456	177	91	365	769	784	477	321	156	362	899

Table 4.5: School playgrounds, playing equipment and hazardous material

Province		Total Schools	Playground									Permaent playing Equipment & structures?		Hazardous Material?	
			No	Yes	Good condition?		Reason for poor condition					No	Yes	No	Yes
					Yes	No	Too small	Not enough for all pupils	Unfit for playing	No equipment	Other				
1	Badghis	247	163	84	21	63	44	11	11	10	1	240	7	245	2
2	Bamyan	171	139	32	7	25	11	5	10	8		164	7	165	6
3	Daikundi	39	39	0								38	1	38	1
4	Ghor	121	98	23	15	8	3	1	5	2	1	115	6	119	2
5	Helmand	73	29	44	40	4	3	3	2	4		47	26	72	1
6	Kandahar	135	86	49	40	9	8	3	4	2		130	5	135	
7	Paktia	185	159	26	10	16	9	5	5	8		173	12	178	7
8	Paktika	192	174	18	10	8	5		4	2		189	3	190	2
9	Urozgan	39	27	12	4	8	8	8	2	8		39		39	
10	Zabul	59	48	11	9	2	1				1	58	1	59	
TOTAL		1261	962	299	156	143	92	36	43	44	3	1193	68	1240	21

## SCHOOL GROUNDS

- **Well-swept and attractive grounds:** The majority of school grounds (899/1261 or 71%) were dirty. However, a large number of schools surveyed in Badghis (111/247) and Bamyan (74/171) were found to be well-swept and attractive, followed by those in Ghor (49/121), Kandahar (42/135) and Helmand (40/73).

## SCHOOL PLAYGROUNDS

- **Schools with playgrounds:** Only a quarter of schools (299/1261 or 24%) had playgrounds, most of these being in Badghis (84/247), Kandahar (49/135) and Helmand (44/73).
- **Playgrounds in good condition:** Of the schools with playgrounds, only around half (156/299) were in good condition.
- **Reasons for poor condition of playgrounds:** Most playgrounds (92/156) were found to be too small, while some were big but still not enough for all pupils (36/156), many were unfit for playing (43/156) or had no equipment like goal posts for football or boards for basketball (44/156).
- **Permanent playing equipment and sports structures:** Only some schools (68/299) had such equipment and structures, the most being in Helmand (26/73) and Paktia (12/185).
- **Hazardous or risky material in playgrounds:** Only very few schools (21/299) had such material, the most being in schools in Paktia (7) and Bamyan (6).

## NUMBER OF SCHOOL ROOMS

- **Number of rooms in the school:** The largest school was in Paktia, with 66 rooms, followed by Heland (50) and Kandahar (30), while the average was 23 rooms (Table 4.7).

Table 4.7: Number of rooms in schools surveyed

Province		Number of rooms in schools		
		Maximum	Minimum	Average
1	Badghis	22	1	1
2	Bamyan	16	1	3
3	Daikundi	5	1	1
4	Ghor	9	1	2
5	Helmand	50	1	8
6	Kandahar	30	2	1
7	Paktia	66	1	2
8	Paktika	8	1	1
9	Urozgan	22	1	3
10	Zabul	3	1	0
AVERAGE		23	1	2

## DRINKING WATER SUPPLY

- **Schools with drinking water facilities:** The majority of schools surveyed (767/1271 or 61%) had drinking water facilities (Table 4.8), the most being in Badghis (128/247), Paktika (124/192) and Bamyan (118/171). Of the 494 schools without drinking water facilities, most were in Badghis (119/247) and Paktia (97/185).
- **Adequacy of drinking water facilities:** The water supply in around two-thirds of the schools (493/767 or 61%) were described as being adequate by the school authorities while they were deemed to be inadequate in 274 schools surveyed, most of which were in Bamyan (56/118), Paktia (40/88) and Badghis (38/128).
- **Main sources of water supply:** The main source of water supply in schools with water supply was hand pumps (519/767 or 68%), followed by springs (86/767 or 11%) and dolchas (80/767 or 10%).

## TOILETS

- **Separate toilets for pupils and teachers:** In the vast majority of schools (1110/1261) there was no separate toilet for pupils and teachers (Table 4.9).
- **Separate toilets for boys and girls:** In most schools, there was no separate toilet for boys and girls (Tables 4.10 and 4.11)
- **Water for washing flushing and hands:** In most schools with separate toilets for girls and boys, there was inadequate water supply for flushing and for washing hands.
- **Soap for washing hands after using the toilets:** Only very few schools had soap for pupils to wash hands after using the toilet
- **Adequacy of toilet seats:** Most schools, except in Uruzgan, required extra toilet seats for both boys and girls.
- **Use of toilets:** Most schools reported that despite a lack of water supply, the toilets were still being used by girls and boys.

**Table 4.8: Drinking water supply in the school**

Province		Total Schools	Is there drinking water supply for the school?		Are these facilities adequate?		What is the main source of water supply to the school?					
			No	Yes	No	Yes	Dolcha	Hand Pumps	Tap	Springs	Kaharez	Others
1	Badghis	247	119	128	38	90	17	67	8	24	7	5
2	Bamyan	171	53	118	56	62	11	71	8	22	3	3
3	Daikundi	39	14	25	21	4	16	5		1	3	
4	Ghor	121	61	60	17	43		51	4	3	2	
5	Helmand	73	5	68	17	51	2	63		1	2	
6	Kandahar	135	52	83	24	59	17	63		2		1
7	Paktia	185	97	88	40	48	6	55	7	12	8	
8	Paktika	192	68	124	30	94	7	91		12	14	
9	Urozgan	39	17	22	4	18		17	1	3	1	
10	Zabul	59	8	51	27	24	4	36		6	4	1
TOTAL		1261	494	767	274	493	80	519	28	86	44	10

**Table 4.9: Toilets in schools**

Province		Total Schools	Total number of toilets in the school			Is there a separate toilet for pupils and teachers?	
			Maximum	Minimum	Average	No	Yes
1	Badghis	247	16	1	6	205	42
2	Bamyan	171	18	1	7	154	17
3	Daikundi	39	9	3	5	36	3
4	Ghor	121	12	2	5	111	10
5	Helmand	73	26	2	7	44	29
6	Kandahar	135	10	1	5	118	17
7	Paktia	185	16	1	6	168	17
8	Paktika	192	15	1	5	175	17
9	Urozgan	39	25	5	9	35	4
10	Zabul	59	14	2	7	56	3
TOTAL		1261				1102	159



Table 4.10: Boys toilets in schools

Province		Is there a separate boys toilet?		How many seats are available?			How many more toilet seats are needed?			Is the toilet being used?		Is there adequate water for flushing?		Is there adequate water for washing hands?		Is there soap to wash hands?	
		No	Yes	Max	Min	Ave	Max	Min	Ave	No	Yes	No	Yes	No	Yes	No	Yes
1	Badghis	190	57	15	3	1	10	2	6	10	47	43	14	40	17	56	1
2	Bamyan	124	47	10	2	1	10	2	4	4	43	38	9	39	8	45	2
3	Daikundi	35	4	5	2	0	4	3	3	1	3	4		4		4	
4	Ghor	115	6	6	2	0	6	2	4		6	5	1	5	1	6	
5	Helmand	27	46	24	2	3	10	2	3	1	45	42	4	23	23	44	2
6	Kandahar	120	15	9	1	0	8	2	3		15	5	10	1	14	15	
7	Paktia	167	18	12	1	0	10	2	5	1	17	16	2	16	2	18	
8	Paktika	177	15	15	4	1	12	2	6	1	14	12	3	10	5	15	
9	Urozgan	32	7	12	4	2	5	2	3		7	7		7		7	
10	Zabul	53	6	14	2	1	7	3	5		6	6		6		6	
TOTAL		1040	221							18	203	178	43	151	70	216	5

Table 4.11: Girls toilets in schools

Province		Is there a separate girls toilet?		If Yes, how many seats are available?			How many more toilet seats are needed?			Is the toilet being used?		Is there adequate water for flushing?		Is there adequate water for washing hands?		Is there soap to wash hands?	
		No	Yes	Max	Min	Ave	Max	Min	Ave	No	Yes	No	Yes	No	Yes	No	Yes
1	Badghis	219	28	10	3	5	12	0	4	1	27	20	8	20	8	25	3
2	Bamyan	111	60	9	1	5	10	0	3	9	51	52	8	51	9	58	2
3	Daikundi	36	3	4	2	3	3	3	3		3	3		3		3	
4	Ghor	102	19	6	2	4	8	0	1	6	13	19		19		19	
5	Helmand	63	10	26	2	10	8	0	2		10	8	2		10	10	
6	Kandahar	123	12	6	2	3	5	2	3		12	2	10	1	11	12	
7	Paktia	176	9	12	2	4	12	0	4	2	7	8	1	8	1	8	1
8	Paktika	188	4	10	3	7	5	0	2	1	3	2	2	2	2	4	
9	Urozgan	38	1	10	10	10	0	0	0		1	1		1		1	
10	Zabul	54	5	10	1	4	3	0	2		5	4	1	4	1	5	
TOTAL		1110	151							19	132	119	32	109	42	145	6





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## APPENDIX 1: Terms of Reference for the CFS Baseline Survey

**Project/Program Title and Annual Work-Plan number** (VISION): "PCR 1: Education of girls and women increased through more equitable access to quality basic education services".  
IR1.2 "1500 formal schools, in all districts in 10 priority convergence provinces implement comprehensive Child Friendly Schools package resulting in improved access, retention and learning achievement".

### 1. Background:

During the last decade Afghanistan has made significant strides in advancing education towards the achievement of Education for All (EFA) goals and Millennium Development Goals (MDG) by 2020. The strong leadership by the Ministry of Education (MoE) with support from development partners has resulted in a remarkable increase in enrolment from a little more than one million in 2001 to more than 8.3 million in 2012 with 38% being girls<sup>3</sup>. However, education in the country is still facing a myriad of challenges particularly in terms of school learning environment, quality of education, and learning achievement. More than 50% of public schools lack proper classrooms and basic facilities, including water points and separate hygienic toilets for girls and boys. Many teachers still continue to practice corporal punishment and other forms of abusive punishments to discipline pupils. All these conditions contribute to the poor learning achievement, drop-out leading to low and retention especially for girls and hence contributing to the persistent gender disparities in education.

UNICEF Afghanistan introduced the Child Friendly School (CFS) approach in as a way of addressing quality issues in education in the current Country Programme Action Plan (CPAP) 2010-13 as a key strategy to support the Ministry of Education in its effort to increase the accessibility and quality of education to enable all children to realize their potential through provision of quality basic education. The CFS approach provides a holistic school improvement which includes: inclusive enrolment, quality of teaching and learning, girl friendliness, access to water, sanitation and hygiene (WASH), protection from violence, and community involvement. The National Education Strategy Plan (NESP) and Education Interim Plan (EIP) also stipulate that 'inclusive and child friendly education is the vital tool to reach Education for All'<sup>4</sup>.

In the CPAP 2010-13, the Basic Education and Gender Equality (BEGE) planned result was set as "30% of primary schools are child-friendly (3,300 schools practice child-friendly principles)" by the end of 2013. According to the mid-term review (MTR) report 2011, there were more than 500 schools in all 28 provinces that have been trained and currently practicing CFS principles. The BEGE Programme during 2010-11 was focused on establishing the foundation for the programme roll-out through standardizing the programme framework and national capacity development. As a result, more than 200 Provincial and District level trainers and 1700 teachers have been oriented on the CFS approach.

The MTR findings have provided the feedback that while the concept of CFS is well aligned with the MoE policy, the programme activities and standard need to be clearly defined in order to generate a common understanding among the stakeholders if the programme is to be advocated for mainstreaming.

In response to the recommendation, the CFS approach has been re-conceptualized into the five thematic components: (i) Inclusiveness; (ii) Effective Teaching and Learning; (iii) Safe, Healthy and Protective Environment; (iv) Gender Responsiveness; and (v) Participatory Decision-making. The 'Minimum Package' standard was also developed to define the core activities and conditions for schools to be certified as CFS. Programme coordination with other UNICEF Sections (i.e. WASH,

<sup>3</sup> Education Management Information System (2012)

<sup>4</sup> National Education Strategic Plan for Afghanistan (2010), Education Interim Plan 2011-13 (2011)



Health, Child Protection) is strengthened to converge the programme activities in capacity development, monitoring and advocacy in order to leverage the resources.

In the light of the programme refocusing as per the equity principle, IR 1.2 has been revised as “1500 formal schools in 10 priority convergence provinces implement a comprehensive Child Friendly Schools package resulting in improved access, retention and learning achievement”.

For UNICEF and MoE to be able to track progress of the programme interventions in relation to the Child-friendly schools approach, and reflecting the level of achievement against the set result of IR1.2 as defined in the CFS standard, solid baseline data of the target schools is necessary to assess the current status of schools as per the CFS minimum package standard, identify priority areas for improvement, and develop effective support strategy. Baseline data is also crucial to systematically measure the progress and demonstrate the efficacy of the CFS as a comprehensive school improvement package and its impact on enrolment, retention and learning achievement. Those evidences will be the basis for the advocacy to guide the decision-makers in MoE to promote mainstreaming of CFS approach at national policy level.

## **2. Purpose of this survey:**

The purpose of this survey is to establish the baseline data of the 1,500 CFS target schools based on CFS minimum package indicators in order to identify the priority areas for improvement, develop an intervention strategy, and assess the progress. The specific objectives are as indicated below:

- 1) Produce baseline data based on agreed standards indicators (qualitative and quantitative) to monitor the progress and outcome of the CFS interventions
- 2) Document the current status of knowledge, attitude and practice of stakeholders (i.e. students, teachers, SMSs, parents) regarding the CFS 5 components that represent a comprehensive, systematic framework toward inclusive education of good quality. Specifically, looking at interventions that make the school environment attractive to children, through the Child-Centred School, i.e. schools that are: (1) Effective with Children, (2) Healthy and Protective of Children, (3) Encourages the Participation of Children, Families and Communities (4) Responsive to Gender, (5) Inclusive of Children.
- 3) Identify the priority areas for improvement and support strategy in each Province for target schools to achieve the CFS minimum package standard

The survey results will facilitate development of the intervention activities for 2013 and strategic planning for the next country programme cycle.

The results of the baseline survey will be supplemented with the proposed MoE Learning Achievement Assessment 2012-2013 supported by the ACER (Australian Council for Educational Research) to measure the effectiveness of the CFS approach on the learning achievement of students. The ACER will carry out an assessment of both Basic Education and Post Basic Education, looking at key Grades of 3, 5, 7 & 9, with the flexibility to begin at any two grades identified by the Ministry to ensure progressive and accurate deployment of the program if need be. An important aim of the ACER assessment will be to develop the skills of the Ministry staff to enable them to evaluate the effectiveness of the school education system. The rationale underpinning the proposed methodology of ACER is that the assessment materials and the subsequent reports will provide information about the strengths and weaknesses of students in the formative years. The assessments will be grounded in the national curriculum and will be designed to provide diagnostic information at system and school levels so that managers and stakeholders can review the results and plan appropriate strategies and interventions aimed at improving teaching and learning based on empirical data.

The CFS baseline study will borrow from the ACER proposal and provide base-line statistics of

student performance across a range of Grade levels and subject domains as decided in conjunction with the Ministry of Education to use for the 1,500 target schools.

### Scope and focus:

In light of the purpose above, the scope and key indicators of this baseline survey will include, but not limited to, the following items:

#### Key Questions

- What is the current status of the formal schools to be targeted by the CFS package in 10 focus Provinces in terms of CFS minimum package indicators?
- What is the current status of knowledge, attitude and practice regarding the CFS approach among key stakeholders (e.g. students, teachers, school principals, school management shura members, and parents)?
- To what extent are the target schools practicing CFS standards and what are the areas which need further improvement?
- What are the major challenges / bottlenecks hampering schools from achieving CFS standard?
- What will be the most effective support activities and strategy to address those challenges?

#### Scope of Work

This survey will collect the following data:

- Quantitative baseline data will be provided by the ACER summary statistics (e.g., means, deviations and confidence intervals) regarding the associations in the factors that influence educational outcomes.. CFS baseline will use this baseline to model the relationships between performance and student background characteristics and other available teacher and school-level contextual in terms of general school profile (e.g. number of students, teachers, and status of facilities) and the CFS indicators in the five components through observation and interview with school management (\*2-3 key indicators will be identified for each component to develop a survey package for 10 indicators – draft is attached in the annex)
- Qualitative baseline data on the Knowledge, Attitude and Practice (KAP) of selected samples of stakeholders (students, teachers, parents and SMS) regarding the five CFS components through structured interview.

### 3. Process:

This baseline survey will be organized in three stages as outlined below. The first stage will be the inception phase focusing on the development of the survey design, operational plan and instruments in coordination with UNICEF and MoE. Once inception report and the survey framework are clear and agreed upon by the consultancy firm, UNICEF and MoE, the second stage will be data collection. Following the successful implementation of data collection and compilation tasks, the third stage will focus on the data analysis, presentation and report writing. UNICEF will use the MODULE: School Readiness, developed by the Global Capacity Development Programme on Child Friendly Schools (CFS) in 2012, The Modules will serve as technical guidance on how to promote holistic early learning and development. While quantitative data collection will be the dominant part of the survey, qualitative data collection will be also an integrated component to supplement the quality of the survey.

#### (1) Inception Phase

- Conduct desk literature review of relevant materials to CFS and national education policy documents (e.g. CFS manual, programme documents, NESP)
- Coordinate with MoE relevant Departments (i.e. **General Education, Teacher Department, Academic Council, EMIS Department - TBC**) to develop Operational Plan (i.e. data collection strategy, timeframe, logistics, budget) and standardized survey instruments (e.g. school data collection sheet, CFS assessment checklist, school information database)
- Conduct small size pilot of data collection and revise operational plan and instruments to ensure the accuracy and relevance
- Agree on the framework for analysis (how the baseline data shall be analysed and presented) and determine the statistical package that will be used to analyse the data.

## (2) Data Collection Phase

- Conduct training for the data collection team (consisting of PED and DEO officials) in each Province on the responsibility and expected tasks
- Data collection team to administer the survey tools to 1,500 CFS target schools and collect feedback as per the operational plan
- Data collection team to conduct structured interviews with the identified groups in 20 sample schools (e.g. students, teachers, school principals, SMS, parents) for knowledge, attitude, and practice regarding CFS characteristics
- Conduct spot checks to schools during the data collection to monitor the performance, and provide on the spot remedial action.
- Prepare weekly implementation report for progress, challenges and lessons learnt
- Check all the survey instruments for accuracy and completion and take follow-up measures
- Compile the collected information in the database for analysis
- Conduct interview with development partners (e.g. UN agencies, NGOs) to document their views on CFS programme and possible partnership for programme planning and implementation

## (3) Data Analysis and Reporting Phase

- Analyse the aggregated data in terms of CFS indicators in 5 components to identify the general profile of each Province, priority areas for improvement, and recommended support strategies
- Organize debriefing session with UNICEF and MoE to present data analysis and recommendations for priority areas for improvement and support strategies
- Compile Final Report with analysis of CFS profile as per the indicators in 5 components and recommended support strategy

This survey will mobilise the combination of both quantitative and qualitative methodologies as per below.

For quantitative data collection for 1,500 schools:

- Administering standardized questionnaires with school principals / teachers
- Observation of school facilities, teaching / learning practices, and activities

For qualitative data (KAP) collection for selected sample stakeholders:

- Structured interview with stakeholders

**4. Duty station:** Kabul with travel to 10 priority provinces

**5. Duration:** 75 days

**6. Supervisor:** Chief of Education Section

**7. Support provided by UNICEF:** Facilitate contact and coordination with MoE counterparts and access to available information sources including policy documents, programme documents, and EMIS data etc. Facilitate the field information collection in zonal offices where UNICEF has a presence.

## 8. Description of assignment

Tasks	Deliverables	Time frame
<b>Inception Phase</b>		
Desk literature review of relevant materials to CFS in Afghanistan	First draft of baseline survey implementation plan and set of survey instruments (data collection sheets, database etc)	3 days
Strategy and material development in coordination with MoE		Week one
Small size piloting and		Week three
	Inception Report with findings from pilot, finalized	

revision of strategy and tools	operational plan and survey instruments (* format for database to be determined - Excel / Access / SPSS)	
<b>Data Collection Phase</b>		
Training of data collection focal points (PED, DEO, school management) in 10 Provinces	Training implementation report	Week four
Collection of quantitative data from 1,500 target schools Collection of qualitative data from 20 sample schools	Weekly implementation report with clear indication of progress, challenges faced, and lessons learnt	Week eight
Collection of completed set of survey tools and data entry	Database with complete set of information collected from target schools	Week ten
<b>Data Analysis and Reporting Phase</b>		
Data analysis	Report draft with data analysis	Week eleven
Debriefing session with UNICEF and MoE for feedback	Debriefing session	
Preparation of final report	Final report with analysis of CFS profile as per the indicators in 5 components, major problems / challenges to be addressed, and recommended support strategy for each Province	Week twelve
<b>9. Qualifications required for the assignment:</b>  The consultancy firm / research institution should have expertise on the following <ul style="list-style-type: none"> <li>• Experience in conducting education-related studies in Afghanistan</li> <li>• Ability to organize large-scale data collection in participatory manner and in difficult geographical locations in Afghanistan</li> <li>• Expertise in data management, analysis and presentation using the specialized software (e.g. Access, SPSS, STATA)</li> <li>• Ability to produce quality study reports</li> <li>• Experience working with UN organizations and Government, especially Ministry of Education</li> </ul> Lead Consultant should have: <ul style="list-style-type: none"> <li>• Master's Degree in education, social sciences or relevant areas.</li> <li>• Minimum 8 years of experience in conducting studies.</li> <li>• Experience in conducting studies for basic education is an advantage</li> <li>• Fluent in the English language - speaking, writing and understanding.</li> <li>• Knowledge of Dari, Pashtu or Farsi is an advantage</li> </ul>		
<b>10. Estimated costs to UNICEF:</b>  <div style="text-align: right;">TOTAL    \$ 50,000</div>		
<b>11. Installment payments:</b> Payment is expected to be processed in 3 installments as per the offered condition below, but final agreement is subject to negotiation with the selected consultancy firm. <ul style="list-style-type: none"> <li>▪ First installment: 30% of the total amount, conditional to the submission of the expected deliverables</li> </ul>		

- with acceptable quality for Inception Phase
- Second installment: 40% of the total amount, conditional to the submission of the expected deliverables with acceptable quality for Execution Phase
- Third installment: 30% of the total amount, conditional to the submission of the expected deliverables with acceptable quality for Data Analysis and Delivery Phase

**12. Funding Source:** RR (GC/2009/0040) / Thematic Fund for BEGE (SC/2010/9901)

**13.**

**Prepared by: Masahiro Kato and Khadija Bahram**

_____	_____	
Name	Signature	Date

**Reviewed by: Pawan Kucita**

_____	_____	
Chief/OIC of Section	Signature	Date

**Cleared by: Siping Wang**

_____	_____	
Chief/OIC of Section	Signature	Date

**Approved by: Vidhya Ganesh**

_____	_____	
Deputy Representative	Signature	Date

## Annex: Table of 5 CFS Components, Minimum Package Standard and Programme Indicators

CFS components	Minimum package standard	Indicators
1. Inclusiveness	<p>Schools accept to accept all children regardless of background</p> <p>Non-enrolled children in catchment area are identified and SMS takes action to enroll all children</p>	<p>Inclusive admission policy is publically set up in school</p> <p>At least one action has been taken by school and SMS to enroll all children in the catchment area during the current school year</p>
2. Effective Teaching and Learning	<p>Teachers are trained on Child-Centered Teaching approach</p> <p>TLM distributed and used in class effectively</p> <p>Advocacy to ensure distribution of textbooks to all children</p>	<p>At least one teacher in each of grade 1-6 are trained on child-centered teaching and learning</p> <p>Textbooks and TLM are distributed to students and used in classroom</p>
3. Safe, Healthy and Protective Environment	<p>WASH Package installment (water, separate latrines, hygiene education etc</p> <p>Enforcement of code of conduct for teachers and students for violence-free environment</p> <p>De-worming is conducted to all children</p>	<p>Separate toilets for boys and girls exist and are maintained</p> <p>Code of conduct for violence-free school is publically set up</p> <p>All students have been treated with de-worming</p>
4. Gender Responsiveness	<p>Code of conduct and focal teachers in place to prevent harassment and discrimination against ( students) specially girls</p> <p>Advocacy to deploy adequate number of female teachers to support girls' retention</p>	<p>Code of conduct and one or more focal teachers are in place to prevent gender-based harassment and discrimination against students, specially girls</p>
5. Participatory Decision making	<p>SMS is strengthened through training to prepare SIP and hold regular meeting to support implementation</p> <p>Student Shura is established and participates in decision-making</p>	<p>SMS is established and conduct regular meeting with school for improvement</p> <p>Student council is established and regularly meet teachers / school management to express their views</p>



## APPENDIX 2: Literature Review

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### IMPACTS OF CONFLICT ON EDUCATION

#### General impacts

Conflicts have varied but significant impact on the country's education system (WB, 2005): The first and most obvious impacts are the loss of life and physical and psychological trauma experienced by teachers and students, and the rest of society; Conflict may also erode core values of societies; Children are orphaned, recruited, or separated from their parents; teachers and children are traumatized by violence; Teaching forces are also often severely debilitated by conflict; Enrolment rates to educational centres decline during conflicts, as access and availability both decrease; For girls, getting to and from school becomes even more of a personal safety hazard during periods of conflict and during the instability of early reconstruction; Additionally, there are new groups of learners with special needs like child soldiers and other war-affected youth, orphans, and disabled children; Another problem is that of reintegration of refugees – both internally displaced and those who left the country, once peace returns to a country; Conflicts also result in mass displacement of people, as people move to areas of greater safety; Displacement, both within the country's borders or across borders, places enormous pressures on education systems; Globally, at least 12 countries have more than 200,000 of their own citizens taking refuge in neighbouring countries as a result of conflict, including 5 with over 400,000, one of which is Afghanistan.

#### The case of Afghanistan

The education system in Afghanistan collapsed during the Taliban regime, and by 2003, 80% of physical infrastructure (schools) had been damaged or destroyed, land mines and other war detritus further reduced access to still standing infrastructure, a culture of violence was reflected in school practices and even textbooks and education systems and curricula had been politicized, as history had been distorted to suit the previous regime's needs (WB, 2005; Vinson, J. E., nd). The effect of decades of conflict had resulted in a failure to carry out the expansion of system capacity, destroyed much of the educational system and resulted in many children having no access to education, especially girls and the marginalised communities; all of which were compounded by the lack of trained teachers, which further added to the pressures on existing educational systems in the country (WB, 2005). On the brighter side, however, even though internal refugees usually face major problems in education, returnee refugees in Afghanistan are viewed as a potential resource as they are often one of the best educated.

Given these facts, and that Afghanistan has an exceptionally high share of children under 15 (49%) and a very small proportion of elderly aged 65 and over (3 percent), the challenges facing the country in order to ensure all children are literate are very high (Icon Institute, 2008).

In order to address the problems of literacy in this post conflict period, the MoE has undertaken a number of initiatives (more fully described below), along with a number of development partners, which have resulted in significant improvements.

## SCHOOL EDUCATION IN AFGHANISTAN

### *Constitution, Laws and International Conventions*

**The Constitution of 2004:** The 2004 Afghanistan Constitution says that the state must 'adopt necessary measures for promotion of education in all levels' (Article 17); that basic education is compulsory till Grade 9; that the state is obliged to provide free education for all children and youth till the undergraduate level (Article 43); and, on gender equality and inclusion, the state must 'devise and implement effective programs for balancing and promoting education for women, improving of education of the nomads and elimination of illiteracy in the country' (Article 44) (quoted in DPE, 2010; HRW 2006).

**The Education Law of 2008:** This Law states that 'the citizens of the Islamic Republic of Afghanistan have equal rights to education without any kind of discrimination' (Article 3) while Article 4 reflects the Constitutional obligation of the nation to provide free education for its children and youth (MoE, 2011b). There is also a special focus on children most vulnerable to exclusion from and within the education system, reflected in Article 15 of the Law, which states that 'Education of children and adults who need special education and training and due to different reasons are left behind from education and training, shall be provided in different educational levels, in accordance with its related rules' (MoE, 2011b).<sup>5</sup>

**International Obligations:** Afghanistan is a signatory to the International Convention on the Rights of the Child (UNICEF, 2012) and also has accepted the Millennium Development Goals (MDGs) one of which is that all Afghan children within the appropriate age group should have completed their primary schooling by 2020 – which will require, in turn, net enrolment rates of 75% for boys and 60% for girls in basic education by 2014 (DPE 2010) – while the MDG of promoting gender equality and empowering women includes educating women to the secondary level and reducing gender disparities (Table A2.1).

**Table A2.1: Millennium Development Goals for Afghanistan**

MDG Goal	Goal	Targets	Indicators	MDG Target 2020	
				Total	Female
2	Achieve universal primary education	Ensure that all boys and girls complete a full course of primary schooling	100% cohort completion rates	100%	100%
3	Promote gender equality and empower women	Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015	gender disparity: enrolment achievement	85.5%	82.3%

Source: MoE, 2011b

<sup>5</sup> Article 15 on education for persons with special needs is somewhat ambiguous: while it can be interpreted as sanctioning flexible education systems designed to accommodate children with different needs and abilities, it can also be interpreted as promoting special education in more segregated settings (i.e. in special schools or classes) where children with disabilities will not be directly enrolled in regular schools (MoE, 2011b; UNESCO, 2009).



## *Education system, plans and programmes*

**Ministries:** Three Ministries implement Government education programmes:

- The Ministry of Education (MoE) operates primary and secondary schools and government-funded Islamic schools, provides teacher training, community literacy programs and runs a number of vocational education institutions.
- The Ministry of Higher Education (MoHE) is responsible for tertiary education through universities including teacher's colleges.
- The Ministry of Labour, Social Affairs and Martyrs and Disabled (MLSAMD) is responsible for vocational skills training and also operates about 200 kindergartens, mainly in Kabul. In addition, the National Solidarity Program (NSP) provides funds to communities for school construction.

**Other schools:** In addition, there are a number of NGOs and donors who play an important role through community-based schools and development projects, while the private education sector is also developing: MoE has so far licensed about 160 private schools in Kabul and the provinces, and there are an increasing number of private vocational colleges and universities (WB and DfID, 2010).

**Ministry Structure:** Implementation of the new *Tashkil* (organisational structure of the Ministry) has started: Under the leadership of the MoE there are 5 deputy ministers each leading one of the priority programmes; Directors under the Deputy Minister and Provincial Education Directors are responsible for implementation of program components (DPE, 2010).

**Strategic Plans:** The first National Strategic Education Plan (NESP) for the period 2006-07 to 2010-11 was formulated in 2007 and was updated for the period 2010-11 to 2014-15 in January 2010 (WB and DfID, 2010). Community, non-governmental organizations and the private sector will also participate in implementation of the NESP. Annual implementation plans will be developed and facilitate implementation of activities across the country. Program implementation will be supervised by relevant authorities at national, provincial, district and school levels (DPE, 2010).

**NESP Goals:** The latest NESP (2010-2014) identifies policies and objectives for the education system, based on national and international commitments and the needs of the education system in Afghanistan, and aims at the following (DPE 2010):

- Gross enrolment rates in Basic Education for boys and girls to increase to 104% and 103% respectively; and the net enrolment rates to increase for boys and girls to 98%
- The number of students in Islamic Education to increase to around a half a million (at least 40 % female)
- At least 95% of teachers to have successfully passed the national competency test
- The national literacy rate to be 75%
- 12% of basic education graduates to continue their education in Technical and Vocational Education programs

**NESP Programmes:** The NESP has two main aims: first, to educate and train skilled graduates to meet the socio-economic development needs of Afghanistan, enhance teaching, research and learning and encourage service to the community and the nation; and second, to lead and manage a coordinated system of higher education comprising universities, institutions, and community college dedicated to providing high quality tertiary education

(WB and DfID, 2010). The plan has 5 programmes: (1) education, (2) curriculum development, teacher's education and science & technology, (3) technical and vocational education training, (4) literacy and (5) education management.

1. Education has two sub-programmes: (1.1) general education and (1.2) Islamic education, each with its own objectives: The general education sub-programme aims to ensure that all school-age children will have equitable access without discrimination to quality education to acquire competencies needed for a healthy individual, family and social life, and to further their higher education; The Islamic education sub-programme aims at developing and improving Islamic education in order to develop young people with capabilities needed for teaching; religious preaching; leading prayers; working in government, non-government and private organizations and pursuing their studies in higher education institutes (DPE, 2010).
2. Curriculum Development, Teachers Education and Science and Technology is divided into three sub-programmes: (2.1) *Curriculum Development* which aims to provide quality modern textbooks and learning materials according to the new curriculum, based on Islamic principles and national values, in light of modern educational standards and the present and future needs of the society; (2.2) *Teachers education* which aims to develop the basic capacities of general and Islamic education male and female teachers in order to improve the quality of teaching and the learning achievements of students; and (2.3) *Science and Technology* which aims to help develop basic capabilities of teachers and schools to establish, maintain and use science and technology labs and materials in order to improve the quality of teaching of science and technology (DPE, 2010).
3. Technical and Vocation Education and Training Programme is to provide relevant and quality technical and vocational education for both males and females in order to enable them to meet the requirements of national and regional labour markets and to contribute to the equitable and balanced development of the country (DPE, 2010).
4. Literacy programme aims to provide literacy to male and female aged 15 and above in order to enable them to develop their knowledge and potential and participate fully in their community and wider society (DPE, 2010).
5. Education Management aims to provide a proper, conducive and safe learning and administrative environment for all students and educational staff through balanced development of education infrastructure throughout the country, and has three sub-programmes: (5.1) *education infrastructure development*, aiming to provide proper, conducive and safe learning and administrative environment for all students and educational staff through balanced development of education infrastructure throughout the country; (5.2) *education administrative development*, aiming to provide effective, efficient and transparent support services and facilities for the successful implementation of education programs and; (5.3) *strategic management development*, aiming to increase effectiveness, efficiency, accountability and transparency of the MoE at a strategic level and within the framework of national laws and international commitments (DPE, 2010).

**NESP Performance review:** Achievements have been closer to the forecast low scenario of the plan, and only nominally above the baseline and more efforts and financing will be required to meet constitutional and international development goals, (MoE, 2011).<sup>6</sup>

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<sup>6</sup> This low case scenario includes annual increases of 13,100 teachers/staff per year and salary decompression as a result of priority reform and restructuring. This scenario using 2009 as the base year with incremental growth requirements incorporated and projected over a five-year planning period.

**Monitoring and Evaluation:** The MoE also has an Educational Management Information System (EMIS), developed in 2007 when the first comprehensive school survey was carried out and subsequently updated in 2008 (DPE, 2010). The EMIS is to help provide reliable information and data that will support decision making, policy development and planning in the education sector. All priority programmes of the ministry are to be connected to the EMIS. The EMIS is to be expanded to all of Afghanistan, to ensure that all educational institutes have access to needed information. One of the main objectives is for the Provincial Education Departments to be able to use the EMIS modules to collect and enter relevant data on employees, students, facilities and assets. Although the EMIS is annually updated, it is not fully reliable yet (MoE, 2011a) and it is to be strengthened and deployed at provincial level to improve and accelerate the data collection process for monitoring and evaluation (M&E) and to track poverty-related expenditure (DPE, 2010). The aim is that, by 2014, all central and provincial education departments, 60% of district education departments, and at least 20% of educational institutes will have access to EMIS. (DPE, 2010)

### *Schooling systems, calendars and management*

**Years and options:** Children begin grade one at age six or seven and the basic education consists of primary school (grades 1 through 6), junior (or middle) secondary school (grades 7 to 9) and upper secondary school (grades 10 to 12), while there are also formal education options like vocational education and teacher education from grades 10 to 14, and Islamic education from grades 7 to 14 (HRW 2006).

**School calendar:** In colder areas of Afghanistan, the school year begins after the Persian New Year in March, while in hotter regions the school year begins in September. The school year usually lasts nine months, and is divided into two semesters. There is a two-and-a-half month break at the end of the academic year. The school day usually lasts three to three-and-a-half hours. (HRW 2006)

**Other options:** Other education options available in some areas of Afghanistan include literacy programs, community-based schools, and accelerated learning programs.

- Accelerated learning programmes: These typically target (though are not limited to) girls who cannot go to a regular school, and may be administered by NGOs, Government or donor agencies (HRW 2006). Accelerated learning programs educate children who have missed some years of school but wish to rejoin the formal education system. Here children need to study the formal curriculum at an accelerated pace, to make up for lost years.
- Islamic education: A number of Islamic institutes provide Islamic education to students: In 2008 there were 511 such institutes, including 41 Dar-ul-Ulums (Institutes of Islamic Education of grades 13 - 14), 369 Islamic studies schools/Madrasas, 84 Dar-ul-Huffaz (school for memorizing of Holy Quran) and 17 outreach schools (DPE 2010). There is at least one Dar-ul-Ulum in each province and at least one Islamic school in each district, besides 10 private Islamic schools in Kabul, Herat, Balkh, Panjsher, and Badakhshan Provinces.
- Community schools: These are mainly established in houses or mosques within the community, with support from NGOs although the Ministry provides the teachers (DPE 2010). In 2008, community based schools provided 6,015 classes for 335,540 students in remote areas.

**School management:** Although schools had Parent Teacher Associations (PTAs), Parent Teacher Students Associations (PTSAs) and School Management *Shuras* (SMSs), a recent MoE circular has limited these management bodies to just one, the SMS.

### *Status of education in Afghanistan*

In 2001, when the Taliban regime fell, less than a million boys were enrolled in school. There were 3,400 general schools for about 20,700 male teachers. Since 2001, however, there has been significant progress in school enrolment in Afghanistan: from a little more than one million in 2001 to more than 8.5 million in 2012 with the 38% being girl's education management information system (MoE, 2012).

Net enrolment rates in basic education for boys and girls in 2008 were estimated to be 65% and 40% respectively. The gross enrolment rates for basic education in 2008 were 79% and 48% for boys and girls respectively, though they varied considerably between provinces. The enrolment of girls has increased from almost zero in 2001 to a third of all enrolments. Of this the highest enrolment in the country's history was in 2003, with 4.3 million children enrolled in school, one-third of which were girls. In 2006, the overall enrolment in primary education was 50% for boys and 20% for girls. This dropped to 20% and 5% respectively for boys and girls at the secondary level.

These national figures can be deceptive, as there are disparities in enrolment regionally: Southern provinces and rural regions are under-served and also have much fewer girls enrolled, when compared to boys (Vinson, J. E, nd; WB and DfID, 2010). However, this rising trend in enrolment seems to be a steady trend with the enrolment of girls and boys in 2009 estimated to be 4.1 million boys and 2.4 million girls, totalling 6.3 million students (MoE, 2011a).

## **CHALLENGES TO EDUCATION**

Afghanistan's education system continues to face a number of challenges that slows down the spread of literacy among the country's population, including school learning environment, quality of education and learning achievements. More than 50% of public schools lack proper classroom and basic facilities including water points and separate hygienic toilets for girls and boys. Many teachers still continue to practice corporal punishment and other form abusive punishments to discipline pupils. All these contribute to poor learning achievements, school dropouts leading to low retention, especially for girls, and hence contribute to the persistent gender disparities in education.

In 2007, students in primary, lower secondary and higher secondary schools constituted 82%, 13% and 5% of general education students. A survey of schools in 2007 (DPE 2010) showed that most students were concentrated in grades 1-4, with the number dramatically declines after grade 5. As these students move through the system and as more children enter the system, the trend is likely to continue resulting in a vast majority of students enrolled in grades 1-7 in 2010-11 and the dramatic drop seen in the 8<sup>th</sup> grade. However, projections of number of children enrolled suggest that there are likely to be nearly four times the number enrolled in 2008.

Based on current demographic trends, about 8.8 million children are expected to join primary education by 2020 (an increase of 4 million students from 2009 levels, assuming full enrolment). Meeting this demand would require an additional 99,000 teachers at an annual

cost of USD 232 million. Even if there continues to be a problem of dropouts, secondary attendance could increase by 3 million, requiring an additional 112,000 teachers, and an annual cost of USD 263 million (MoE, 2011a).

This in itself is a major challenge for the educational system of Afghanistan to fulfil its obligation to provide free education to all students till university level.

Challenges exist at several levels, ranging from those facing the education system (school infrastructure, teachers and violence in schools) and those posed by the environment (illiteracy, poverty, insecurity and difficult access) to challenges facing excluded children (out-of-school children who may be drug addicts, child soldiers, and disabled or from ethnic minorities) and girl students. These are briefly outlined below.

### *The challenge of school infrastructure*

**Number of schools:** Of the 10,998 general education schools, 6,071 are primary, 3,061 are lower secondary and 1,866 are upper secondary schools. Around 15% are girls' school, 35% are boys' schools, and 50% are schools for both boys and girls who learn in different shifts. Of the total 412 rural and urban districts only 151 districts have at least one upper secondary girls' schools. According to MoE's statistics, around 83% of all schools are located in rural areas, with only 17% in urban areas. There has been quite a steady rise in the total number of schools in Afghanistan, which has increased from 6,039 in 2002 to 10,998 in 2008, a 45% increase (Table 2.2).

**Table A2.2: Growth in the number of schools, Afghanistan (2002 to 2009)**

Year	Gregorian	2002	2003	2004	2005	2006	2007	2008	2009
	Shamsi	1381	1382	1383	1384	1385	1386	1387	1388
Number of schools		6,039	7,137	8,254	8,398	8,398	9,062	10,541	11,460

Source: MoE, 2011b

However, given the requirement of the country and the large percentage of children still out of school, there continues to be a need to build more schools - and at a rapid rate.

**School buildings:** According to the MoE, there were 8,590 schools in Afghanistan in 2004-2005, of which only 2,984 had a dedicated school building: 2,740 were "building-less" (held in tents or in open air) and the remainder were held in mosques or rented rooms and buildings (HRW 2006). Since the implementation of the NESP began, 19,718 classrooms have been constructed in 1,752 schools and an additional 18,706 classrooms in 1,848 schools are under construction. In 2008, around 55% of schools have decent buildings while more than 45% do not yet have usable buildings (DPE 2010).

**Boundary walls and gates:** Another concern, especially from the perspective of safety is a boundary wall and a gate for the school. The existence of outer wall for the school gives a sense of privacy or the lack of it, which may determine whether or not girls will be sent to school. Equally, the lack of proper class rooms would have an impact on the perception of safety of children, and therefore the willingness of parents to send their children to a school under a tree or tent, in comparison to one with proper walls. (Jackson, Ashley, 2011)

**WASH facilities:** Additional barrier for attending schools, especially for girls is the availability of appropriate water and sanitation infrastructure in schools. While DPE statistics (DPE 2010) suggest better performance of water and sanitation infrastructure in schools UNICEF estimates that three out of every four public schools do not have safe sanitation and 40% lack access to safe drinking water. (Jackson, Ashley, 2011) The construction of boundary walls around schools as well as provision of clean water and



sanitation facilities is very important to make sure that girls will be able to or permitted to come to school. The construction of sanitation facilities that are accessible to children with disabilities too will help ensure that all children including girls with disabilities are able to go attend school (UNESCO, 2009). Since the NESP, the MoE has provided drinking water facilities for 88% of schools and furniture for 43% of schools.

**Number of classrooms:** This concern is of an even more immediate nature given the student-classroom ratio in the country. The average student-classroom ratio is estimated at 141. However, there is considerable disparity among the provinces – the lowest in Panjsher is 73 and the highest in Ghor is 287. (DPE 2010)

### *The challenge of finding trained teachers*

**Numbers:** The pupil-teacher ratio at the national level was 1:38 and rose to 1:43 for 2009, very near the standard ratio set by MoE, but varies considerably among the provinces (DPE 2010; Jackson, Ashley, 2011): It is very high in some provinces like Helmand, Nangarhar and Badghis, around 70, 60 and 56, respectively; In case of female teachers it varied from 1:97 in Daikundi to 1:29 in Badakhshan and Baghlan, in 2009, with the national average ratio being at 1:53. However, about 80% of all female teachers work in or around urban areas. About 66% of teachers in Kabul are female, which has resulted in a female teacher to female student ratio of 1:3. Therefore, while 37% of all female teachers are located in Kabul, about only 12% of female students are there, resulting in this highly skewed ratio. Therefore, if Kabul province was to be taken out of the picture, the female teacher to pupil ratio would fall to 1:83. In some areas things are much worse, as in Khost where only 3% of teachers are female, giving a ratio of 1:416; and in Paktika where there are only 1% of teachers as women and a ratio of 1:784. Inequitable distribution of staffing positions, insecurity and teachers' unwillingness to relocate to rural areas are the main reasons behind this imbalance. As nearly half children of school going age are still out of school, the pupil-teacher ratio would be significantly higher if these children were enrolled. This reflects the increasing need to address issues of teacher shortages.

**Qualifications:** Of the 158,000 general education teachers, only 24% have an education of at least grade 14, which is the official minimum requirement for teaching. The status of teachers varies considerably among provinces. Currently 95% of female teachers holding a BA and 84% of female grade 14 graduates are teaching in the nine big cities of Kabul, Herat, Nangarhar, Balkh, Baghlan, Badakhshan, Takhar, Jowzjan, and Fariab. There are 109 districts that have no or only one female teacher. More than 60% of teachers have an education of grade 14 or higher in Kabul Province (including in Kabul City); while less than one percent; 10%, of teachers in Daikundi have an education of grade 14 or higher. (DPE 2010) However, the number of teachers is not the only issue. A survey of 2005 showed a rather alarming picture of the quality of teaching staff. The survey undertaken in northern Afghanistan for 200 primary school teachers showed that when they took the same examination as their students, only ten passed. (Jackson, Ashley, 2011)

**Training:** There were 2,000 literacy courses that educated about 22,000 adult males. There were 4 Teacher Training Colleges (TTCs) in 2001, one in each of four Provinces. These TTCs had a total of 190 male students and 50 male lecturers. The 38 Technical and Vocational Education and Training schools were partly active with only 1,510 male students and about 550 instructors. Curriculum's in 2001 were largely out of date and politicized, with several versions of textbooks used promoting a culture of violence. There was very little access to education for girls and women. While in many areas it was not possible to educate girls, in

some areas the local population was able to negotiate with local leaders and help ensure girls got some education. Female students did not have access to TTCs (DPE 2010).

**Women teachers:** Of the 158,000 teachers in 2008 only 29% were women. This number increased from 22,000 in 2002 to 45,000 in 2008; however it continues to be low. There is also a huge difference between the number of female teachers in big cities and rural areas. (DPE 2010) Lack of qualified female teachers is a major obstacle to girls attending school, especially as they get older: About a quarter; 26.4%, of the individuals interviewed in a survey of 2011 named the lack of a female teacher as a major obstacle to girls' access to education; and, according to a survey of drop-outs conducted in 2009 by Afghanistan Independent Human Rights Commission (AIHRC), 14.7% of girls reported the lack of a female teacher as the reason for them leaving school (Jackson, 2011).

There is therefore a pressing need to identify ways to increase the number of female teachers in areas where there are insufficient numbers presently. Government efforts resulted in the number of student teachers in TTCs rising from 33,062 in 2008 (of which 12,836 (39%) were female) to 43,432 in 2009 (with 38% being women). Of the total number of student teachers, 59% were enrolled in the Ministry's two pre-service programs and 41% in in-service programs. In 2008, the overall number of student teachers enrolled in in-service two-year programs reached 18,489 and the number of student teachers in pre-service two- and five-year programs reached 14,603: 13,643 in two-year and 930 in five-year programs. (DPE, 2010; MoE, 2011a)

There has been significant expansion in tertiary education funding and student numbers since 2005. Donors have been working with tertiary institutions and faculty to improve the quality of education, but limited progress has been made reforming higher education policy and institutional arrangements, or modernizing financial planning and management. Budgets continue to be insufficient with National Education Strategy Plan (NESP) not having enough budgets to even operate existing schools. (WB and DfID, 2010) In fact, one of the major challenges for the expansion of schools in Afghanistan is adequate number of well trained and qualified teachers. The number of teachers in 2008 was around 158,000 with 29% being female teachers. Despite this increase in teachers, the Ministry estimates the need for 32,000 new teachers every year in Afghanistan for the country to achieve the Millennium Development Goals targets set for the country and create equity among the provinces. Presently, however, the budget presently allows for only 12,500 positions annually, including administrative staff position. (DPE 2010)

**Learning materials:** Within a class room, the availability of learning material is also important. One of the most basic problems encountered by students is access to appropriate learning materials. Only 65.1% of the students by a school survey in 2011 said that their school had sufficient books. This was similar to the findings of another study in 2009 the - AIHRC survey, which reported that 50% of students said that they had one book for each subject, 44% said that they didn't regularly have one book for each subject and 6% said that they had no books at all. (Jackson, Ashley, 2011) In fact one of the factors influencing parents sending their children to school is the quality of the teaching. Poor school infrastructure; a shortage of qualified teachers, especially women teachers; the low quality of teaching; all affect decisions made by parents about sending their children to school, more so those with girls. (HRW, 2006)

While the present situation is well below satisfactory, MoE has been making a number of efforts to overcome this gap. The Ministry has been actively making available learning material, and has printed and distributed 38 million textbooks with 100 titles for 1- 6 graders, 147 titles for secondary schools accounting for 23 million books, 25000 science laboratory



guides for grade 4 in Dari and Pashto, and 15000 science charts in 2008. Similarly 15.5 million textbooks were printed and distributed for primary and secondary grade students. MoE estimates suggest that presently 70% of all students have textbooks. (MoE, 2011a)

Teacher guides for grade 1 to 3 has been developed with support from JICA (Japan International Cooperation Agency) and at least one set is distributed to all schools (UNESCO, 2009).

### *The challenge of violence in schools*

Violence may exist at different levels; it could be in the form of sexual violence, punishment in school or between children. Bullying and violence in schools can deter children from attending school, or may result in children wanting to drop out.

**Beating and bullying:** In a study conducted to evaluate a programme of Save the Children, around half of the student focus groups at project schools project mentioned beating and bullying by older students as having happened during their previous day at school, of the project evaluation survey. Five of the groups (out of 11) reported student fighting. One group described how older students had broken off tree branches and used them to beat younger students. This problem however seemed to be only a safety concern for the children, as it was not mentioned by the PTAs or Student Councils but only by the children. While it looks like being obviously ignored, it would result in an unsafe and unhealthy environment for children to be imparted education in (STC, 2009).

**Corporal punishment:** Another major issue is punishment at school. Corporal punishment is commonplace in homes and schools throughout Afghanistan. Parents and teachers are unaware of alternative ways of discipline. Children are still called names and embarrassed by teachers in front of their classmates, as a part of their efforts to keep discipline and manage the class. (UNESCO, 2009) In Afghanistan overall, 74% of children aged 2-14 years were subjected to at least one form of psychological or physical punishment by their caretakers or other household members, and critically, 38% of children were subjected to severe physical punishment. While the survey that looked at this issue suggests that only 41% of household members believe that in order to raise their children properly they need to physically punish them, 69% of household members used physical punishment as a form of discipline for their children. (CSO and UNICEF, 2012)

**Sexual abuse:** While perpetrators of sexual violence do target girls and such threats have kept girls from school in some areas, it is not just girls who are in danger of sexual abuse: Boys too are often sexually abused, without sufficient concern or attention from teachers, families and society at large (UNESCO, 2009). This too impacts the behaviour of children, and the probability of their performing well in school.

### *The challenge of security and access*

**Access:** Afghanistan is a mountainous country with limited infrastructure and, despite ongoing efforts to create schools in remote areas, children find it difficult to access existing schools: Many children live in small villages at quite a distance from the nearest school; travelling is difficult during heavy snowfall in the winters and the melting of snow in the spring that turn rivers turn to violent torrents; and many children still live too far away from the nearest school to attend on a regular basis (UNESCO, 2009).

**Attacks on schools:** While the overall situation improved after 2001, attacks on all aspects of the education process sharply increased in late 2005 and 2006. Previously secure schools, such as girls' schools in Kandahar city and in Northern provinces such as Balkh, also started to be attacked during this period. There have been reports of at least 17 assassinations of teachers and education officials in 2005 and 2006, and more than 204 attacks on teachers, students, and schools from January 2005 to June 2006 (HRW 2006). In 2007 and 2008, more than 481 schools were closed for security reasons which deprived around 336,000 students from education. Of these about 220 schools were reopened where it has been possible to create some cooperation between local communities and the Ministry of Education. In 2008 about 140 teachers were killed or wounded and, in these dangerous areas, it was also difficult to recruit staff to work and existing staff were also reluctant to be transferred there (WB and DfID, 2010; DPE 2010).

In fact the situation does not seem to have normalised even after that period. In 2009, there was an average of 50 attacks on schools every month. This rose to 250 in the month of August, when schools were used as polling stations for the national elections. The issue however is not limited to direct attacks on schools. Threatening night letters and intimidation are another major concern. These have led to teachers leaving their jobs and parents withdrawing their children from school out of fear for their safety. (Jackson, Ashley, 2011) Presently, an estimated 17 of Afghanistan's provinces offer secure access to education, with the remaining 17 facing various degrees of insecurity. However, in all areas with security problems, schooling is an issue that is negotiated with the local community and other important stakeholders (MoE, 2011).

**Indirect impacts of insecurity:** Apart from the direct impact of killings, insecurity has a number of other impacts on education. An attack on a school may force a school to close because the building is destroyed or due to fear of killings teachers and students may stop going to school. Attacks and threats may also have an indirect ripple effect, causing schools in the surrounding area to shut down. Where schools do not close altogether, each incident influences the risk assessment that parents and students undertake every day. Single episodes of violence, even in far away districts, over time create a pattern. This has an affect on the attendance of teachers and pupils. The impact on girls is even more severe. Parents often have a lower threshold for pulling their daughters out of school than boys, given greater social restrictions on girls' movements and concerns about sexual harassment and violence. (HRW 2006)

**Protecting children to and from school:** Since protecting children on their way to and from school can be a major problem, especially in conflict prone areas, alternate educations need to be considered, especially for girls. Community-based classes have been seen as one such solution as they tend to be held in local homes or mosques so are easier for children to reach. This is especially important for girls who not only risk damaging their reputations if they walk far from their homes, but also risk targeted attacks by those opposed to education for females (SCF, 2009). However, in this case quality of education could be a concern as often these classes take teachers of lower levels of education, and therefore may not be able to provide adequate support to the students.

Considering the risks, parents also tend to weigh the value of education when making a decision to send their children to school. Some of the considerations include the poor quality of education offered, school facilities and whether or not they are physically adequate and culturally appropriate, and the value of the education to be imparted is worth the risk. (HRW 2006) Therefore, security issues are at times also a decision taken weighing the overall education quality, making it even more imperative to ensure that parents perceive that it is worth the risk.

Given the general insecurity and violence targeted against education distance further exacerbates the situation, particularly for girls. Children, and especially girls, prove very sensitive to changes in distance to the nearest school. A study of community-based primary schools in Ghor found that enrolment dropped by 16% for every mile (or 1.6 kilometres) that children have to travel to get to school and test scores fell by 0.19 standard deviations for the same distance travelled while, in the case of girls, enrolment decreased by 19% per mile (1% for boys) while test scores dropped by 0.24 standard deviations per mile (0.15 standard deviations for boys), showing the impact of distance on learning (Vinson, nd ; Jackson, 2011).

### *The challenge of illiteracy and poverty*

**Illiteracy:** About 74%<sup>7</sup> of Afghanistan's population aged 15 years and over are illiterate. But illiteracy varies: being 61% for males and 88% for females; 52% in urban areas and 79% in rural areas; and as high as 94% for the Kuchis (Icon Institute, 2008). A study also noted that households where children of school going age were enrolled in school (both boys and girls), the children's father was usually literate and has completed at least primary school, if not higher levels of education (Hunte, 2006) Considering these findings, the need to target parents to send their children to school would need to be considered for a majority of cases, as households with illiterate parents may not see the same value for education as those with at least one literate decision maker.

**Poverty:** Poverty is also an important factor determining if children will be able to attend school. Decisions about whether to send child goes to school are made within the context of a household's general livelihood strategy. This often involves complex resource allocation between members, and need to fit within the overall objectives of the family unit.

- **Costs of education:** Even when education is free from the government's side, there are costs of sending children to school, which have to be borne by the children's family. These may deter poorer parents from sending children to school. A survey on schools identified some of these expenses as supporting extra teachers, raising funds for a new school building, and other costs related to keeping schools operational. The need to buy books has also been seen as a reason for dropouts, especially among boys. While this is a cause of drop outs for 4.6% of girls, among boys it was noted to be 9.6%. The net primary and secondary enrolment of poor children by the 2011 survey was estimated at 50% and 13%, respectively for poor children - lower than that of children not categorized as poor, which was 53% and 18%, respectively (Jackson, 2011).
- **Costs of girls' education:** In case of girls an extra cost is to ensure their safety to and from school. Therefore, there may be a need to either pay for transport or for a family member to accompany the girl to school. In the case of girls, where parents can afford to either escort their children or provide them transport they are more likely to go to school in insecure areas. Furthermore, girls are also more likely to be kept from school in a poor household than boys, given that girls are less likely to contribute to anything extra to the household income due to their education. (HRW, 2006)
- **Opportunity costs:** While direct costs of education are relevant, equally relevant are the opportunity costs of sending children to school. Furthermore, in both rural and urban contexts, working children may be their household's primary income earners,

<sup>7</sup> There are a large number of figures on literacy in Afghanistan that often contradict one another. The major issue is that often figures on education are only estimates and not actual numbers. All sources from where these figures are identified in the text in case they need to be referred to.

especially in cases where a father is unemployed (Hunte, 2006). This is also relevant when considering changes in status due to various external factors such as natural calamities. Natural calamities like drought may result in the need for children to contribute labour in the homes, and therefore may be permanently or temporarily withdrawn from school (STC, 2009). Therefore, there is a very large percent of the population whose access to education is dependent not just on the fact it is free, but also on whether or not they can pay the indirect costs incurred due to education.

- **Special groups:** Given that about 36% of Afghan population is below the national poverty line, issues of poverty and access to education is something that will need to be considered – especially in pockets of deprivation: Poverty incidence rises among the Kuchi population to 54% and is also higher (more than 44%) in the southern, west-central and eastern regions (Icon Institute, 2008).
- **Vulnerability:** The NRVA of 2005 highlighted that 20 percent of the population are located very close to the poverty line, indicating high vulnerability: Even small consumption shocks can result in substantially higher rates of poverty (IRoA, nd).
- **Opportunity:** A small survey on education in both rural and urban settings, noted that most households in both villages and cities believed that education was a way out of poverty, and therefore enrolled at least some of their children in school despite severe economic constraints. (Hunte, 2006)

### *The challenge of exclusion*

**Excluded children:** There are many issues when it comes to inclusion of which access to girls to education is perhaps one of the biggest and most highlighted. However, this is not the only issue; others like language, minority groups and disabilities are also important factors that may decide whether or not a child will be able to go to school, a list of possible groups that face these problems is as follows (MoE, 2011b):

- (i) Children affected by conflict, war, and emergencies; internally displaced children; refugees; and returnees
- (ii) Children affected by drugs
- (iii) Children from ethnic, linguistic, social, and religious minorities
- (iv) Children from poor economic backgrounds
- (v) Children in conflict with the law/incarcerated children
- (vi) Children living far away from school/in villages where there are no schools
- (vii) Children suffering from neglect, abandonment, and/or abuse, including orphans
- (viii) Children with disabilities
- (ix) Children who are over-aged
- (x) Girls
- (xi) Nomadic (Kuchi) children, and
- (xii) Street and working children

For many of these groups there are special needs which would have to be considered before education can be considered inclusive.

**Out-of-school children:** Most of these children would fall under the group ‘out-of-school’ children. MoE estimates that 40% of children aged six to eighteen, including the majority of primary school-age girls, were still out of school in 2005. Older girls have particularly low rates of enrolment. At the secondary level, just 24% of students were girls in 2005; and the

gross enrolment rate for girls in secondary education was only 5% in 2004, compared with 20% for boys. Six of Afghanistan's 34 provinces, girls made up 20% or less of the students officially enrolled in school in 2004-2005. Even at the primary level, there are still fewer number of girls joining school, with the gap in primary enrolment between boys and girls has remained more or less constant despite overall increases in enrolment (HRW 2006).

Nonetheless, the lack of attending school does not mean that children stay illiterate either. In some cases siblings who do attend school serve as tutors to their brothers and sisters who do not (Hunte, 2006). In general, however, children in these sub-groups suffer exclusion of various degrees, and these are discussed more fully below.

- Child soldiers: Another group who is often in conflict with law are those the Taliban recruited and abducted to fight their war for them. These children were trained to fight and use arms and/or to become suicide bombers. Apart from not having the opportunity to regular education, the reintroduction of such children into the education system is also often difficult. Unfortunately, there are no credible statistics on the number of child-soldiers in Afghanistan. However, these children also require inclusion in the school education system. (UNESCO, 2009)
- Emotionally-scarred children: Children in many parts of Afghanistan have lost and are still losing parents and siblings to conflict, war and terrorist attacks. The scars that have been left on the minds and in the hearts of the children of Afghanistan will undoubtedly affect their intellectual, social, emotional and physical development. However, presently there are few programmes that address these issues effectively. (UNESCO, 2009) In Afghanistan, 1% of children aged 10-14 have lost both parents. Among those, only 34% are currently attending school. Among the children aged 10-14 who have not lost a parent and who live with at least one parent, 57% are attending school. (CSO and UNICEF, 2012)
- Drug-abusing children: The consumption of drugs and other additive substance is yet another problem in Afghanistan. It is estimated that more than 1.4% of the population age 15 to 64 were addicted to opiates, approximately 260,000 people. Another 3.6% or 670,000 people were addicted to cannabis. There are no statistics available on drug addiction among children age 0 to 14, however infants and small children are sometimes given drugs to sleep, stay quiet, quench their hunger, and to distract them from the cold. Even if children are not themselves consuming drugs, in families with the breadwinner consuming drugs the family's social and economic fabric gets greatly disturbed, and children often need to fend for themselves and their families. Where children consume drugs, their intellectual, social, emotional and physical development of children gets severely impacted. Where children who consume drugs are enrolled in school they are less likely to attend school regularly, less likely to succeed in school, and therefore less likely to complete their education and make a successful transition to working life. (UNESCO, 2009)
- Children with Disabilities: Disabilities are a major issue in Afghanistan, especially due armed conflicts where land mines and unexploded ordinance resulted in a number of accidents for civilian population, including children. Landmines and unexploded ordinances still litter large parts of Afghanistan. Every single day Afghan children are killed or disabled on their way to school, or while they are playing or working in the fields. (UNESCO, 2009) This becomes yet another reason for keeping children away from school. In fact where there is a need for children to cross fields and long distances it is not just the danger for girls but all children due to the possibility of an accident while travelling to and from school.



- Children living at a distance from schools: Children with disabilities are also more sensitive to distance from an educational centre. School attendance for children with disabilities is almost half that of children without disabilities. In 2005, around 77% of children with disabilities in the country did not have access to education. In the case of girls with disability this was 85%. There are 406 thousand disabled persons in Afghanistan, about 1.6% of the country's population. This, needless to say is an important consideration while designing infrastructure which must not only be disabled friendly, which must ensure adequate access to those with disabilities in need of education. (DPE, 2010; Icon Institute, 2008)
- Children of minority communities: The Kuchis are a nomadic minority group of Afghanistan. Due to their lifestyle, poverty and status in the Afghan society, access to education is limited for them. About 11% of Kuchi boys and 6% of Kuchi girls are estimated to be attending school. To increase school access for Kuchis MoE has identified three ways. These are enrolment of school age Kuchi children in formal general schools, establishment of permanent Kuchi-specific schools, and establishment of mobile schools. (DPE 2010) However, Kuchis, are disproportionately affected by distance, particularly girls. 58% of the female Kuchi dropouts surveyed in the NRVA list distance as the primary reason for them no longer attending school. Distance may also inhibit parental involvement in schools, as parents are less likely to be active in their child's school if it is far away. (Jackson, Ashley, 2011)
- Children in conflict with the law: As in all parts of the world, Afghanistan also has its proportion of children in conflict with the law, who often have difficulties accessing education. Young people in some facility may receive vocational training as well and some general education. However, the subjects may not be taught in accordance with the Ministry of Education's curriculum, resulting in children not receiving certificates to help them continue their education once released from the Juvenile Rehabilitation Centre.
- Street children: Another concern is access to education for working children and those living on the street. Children on street the majority of the children working on the street during the day go home in the evening. For those children who are homeless, living conditions are extremely difficult. In addition to suffering from extreme weather conditions, lack of food, sanitation, education and health care, these children are extremely vulnerable to physical and sexual violence. There are few government shelters, though some NGOs offer non-formal education programmes and shelters for children living on the street (UNESCO, 2009).
- Child labour: In Afghanistan, 27% of children aged 5-11 years were involved in child labour activities, while the figure is 22% for children aged 12-14 years, with the prevalence of total child labour (aged 5-14 years) is 25%. Of the 42% of children aged 5-14 attending school, more than half of them (51%) are also involved in child labour activities. Of the 25% of children involved in child labour, less than one third of them are also attending school (31%). Of children involved in child labour who are attending school, there are significant differentials by gender, residence, region, mother's education level and household socio-economic status. School-attending girls involved in child labour (42%) than for school-attending boys (58%) involved in child labour. Children living in rural areas are significantly less likely to be in school if they are participating in labour activities (49%) than children living in urban areas who participate in labour activities (69%). (CSO and UNICEF, 2012)

The rate of children involved in child labour who are attending school is almost three and a half times higher for children in the Central Highlands region (75%) than for

children in the Southern region (22%). Children involved in child labour whose mothers have no education (49%) are less likely to attend school compared with their counterparts whose mothers have attained secondary education or higher (88%). Children involved in child labour who live in the poorest households (38%) are less likely to attend school compared with children living in the wealthiest households. (CSO and UNICEF, 2012)

**Medium of instruction:** Considering the large number of languages spoken in the country, language can also become a barrier for education. There are about 45 languages spoken in Afghanistan, along with a number of dialects, although the two languages that are most widely spoken are Dari and Pashto, which are also the official languages. The recommendation therefore from a key seminar on language of instruction for teaching in Afghanistan was that the medium of instruction in the school should be one of the official languages, Dari or Pashto (based on the majority of the local population in respective areas) while other local languages should be taught as a language (separate subject matter) in the areas where they are spoken but not as medium of instruction in schools the key recommendations were the following (UNESCO, 2009).

The recommendations were suggested and strongly supported, mainly by native speakers of local languages, whose major concern was the risk of further isolating the language minorities by choosing local languages as medium of instruction in addition to the lack of teachers to teach all subjects in the local languages (UNESCO, 2009). While on one hand there can be an increased outreach if local languages are used as medium of instruction in schools, on the other hand, this can lead to an isolation of local communities, and also turn into barriers for future education, especially at university level where the language of instruction is more likely to be in Dari and Pashto.

### *The challenge of educating girls*

**Cultural reasons:** In the past, the emphasis on educating girls in Afghanistan had been relatively low due to cultural reasons. However, the Taliban took over Afghanistan education of the girl child was extremely severely impacted. It fell from a gross enrolment rate of 32% prior to the takeover to 6.4% during their regime. (Jackson, Ashley, 2011) While girl's enrolment in schools has improved, it varies considerably across Afghanistan, ranging from almost 90% in Nimroz to less than 10% in Helmand and Uruzgan for primary grades. While 27% of existing teaching staff is women, they are concentrated in urban areas. Although 70% of teachers in Kabul city schools are women but there are many areas of the country where there are no female teachers (WB and DfID, 2010).

However, according to a survey carried out in 2011 of school-aged females, 71.8% wanted to continue their education, with only 9.9% do not wanting to continue.<sup>8</sup> Of those who wanted to continue their education a majority – 64% wanted to attend university (Jackson, 2011). Similarly, among the parents about 50% wanted their daughters to go to university. However, this was also variable between provinces, with 82.5% of parents in Bamiyan wanting their daughters to complete university while in Khost it was only 5.4%. Among the students only 20% of school-aged females in Takhar want to complete university while 90.6% of Kabul girls wanted to go to university.

<sup>8</sup> About 70% of girls interviewed for this research were attending secondary or high school.



There are, however, several factors that act as obstacles to girls wanting to study, including the availability of schools, parental objections, and the availability of women teachers.

**Schools for girls:** Of the total number of schools in 2009, about 5120 were primary, 3630 lower secondary and 2700 upper secondary. Girls schools accounted for 15% of the total, double shift schools with a shift each for boys and girls were 51%, and the rest 34% were for boys. However, the distribution of upper secondary schools for girls has been rather limited. Of the total of 412 districts of Afghanistan (both rural and urban), only 196 have at least 1 upper secondary girl's school. (MoE, 2011a)

**Enrolment of girls:** While 66% of Afghanistan's schools are supposed to admit girls, according to MoE figures, a third of the country's schools had students of both sexes enrolled in 2004-2005, while 49% of schools admitted girls at some level, compared with 86% that admitted boys (HRW 2006). The most recent MoE statistics on girls in school, November 2011 continues to indicate progress towards increased school attendance and retention. The number of girl students, including those in community based schools, increased from 1,857,817 in 2009 (baseline) to 1,963,282 (6 per cent increase) and 2,113,360 (14 per cent increase) in 2011. In a few provinces a positive trend was also observed in terms of retention in school, such as in the Eastern Region. Here it was found that 85 per cent of girls who enrolled in grade 1 in 2009 had continued to study in grade 3 in 2011. The major concern with reference to drop outs is around grade 4 and 5 which will still need to be studied (UNICEF, 2012 a)

Secondary education, for which girls and boy are separated, is of still greater concern for female education. In Paktia, where there is a girl's secondary school, a Human Rights Watch study noted that it was the only school in the province offering education to girls in grade 8 or higher, and 54 girls were enrolled in these grades (including 16 in class ten) but no girls were enrolled in grades 11 or 12 in 2005-2006 (HRW 2006).

**Co-education:** MoE regulations allow co-education up to grade three and, in remote areas, grade nine. In practice, however, boys and girls schools are often kept separate. Apart from the need for separate classes by the mujahedin regime in the early 1992, often local residents also want separate schools. While private schools may not have such separations, some communities refuse even to allow girls to attend a school that ever has boys in it; while others may only allow girls to go in a separate shift or allow very young girls to attend classes with boys (HRW 2006).

**Gender parity:** In 2009 the Central Statistics Office estimated that 77% of the population lived in rural areas but only 65% of school-goers were in rural areas. This difference is larger at the higher secondary level where only 39% are from rural areas. For girls the rural urban disparity is even greater. The Gender Parity Index (GPI) for primary education in the rural area is 0.53, while the urban GPI is 0.719. The situation is even worse at the lower and upper secondary levels. (DPE 2010)

The gender parity index on the status of girls' education is better in the provinces of Badakhshan and Herat (8 girls to 10 boys). It is the worst in the provinces of Zabul, Uruzgan and Helmand (1 girl to 10 boys). According to a survey of schools in 2007, Herat and Nangarhar provinces had the highest gross enrolment rates in primary schools, 136% and 132% respectively, and Kandahar (56%) and Helmand (60%) had the lowest rates. Insecurity seems to be the main reason behind the low enrolment rates in these provinces (DPE 2010).

**Attendance:** While enrolment is an important indicator, enrolment in itself is not enough to give a clear picture of those attending classes. According to MoE data, there is a significant gap between enrolment and actual attendance. About 19% of all enrolled children are

classified as either temporarily absent, absent for most or all of the year, or permanently absent. In 2009, 22%, or approximately 446,682, of female students were either absent from school for the year (temporarily absent) or classified as permanently absent. Among boys 11%, or 799,822, of male students were temporarily or permanently absent. Since MoE's policy allows students classified as permanently absent to stay on school enrolment lists for up to three years without attending school for the period, before their name is struck of the list, typical statistics on enrolment can miss out on the real picture of school attendance. (Jackson, Ashley, 2011)

**Dropouts and Repeaters:** Another issue with children's education in Afghanistan are the high dropout and repetition rates which are estimated to be, on average, 5% and 19% respectively. According to Ministry policy, the names of absent students remain on the register for three years which means that they are included in the list of those repeating a grade. The actual drop-out rate is therefore likely to be more than 6%. In Afghanistan children drop out of school for reasons that include poverty, low quality of schooling, security problems, and local traditions (DPE 2010). However, according to a study by Human Rights Watch, this figure may be much higher for dropouts: While the MoE estimates put it between 10 and 13% of children dropping out each year, the 2003 Multiple Indicator Cluster Survey (MICS) found seven provinces in which more than 20% of girls enrolled in school had not attended at all in the last three days (HRW 2006).

**Completion rates:** A more recent survey conducted in 2010-11 (CSO and UNICEF, 2012) that also looked at dropout rates found that the primary school completion rate is 31% in Afghanistan. Boys fare much better with 40% completion rates compared to girls who are at only 21%. There are also significant differences in the primary school completion rate in rural areas, 28%, compared to urban areas at 42%. As is seen in other areas of education, regional disparities in primary school completion rates exist, with the Southern region fairing the worst at 17%, and the Central region doing the best at 46%. Furthermore, the survey also noted that children living in the poorest households were more than twice as likely to not complete their primary education, 21%, compared to wealthier households at 41%. The study also suggests that there is a correlation between the status of the education level of child's mother and dropout rates. Only 29% of children aged 13 years whose mother has no education completed primary education, compared to 57% of those children whose mother has secondary education or higher.

While girls dropping out after primary education is an issue in Afghanistan, the 2010-11 AMICS Survey (CSO and UNICEF, 2012) suggests that a majority of the children (93%) who successfully completed the last grade of primary school attend the first grade of the secondary school - 93%. There was also no significant difference found in the transition from primary to secondary school between girls; 94%, and boys - 93%, or rural at 92% and urban at 95%. However, considering that fewer girls enrol in school than boys and primary completion rates for girls are half that of boys, there is already a large gap in the number of girls as compared to boys likely to enrol in secondary school.

**Lack of female teachers:** One of the major constraints however identified that deters girls from attending school is the lack of female teachers. Afghanistan faces a major teacher shortage, with it being even more acute among female teachers. Only 20% of Afghan teachers are considered qualified. Also, according to the MoE's survey, in 2008 only 29% of teachers were women. Perhaps a major hurdle in recruiting female teachers is the lack of educated women who can qualify to teach. During the Taliban regime, women were forbidden from working and girls from going to school, which reduced the number of qualified women teachers for future generations (Vinson, J. E, nd; DPE, 2010).

**Distribution of female teachers:** Equally important is the distribution of female teachers throughout Afghanistan. The percent of female teachers varies considerably between provinces. Women constitute only 3% of teachers in the provinces of Paktika, Uruzgan and Zabul whereas in Kabul and Balkh they represent 60% and 49%, respectively. Furthermore, female teachers are concentrated in urban areas, with many rural areas either not served or underserved by female teachers. Though the number of female teachers has increased over the past years, it has not met the objective set in the National Education Strategic Plan for Afghanistan, 2006 - 07. (DPE, 2010)

**Access to libraries and resource centres:** Another problem is that girl students are unable to access resource centres and libraries in many areas where these are set up. This is mainly as these places are manned by men and therefore girls are discouraged from using them. However, recruiting female school level trainers is difficult due to the shortage of educated women. This problem has been further exacerbated due the poor access to education of girls during the Taliban regime reducing the total number of educated women (STC, 2009).

## SPECIAL INITIATIVES BY THE GOVERNMENT

**Facilities for disabled children:** More than 2,600 children with disabilities (mostly with hearing or visual impairments) are learning in inclusive education pilot schools throughout the country. A shortage of teachers trained in inclusive education and a shortage of learning materials for students with special educational needs are among the obstacles to the development of inclusive education in Afghanistan. The Government of Afghanistan however has taken a few initial steps to improve access of education for visual and hearing impaired children: There is a school for 150 students in Kabul, administered by the MoE, for students with visual impairments; there are 4 schools for students with hearing impairments (two in Herat, one in Kabul and one in Jalalabad) accommodating 900 students altogether; the MoE, with support from UN agencies and international organizations, runs 29 pilot general schools in Kabul for inclusive education, where children with disabilities and without disabilities are learning together (DPE, 2010) - but these are not designed to meet the needs of special school or of the emerging inclusive schools as their curriculum is much too academic (UNESCO, 2009)

Overall, however, such support is limited, and is yet to reach a majority of areas with children with disabilities that hinder them from being educated.

**Community-based education programmes:** Since 2006 the MoE supported the establishment of Community Based Education (CBE) programmes throughout Afghanistan, which provide classes in homes, Mosques and community centres in small villages throughout rural parts of Afghanistan, in an attempt to improve access to education for all those groups who would otherwise not be likely to attend school (UNESCO, 2009). These community-based schools, thus, help girls to access education in a safe and culturally more appropriate environment, which also have a larger number of female teachers - largely because these schools have lower standards and therefore even women educated to class 7 can become teachers and because these schools are less public and so reduce cultural barriers for women teaching in the schools (STC, 2009). However, a study on northern Afghanistan found that many teachers were unable to even pass the exams for the classes they are teaching, and thus lowering the standard of teachers may also have an impact on the quality of education imparted to students in these community based schools. Therefore, while it is an excellent initiative, there is still a need to ensure the quality of education in community-based schools (UNESCO, 2009).

**Training teachers for inclusive education:** Even though most of issues of exclusion are known and acknowledged, trained teachers and educators on inclusive education are few. There are currently no diploma or degree programmes in inclusive education in. There is no official curriculum for pre-primary education in Afghanistan on inclusive education. Work has already begun on a new pre-school curriculum with technical support from BRAC and UNESCO. Also, often parents do not understand the role of play as an active way to learn, reducing the importance for focus in pre-school environments (UNESCO, 2009).

This is perhaps where the Child-Friendly Schools (CFS) initiative of UNICEF could play a major role (see below).

**Back to School Campaign:** The Back to School Campaign was implemented jointly by the Government of Afghanistan and the UN from 2002. Donors contributed approximately USD 1.9 billion to rebuild the education system, including building schools, hiring teachers and developing curricula, resulting in enormous increases in enrolment of boys and girls: Enrolment increased nearly seven-fold, from approximately 900,000 in 2000 to 6.7 million in 2009; while the enrolment of girls increased even more dramatically from 5,000 girls under the Taliban to 2.4 million girls in 2011 (Jackson, 2011).

**Better Education Better Future:** The Rewrite the Future (or Better Education Better Future) campaign launched in 2006 by Save the Children US, UK and Sweden-Norway jointly had several parts (STC, 2009).<sup>9</sup>

- School infrastructure: Constructed or renovated classrooms, provided classroom equipment, learning materials for students and teachers (including textbooks, library boxes, resource kits for teachers and writing materials), playground materials, boundary walls and drinking flasks for students and helped schools build toilets.
- Playgroups: Supported Early Childhood Development playgroups to prepare children for school
- Teacher training: Carried out teacher training in child-centred learning methodologies and also in subject content and to use non-violent discipline methods. Save the Children is a partner in the Building Education Support Systems for Teachers (BESST) project to develop a national system of in-service teacher training.
- School Management: Trained and supported PTAs and supported the establishment of Student Councils (*shuras*) and student representation on the PTSAs; trained children's groups in child rights and engaged children's groups and teacher parent associations on child protection issues; provided training for head teachers and school management committees; assisted schools in developing school improvement plans (SIPs); established four education resource centres which are used as venues for training and as places to access a library, computers and science equipment.
- Community Education Councils: Set up to recruit teachers and students and to find learning spaces for community-based Accelerated Learning Classes (ALCs); also trained Child Focused Health Education (CFHE) child volunteers on various topics in health and encouraged them to pass on their training to groups of 15 students.
- Community-based education: Provided community-based classes to increase access, usually in local homes or mosques and taught by a mentor selected from the local

<sup>9</sup> *Rewrite the Future* is a global programme of the Save the Children Alliance, started in 20 conflict affected fragile countries around the world, aiming to give all children affected by armed conflicts the opportunity to fulfil their right to an education that enables them to learn, play and develop (STC, 2009).



community, some of which follow the normal school curriculum and school year, while others deliver an accelerated curriculum, covering the material from two school years in one year; set up in clusters 3-5 km around a formal school.

### *The UNICEF child friendly schools initiative*

UNICEF Afghanistan introduced the Child Friendly School (CFS) approach as a way to addressing quality issue in education in its current Country Programmed Action Plan (CPAP) 2010-13. This is to be UNICEF's key strategy to support the Ministry of Education to increase accessibility and quality of quality education. The CFS approach is to address holistic school improvement which includes; inclusive enrolment, quality of teaching and learning, girls' friendliness, access to water, sanitation and hygiene (WASH), protection from violence, and community involvement.

The purpose of a Child Friendly Schools (CFS) model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process. Quality standards of schools should be such as to make it possible for all children to access school, survive from grade to grade and complete the cycle on time. Schools according to the CFS model should also provide an enriched educational experience through which students can thrive, develop and achieve their full potential. Therefore, CFS models are concerned with harnessing the full involvement and support of all decision making and other education related stakeholders in a position to facilitate children's right to a quality education. These include parents, communities, teachers, school heads, education planners, civil society groups, local and national governments and their external partners. Their involvement enables schools and education systems to provide the conditions and resources necessary for achieving the quality standards CFS models envision (UNICEF, 2009).

The focus of a CFS model is on the needs of the child as a whole, not just identified and understood actions that educators traditionally feel responsible for; on multidimensional coverage of quality and a holistic concern for the child's needs (UNICEF, 2009).

According to the CFS model there are three elements in child development that are essential for child-friendly school design – safety, health and nutrition. These three must be adequately addressed if the school is to become an inclusive, holistic learning landscape that provides a safe, enabling learning environment where children can thrive. Furthermore, CFS schools are also supposed to five components, which are integral to make a school child friendly: (1) Inclusiveness; (2) Effective teaching and learning; (3) Safe, healthy and protective environment; (4) Gender responsiveness and (5) Participatory decision making.

In order to achieve these standards UNICEF has adopted a stepped approach: The first level is the minimum package that needs to be achieved, while the second is the more advanced level of activities, which make the school a more conducive learning environment, and are likely to also result in more children being attracted to the school (see Table 2.3 below).

**Table 2.3: Minimum and Advance Package for UNICEF Child Friendly Schools**

Levels	Components of Child-Friendly Schools				
	Inclusiveness	Effective Teaching & Learning	Safe, Healthy & Protective Environment	Gender Responsiveness	Participatory Decision making
Level 1 (Minimum Package )	School Assessment & School Improvement Plan (SIP) to identify priority activities for each school Training Package for school principal, teachers, and School Management Shura (Components: CFS Concept, School Assessment & SIP, Inclusiveness, Child-Centered Teaching & Learning Approach, WASH, Child Rights, Protection, Girls Education, Community & Child Participation)				
	Inclusive-policy is in place to accept all children regardless of background  Non-enrolled children in catchment area are identified and SMS takes action to enrol all children	Teachers are trained on Child-Centred Teaching approach  TLM distributed and used in class effectively  Supplementary teaching and learning materials available in class	WASH Package instalment (water, separate latrines, hygiene education etc)  Enforcement of code of conduct for school community to practice violence-free environment  De-worming is conducted to all children	Code of conduct and focal teachers in place to prevent harassment and discrimination against girls	SMS is strengthened through training to prepare SIP and hold regular meeting to support implementation  Student Shura is established and participates in decision-making
Level 2 (Advanced)	Cohort Tracking system is established to trace students' attendance and retention	In-school teacher support system is established  Teachers develop psychosocial support skills through training	Boundary wall is built for school protection  Safe play area for sports/ recreation is available for all children  Focal teachers are trained on simple health screening and first aid skills	Advocacy to ensure that girls have equal access and representation in Student Shura, other committees and activities  Advocacy to deploy adequate number of female teachers to support girls' access and retention	Community provides support for school improvement as per SIP

Source: UNICEF, 2009

**CFS Activities:** As a part of the CFS initiative, UNICEF identified a number of activities to support the creation of a CFS environment (UNICEF and MoE, nd), including these:

- Training to facilitate School Team and SMS to achieve the Minimum Package
  - Mobilising UNICEF Specialists as Master Trainers to orient CFS focal points from different units of UNICEF's country office to develop a Zonal training roll-out action plan and a training package including CFS components, School

Assessment & SIP, Child-Centred Teaching & Learning, WASH, Child Rights, Protection, Girls Education, Community & Child Participation.

- Training of Trainers for PED/ DEO Trainers, to develop a school-level training roll-out plan for respective Provinces/ Districts, including refresher Trainer of Trainers (TOT) program for PED/ DEO CFS trainers for those already trained in 2011, on Minimum Package and Training Package.
- Training to Schools and SMS, where PED/ DEO trainers roll out training to target schools and SMS to introduce CFS Minimum Package through conducting (i) School Assessment; and (ii) School Improvement Plan (SIP)
- Support Activities for Schools to Achieve Minimum Package (MP)
  - Converging with other education programmes to maximize synergy with other education programmes to achieve MP components.
  - Supporting schools to achieve the MP through PED/DEO level, by coordination and advocacy with PED/ DEOs
  - Installing the WASH Package in all target schools by coordinating with UNICEF WASH programme
  - Coordinating identified school-based health activities to support de-worming and other activities on a priority to achieve the MP
  - Supporting school-based child protection interventions identified as a priority to achieve the MP
  - Identifying and addressing priority zonal-level activities to achieve the MP
- Monitoring and Assessment
  - Monitoring progress by coordinate with WASH, PEDs, DEOs to conduct regular monitoring and feedback collection from schools as per SIP and check list for MP to monitor progress and provide technical guidance
  - Assessing school SIP achievements and certifying those that achieve the MP
- Communication and Advocacy
  - Organising school award events in each Province to recognize schools that achieve the CFS MP and honouring high-achieving schools as role models
  - Organising other communication and advocacy activities identified at Zonal level to promote social recognition and support for CFS

**CFS Achievements:** During 2010-2011, 374 schools in 21 provinces (about 3% of the total number of schools) introduced the CFS approach as a comprehensive school improvement strategy and all target schools have been linked with the School WASH programme, to realize optimal impact through cross-sectoral convergence (UNICEF, 2012). Interventions that target CFS components include the following (UNICEF, 2012):

- Training on CFS Package: Conducted in 2011 for approximately 200 trainers at provincial and district levels, who have been oriented on the CFS concept and child-centred teaching and learning approach, and have in turn trained 1700 teachers, 700 students and 400 SMS representatives. As a result of the cascade training, 374 schools conducted self-assessment and developed SIPs to introduce the CFS programme.



- **Teacher training:** For teacher's education, 83 titles of pre- and in-service instructional material were developed, incorporating CFS principles, for teacher training and capacity development. Also, 600 educators of TTCs were oriented on instructional materials in 34 provinces.
- **Teaching and Learning Materials (TLMs):** In 2010, a total of 4.2 million children (grade 1-6) and 98,487 teachers received UNICEF-provided TLMs, which have been effective in reaching economically marginalised groups and sending a positive message to parents about the value of education for both boys and girls.
- **Curriculum revisions:** The framework of the education curriculum was revised, incorporating key guiding principles, including the CFS approach and gender mainstreaming. In addition, field testing and orientation of new textbooks for grades 7-9 and third official languages for master trainers in 34 provinces were undertaken to verify the relevance of the textbooks and promote inclusiveness.
- **WASH** In the first two years of the Country Programme (CP), 2500 schools were targeted of which 1077 schools (43%) were provided with WASH services (this is about 9%, out of the total (12,421) formal primary schools in the country). However, concerns about quality, operations, and maintenance exist. For menstrual hygiene UNICEF and its partners have built and installed incinerators and hand-washing facilities in selected schools. This recognition also led to the development of a prototype to manage menstruation in the school setting and development of proper hygiene guidelines, based on feedback and input from school girls, teachers, and principals. Additionally, advocacy materials were developed for schools to orient/mobilize communities to address the hygiene needs of students' in schools, especially girls, to encourage their continued education (UNICEF, 2012).
- **Gender equality:** As a member of the Afghanistan Girls Education Initiative (AGEI), UNICEF and other partners, has been advocating for gender equality by developing recommendations to revise the curriculum framework, conducting training sessions (in curriculum and gender, diversity in terms of learning abilities and language) for members of the curriculum development group. As a participant in deliberations for the Global Partnership for Education (GPE) submission by the Government, UNICEF contributed to formulating programmes to address additional barriers that girls face in pursuing education.

## APPENDIX 3: Quantified Participatory Assessment: A Note

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### 1. INTRODUCTION

Several methods have been developed in the recent past to address this issue of generating numbers from participatory activities.<sup>10</sup> The Methodology for Participatory Assessment (MPA)<sup>11</sup> was developed in the late 1990s to assess the sustainability of 88 water supply and sanitation projects in 15 countries and used participatory tools to bring out information and then translated this into numbers using a scoring system.<sup>12</sup> The MPA continues to be used as a 'comparative evaluation tool in large domestic water projects and programs'.<sup>13</sup>

The Quantified Participatory Assessment (QPA) was developed from the MPA and used in India in a variety of development projects since 1999 (James, 2003a).<sup>14</sup> Apart from the expansion from the water and sanitation sector to other sectors, notably watershed development, poverty alleviation, rural livelihoods and water resources, the QPA added several other features to the MPA, including peer review of scores, documentation of reasons for scores, use of an MS ACCESS database to store and analyse information, several rounds of stakeholder meetings and a detailed action planning report.

The QPA was also the basis of the modification of the MPA in Nepal to the NEWAH Participatory Assessment (NPA) by the Gender and Poverty (GAP) Unit of the national NGO, Nepal Water and Health (NEWAH), in Kathmandu, Nepal.<sup>15</sup> The NPA adapted the MPA to suit the geographical, socio-economic and ethnic reality of Nepal, modified the scoring systems to include benchmarks in a flexible 0 – 100 scale, developed additional tools to elicit information on health, hygiene and sanitation issues, and collected additional qualitative information using case studies (James et al., 2003a, 2003b, 2003c).

Qualitative Information Appraisal (QIA) is a generic methodology, developed from the experiences with the MPA, QPA and NPA, which goes beyond the constraints of the term 'Assessment'. The QIA is designed for use in both one-time assessments for baseline, mid-term and overall project impact assessments, as well as for continuous monitoring as part of a project's regular monitoring and evaluation system.

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<sup>10</sup> See, for instance, Chambers (2003).

<sup>11</sup> The MPA was developed by Christine van Wijk (van Wijk, 2003) for a Participatory Learning and Action (PLA) project that was a multi-disciplinary and multi-country assessment exercise looking at the factors underlying the sustainability of water supply and sanitation projects (Dayal et al., 1999, Gross et al., 2001).

<sup>12</sup> The scoring system is detailed in James (2000 and 2001) and in Dayal et al. (1999).

<sup>13</sup> Wijk, 2001, p. 2. The revised MPA is described in Mukherjee and van Wijk (2003) while experiences with using the MPA are in van Wijk and Postma (2003), Postma et al., (2003), van Wijk et al., (2002), Paudyal et al. (2002).

<sup>14</sup> This work was done by AJ James who did the statistical analysis of the MPA data for the initial PLA study coordinated by Rekha Dayal of the Water and Sanitation Program. See also, James (2002, 2003b, 2003c, 2003d), James and Kaushik (2002), James et al., (2002), James and Snehata (2002a and 2002b).

<sup>15</sup> For an account of the pilot MPA and the problems experienced in the field see Paudyal et al. (2002). See James et al., (2003a and 2003b) for a description of the creation of the NPA, and James et al., (2003c) for the details of one application in Nepal.

## 2. APPLICATIONS

The QPA has been applied in several applications within India and outside (see Table).

Funding source	Location	Project	Focus Area	Sample size	Year
<b>Water &amp; Sanitation Program (World Bank)</b>	Global	Participatory Learning and Action (PLA) global study of the World Bank's Water and Sanitation Program	Impact assessment of RWSS projects	88 projects; 15 countries	1997-9
<b>European Community</b>	India	Doon Valley Integrated Watershed Management Project	Social & environmental impact	16 villages	1999-2000
<b>DFID India</b>	India	APRLP	Water Resources	106 habitations	2001-2
<b>DFID India</b>	India	WIRFP	Rural Livelihoods	45 villages	2002-3
<b>World Bank</b>	India	Rajasthan District Poverty Initiatives Project	Project Processes	14 villages, 2 districts	2001-2
<b>World Bank</b>	India	Analytical and Advisory Activity (AAA) on Urban Public Health in Tamil Nadu	Performance of Essential Public Health Functions	26 ULBs	2002-3
<b>Asian Development Bank</b>	Nepal	Community-based Water Supply and Sanitation project preparation	Water Supply, Sanitation & Hygiene	5 regions	2003
<b>Asian Development Bank</b>	Sri Lanka & Vietnam	Evaluation of ADB-funded national Water Supply and Sanitation projects	Water Supply, Sanitation & Hygiene	Sri Lanka 104 sub-projects Vietnam WSS 20 villages; 350 households	2005
<b>UNICEF</b>	India	Independent Evaluation of the Child's Environment Programme (CEP)	Water Supply, Sanitation & Hygiene	117 villages	2004
<b>Nepal Water for Health (NEWAH)</b>	Nepal	GAP Evaluation	Water Supply, Sanitation & Hygiene	15 villages	2003-4

Funding source	Location	Project	Focus Area	Sample size	Year
Tamil Nadu Water and Drainage Board	India	Change Management Pilots Evaluation	Water Supply, Sanitation & Hygiene	200 habitations	2005-6
Uttaranchal Livelihood Project in the Himalayas (ULIPH)	India	Baseline survey	Rural Livelihoods	140 villages	2007
PATH	India	SureStart (community-level rural health programme)	Strength of partnerships among NGOs	50 organizations (rural NGOs)	2009-10
UNICEF	India	Impact of Quality Package on Education Quality	Education	18 schools	2007
Uttaranchal Livelihood Project in the Himalayas (ULIPH)	India	Mid Term Evaluation	Rural Livelihoods	140 villages	2008
WASTE, the Netherlands	Costa Rica, Holland, Benin, Philippines	PSO Learning Trajectory	Organizational Development (of NGOs)	5 international NGOs	2011-12 (ongoing)
World Bank	India	Tamil Nadu Integrated Agricultural Modernization and Water bodies Restoration and Modernization (TN IAM WARM) Project	Community-level Assessment of the Impact of Change Management among Rural Development Officials	40 villages	2012
UNICEF Afghanistan	Afghanistan	National WASH Vulnerability and Risk Assessment	WASH	33 provinces and districts; 66 villages	2011-12

### 3. KEY COMPONENTS OF THE METHOD

From past experience in applying this methodology (in India, Nepal, Sri Lanka and Vietnam), the following arrangements have been found to be optimal:

#### I. Inception Meeting

A brief meeting (one-day) to clarify the issues to be assessed, the background information available and the logistical arrangements.

## II. Methodology and Planning Workshop

This is a vital part of the assessment, where the assessment team discuss and finalise the issues to be assessed, the indicators to be used, the ordinal scales, and thus the QPA field formats. This usually has role plays, mock interviews and field testing to make sure the assessment team practise and develop their PRA and facilitation skills, which is one of the key determinants of the success of the QPA field assessment. This workshop can take from 10 – 14 days depending on the complexity of the issues to be addressed.

**Field testing:** Although this is usually carried out at the end of the Methodology and Planning Workshop activity, it deserves a special mention. Two rounds of field testing are needed, the first to identify the problems to be rectified in the field formats, and the second to make sure the revised formats are suitable for the survey. Given the size of the assessment team being trained (36 field staff + 3 field coordinators+ 1 field supervisor+2 Research Associates), usually 2 villages are needed for each round of field testing – making a total of 4 villages. None of these villages should be part of the actual survey.

## III. Field Assessment

**Informing villages about the assessment:** Prior information is usually needed for the meetings and focus group discussions – except where it is apprehended that villages may be ‘dressed up’ for the assessment. If so, the village is informed only a day or two in advance.

**Village assessment schedule:** In accordance with ‘good practice’ in participatory assessments, the assessment usually starts with a meeting with village officials (headman, patwari, VAO, etc.), elders, teachers and key informants – to inform them about the purpose of the assessment, to get basic information about the village, and to plan the various focus group discussions (FGDs). Thereafter, a transect walk and social mapping is carried out (to check ‘unserved households’, etc.), also a water system review. Subsequently, either in the afternoon or evening, FGDs can be held with those who have received training from the project/TWAD Board, women’s groups, etc. Finally, a village meeting is held to inform them about the basic findings of the assessment. Compliance with international ‘good practice’ is vital for the validity of the participatory assessment.

**Assessment time:** Assessments take 1 – 4 days per village, depending on the complexity of the field formats. The minimum time is 1 day per village. It is best to have the team debriefing and data entry the very next day, so that field teams remember details of discussions and verify the scores. Entering data in the latter part of the same day will minimise errors and avoid the fatigue (and hence errors) of mass data entry at the end of the assessment. This gives a maximum rate of 3 villages per week (with 1 day off), at which rate, 10 2-person teams can cover 100 villages in 20 days.

**Field teams:** While field teams have been between 4 – 6 people per village, the ideal combination is a 4-member field teams which can split into two 2-member teams in the field. The minimum, however, is 2-persons per team. Gender balanced teams are highly desirable. To complete 100 villages in 2 weeks, at the rate of 3 villages per week per team will require 18 teams, or 36 field staff.

**Field coordinators:** Field-level coordination is essential for quality control, especially to check the nature of facilitation during FGDs and to ensure validation of information provided in the FGDs. They are also useful for trouble-shooting field-level problems, including logistics. In addition to the field supervisor, a minimum of 3 Field Coordinators would be necessary for a 100-village assessment.

**Focus group discussions:** Each FGD takes between 1-2 hours, and more than 2 hours tests participants' patience and could yield biased responses. These have basically to give participants the 'freedom and space' to present their own views, feelings and must adhere to good practice of facilitation (e.g., no leading questions, no prompting, opportunities for all participants to express their views, etc.).

#### IV. Database, Data Cleaning and Analysis

**Database:** An ACCESS database is usually created for data entry, so that the computer format matches the paper format exactly and thus minimises data entry errors.

**Data cleaning:** Even after careful data entry, there is need to 'clean' the data, usually in a joint meeting with the field teams, lasting up to 5 days, depending on the number of villages surveyed and the number of issues covered in the field formats. Basically, this involves scanning the scores and reasons for scores entered in the database, identifying data gaps (e.g., Reason for Score not filled out), and doing some basic calculations (e.g., COUNT, MAX, MIN) to check possible data entry errors. Having the field team at this point is useful for quick cross-verification.

**Data analysis:** This basically involves generating frequency histograms and user-friendly graphs to present the findings as clearly and intelligibly as possible. This should take around 3 days after data cleaning.

#### V. Report Writing

Pulling together the methodology, presenting the main findings, and mentioning the quality control efforts of the survey are the key aspects of the report writing exercise, which should take around 6 days in total.



## APPENDIX 4: List of schools to be surveyed

Number	Province	District	School for	Name of School
1	Badghis	Abkamary	Boys	Abbarik
2	Badghis	Abkamary	Boys	Abkamary
3	Badghis	Abkamary	Boys	Abkamary Uliya
4	Badghis	Abkamary	Boys	Cheshma Gulsha
5	Badghis	Abkamary	Boys	Dara-e Kokchaeel
6	Badghis	Abkamary	Boys	Dehistan
7	Badghis	Abkamary	Boys	Ghebchaq
8	Badghis	Abkamary	Boys	Kanaghol
9	Badghis	Abkamary	Boys	Kocha-e Zard
10	Badghis	Abkamary	Boys	Kokchaeel
11	Badghis	Abkamary	Boys	Lower Abkamary
12	Badghis	Abkamary	Boys	Mobarakshah
13	Badghis	Abkamary	Boys	Mullah Karimi
14	Badghis	Abkamary	Boys	Pada-e Daizangi
15	Badghis	Abkamary	Boys	Pada-e Daizangi
16	Badghis	Abkamary	Boys	Pada-e Laghari
17	Badghis	Abkamary	Boys	Tashpolagh
18	Badghis	Abkamary	Boys	Zadmurad
19	Badghis	Abkamary	Girls	Abkamary Girls school
20	Badghis	Abkamary	Mixed	Chelanak
21	Badghis	Abkamary	Mixed	Cheshma-e Ghaibi
22	Badghis	Abkamary	Mixed	Ghulkhanah
23	Badghis	Abkamary	Mixed	Godarha
24	Badghis	Abkamary	Mixed	Gulkhana Girls School
25	Badghis	Abkamary	Mixed	Safidalak
26	Badghis	Abkamary	Boys	Bobakha
27	Badghis	Abkamary	Boys	Gandaab
28	Badghis	Abkamary	Boys	Sina-e Urdo
29	Badghis	Abkamary	Girls	Kokchaye
30	Badghis	Abkamary	Girls	Naswani Abbarik
31	Badghis	Abkamary	Girls	Naswani Cheshma Golsha
32	Badghis	Abkamary	Girls	Naswani Daray-e Kokchael
33	Badghis	Abkamary	Girls	Naswani Ghariya-e Kocha-e Zard
34	Badghis	Abkamary	Girls	Naswani Ghebchaq
35	Badghis	Abkamary	Girls	Naswani Kanaghol
36	Badghis	Abkamary	Girls	Naswani Mubarakshah
37	Badghis	Abkamary	Girls	Naswani Mullah Karim
38	Badghis	Abkamary	Girls	Naswani Nahrab
39	Badghis	Abkamary	Girls	Naswani Pada-e laghari
40	Badghis	Abkamary	Girls	Naswani Padaye Daizangi
41	Badghis	Abkamary	Girls	Naswani Padaye Nokdari
42	Badghis	Abkamary	Girls	Naswani Zadmurad
43	Badghis	Abkamary	Girls	Nawani Abkamary Uliya
44	Badghis	Abkamary	Mixed	Bara Khana
45	Badghis	Abkamary	Mixed	Kariz Hazrat
46	Badghis	Abkamary	Mixed	Khalishkak
47	Badghis	Abkamary	Mixed	Naswani Dehistan
48	Badghis	Abkamary	Mixed	Sangi Lawh
49	Badghis	Abkamary	Mixed	Wakil Sadi
50	Badghis	Jawand	Boys	Abjal
51	Badghis	Jawand	Boys	Ab-Poda Sofla
52	Badghis	Jawand	Boys	Allah-Yar
53	Badghis	Jawand	Boys	Amrotak
54	Badghis	Jawand	Boys	Char-darah
55	Badghis	Jawand	Boys	Chartaq



Number	Province	District	School for	Name of School
56	Badghis	Jawand	Boys	Darzak
57	Badghis	Jawand	Boys	Gashak
58	Badghis	Jawand	Boys	Gonbadi
59	Badghis	Jawand	Boys	Gorzowanak
60	Badghis	Jawand	Boys	Jalayee
61	Badghis	Jawand	Boys	Jangalak
62	Badghis	Jawand	Boys	Kamar-e zard
63	Badghis	Jawand	Boys	Kawrige
64	Badghis	Jawand	Boys	Kham-e Meshin
65	Badghis	Jawand	Boys	Kharmin
66	Badghis	Jawand	Boys	Khawja Ali
67	Badghis	Jawand	Boys	Khawja Ghayeb
68	Badghis	Jawand	Boys	Khawja Sorkhiyan
69	Badghis	Jawand	Boys	Lalabay
70	Badghis	Jawand	Boys	Langar 1-2
71	Badghis	Jawand	Boys	Marghalak
72	Badghis	Jawand	Boys	Mullah-ha-ye Ghaz
73	Badghis	Jawand	Boys	Murghzar
74	Badghis	Jawand	Boys	Naswani Chartaq
75	Badghis	Jawand	Boys	Pilaw Surkh
76	Badghis	Jawand	Boys	Piraji
77	Badghis	Jawand	Boys	Puli-Sangi
78	Badghis	Jawand	Boys	Pusht-e Toot
79	Badghis	Jawand	Boys	Rigi-e Jawand
80	Badghis	Jawand	Boys	Rubat
81	Badghis	Jawand	Boys	Rubatak
82	Badghis	Jawand	Boys	Sartawa
83	Badghis	Jawand	Boys	Sebak
84	Badghis	Jawand	Boys	Shaberghan
85	Badghis	Jawand	Boys	Shorabak
86	Badghis	Jawand	Boys	Tagab-e Alam
87	Badghis	Jawand	Boys	Tagab-e Best
88	Badghis	Jawand	Boys	Takhte-Lang
89	Badghis	Jawand	Boys	Takhte-Zard
90	Badghis	Jawand	Girls	Tukhman
91	Badghis	Jawand	Mixed	Gharma
92	Badghis	Jawand	Mixed	Ghaw Kalan
93	Badghis	Muqor	Boys	Ab-Sharah
94	Badghis	Muqor	Boys	Andary
95	Badghis	Muqor	Boys	Cheshma Sultan
96	Badghis	Muqor	Boys	Hichka
97	Badghis	Muqor	Boys	Kham Abassi
98	Badghis	Muqor	Boys	Kharistan
99	Badghis	Muqor	Boys	Kumori
100	Badghis	Muqor	Boys	Lodin-ha
101	Badghis	Muqor	Boys	Lower Muqor
102	Badghis	Muqor	Boys	Mazid-ha
103	Badghis	Muqor	Boys	Muqor Ulia
104	Badghis	Muqor	Boys	Sang-e Zard
105	Badghis	Muqor	Boys	Sanjidak
106	Badghis	Muqor	Boys	Sanjidak
107	Badghis	Muqor	Girls	Cheshma Dozdak
108	Badghis	Muqor	Girls	Daizangi
109	Badghis	Muqor	Girls	Kharistan
110	Badghis	Muqor	Girls	Naswani Hichka
111	Badghis	Muqor	Girls	Naswani Sangi Zard
112	Badghis	Muqor	Girls	Sang-e Atish
113	Badghis	Muqor	Mixed	Tajikha
114	Badghis	Muqor	Mixed	Tajikha

Number	Province	District	School for	Name of School
115	Badghis	Muqor	Mixed	Totak
116	Badghis	Murghab	Boys	Aabarik
117	Badghis	Murghab	Boys	Abo-Muslim
118	Badghis	Murghab	Boys	Akazay
119	Badghis	Murghab	Boys	Bokan
120	Badghis	Murghab	Boys	Bokan-e Payeen
121	Badghis	Murghab	Boys	Bozbay
122	Badghis	Murghab	Boys	ChaharSonak
123	Badghis	Murghab	Boys	Chakab-e Aawkhori
124	Badghis	Murghab	Boys	Chapchal
125	Badghis	Murghab	Boys	Charkhaab
126	Badghis	Murghab	Boys	Dawodi-ha
127	Badghis	Murghab	Boys	Ghel-Rekhta
128	Badghis	Murghab	Boys	Herati-ha
129	Badghis	Murghab	Boys	Jaye-Namaye
130	Badghis	Murghab	Boys	Jokar
131	Badghis	Murghab	Boys	Joma-e Shahid
132	Badghis	Murghab	Boys	Joyee- Khawja
133	Badghis	Murghab	Boys	Kapa-e Baba
134	Badghis	Murghab	Boys	Kham-e Ishaqzay-ha
135	Badghis	Murghab	Boys	Kham-e Toot
136	Badghis	Murghab	Boys	Lemar Zayee-ha
137	Badghis	Murghab	Boys	Mangan
138	Badghis	Murghab	Boys	Miranzay
139	Badghis	Murghab	Boys	Murghab
140	Badghis	Murghab	Boys	Murichaq
141	Badghis	Murghab	Boys	Panirak
142	Badghis	Murghab	Boys	Panjab
143	Badghis	Murghab	Boys	Saghary-ha
144	Badghis	Murghab	Boys	Sar-Cheshma-e Ghoroto
145	Badghis	Murghab	Boys	Sorkhlang
146	Badghis	Murghab	Girls	Murghab
147	Badghis	Murghab	Girls	Naswani Akazay-ha
148	Badghis	Murghab	Girls	Naswani Dawodi-ha
149	Badghis	Murghab	Girls	Naswani Jahandosti
150	Badghis	Murghab	Girls	Naswani Joye Gange
151	Badghis	Murghab	Girls	Naswani Kapa-e Baba
152	Badghis	Murghab	Mixed	Khawja Yakhdan
153	Badghis	Qades	Boys	Abbakhsh
154	Badghis	Qades	Boys	Arbab sarwar
155	Badghis	Qades	Boys	Boya-e Kadanak
156	Badghis	Qades	Boys	Boya-e Sheshmani
157	Badghis	Qades	Boys	Dara-e Bom
158	Badghis	Qades	Boys	Debrinje
159	Badghis	Qades	Boys	Dehak
160	Badghis	Qades	Boys	Gharchaghai
161	Badghis	Qades	Boys	Gharghach Ulia
162	Badghis	Qades	Boys	Gulchin
163	Badghis	Qades	Boys	Homay khan
164	Badghis	Qades	Boys	Jahr-e Shorab
165	Badghis	Qades	Boys	Jawaliqh
166	Badghis	Qades	Boys	Kariz Mir Hazar
167	Badghis	Qades	Boys	Lanagari Sharif
168	Badghis	Qades	Boys	Mir Ghias
169	Badghis	Qades	Boys	Piwar
170	Badghis	Qades	Boys	Qades
171	Badghis	Qades	Boys	Qades Khordak
172	Badghis	Qades	Boys	Rigi
173	Badghis	Qades	Boys	Rubat

Number	Province	District	School for	Name of School
174	Badghis	Qades	Boys	Shorak
175	Badghis	Qades	Boys	Zulghotai
176	Badghis	Qades	Girls	Chaprodha
177	Badghis	Qades	Girls	Dehak Girls School
178	Badghis	Qades	Girls	Ghaibali
179	Badghis	Qades	Girls	Gharchagai Girls School
180	Badghis	Qades	Girls	Lanagari Sharif (G. School)
181	Badghis	Qades	Girls	Naswani Arbab Sarwar
182	Badghis	Qades	Girls	Naswani Deh Brinje
183	Badghis	Qades	Girls	Qades Girls School
184	Badghis	Qades	Girls	Qades Khordak G. School
185	Badghis	Qades	Mixed	Babdosti
186	Badghis	Qades	Mixed	Dara-e Tabar
187	Badghis	Qades	Mixed	Zard-Alogak
188	Badghis	Qala-e Naw	Boys	Baghak H. School
189	Badghis	Qala-e Naw	Boys	Chakab Ulia
190	Badghis	Qala-e Naw	Boys	Chakarha
191	Badghis	Qala-e Naw	Boys	Chakarha Girls School
192	Badghis	Qala-e Naw	Boys	Cheshma Sanjid
193	Badghis	Qala-e Naw	Boys	Faristan H. School
194	Badghis	Qala-e Naw	Boys	Gharghach Kondalan
195	Badghis	Qala-e Naw	Boys	Hanzalah
196	Badghis	Qala-e Naw	Boys	Khushmargh
197	Badghis	Qala-e Naw	Boys	Kochi-ha
198	Badghis	Qala-e Naw	Boys	Kondalan H. School
199	Badghis	Qala-e Naw	Boys	Laman H. School
200	Badghis	Qala-e Naw	Boys	Nadami Laman
201	Badghis	Qala-e Naw	Boys	Sar Cheshma Gharghaito
202	Badghis	Qala-e Naw	Boys	Taagab Ismael
203	Badghis	Qala-e Naw	Girls	Abgarmak H. School
204	Badghis	Qala-e Naw	Girls	Baghak Girls H. School
205	Badghis	Qala-e Naw	Girls	Cheshma Sanjid Girls school
206	Badghis	Qala-e Naw	Girls	Eid Gah Girls School
207	Badghis	Qala-e Naw	Girls	Gharghach Kondalan G. School
208	Badghis	Qala-e Naw	Girls	Gharghaito Girls School
209	Badghis	Qala-e Naw	Girls	Gharghaito H. School
210	Badghis	Qala-e Naw	Girls	Hanzalah H. School
211	Badghis	Qala-e Naw	Girls	kondalan H.School
212	Badghis	Qala-e Naw	Girls	Laman Girls' School
213	Badghis	Qala-e Naw	Girls	Qala-e Naw Girls H. School
214	Badghis	Qala-e Naw	Girls	Qala-e Naw Girls School
215	Badghis	Qala-e Naw	Girls	Sar Cheshma Gharghaito
216	Badghis	Qala-e Naw	Girls	Taagab Ismael Girls school
217	Badghis	Qala-e Naw	Mixed	Amalaha
218	Badghis	Qala-e Naw	Mixed	Baghban-ha
219	Badghis	Qala-e Naw	Mixed	Chakab Zaw
220	Badghis	Qala-e Naw	Mixed	Hawzi Khodayee
221	Badghis	Qala-e Naw	Mixed	Khalifa e Laman
222	Badghis	Qala-e Naw	Mixed	Khalifa Loch
223	Badghis	Qala-e Naw	Mixed	Khanagha
224	Badghis	Qala-e Naw	Mixed	Malmanjee
225	Badghis	Qala-e Naw	Mixed	Nadami Laman
226	Badghis	Qala-e Naw	Mixed	Najaki Lalmi
227	Badghis	Qala-e Naw	Mixed	Payeen Baghak Girls Sch.
228	Badghis	Qala-e Naw	Mixed	Shargh Faristan
229	Badghis	Qala-I Naw	Boys	Najak-e Hazar mishi
230	Badghis	Qala-I Naw	Boys	Sini Laman
231	Badghis	Qala-I Naw	Girls	Khusmargh
232	Badghis	Qala-I Naw	Girls	Naswani Chakab Ulia

Number	Province	District	School for	Name of School
233	Badghis	Qala-I Naw	Girls	Naswani Cheshma-shirin
234	Badghis	Qala-I Naw	Girls	Naswani Kondalan
235	Badghis	Qala-I Naw	Girls	Naswani Najaki HazarMishi
236	Badghis	Qala-I Naw	Girls	Naswani Nedamy
237	Badghis	Qala-I Naw	Girls	Naswani Shumal Darya
238	Badghis	Qala-I Naw	Girls	Naswani Sini Laman
239	Badghis	Qala-I Naw	Mixed	Chakab-e Borati
240	Badghis	Qala-I Naw	Mixed	Darzak
241	Badghis	Qala-I Naw	Mixed	Deh Sorkh Zakhiray-e Aab
242	Badghis	Qala-I Naw	Mixed	Ghodoghak
243	Badghis	Qala-I Naw	Mixed	Hamam
244	Badghis	Qala-I Naw	Mixed	Jahre-Khusk
245	Badghis	Qala-I Naw	Mixed	Khawja Tawakal
246	Badghis	Qala-I Naw	Mixed	Mullah Ahmad
247	Badghis	Qala-I Naw	Mixed	Sardashti-Malmanji
248	Badghis	Qala-I Naw	Mixed	Taymani-Laman
249	Badghis	Qala-I Naw	Mixed	Zadmuradi-Baghlar
250	Badghis	Qala-I Naw	Mixed	محل قصابها زیرسړک
251	Bamyan	Bamyan center	Girls	Bam Saray girls high school
252	Bamyan	Bamyan center	Girls	Shereen Hazara girls high school
253	Bamyan	Bamyan center	Girls	Surkhder girls high school
254	Bamyan	Bamyan center	Girls	Zakria girls high school
255	Bamyan	Bamyan center	Mixed	Bamyan center girls high school
256	Bamyan	Bamyan center	Mixed	Bariki Shahidan secondary school
257	Bamyan	Bamyan center	Mixed	Chahar Choshma secondary school
258	Bamyan	Bamyan center	Mixed	Dash Essa Khan school
259	Bamyan	Bamyan center	Mixed	Doab Chabdara scondary school
260	Bamyan	Bamyan center	Mixed	Haider Abad high school
261	Bamyan	Bamyan center	Mixed	Haji Mohd Hussain secondary school
262	Bamyan	Bamyan center	Mixed	Hazrat Qayem Secodary school
263	Bamyan	Bamyan center	Mixed	Jowkar Secondary school
264	Bamyan	Bamyan center	Mixed	Kahway girls secondary school
265	Bamyan	Bamyan center	Mixed	Karteh Solh high school
266	Bamyan	Bamyan center	Mixed	Khulan Kash high school
267	Bamyan	Bamyan center	Mixed	Mulaian girls high school
268	Bamyan	Bamyan center	Mixed	Nali Sheera high school
269	Bamyan	Bamyan center	Mixed	Shibertoo high school
270	Bamyan	Bamyan center	Mixed	Toopchi high school
271	Bamyan	Center	Boys	Borghasoon primary school
272	Bamyan	Center	Boys	Bamsarai boys high school
273	Bamyan	Center	Boys	Bamyan center boys school
274	Bamyan	Center	Boys	Fulady boys high school
275	Bamyan	Center	Boys	Shah fuladi high school
276	Bamyan	Center	Boys	Zakaria boys high School
277	Bamyan	Center	Mixed	Chapdara
278	Bamyan	Center	Mixed	Khowaja Roshnayee
279	Bamyan	Center	Mixed	Sealayak high school
280	Bamyan	Kahmard	Boys	Andab boy high school
281	Bamyan	Kahmard	Boys	Kahmard center boy high school
282	Bamyan	Kahmard	Girls	Ajer girls high school
283	Bamyan	Kahmard	Girls	Do Shakh girls high school
284	Bamyan	Kahmard	Girls	Kahmard center girls high school
285	Bamyan	Kahmard	Mixed	Banaq girls high school
286	Bamyan	Kahmard	Mixed	Chartaq Secondary school
287	Bamyan	Kahmard	Mixed	Dar Band secondary school
288	Bamyan	Kahmard	Mixed	Lar Mosh Primary school
289	Bamyan	Panjab	Boys	Mohr boy highs school
290	Bamyan	Panjab	Girls	Gohder girls secondary school
291	Bamyan	Panjab	Mixed	Paye boom girls high school

Number	Province	District	School for	Name of School
292	Bamyan	Panjab	Mixed	Peyazan girls high school
293	Bamyan	Panjab	Mixed	Lashkar Rah secondary school
294	Bamyan	Panjab	Mixed	Meyan Gawak secondary school
295	Bamyan	Panjab	Mixed	Naiqul Secondary school
296	Bamyan	Panjab	Mixed	Narges boy secondary school
297	Bamyan	Panjab	Mixed	Targhay girls school
298	Bamyan	Panjab	Mixed	Zeragag secondary school
299	Bamyan	Panjab	Boys	Mohr boy high school
300	Bamyan	Panjab	Boys	Panjab Center boy high school
301	Bamyan	Panjab	Boys	Sakdiz boy high school
302	Bamyan	Panjab	Boys	Tagab Bark boy high school
303	Bamyan	Panjab	Boys	Tarabpas boy secondary school
304	Bamyan	Panjab	Girls	Akhzarat girls high school
305	Bamyan	Panjab	Girls	Daraz qul girls school
306	Bamyan	Panjab	Girls	Khar qul girls school
307	Bamyan	Panjab	Girls	Panjab Center girls school
308	Bamyan	Panjab	Girls	Pushta Ghur ghori girls high school
309	Bamyan	Panjab	Girls	Qala Ashure Secondary school
310	Bamyan	Panjab	Girls	Sakdez girls high school
311	Bamyan	Panjab	Girls	Sayed Bacha girls high school
312	Bamyan	Panjab	Girls	Tagab Bark girls high school
313	Bamyan	Panjab	Girls	Zard Sang girls secondary school
314	Bamyan	Panjab	Mixed	Dahan Qalacha Gandab school
315	Bamyan	Panjab	Mixed	Pamal Terghan secondary school
316	Bamyan	Panjab	Mixed	Shahid Naimatullah high school
317	Bamyan	Panjab	Mixed	Shinya Sang Qala primary school
318	Bamyan	Punjab	Boys	Akhzarat boys high school
319	Bamyan	Punjab	Boys	Daraz qul boys secondary school
320	Bamyan	Punjab	Boys	Ghorghory boys high school
321	Bamyan	Punjab	Boys	Tarbulaq boys high school
322	Bamyan	Punjab	Boys	Zard Sang boys high school
323	Bamyan	Punjab	Girls	Panjab girls high school in center
324	Bamyan	Punjab	Girls	Tarabpas girls high school
325	Bamyan	Saighan	Boys	Baba Wali high school
326	Bamyan	Saighan	Boys	Bayany boys High School
327	Bamyan	Saighan	Boys	Qarakhawal boys high School
328	Bamyan	Saighan	Boys	Saighan center boy high school
329	Bamyan	Saighan	Girls	Bayany girls High School
330	Bamyan	Saighan	Girls	Saighan center girls high school
331	Bamyan	Saighan	Girls	Sayed Baba girls high school
332	Bamyan	Saighan	Mixed	Bagal high school
333	Bamyan	Saighan	Mixed	Charaghan secondary school (mixed)
334	Bamyan	Saighan	Mixed	Ghorowche Secodary school
335	Bamyan	Saighan	Mixed	Jangalak secondary school
336	Bamyan	Saighan	Mixed	Shaikh Najmuddin secondary school
337	Bamyan	Shiber	Boys	Bolola secondary school
338	Bamyan	Shiber	Boys	Ghandak boys high school
339	Bamyan	Shiber	Boys	Iraq boys Secondary school
340	Bamyan	Shiber	Boys	Jula boy secondary school
341	Bamyan	Shiber	Boys	Shunbul boys high school
342	Bamyan	Shiber	Girls	Bergileg girls secondary school
343	Bamyan	Shiber	Girls	Dahan Sad Bark scondary school
344	Bamyan	Shiber	Girls	DowAbi girls high dchool
345	Bamyan	Shiber	Girls	Ghur ghori girls high school
346	Bamyan	Shiber	Girls	Iraq girls secondary school
347	Bamyan	Shiber	Girls	Shiber girls secondary school
348	Bamyan	Shiber	Girls	Shonbol girls high school
349	Bamyan	Shiber	Mixed	Pai Mori Secondary school
350	Bamyan	Shiber	Mixed	Sari Sad Bark girls secondary school

Number	Province	District	School for	Name of School
351	Bamyan	Waras	Boys	Chamber Takh boys Secondary school
352	Bamyan	Waras	Boys	Chijen Girls High School
353	Bamyan	Waras	Boys	Petabjoie boys high school
354	Bamyan	Waras	Boys	Pezhandoor Ulya high school
355	Bamyan	Waras	Boys	Qowmi Yari boy secondary school
356	Bamyan	Waras	Boys	Sabzjoie boys high school
357	Bamyan	Waras	Boys	Safid Ghow Ulya
358	Bamyan	Waras	Boys	Shenya Ligan school
359	Bamyan	Waras	Girls	Petab joe girls school
360	Bamyan	Waras	Girls	Beni gow school
361	Bamyan	Waras	Girls	Jow Qol girls high school
362	Bamyan	Waras	Girls	Legan girls Secondary school
363	Bamyan	Waras	Girls	Qaraghojor girls school
364	Bamyan	Waras	Girls	Qowm Ghaib Ali girls secondary school
365	Bamyan	Waras	Girls	Qowmi Barfi Secondary school
366	Bamyan	Waras	Girls	Qowmi Yari girls secondary school
367	Bamyan	Waras	Girls	Qulbato girls school
368	Bamyan	Waras	Girls	Sari Sar Ab girls school
369	Bamyan	Waras	Girls	Shinya Takht Girls High School
370	Bamyan	Waras	Girls	Sultan Robat girls secondary school
371	Bamyan	Waras	Girls	Warzakh girls high school
372	Bamyan	Waras	Mixed	Petab Sar Ab girls school
373	Bamyan	Waras	Mixed	Bastook secondary school
374	Bamyan	Waras	Mixed	Buzgirak high school (mixed)
375	Bamyan	Waras	Mixed	Chamber Takh primary school
376	Bamyan	Waras	Mixed	Choyeteman high school (mixed)
377	Bamyan	Waras	Mixed	Gero Sarab Secondary school
378	Bamyan	Waras	Mixed	Meyana Malik Secondary school
379	Bamyan	Waras	Mixed	Naspatan secondary school
380	Bamyan	Waras	Mixed	Oral high school
381	Bamyan	Waras	Mixed	Plan Secondary school
382	Bamyan	Waras	Mixed	Qhunak Seconday school (mixed)
383	Bamyan	Waras	Mixed	Quli Sabz secondary school
384	Bamyan	Waras	Mixed	Sangi Sokhta secondary school (mixed)
385	Bamyan	Waras	Mixed	Selborda secondary school (mixed)
386	Bamyan	Waras	Mixed	Shahri now girls school
387	Bamyan	Waras	Mixed	Surkh Gawak Secondary school
388	Bamyan	Yaka Walang	Boys	Dahan now shor girls High school
389	Bamyan	Yaka Walang	Boys	Dahane now shor secondary school
390	Bamyan	Yaka Walang	Girls	Dahanee Marghe girls high school
391	Bamyan	Yaka Walang	Girls	Rustam girls school
392	Bamyan	Yaka Walang	Girls	Seya dara sufla girls high school
393	Bamyan	Yaka Walang	Mixed	Markaz girls High school
394	Bamyan	Yakowlang	Boys	Deh Surkh high school
395	Bamyan	Yakowlang	Boys	Yakowlang boys high school
396	Bamyan	Yakowlang	Girls	Anda girls high school
397	Bamyan	Yakowlang	Girls	Chardeh girls secondary school
398	Bamyan	Yakowlang	Girls	Dare Ali girls high school
399	Bamyan	Yakowlang	Girls	Maruf girls high school
400	Bamyan	Yakowlang	Girls	Naitaq girls high school
401	Bamyan	Yakowlang	Girls	Sari Murghy girls secondary school
402	Bamyan	Yakowlang	Girls	Sari Qul girls school
403	Bamyan	Yakowlang	Girls	Seya dara girls high school
404	Bamyan	Yakowlang	Girls	Solich girls high school
405	Bamyan	Yakowlang	Girls	Tanqi Safidak high school
406	Bamyan	Yakowlang	Girls	Zaren girls high school
407	Bamyan	Yakowlang	Mixed	Baghalak secondary school
408	Bamyan	Yakowlang	Mixed	Bakak secondary school
409	Bamyan	Yakowlang	Mixed	Dahan Now Sher boy secodary school



Number	Province	District	School for	Name of School
410	Bamyan	Yakowlang	Mixed	Ferooz Bahar high school
411	Bamyan	Yakowlang	Mixed	Keligan girls high school
412	Bamyan	Yakowlang	Mixed	Passroya Secondary school (mixed)
413	Bamyan	Yakowlang	Mixed	Sar Bolaq school
414	Bamyan	Yakowlang	Mixed	Sari Dara Chasht Secondary school (mixed)
415	Bamyan	Yakowlang	Mixed	Shaheed Mahoodi high school (mixed)
416	Bamyan	Yakowlang	Mixed	Shahristan school
417	Bamyan	Yakowlang	Mixed	Shamsuddin Secondary school
418	Bamyan	Yakowlang	Mixed	Sukhtaqi girls high school
419	Daikundi	Ashtarlai	Mixed	Kaman Peshdaram
420	Daikundi	Ashtarlai	Mixed	Seywak Seya Dara
421	Daikundi	Ashtarlai	Mixed	Shelan Korgah
422	Daikundi	Ashtarlai	Mixed	Zokor Korgeh Sufla
423	Daikundi	Ishtarlai	Boys	Range darakht
424	Daikundi	Ishtarlai	Boys	Sheikhmiran
425	Daikundi	Ishtarlai	Girls	Naswean shekhmiran
426	Daikundi	Ishtarlai	Mixed	Baghale kando
427	Daikundi	Ishtarlai	Mixed	Miana Ishtarlai
428	Daikundi	Khider	Boys	Takhti Kayan boys high school
429	Daikundi	Khider	Boys	Bala Voear boys high school
430	Daikundi	Khider	Girls	Poshti Rooq Boys high school
431	Daikundi	Khider	Mixed	Dahani Kiti girls secondary school
432	Daikundi	Khider	Mixed	Dahani Mijan complex secondary school,
433	Daikundi	Khider	Mixed	Dahani Sorkh Qolak boys high school.
434	Daikundi	Khider	Mixed	Kiti girls high school.
435	Daikundi	Khider	Mixed	Pasi Band complex secondary school
436	Daikundi	Khider	Mixed	Qool complex secondary school,
437	Daikundi	Khider	Mixed	Qorb Ali/Shalgham complex secondary
438	Daikundi	Khider	Mixed	Tayee Bagh elementary school
439	Daikundi	Khider	Girls	Naswane zuhra veerman
440	Daikundi	Khider	Girls	Niswani Khidir
441	Daikundi	Khider	Mixed	Guzberi
442	Daikundi	Khider	Mixed	Imam sadiq pishtrooq
443	Daikundi	Khider	Mixed	Kiti Dara khodi
444	Daikundi	Khider	Mixed	Iese Khushkab watma
445	Daikundi	Khider	Mixed	Lese Korgeh Ulia
446	Daikundi	Khider	Mixed	Lese Zokor Dahan Qol
447	Daikundi	Khider	Mixed	Lese Zokor Dara Khodi
448	Daikundi	Khider	Mixed	Sabzake kiyan
449	Daikundi	Khider	Mixed	Sange chalak
450	Daikundi	Khider	Mixed	Shalgham
451	Daikundi	Kijran	Mixed	Baghban
452	Daikundi	Kijran	Mixed	Haftad nafar
453	Daikundi	Kijran	Mixed	Laisa Karez
454	Daikundi	Kijran	Mixed	Laisa markaz Kijran
455	Daikundi	Kijran	Mixed	Zard gulaanm
456	Daikundi	Kiti	Boys	Dahne Rooyan
457	Daikundi	Kiti	Boys	Kiti Dara Khodi
458	Daikundi	Kiti	Boys	Temran
459	Daikundi	Kiti	Girls	Naswane Royan
460	Daikundi	Kiti	Mixed	Gharange
461	Daikundi	Kiti	Mixed	Kiti Dara khodi
462	Daikundi	Kiti	Mixed	Nawgunbad
463	Daikundi	Kiti	Mixed	Sare Kiso
464	Daikundi	Kiti	Mixed	Sari teghan
465	Daikundi	Miramoor	Girls	Joytoot-e-bargar girls high school. (Shahid Afkari)
466	Daikundi	Miramoor	Girls	Takhvi girls high school,
467	Daikundi	Miramoor	Girls	Eskan boys high school
468	Daikundi	Miramoor	Mixed	Khaja Wali complex secondary school

Number	Province	District	School for	Name of School
469	Daikundi	Miramoor	Mixed	Nainak Charkh secondary girls school
470	Daikundi	Miramoor	Mixed	Seyah Dara Boy and girls high school.
471	Daikundi	Miramoor	Girls	Naswane Darghalai charch
472	Daikundi	Miramoor	Girls	Naswane Warseel
473	Daikundi	Miramoor	Girls	Naswne Askan
474	Daikundi	Miramoor	Mixed	Bagh
475	Daikundi	Miramoor	Mixed	Bargar Dahne Dara
476	Daikundi	Miramor	Boys	Charkh bargar
477	Daikundi	Miramor	Boys	Niswani Nalij Bargar
478	Daikundi	Miramor	Boys	Rubat Miramor
479	Daikundi	Miramor	Girls	Lese Niswani Surkh Joi
480	Daikundi	Miramor	Girls	Niswani Miramor
481	Daikundi	Miramor	Girls	Niswani Tagab miramor
482	Daikundi	Miramor	Girls	Zainabia Mitghulam
483	Daikundi	Miramor	Mixed	Lese Niswani Shahid Ifgari
484	Daikundi	Nili	Boys	Lazir boys high school
485	Daikundi	Nili	Boys	Sangi Mom High School
486	Daikundi	Nili	Boys	Shish Girls High school
487	Daikundi	Nili	Girls	Ganda Nayak High School
488	Daikundi	Nili	Girls	Naswani Dasht Secondary School
489	Daikundi	Nili	Boys	Lazeer
490	Daikundi	Nili	Boys	Lese Shish
491	Daikundi	Nili	Mixed	Ghadar
492	Daikundi	Nili	Mixed	Lese Iskan
493	Daikundi	Nili	Mixed	Lese Jarf
494	Daikundi	Nili	Mixed	Niswani Khakbad
495	Daikundi	Nili	Mixed	Paynili
496	Daikundi	Nili	Mixed	Robate Dasht
497	Daikundi	Nili	Mixed	Sari Nili
498	Daikundi	Nili		Char Dar Dasht
499	Daikundi	Sang Takht	Mixed	Pay Qol Sheikh Ali
500	Daikundi	Sange takht	Girls	Naswane sia choob
501	Daikundi	Sange takht	Mixed	Azuhra khulbarg
502	Daikundi	Sange takht	Mixed	Basate markazi bandar
503	Daikundi	Sange takht	Mixed	Khatimulanbia Kalegan
504	Daikundi	Sange takht	Mixed	Sange takht
505	Daikundi	Sangi Takht Bandar	Mixed	Hasank complex secondary school,
506	Daikundi	Sangi Takht Bandar	Mixed	Kholbarg boys high school.
507	Daikundi	Sangtakht	Mixed	Sia Chob
508	Daikundi	Sangtakht		Talkhak
509	Daikundi	Shahristan	Girls	Bintolhoda girls high school
510	Daikundi	Shahristan	Girls	Fatimatozzahra girls high school.
511	Daikundi	Shahristan	Girls	Ommol Banin girls high school
512	Daikundi	Shahristan	Girls	Shinya girls high school
513	Daikundi	Shahristan	Mixed	Shinya Javoz secondary school
514	Daikundi	Shahristan		Mutawasiti Zawjok
515	Daikundi	Shahristan	Boys	Faiz abad
516	Daikundi	Shahristan	Boys	Lese Katoot
517	Daikundi	Shahristan	Boys	Niswani burlan
518	Daikundi	Shahristan	Girls	Lese Palij
519	Daikundi	Shahristan	Girls	Naswane bibib narjis
520	Daikundi	Shahristan	Mixed	Ghaf
521	Daikundi	Shahristan	Mixed	Ghashoor
522	Daikundi	Shahristan	Mixed	Ghasor
523	Daikundi	Shahristan	Mixed	Lese Niswani Sherma
524	Daikundi	Shahristan	Mixed	Mutawasite Zawjok
525	Daikundi	Shahristan	Mixed	Naswane shahristan
526	Daikundi	Shahristan	Mixed	Niswani Ghawchan
527	Daikundi	Shahristan	Mixed	Wargha

Number	Province	District	School for	Name of School
528	Daikundi	Shahristan	Mixed	Zokor Uzmok
529	Daikundi	Shahristan		Lese Umol Banin
530	Ghor	Center	Boys	Allayar Male High school
531	Ghor	Center	Boys	Balloch Surkh
532	Ghor	Center	Boys	Banbdar Ghatak
533	Ghor	Center	Boys	Dahak school
534	Ghor	Center	Boys	Gandab
535	Ghor	Center	Boys	Ghalmin high school
536	Ghor	Center	Boys	Madrassa
537	Ghor	Center	Boys	Motawasata Sangbar
538	Ghor	Center	Boys	Naswan Maidan Hawai
539	Ghor	Center	Boys	Noor Ahmad shahid
540	Ghor	Center	Boys	Payan Ghatan
541	Ghor	Center	Boys	Rekht Kan
542	Ghor	Center	Boys	Spen Sang school
543	Ghor	Center	Boys	Sutoor Khan
544	Ghor	Center	Girls	Khaja Ghar
545	Ghor	Center	Girls	Naswan Qala Teemour
546	Ghor	Center	Girls	Naswan Sur Tagab Ghatan
547	Ghor	Center	Girls	Naswan Tasraqai
548	Ghor	Center	Girls	Naswan Zartalai
549	Ghor	Center	Girls	Now Kar
550	Ghor	Center	Mixed	Aghgaran
551	Ghor	Center	Mixed	Bandar Sang
552	Ghor	Center	Mixed	Gardana Kood
553	Ghor	Center	Mixed	Khaja Ghar
554	Ghor	Center	Mixed	Mohammad school
555	Ghor	Center	Mixed	Shekh Asad
556	Ghor	Center	Mixed	Shoraba High school
557	Ghor	Chaghcharan	Boys	Abobar Shahid high school
558	Ghor	Chaghcharan	Boys	Ahengaran high school
559	Ghor	Chaghcharan	Boys	Allandar high school
560	Ghor	Chaghcharan	Boys	Allayar High school
561	Ghor	Chaghcharan	Boys	Bandar Ghonak high school
562	Ghor	Chaghcharan	Boys	Bara Khana High school
563	Ghor	Chaghcharan	Boys	Dara Ghazi girl high school
564	Ghor	Chaghcharan	Boys	Kasia Olia high school
565	Ghor	Chaghcharan	Boys	Khadijatul kobra
566	Ghor	Chaghcharan	Boys	Kindiwal High school
567	Ghor	Chaghcharan	Boys	Maidan Bara Khana High school
568	Ghor	Chaghcharan	Boys	Mualam Muhammad high school
569	Ghor	Chaghcharan	Boys	Muhammad Rasul Shahid
570	Ghor	Chaghcharan	Boys	Pahlo sang sedondary school
571	Ghor	Chaghcharan	Boys	Sartagab ghalmin
572	Ghor	Chaghcharan	Boys	Shaikhalmam High school
573	Ghor	Chaghcharan	Boys	Shiwij high school
574	Ghor	Chaghcharan	Boys	Tagha Timor High school
575	Ghor	Chaghcharan	Boys	Tala secondary school
576	Ghor	Chaghcharan	Girls	badgha high school
577	Ghor	Chaghcharan	Girls	beedan school
578	Ghor	Chaghcharan	Girls	Gardana kabod high school
579	Ghor	Chaghcharan	Girls	Mohamad Omar shahid
580	Ghor	Chaghcharan	Girls	Zartali high school
581	Ghor	Charsada	Boys	Lece Naswam Malmanj
582	Ghor	Charsada	Boys	ShAH Gul Tapaha
583	Ghor	Charsada		Lece Khafak
584	Ghor	Charsadeh	Girls	Malmanj girl school
585	Ghor	Charsadeh	Mixed	Gul tapa girl school
586	Ghor	Charsadeh	Mixed	Khafak school

Number	Province	District	School for	Name of School
587	Ghor	Charsadeh		kurpi secondary school
588	Ghor	chasada	Boys	Maktab Kohi
589	Ghor	Dowlina	Boys	Baranji school
590	Ghor	Dowlina	Boys	Darulolum
591	Ghor	Dowlina	Boys	Gala Asia
592	Ghor	Dowlina	Boys	Khaja Ali
593	Ghor	Dowlina	Boys	Khaji Ali school
594	Ghor	Dowlina	Boys	Lecce Gerd Holang
595	Ghor	Dowlina	Boys	Zakoor Brenji
596	Ghor	Dowlina	Girls	Abtadai Beedak Jala
597	Ghor	Dowlina	Girls	Nadai Onas Brengi
598	Ghor	Dowlina	Mixed	Gardlang School
599	Ghor	Dowltayar	Boys	Abtadai Sangar
600	Ghor	Dowltayar	Boys	Darwaza Primary
601	Ghor	Dowltayar	Boys	Kharak primari
602	Ghor	Dowltayar	Boys	Lece Abdul Satar Shaheed
603	Ghor	Dowltayar	Boys	Lece Luka Mazar
604	Ghor	Dowltayar	Boys	Lece Nurmata
605	Ghor	Dowltayar	Boys	Lece Pashtanoor
606	Ghor	Dowltayar	Boys	Lece Shania
607	Ghor	Dowltayar	Boys	Lecce Dahan Shar Shar
608	Ghor	Dowltayar	Boys	Lecce Shur Shur Olia
609	Ghor	Dowltayar	Boys	Majeer
610	Ghor	Dowltayar	Boys	Sang Shura
611	Ghor	Dowltayar	Boys	Shar shar school
612	Ghor	Dowltayar	Girls	Nasawan Saniaa
613	Ghor	Dowltayar	Girls	Garay cheshte school
614	Ghor	Dowltayar	Girls	Naswan kohansal
615	Ghor	Dulatyar	Boys	Loka Mazar
616	Ghor	Dulatyar	Boys	Pushta nor high school
617	Ghor	Dulina	Boys	Baranji school
618	Ghor	Dulina	Boys	Bidak Jawal secondary school
619	Ghor	Lal-sarjangan	Boys	Ab Bareek
620	Ghor	Lal-sarjangan	Boys	Dheh Bakhtak
621	Ghor	Lal-sarjangan	Boys	lal high school
622	Ghor	Lal-sarjangan	Boys	Lece Bekh Sang
623	Ghor	Lal-sarjangan	Boys	Lece Chashma Padshah
624	Ghor	Lal-sarjangan	Boys	Lece Qala Koshk
625	Ghor	Lal-sarjangan	Boys	Nawai Qalai
626	Ghor	Lal-sarjangan	Boys	Qala kashak school
627	Ghor	Lal-sarjangan	Boys	Seya Khak Kerman
628	Ghor	Lal-sarjangan	Boys	Shahei secondary
629	Ghor	Lal-sarjangan	Girls	Gar mab school
630	Ghor	Lal-sarjangan	Girls	Nadai Naswan Maghka
631	Ghor	Lal-sarjangan	Girls	Tagab Sayeed
632	Ghor	Lal-sarjangan	Mixed	bikh sang
633	Ghor	Lal-sarjangan	Mixed	Brekaka Olia
634	Ghor	Lal-sarjangan	Mixed	Cheshma Padsha school
635	Ghor	Lal-sarjangan	Mixed	Lece Dahan Chaka
636	Ghor	Lal-sarjangan	Mixed	Sur Qal Talkhak
637	Ghor	Pasaband	Boys	Khawaj
638	Ghor	Pasaband	Boys	Khoja wahjudin high school
639	Ghor	Pasaband	Boys	Madrassa Olom dini
640	Ghor	Pasaband	Boys	Motawaseta Sur bour
641	Ghor	Pasaband	Boys	Onas Gulistan
642	Ghor	Pasaband	Boys	Poitab school
643	Ghor	Pasaband	Boys	Sarsabz secondary school
644	Ghor	Pasaband	Boys	Shorgul school
645	Ghor	Pasaband	Boys	Zakoor Ghorak

Number	Province	District	School for	Name of School
646	Ghor	Pasaband	Boys	Zakoor Guliast
647	Ghor	Pasaband	Girls	Norak
648	Ghor	Pasaband	Girls	Shah Sangan
649	Ghor	Saghar	Boys	kharzai school
650	Ghor	Saghar	Boys	Lecce Malang
651	Ghor	Saghar	Boys	Manak school
652	Ghor	Saghar	Girls	Naswan Taghitan
653	Ghor	Saghar	Girls	Titan girl school
654	Ghor	Shahrak	Boys	Ooshan school
655	Ghor	Shahrak	Boys	shahrak school
656	Ghor	Shahrak	Mixed	Sarcheshma
657	Ghor	Shahrak		Manara primary school
658	Ghor	Taiwara	Boys	Lar surkh school
659	Ghor	Taiwara	Boys	Lecce Naswan
660	Ghor	Taiwara	Boys	Moqawamat
661	Ghor	Taiwara	Boys	Safa bik school
662	Ghor	Taiwara	Boys	Zakoor Nowroz
663	Ghor	Taiwara	Girls	Lecce Maqawamat
664	Ghor	Taiwara	Girls	Sarpanak school
665	Ghor	Tewara	Boys	Dahtae high school
666	Ghor	Tewara	Boys	Quchi school
667	Ghor	Tewara	Boys	Sarpanak Secondary high school
668	Ghor	Tewara	Boys	Tewara center high school
669	Ghor	Tewara	Boys	Yakhan olia high school
670	Ghor	Tewara	Boys	Zah nowroz girl school
671	Ghor	Tewara	Boys	Zerni high school
672	Ghor	Tulak	Boys	Lecce Chahra
673	Ghor	Tulak	Boys	Lecce Sang Kharq
674	Ghor	Tulak	Boys	Owghab Khana
675	Ghor	Tulak	Boys	Sang khalg high school
676	Ghor	Tulak	Boys	Sang Meshena
677	Ghor	Tulak	Boys	Sang meshena boy school
678	Ghor	Tulak	Boys	Zargi sedondary school
679	Ghor	Tulak	Mixed	Mashkola ha girl primary school
680	Helmand	Gramser	Boys	abas abad
681	Helmand	Gramser	Boys	Amerbland agha
682	Helmand	Gramser	Boys	benadar
683	Helmand	Gramser	Boys	bertakah
684	Helmand	Gramser	Boys	Dah zakerea
685	Helmand	Gramser	Boys	dorzaee
686	Helmand	Gramser	Boys	gor gak
687	Helmand	Gramser	Boys	Hazar jaft
688	Helmand	Gramser	Boys	jagrom
689	Helmand	Gramser	Boys	kaTory
690	Helmand	Gramser	Boys	kharako
691	Helmand	Gramser	Boys	kharako sapla
692	Helmand	Gramser	Boys	kharoty
693	Helmand	Gramser	Boys	kochani derwesh
694	Helmand	Gramser	Boys	kodolo drab
695	Helmand	Gramser	Boys	koshty
696	Helmand	Gramser	Boys	lakry
697	Helmand	Gramser	Boys	laky
698	Helmand	Gramser	Boys	logrean
699	Helmand	Gramser	Boys	mian poshta
700	Helmand	Gramser	Boys	naqilen shamlan-A
701	Helmand	Gramser	Boys	naswan shamalan
702	Helmand	Gramser	Boys	payzaee
703	Helmand	Gramser	Boys	sapar
704	Helmand	Gramser	Boys	shahed nazar -M

Number	Province	District	School for	Name of School
705	Helmand	Gramser	Boys	Tobi
706	Helmand	Gramser	Boys	umran abad
707	Helmand	Gramser	Boys	zaland
708	Helmand	Gramser	Boys	zanzer drab
709	Helmand	Gramser	Girls	naswan laky
710	Helmand	Gramser	Mixed	kopak
711	Helmand	Gramser	Mixed	shahed abdul ghafor
712	Helmand	Lashkargah	Boys	Babaji
713	Helmand	Lashkargah	Boys	Basharan
714	Helmand	Lashkargah	Boys	Bolan High
715	Helmand	Lashkargah	Boys	Fasli Babaji
716	Helmand	Lashkargah	Boys	Kariz Secondray
717	Helmand	Lashkargah	Boys	Qallah Bost
718	Helmand	Lashkargah	Boys	Qorghojad
719	Helmand	Lashkargah	Boys	Rahim Khail
720	Helmand	Lashkargah	Boys	Safian
721	Helmand	Lashkargah	Boys	Sarkar
722	Helmand	Lashkargah	Boys	Shahid Ab. Ghani
723	Helmand	Lashkargah	Boys	Sorguder
724	Helmand	Lashkargah	Boys	Zakoor Lashkari bazar Gharbi High
725	Helmand	Lashkargah	Boys	Zakor High (Engeener Ab-Mateen)
726	Helmand	Lashkargah	Boys	Ziarat
727	Helmand	Lashkargah	Girls	Niswan Lashkare bazar Gharbi
728	Helmand	Lashkargah	Mixed	Ahli Hanod High Shaheed Anwar Khan
729	Helmand	Lashkargah	Mixed	C-1 Secondary (Ab-Samad Rohani)
730	Helmand	Lashkargah	Mixed	Dosti High
731	Helmand	Lashkargah	Mixed	Karta e lagan High (boys)
732	Helmand	Lashkargah	Mixed	Naswan Markazai Lashkargah
733	Helmand	Lashkargah	Mixed	Naswan Karta e Lagan (Malalai Lisa)
734	Helmand	Lashkargah	Mixed	Qala Kona High (Ghazi Amanullah Khan Lisa)
735	Helmand	Lashkargah	Mixed	Shapi Laycee
736	Helmand	Lashkargah	Mixed	Zakor Secondary Lashkargah
737	Helmand	Nad Ali	Boys	13 Gharbi
738	Helmand	Nad Ali	Boys	31 Sharqi
739	Helmand	Nad Ali	Boys	Baba Nika
740	Helmand	Nad Ali	Boys	Khoshal Kali
741	Helmand	Nad Ali	Boys	Luwly Manda
742	Helmand	Nad Ali	Boys	Qullah Hazarah
743	Helmand	Nad Ali	Mixed	Chanjer
744	Helmand	Nad Ali	Mixed	Luwly Bagh
745	Helmand	Nad Ali	Mixed	Naqil Abad
746	Helmand	Nad Ali	Mixed	Naw Abad
747	Helmand	Nad Ali	Mixed	Saeed Abad
748	Helmand	Nad Ali	Mixed	Shikh Kali
749	Helmand	Nad Ali	Mixed	Zaber Abad
750	Helmand	Nad Ali	Mixed	Zarghon Kali
751	Helmand	Nahr-e-Saraj	Boys	Ab Bazan
752	Helmand	Nahr-e-Saraj	Boys	Abol tathi busti Secodary
753	Helmand	Nahr-e-Saraj	Boys	Bayi Izaai
754	Helmand	Nahr-e-Saraj	Boys	Bibi Fatima Zahra
755	Helmand	Nahr-e-Saraj	Boys	Char Kocha
756	Helmand	Nahr-e-Saraj	Boys	Haider Abad
757	Helmand	Nahr-e-Saraj	Boys	Mir Mandaob
758	Helmand	Nahr-e-Saraj	Boys	Noorzai
759	Helmand	Nahr-e-Saraj	Boys	Pasaw
760	Helmand	Nahr-e-Saraj	Boys	Sarbande Adam Khan
761	Helmand	Nahr-e-Saraj	Boys	Shahid Ab. Halim
762	Helmand	Nahr-e-Saraj	Boys	Zamboli Ulya
763	Helmand	Nahr-e-Saraj	Girls	Neswan



Number	Province	District	School for	Name of School
764	Helmand	Nahr-e-Saraj	Mixed	Abol tathi busti High
765	Helmand	Nahr-e-Saraj	Mixed	Deh mazang
766	Helmand	Nahr-e-Saraj	Mixed	Hazrat Hamza
767	Helmand	Nawa	Boys	ainak
768	Helmand	Nawa	Boys	khalage
769	Helmand	Nawa	Boys	kharabah
770	Helmand	Nawa	Boys	khasro abad
771	Helmand	Nawa	Boys	khasro abad sherky
772	Helmand	Nawa	Boys	landi shakh
773	Helmand	Nawa	Boys	lowe kaly
774	Helmand	sangin	Boys	baba paker
775	Helmand	sangin	Boys	bostan zae
776	Helmand	sangin	Boys	garm ab
777	Helmand	sangin	Boys	gharagy
778	Helmand	sangin	Boys	hashamsarwani
779	Helmand	sangin	Boys	kato zae alia
780	Helmand	sangin	Boys	kato zae sapla
781	Helmand	sangin	Boys	kotozaee
782	Helmand	sangin	Boys	noso zae sapla
783	Helmand	sangin	Boys	nosozaee
784	Helmand	sangin	Boys	nosozaee alia
785	Kandahar	Arghandab	Boys	Khwaja Mulk School
786	Kandahar	Arghandab	Boys	Qadari
787	Kandahar	Arghandab	Mixed	Baba Wali Sab
788	Kandahar	Arghistan	Boys	Kemalzai
789	Kandahar	Arghistan	Boys	Sundurzai
790	Kandahar	Arghistan	Boys	Surgaz
791	Kandahar	Arghistan	Boys	Tang
792	Kandahar	Arghistan	Boys	Targhak
793	Kandahar	Daman	Boys	Azam Qala
794	Kandahar	Daman	Boys	Haji Lali
795	Kandahar	Daman	Boys	Mandisar
796	Kandahar	Daman	Boys	Muhmand
797	Kandahar	Daman	Boys	Mula Abdullah
798	Kandahar	Daman	Boys	Murghan Kicha
799	Kandahar	Daman	Boys	Shahdad Kariz
800	Kandahar	Daman	Mixed	form tarnak
801	Kandahar	Daman	Mixed	Haji Mohd Shah
802	Kandahar	Daman	Mixed	Ishaqzai School
803	Kandahar	Daman	Mixed	Jakan
804	Kandahar	Daman	Mixed	Kazi Kariz
805	Kandahar	Daman	Mixed	Khalid bin walid
806	Kandahar	Daman	Mixed	Khoshab
807	Kandahar	Daman	Mixed	Mula Nik Mohammad
808	Kandahar	Daman	Mixed	Nasaji School
809	Kandahar	Daman	Mixed	Shahid Atullah
810	Kandahar	Daman	Mixed	Shoran dam
811	Kandahar	Daman	Mixed	syed pacha
812	Kandahar	Dand	Boys	Alko Nika primary
813	Kandahar	Dand	Boys	Balady school
814	Kandahar	Dand	Boys	Barak Nika
815	Kandahar	Dand	Boys	Chaplaney
816	Kandahar	Dand	Boys	Deh Ghulaman
817	Kandahar	Dand	Boys	Hazrat Bilal
818	Kandahar	Dand	Boys	Ibrahim khalifa baba
819	Kandahar	Dand	Boys	Landi Kariz
820	Kandahar	Dand	Boys	Mard Qala School
821	Kandahar	Dand	Boys	Mohd Rasool Khan Paston
822	Kandahar	Dand	Boys	Nakodak

Number	Province	District	School for	Name of School
823	Kandahar	Dand	Boys	Nakodak
824	Kandahar	Dand	Boys	Nematullah Khan
825	Kandahar	Dand	Boys	Rawanai School
826	Kandahar	Dand	Boys	Rumbasy
827	Kandahar	Dand	Boys	Sardar Payanda Mohd
828	Kandahar	Dand	Boys	Timoryan
829	Kandahar	Dand	Mixed	Abdul Qudu Akhundzada
830	Kandahar	Dand	Mixed	Haji Farman Kalacha
831	Kandahar	Dand	Mixed	Haji Jamal Karz
832	Kandahar	Dand	Mixed	Haji Juma primary
833	Kandahar	Dand	Mixed	Mohammad Haq Akhundzada
834	Kandahar	Dand	Mixed	Roh Abad
835	Kandahar	Dand	Mixed	Sharifa primary
836	Kandahar	Ghorak	Boys	Bahram Ghorak
837	Kandahar	Ghorak	Boys	Hassan Abad
838	Kandahar	Ghorak	Boys	Kekak
839	Kandahar	Ghorak	Boys	Surkh abad
840	Kandahar	Kandahar city	Boys	Fazal e Kandahari
841	Kandahar	Kandahar city	Boys	Gariwal School
842	Kandahar	Kandahar city	Boys	Mama Dost Muhammad
843	Kandahar	Kandahar city	Boys	Mirwais Mina Boy school
844	Kandahar	Kandahar city	Boys	Mirwais Nika high
845	Kandahar	Kandahar city	Boys	Mirza Ahmad Khan
846	Kandahar	Kandahar city	Boys	Naimatullah Khan School
847	Kandahar	Kandahar city	Boys	Shahid M. Akram Khakrizwal boys
848	Kandahar	Kandahar city	Boys	Sofi Sahib Zakor
849	Kandahar	Kandahar city	Boys	Sofi School
850	Kandahar	Kandahar City	Girls	Mirza Mohammad Khan (girls middle)
851	Kandahar	Kandahar city	Girls	Nazo Ana High School
852	Kandahar	Kandahar city	Girls	Shahid M. Akram Khakrizwal Girls
853	Kandahar	Kandahar city	Girls	Zainab
854	Kandahar	Kandahar City	Girls	Zarghona Ana High Schoo
855	Kandahar	Kandahar city	Mixed	Abdul Hadi Dawi
856	Kandahar	Kandahar city	Mixed	Ahmad Shahi Awal School girls school
857	Kandahar	Kandahar city	Mixed	Arabo Qala
858	Kandahar	Kandahar city	Mixed	Azam Qala
859	Kandahar	Kandahar city	Mixed	Haji Aziz School
860	Kandahar	Kandahar city	Mixed	Haji Nika School
861	Kandahar	Kandahar city	Mixed	Khair Abad School
862	Kandahar	Kandahar city	Mixed	Khowja Ayob Ansari
863	Kandahar	Kandahar city	Mixed	Kubi School
864	Kandahar	Kandahar city	Mixed	Mashriqui School
865	Kandahar	Kandahar city	Mixed	Mia Abdul Hakim
866	Kandahar	Kandahar city	Mixed	Mirbazar School
867	Kandahar	Kandahar city	Mixed	Peero Qalacha
868	Kandahar	Kandahar city	Mixed	Qabayel School
869	Kandahar	Kandahar city	Mixed	Sardar Madad Khan
870	Kandahar	Kandahar city	Mixed	Sayed Abad High School
871	Kandahar	Kandahar city	Mixed	Sayed Jamaluddin Afghani
872	Kandahar	Kandahar city	Mixed	Shah Mahmood Hotak
873	Kandahar	Kandahar city	Mixed	Shahid Azimullah
874	Kandahar	Kandahar city	Mixed	Shahid Ghulam Haidar Hamidi
875	Kandahar	Kandahar city	Mixed	Shahid M. Qasim
876	Kandahar	Kandahar city	Mixed	Shahid Sardar Mohd Dawod Khan
877	Kandahar	Kandahar city	Mixed	Shahri Naw
878	Kandahar	Kandahar city	Mixed	Sheer Ali Khan Barakzai
879	Kandahar	Kandahar city	Mixed	Shin Ghazi Baba
880	Kandahar	Kandahar city	Mixed	Shurandam School
881	Kandahar	Kandahar city	Mixed	Sofi sahib Naswan

Number	Province	District	School for	Name of School
882	Kandahar	Kandahar city	Mixed	Tajribawe High
883	Kandahar	Kandahar city	Mixed	Timorshahi
884	Kandahar	Kandahar city	Mixed	Zarghona ana Middle School
885	Kandahar	Kandahar city	Mixed	Zarifi Mina boys school
886	Kandahar	Kandahar City	Boys	Ahmad Shahi Awal School
887	Kandahar	Kandahar City	Boys	Ghazi Amanullah Khan
888	Kandahar	Kandahar City	Boys	Haji Arab School
889	Kandahar	Kandahar City	Boys	Kaka Saeed Ahmad High School
890	Kandahar	Kandahar City	Boys	Mahmood Hotak High School
891	Kandahar	Kandahar City	Boys	Mahmood Hotak Primay Schools
892	Kandahar	Kandahar City	Boys	Mirza Mohammad Khan
893	Kandahar	Kandahar City	Boys	Shaheed Ab, Ahad School
894	Kandahar	Kandahar City	Mixed	Ahmad Shah Baba
895	Kandahar	Kandahar City	Mixed	Aino No 1 High School
896	Kandahar	Kandahar City	Mixed	Aino No 2 High School
897	Kandahar	Kandahar City	Mixed	Kutal Murcha
898	Kandahar	Kandahar City	Mixed	Mahmood Tarzi High School
899	Kandahar	Kandahar City	Mixed	Malalai High School
900	Kandahar	Kandahar City	Mixed	Mirwais Nmina Girls School
901	Kandahar	Kandahar City	Mixed	Moh. Azam Ayazi
902	Kandahar	Kandahar City	Mixed	Safeya Ahmad Jan High School
903	Kandahar	Kandahar City	Mixed	Shaheed Ab, Latif High School
904	Kandahar	Kandahar City	Mixed	Zahir Shahi
905	Kandahar	Maiwand	Boys	Moshak
906	Kandahar	Maruf	Boys	Abubakar Neka
907	Kandahar	Maruf	Boys	Barak Neka
908	Kandahar	Maruf	Boys	Dag
909	Kandahar	Maruf	Boys	Ghara
910	Kandahar	Maruf	Boys	Habo Qala
911	Kandahar	Maruf	Boys	Kamran
912	Kandahar	Maruf	Boys	Mashozi Khunaki
913	Kandahar	Maruf	Boys	Momin Neka
914	Kandahar	Maruf	Boys	Qala
915	Kandahar	Maruf	Boys	Sadi Neka
916	Kandahar	Maruf	Boys	Tan Kariz
917	Kandahar	Maruf	Boys	Tarozi
918	Kandahar	Panjwayee	Boys	Badezo chehalgor
919	Kandahar	Panjwayee	Boys	Chahal Ghor
920	Kandahar	Panjwayee	Boys	Grugan
921	Kandahar	Panjwayee	Boys	Haji Baba
922	Kandahar	Panjwayee	Boys	Hashmi
923	Kandahar	Panjwayee	Boys	Imam Sahib
924	Kandahar	Panjwayee	Boys	Mala Hassan Akhund
925	Kandahar	Panjwayee	Boys	Norozi
926	Kandahar	Panjwayee	Boys	Sheikh Bostan
927	Kandahar	Panjwayee	Boys	Talokan
928	Kandahar	Registan	Boys	Alim Murad
929	Kandahar	Registan	Boys	Amerullah
930	Kandahar	Registan	Boys	Haji Karim Khan
931	Kandahar	Shahwali Kot	Boys	Kundalan
932	Kandahar	Shahwali Kot	Boys	Lwar Hassan Zai
933	Kandahar	Spinboldak	Boys	Ali Nika School
934	Kandahar	Spinboldak	Boys	Ghazi Amanullah Khan
935	Kandahar	Spinboldak	Boys	Haji Asadullah Middle
936	Kandahar	Spinboldak	Boys	Haji Rais A. Raziq Khan
937	Kandahar	Spinboldak	Boys	Haji Shah Muhammad
938	Kandahar	Spinboldak	Boys	Sarhadi Dost Mohd
939	Kandahar	Spinboldak	Boys	Shahid Abdullah Jan
940	Kandahar	Spinboldak	Mixed	Abdul Wasee School

Number	Province	District	School for	Name of School
941	Kandahar	Spinboldak	Mixed	Abu Hanifa
942	Kandahar	Spinboldak	Mixed	Azizullah
943	Kandahar	Spinboldak	Mixed	Ghaibi Nika Middle School
944	Kandahar	Spinboldak	Mixed	Ghiyas
945	Kandahar	Spinboldak	Mixed	Haji Abdul Raziq
946	Kandahar	Spinboldak	Mixed	Haji Baz Mohammad
947	Kandahar	Spinboldak	Mixed	Haji Fazi Mohammad
948	Kandahar	Spinboldak	Mixed	Haji Mohammad Ayoub
949	Kandahar	Spinboldak	Mixed	Haji Mohd Akbar Rabat
950	Kandahar	Spinboldak	Mixed	Haji Umer Zara Kala
951	Kandahar	Spinboldak	Mixed	Kamal Shah
952	Kandahar	Spinboldak	Mixed	Malik Kabir
953	Kandahar	Spinboldak	Mixed	Malik Wazir
954	Kandahar	Spinboldak	Mixed	Mira Jan
955	Kandahar	Spinboldak	Mixed	Miral Nika
956	Kandahar	Spinboldak	Mixed	Naw Abad Wesh
957	Kandahar	Spinboldak	Mixed	Rostam Nika School
958	Kandahar	Spinboldak	Mixed	Zakarya Khan
959	Kandahar	Takhta Pol	Mixed	Haji Nazar
960	Kandahar	Takhta Pol	Mixed	Haji Zahir
961	Kandahar	Takhta Pol	Mixed	Haqdad
962	Kandahar	Takhta Pul	Boys	Abdullahzai
963	Kandahar	Takhta Pul	Boys	Berghana
964	Kandahar	Takhta Pul	Boys	Haji Ahmadullah
965	Kandahar	Takhta Pul	Boys	Makwan
966	Kandahar	Zerai	Boys	Sangi Hisar
967	Kandahar	Zeri	Boys	Popal Neka
968	Kandahar	Zeri	Boys	Shaheedano Ghonday
969	Kandahar	Zeri	Boys	Zerdi Dashti yoo
970	Paktia	Ahmad Abad		Azak Khail
971	Paktia	Ahmed Aba	Boys	Akhond Khail Secondary Sch
972	Paktia	Ahmed Aba	Boys	Mansoor Khail Secondary Sch
973	Paktia	Ahmed Aba	Boys	Rood Ahmadzai
974	Paktia	Ahmed Aba	Boys	Sarkai Machalghoo Primary Sch
975	Paktia	Ahmed Aba	Girls	Naswane Machalgho
976	Paktia	Ahmed Aba	Girls	Zandi Khail Girls Primary Sch
977	Paktia	Ahmed Aba	Mixed	Bargai
978	Paktia	Ahmed Aba	Mixed	Ferooz khel
979	Paktia	Ahmed Aba	Mixed	Ghrak
980	Paktia	Ahmed Aba	Mixed	Hassan Qala
981	Paktia	Ahmed Aba	Mixed	Isakhail
982	Paktia	Ahmed Aba	Mixed	Khojar Khail Primary School
983	Paktia	Ahmed Aba	Mixed	Khormian Primary School
984	Paktia	Ahmed Aba	Mixed	Machalghoo High School
985	Paktia	Ahmed Aba	Mixed	Mali Khail Primary School
986	Paktia	Ahmed Aba	Mixed	Mamozai
987	Paktia	Ahmed Aba	Mixed	Mian Khail Primary School
988	Paktia	Ahmed Aba	Mixed	Mohmand Qala Primary School
989	Paktia	Ahmed Aba	Mixed	Naswane rood
990	Paktia	Ahmed Aba	Mixed	Ramak Primary School
991	Paktia	Ahmed Aba	Mixed	Rood
992	Paktia	Ahmed Aba	Mixed	Saeed Khail Primary School
993	Paktia	Ahmed Aba	Mixed	Sraqala
994	Paktia	Ahmed Aba	Mixed	Wakil sarwar Zandi khal
995	Paktia	Ahmed Aba		Salam Khail
996	Paktia	Ahmed Khail	Boys	Ahmed Khail High School
997	Paktia	Ahmed Khail	Boys	Hassan Khail High School
998	Paktia	Ahmed Khail	Boys	Hazar Darakht High School
999	Paktia	Ahmed Khail	Boys	Islamic School Ahmed Khail

Number	Province	District	School for	Name of School
1000	Paktia	Ahmed Khail	Boys	Loya Mashree Primary School
1001	Paktia	Ahmed Khail	Boys	Moshakah Secondary School
1002	Paktia	Ahmed Khail	Boys	Sikander Khail High School
1003	Paktia	Ahmed Khail	Girls	Ahmed Khail Girls Secondary
1004	Paktia	Ahmed Khail	Girls	Bi Bi Maryam Girls Primary Sc
1005	Paktia	Ahmed Khail	Girls	Hassan Khail Girls Primary Sc
1006	Paktia	Ahmed Khail	Mixed	Haideri Primary School
1007	Paktia	Ahmed Khail	Mixed	Kajeerah Primary School
1008	Paktia	Ahmed Khail	Mixed	Makhee Ghondai Primary Sch
1009	Paktia	Ahmed Khail	Mixed	Motee Secondary School
1010	Paktia	Ahmed Khail	Mixed	Sheishtah Primary School
1011	Paktia	Chamkani	Boys	Agriculture High School
1012	Paktia	Chamkani	Boys	Chamkani High School
1013	Paktia	Chamkani	Girls	Alwari Primary School
1014	Paktia	Chamkani	Girls	Sameen Akberi Girls High Sch
1015	Paktia	Chamkani	Mixed	Bagyar Secondary School
1016	Paktia	Chamkani	Mixed	Bahadar Kalai Primary School
1017	Paktia	Chamkani	Mixed	Bangash High School
1018	Paktia	Chamkani	Mixed	Chinargai Primary School
1019	Paktia	Chamkani	Mixed	Darakah Seconadry School
1020	Paktia	Chamkani	Mixed	Gramee High School
1021	Paktia	Chamkani	Mixed	Hisarak Girls Primary School
1022	Paktia	Chamkani	Mixed	Islamic School Chamkani
1023	Paktia	Chamkani	Mixed	Madah Khail High School
1024	Paktia	Chamkani	Mixed	Mangyar Primary School
1025	Paktia	Chamkani	Mixed	Nargasee Primary School
1026	Paktia	Chamkani	Mixed	Nozee Secondary School
1027	Paktia	Chamkani	Mixed	Oor gur Primary School
1028	Paktia	Chamkani	Mixed	Ragah Kalai Primary School
1029	Paktia	Chamkani	Mixed	Shah Zaman Ghondi Primary S
1030	Paktia	Chamkani	Mixed	Sulaiman Khail High School
1031	Paktia	Chamkani	Mixed	Surangor Primary School
1032	Paktia	Chamkani	Mixed	Wadah Kalai Primary School
1033	Paktia	Dand patan	Boys	Kharoti
1034	Paktia	Dand patan	Boys	Koot kalai
1035	Paktia	Dand patan	Boys	Patan
1036	Paktia	Dand patan	Boys	Sadiq maqbal
1037	Paktia	Dand patan	Girls	Astia Girls Primary school
1038	Paktia	Dand patan	Girls	Dand Girls Primary School
1039	Paktia	Dand patan	Girls	Mulah Aba Primary School
1040	Paktia	Dand patan	Girls	Patan Girls Secondary School
1041	Paktia	Dand patan	Mixed	Islamic School Patan
1042	Paktia	Dand patan	Mixed	Matwarkh Primary School
1043	Paktia	Dand patan	Mixed	Meer Hassan Girls Primary Sc
1044	Paktia	Dand patan	Mixed	Newai Kalai Girls Primary Sch
1045	Paktia	Dand patan	Mixed	Sakman Primary School
1046	Paktia	Dand patan	Mixed	Saltak Maqbal
1047	Paktia	Dand patan	Mixed	Sher ona algada maqbal
1048	Paktia	Dand patan		Dara darang
1049	Paktia	Gardez	Boys	Abdulhai gardizi
1050	Paktia	Gardez	Boys	Babrak High School
1051	Paktia	Gardez	Boys	Bala deh
1052	Paktia	Gardez	Boys	Dara
1053	Paktia	Gardez	Boys	Darululoom e rohani
1054	Paktia	Gardez	Boys	Dinar Khail Primary School
1055	Paktia	Gardez	Boys	Ibrahim khail
1056	Paktia	Gardez	Boys	Khutaba
1057	Paktia	Gardez	Boys	Kochihai Khatabah Primary sch
1058	Paktia	Gardez	Boys	Nowraki Primary School

Number	Province	District	School for	Name of School
1059	Paktia	Gardez	Boys	Pakhari Ibraheem Khail Primary
1060	Paktia	Gardez	Boys	Qalai Niazi Primary School
1061	Paktia	Gardez	Boys	Saphai Khail Primary School
1062	Paktia	Gardez	Boys	Sarkari Qala Niazi Primary Sch
1063	Paktia	Gardez	Boys	Sarkari Qala Primary School
1064	Paktia	Gardez	Boys	Technical High School
1065	Paktia	Gardez	Boys	Wach Shagh Tandan Primary
1066	Paktia	Gardez	Girls	Naswane Baladeh
1067	Paktia	Gardez	Girls	Tera
1068	Paktia	Gardez	Mixed	Abdulkhail
1069	Paktia	Gardez	Mixed	Agriculture High School
1070	Paktia	Gardez	Mixed	Baghe shah kirmashi
1071	Paktia	Gardez	Mixed	baghe shah tera
1072	Paktia	Gardez	Mixed	Baghka
1073	Paktia	Gardez	Mixed	Banozai
1074	Paktia	Gardez	Mixed	Chawnai
1075	Paktia	Gardez	Mixed	Darul Hafaz Hazrat Bilal
1076	Paktia	Gardez	Mixed	Dawlat zai
1077	Paktia	Gardez	Mixed	Deh bashi
1078	Paktia	Gardez	Mixed	Haleema Khazan
1079	Paktia	Gardez	Mixed	Ibrahim khail Girls Primary Sch
1080	Paktia	Gardez	Mixed	Khani Qala Primary School
1081	Paktia	Gardez	Mixed	Khawaja hassan
1082	Paktia	Gardez	Mixed	Khowazak Primary School
1083	Paktia	Gardez	Mixed	Mahajireen Banozai Primary S
1084	Paktia	Gardez	Mixed	Mahajireen Rubat Primary Sch
1085	Paktia	Gardez	Mixed	Mamrai
1086	Paktia	Gardez	Mixed	Night School
1087	Paktia	Gardez	Mixed	Piran
1088	Paktia	Gardez	Mixed	Qalai haleem
1089	Paktia	Gardez	Mixed	Qlai mahmood
1090	Paktia	Gardez	Mixed	QulPatang
1091	Paktia	Gardez	Mixed	Robat
1092	Paktia	Gardez	Mixed	Sadat khel
1093	Paktia	Gardez	Mixed	Serai
1094	Paktia	Gardez	Mixed	Shah abulhussain kharqani
1095	Paktia	Gardez	Mixed	Shah Qadam Primary School
1096	Paktia	Gardez	Mixed	Shah Qambar
1097	Paktia	Gardez	Mixed	Shahri gardaiz
1098	Paktia	Gardez	Mixed	Shaikhai Chakan Primary Sch
1099	Paktia	Gardez	Mixed	Shakar khail
1100	Paktia	Gardez	Mixed	Shash gar
1101	Paktia	Gardez	Mixed	Tajrobai gardaiz
1102	Paktia	Gardez	Mixed	Zahoo
1103	Paktia	Saeed Karam	Girls	Khalilan Girls Secondary Sch
1104	Paktia	Saeed Karam	Mixed	Bokar Primary School
1105	Paktia	Saeed Karam	Mixed	Cheeno Primary School
1106	Paktia	Saeed Karam	Mixed	Chorragee Primary School
1107	Paktia	Saeed Karam	Mixed	Ghoreeza Primary School
1108	Paktia	Saeed Karam	Mixed	Hazrat Ali Primary School
1109	Paktia	Saeed Karam	Mixed	Islamic School Saeed Karam
1110	Paktia	Saeed Karam	Mixed	Kajeerah Primary School
1111	Paktia	Saeed Karam	Mixed	Karkeen High School
1112	Paktia	Saeed Karam	Mixed	Masak Karaiz Primary School
1113	Paktia	Saeed Karam	Mixed	Mash Primary School
1114	Paktia	Saeed Karam	Mixed	Zaghee Primary School
1115	Paktia	Syed Karam	Boys	Kohe sin
1116	Paktia	Syed Karam	Boys	Kumder Khail High School
1117	Paktia	Syed Karam	Boys	Sijnak High School



Number	Province	District	School for	Name of School
1118	Paktia	Syed Karam	Girls	Kalgar Girls Secondary School
1119	Paktia	Syed Karam	Girls	Saeed Karam Girls High School
1120	Paktia	Syed Karam	Girls	Sijnak Girls Primary School
1121	Paktia	Syed Karam	Mixed	Andwam High School
1122	Paktia	Syed Karam	Mixed	Ghonzi Primary School
1123	Paktia	Syed Karam	Mixed	Jihad Kalai High School
1124	Paktia	Syed Karam	Mixed	Karaiz Secondary School
1125	Paktia	Syed Karam	Mixed	Khalilan Mirzaka High School
1126	Paktia	Syed Karam	Mixed	Khand Khail Secondary School
1127	Paktia	Syed Karam	Mixed	Nowroz Khail Secondary Sch
1128	Paktia	Syed Karam	Mixed	Usman khail Secondary School
1129	Paktia	Zazi Aryub	Boys	Gul Ghondai Girls High School
1130	Paktia	Zazi Aryub	Boys	Hashim Khail Girls Primary Sch
1131	Paktia	Zazi Aryub	Boys	Imam Azam High School
1132	Paktia	Zazi Aryub	Boys	Qalai Sharif Girls Primary Sch
1133	Paktia	Zazi Aryub	Boys	Roqyan
1134	Paktia	Zazi Aryub	Boys	Sarwanee Khail Secondary Sc
1135	Paktia	Zazi Aryub	Boys	Shahid mohamadullah
1136	Paktia	Zazi Aryub	Boys	Zazi Aryub High School
1137	Paktia	Zazi Aryub	Girls	Katah Sang Girls Primary Sch
1138	Paktia	Zazi Aryub	Girls	Naswane Alikhail
1139	Paktia	Zazi Aryub	Girls	Naswane gana khail
1140	Paktia	Zazi Aryub	Girls	Naswane Hazar khail
1141	Paktia	Zazi Aryub	Girls	Naswane Qale jadran
1142	Paktia	Zazi Aryub	Girls	naswane roqyan
1143	Paktia	Zazi Aryub	Girls	Naswane sargul
1144	Paktia	Zazi Aryub	Girls	Naswane shahid muhammadullah
1145	Paktia	Zazi Aryub	Girls	Samim Bakhti Gul Primary Sch
1146	Paktia	Zazi Aryub	Girls	Sher Khatal Girls Primary Sch
1147	Paktia	Zazi Aryub	Mixed	Ameer Khail Girls Primary Sch
1148	Paktia	Zazi Aryub	Mixed	Astia
1149	Paktia	Zazi Aryub	Mixed	Badowee Kalai Primary School
1150	Paktia	Zazi Aryub	Mixed	Bahloul Sahib Primary School
1151	Paktia	Zazi Aryub	Mixed	Bayan khel
1152	Paktia	Zazi Aryub	Mixed	Eng.Khial M Secondary School
1153	Paktia	Zazi Aryub	Mixed	Gulghundi
1154	Paktia	Zazi Aryub	Mixed	Islamic School Zazi Aryub
1155	Paktia	Zazi Aryub	Mixed	Katah Sang Primary School
1156	Paktia	Zazi Aryub	Mixed	Khairmana Seconadry School
1157	Paktia	Zazi Aryub	Mixed	Khawazikhail
1158	Paktia	Zazi Aryub	Mixed	Koz Ali Sangee Girls Primary S
1159	Paktia	Zazi Aryub	Mixed	Malika suraya
1160	Paktia	Zazi Aryub	Mixed	Mangyar Primary School
1161	Paktia	Zazi Aryub	Mixed	Mari khail
1162	Paktia	Zazi Aryub	Mixed	Muharam
1163	Paktia	Zazi Aryub	Mixed	Mulah Ruqian Primary School
1164	Paktia	Zazi Aryub	Mixed	Mullah fatha
1165	Paktia	Zazi Aryub	Mixed	Patla ali sangi
1166	Paktia	Zazi Aryub	Mixed	Qalai Sharif High School
1167	Paktia	Zazi Aryub	Mixed	Shagah Primary School
1168	Paktia	Zazi Aryub	Mixed	Sirai
1169	Paktia	Zazi Aryub	Mixed	Spinghar
1170	Paktika	Gomal	Boys	Mosa baba
1171	Paktika	Gomal	Boys	Noor ul madaris
1172	Paktika	Gomal	Boys	Shaheed Zarif
1173	Paktika	Gomal	Girls	Shaheed abdul nasir
1174	Paktika	Gomal	Mixed	Bibi Aisha
1175	Paktika	Gomal	Mixed	Charbaran
1176	Paktika	Gomal	Mixed	Haji gul

Number	Province	District	School for	Name of School
1177	Paktika	Gomal	Mixed	Khan kala
1178	Paktika	Gomal	Mixed	Malalai
1179	Paktika	Gomal	Mixed	Shah badina
1180	Paktika	Jani Khail	Boys	Hasri itihad
1181	Paktika	Jani Khail	Boys	Hasti
1182	Paktika	Jani Khail	Boys	Hazrate Bilal
1183	Paktika	Jani Khail	Boys	Janikhail
1184	Paktika	Jani Khail	Boys	kamrani
1185	Paktika	Jani Khail	Boys	kanizaka
1186	Paktika	Jani Khail	Boys	shahid abdurehman
1187	Paktika	Jani Khail	Girls	Bibi Aisha
1188	Paktika	Jani Khail	Girls	Mahmood Khan
1189	Paktika	Jani Khail	Girls	Naswane Chambaran
1190	Paktika	Jani Khail	Girls	Naswane Jalali Baba
1191	Paktika	Jani Khail	Girls	Onase Norrani Chawni
1192	Paktika	Jani Khail	Mixed	Israil baba
1193	Paktika	Jani Khail	Mixed	Jafar kala khail
1194	Paktika	Jani Khail	Mixed	Jalali baba
1195	Paktika	Jani Khail	Mixed	Janikhail
1196	Paktika	Jani Khail	Mixed	Machak kala khail
1197	Paktika	Jani Khail	Mixed	Marzak
1198	Paktika	Jani Khail	Mixed	Naw bahar
1199	Paktika	Jani Khail	Mixed	Norani
1200	Paktika	Jani Khail	Mixed	Shah torai
1201	Paktika	Jani Khail	Mixed	Shahid zoi
1202	Paktika	Jani Khail	Mixed	Siliman khail
1203	Paktika	Khair koot	Boys	Abu zar ghafari
1204	Paktika	Khair koot	Boys	Hashemia
1205	Paktika	Khair koot	Boys	Hazrat Omar farooq
1206	Paktika	Khair koot	Boys	Khalifa Naiem
1207	Paktika	Khair koot	Boys	Kioal baba
1208	Paktika	Khair koot	Boys	Machagha baba
1209	Paktika	Khair koot	Boys	Mast segana
1210	Paktika	Khair koot	Boys	Shaheed Bahadur khan
1211	Paktika	Khair koot	Boys	Shepe
1212	Paktika	Khair koot	Boys	Shikh abad
1213	Paktika	Khair koot	Girls	Bibi Aisha
1214	Paktika	Khair koot	Girls	Bibi Fatima
1215	Paktika	Khair koot	Girls	Bibi Zahra
1216	Paktika	Khair koot	Girls	Haji Omar
1217	Paktika	Khair koot	Girls	Iqra
1218	Paktika	Khair koot	Girls	Shah gul
1219	Paktika	Khair koot	Mixed	Haji Bangul
1220	Paktika	Khair koot	Mixed	Hasani baba
1221	Paktika	Khair koot	Mixed	Khalid bin walid
1222	Paktika	Khair koot	Mixed	Nomania
1223	Paktika	Khair koot	Mixed	Shaheed Abdul hakeem
1224	Paktika	Khair koot	Mixed	Siliman baba
1225	Paktika	Khair koot	Mixed	Zafar khail
1226	Paktika	Mata khan	Boys	Hazrat Abobaker sediq
1227	Paktika	Mata khan	Boys	Hazrat Ali
1228	Paktika	Mata khan	Boys	Laghar
1229	Paktika	Mata khan	Boys	Mata Khan
1230	Paktika	Mata khan	Boys	Shanak
1231	Paktika	Mata khan	Boys	Syedo qala
1232	Paktika	Mata khan	Mixed	Ahmad zai
1233	Paktika	Mata khan	Mixed	Haji qazi
1234	Paktika	Mata khan	Mixed	Itefaq
1235	Paktika	Mata khan	Mixed	Khair ul madaris

Number	Province	District	School for	Name of School
1236	Paktika	Mata khan	Mixed	Said Jamaludin
1237	Paktika	Mata khan	Mixed	Toda china
1238	Paktika	Omna	Boys	Mansoori
1239	Paktika	Omna	Boys	Meras khan
1240	Paktika	Omna	Boys	Spina dini madrasa
1241	Paktika	Omna	Boys	Warokai
1242	Paktika	Omna	Mixed	Amin abad
1243	Paktika	Omna	Mixed	Genawa
1244	Paktika	Omna	Mixed	Gham bar khole
1245	Paktika	Omna	Mixed	Kadwal
1246	Paktika	Omna	Mixed	Markazee
1247	Paktika	Omna	Mixed	Said khail
1248	Paktika	Omna	Mixed	Sharkee
1249	Paktika	Omna	Mixed	Spina high school
1250	Paktika	Omna	Mixed	Zowaka
1251	Paktika	Sarawza	Boys	Kajaki
1252	Paktika	Sarawza	Boys	Marzak
1253	Paktika	Sarawza	Girls	Naswane bibi Aisha
1254	Paktika	Sarawza	Girls	Naswane Rahmania
1255	Paktika	Sarawza	Mixed	Dini Madrasa
1256	Paktika	Sarawza	Mixed	Door salai
1257	Paktika	Sarawza	Mixed	Gulardin
1258	Paktika	Sarawza	Mixed	Hayat Baba
1259	Paktika	Sarawza	Mixed	Sandar khail
1260	Paktika	Sarawza	Mixed	Sirak Baba
1261	Paktika	Sarawza	Mixed	Sultani
1262	Paktika	Sarawza	Mixed	todobi
1263	Paktika	Sarawza	Mixed	tomani
1264	Paktika	Sarobi	Boys	Abaas Khail
1265	Paktika	Sarobi	Boys	Ahmadia
1266	Paktika	Sarobi	Boys	Darul hefaz
1267	Paktika	Sarobi	Boys	Dini Madrasa
1268	Paktika	Sarobi	Boys	Khani qala
1269	Paktika	Sarobi	Boys	Nawai Qalai
1270	Paktika	Sarobi	Boys	Zamia
1271	Paktika	Sarobi	Girls	Bibi Haleema
1272	Paktika	Sarobi	Girls	Naswane noor m shahid
1273	Paktika	Sarobi	Girls	Nawswane bibi khadija
1274	Paktika	Sarobi	Mixed	Markazi Sarobi
1275	Paktika	Sarobi	Mixed	Amir hamza
1276	Paktika	Sarobi	Mixed	Eisa khail
1277	Paktika	Sarobi	Mixed	Hajyan
1278	Paktika	Sarobi	Mixed	Mastawi
1279	Paktika	Sarobi	Mixed	Mingaroti
1280	Paktika	Sarobi	Mixed	Nawrooz baba
1281	Paktika	Sarobi	Mixed	Qalai Kuhna
1282	Paktika	Sarobi	Mixed	Riyazululom awal
1283	Paktika	Sarobi	Mixed	riyazululom Doom
1284	Paktika	Sarobi	Mixed	Shabadina
1285	Paktika	Sarobi	Mixed	Shaheed Abdul hakeem
1286	Paktika	Sarobi	Mixed	Shahid Alam gul
1287	Paktika	Sarobi	Mixed	Shahid Painda M.Khan
1288	Paktika	Sarobi	Mixed	Shamsululoom
1289	Paktika	Sarobi	Mixed	Wali shakra
1290	Paktika	Sarobi	Mixed	Zangal pastori
1291	Paktika	Sharana	Boys	Ali Baba
1292	Paktika	Sharana	Boys	Darul hefaz
1293	Paktika	Sharana	Boys	Hazrate Bilal
1294	Paktika	Sharana	Boys	Khawaja Khail

Number	Province	District	School for	Name of School
1295	Paktika	Sharana	Boys	mohammad khail
1296	Paktika	Sharana	Girls	Yosuf baba
1297	Paktika	Sharana	Mixed	Aljihad
1298	Paktika	Sharana	Mixed	Ghazi
1299	Paktika	Sharana	Mixed	Ibrahim zai
1300	Paktika	Sharana	Mixed	Issa baba
1301	Paktika	Sharana	Mixed	khalifa baba
1302	Paktika	Sharana	Mixed	Malik yar baba
1303	Paktika	Sharana	Mixed	Mohammad Rafeeq kochi
1304	Paktika	Sharana	Mixed	Shaheed Mohammad Ali
1305	Paktika	Sharana	Mixed	Syed Jalal bukhari
1306	Paktika	Sharana	Mixed	Wais
1307	Paktika	Urgon	Boys	Balish
1308	Paktika	Urgon	Boys	Chankhwah ambarwan
1309	Paktika	Urgon	Boys	Madrasa urgo
1310	Paktika	Urgon	Boys	Magar
1311	Paktika	Urgon	Boys	Norullah
1312	Paktika	Urgon	Boys	Pirkoti
1313	Paktika	Urgon	Boys	sare khat
1314	Paktika	Urgon	Boys	Shekhan peerkoti
1315	Paktika	Urgon	Boys	Sparawaraspirkoti
1316	Paktika	Urgon	Boys	Syeddan zama
1317	Paktika	Urgon	Boys	Urgon kohna
1318	Paktika	Urgon	Boys	Zandri
1319	Paktika	Urgon	Girls	Damyani
1320	Paktika	Urgon	Girls	Naswane Qarakhail
1321	Paktika	Urgon	Girls	Qazi dara
1322	Paktika	Urgon	Mixed	Abo huraira
1323	Paktika	Urgon	Mixed	Afzali
1324	Paktika	Urgon	Mixed	Ahmad abad
1325	Paktika	Urgon	Mixed	Aisha Sediqa
1326	Paktika	Urgon	Mixed	Babagi
1327	Paktika	Urgon	Mixed	Chankhwah margha
1328	Paktika	Urgon	Mixed	Dahna
1329	Paktika	Urgon	Mixed	Dahni zama
1330	Paktika	Urgon	Mixed	Dini Urgon
1331	Paktika	Urgon	Mixed	Ghooch
1332	Paktika	Urgon	Mixed	Ibu haneefa
1333	Paktika	Urgon	Mixed	Imam Azam
1334	Paktika	Urgon	Mixed	Imame Azam
1335	Paktika	Urgon	Mixed	Iqra
1336	Paktika	Urgon	Mixed	Karezhee
1337	Paktika	Urgon	Mixed	Khulafai Rashidin
1338	Paktika	Urgon	Mixed	Malikan
1339	Paktika	Urgon	Mixed	Marjania
1340	Paktika	Urgon	Mixed	Pushti zadrar
1341	Paktika	Urgon	Mixed	Qara khail
1342	Paktika	Urgon	Mixed	Shekhane urgon
1343	Paktika	Urgon	Mixed	Shikai
1344	Paktika	Urgon	Mixed	Syeddan manda
1345	Paktika	Urgon	Mixed	Zarabi
1346	Paktika	Yahya khail	Boys	Atalan
1347	Paktika	Yahya khail	Boys	Ghaibe khail
1348	Paktika	Yahya khail	Boys	Inzam ul olum
1349	Paktika	Yahya khail	Boys	Itefaq
1350	Paktika	Yahya khail	Boys	Itehad
1351	Paktika	Yahya khail	Boys	Khalta
1352	Paktika	Yahya khail	Boys	Nazar baba
1353	Paktika	Yahya khail	Boys	Noor mohammad

Number	Province	District	School for	Name of School
1354	Paktika	Yahya khail	Boys	Qara budin
1355	Paktika	Yahya khail	Boys	Rahmania
1356	Paktika	Yahya khail	Boys	Shaheed shah Mahmood
1357	Paktika	Yahya khail	Boys	Wahdat
1358	Paktika	Yahya khail	Boys	Yahya khail high school
1359	Paktika	Yusaf khail	Boys	Khoshal baba
1360	Paktika	Yusaf khail	Mixed	Abdulbaba
1361	Paktika	Yusaf khail	Mixed	Aryana
1362	Paktika	Yusaf khail	Mixed	Bahrul olum
1363	Paktika	Yusaf khail	Mixed	Fatimatuzuhra
1364	Paktika	Yusaf khail	Mixed	Haji Shahmurad baba
1365	Paktika	Yusaf khail	Mixed	Jarkana
1366	Paktika	Yusaf khail	Mixed	Khair bin
1367	Paktika	Yusaf khail	Mixed	Khoja sahib
1368	Paktika	Yusaf khail	Mixed	Yousf khail
1369	Paktika	Yusaf khail	Mixed	Yousf khail
1370	Urozgan	Char Chino	Boys	Doan
1371	Urozgan	Char Chino	Boys	Garm Ab
1372	Urozgan	Char Chino	Boys	Gohar Ken
1373	Urozgan	Char Chino	Boys	Khod
1374	Urozgan	Char Chino	Boys	Sar China
1375	Urozgan	Char Chino	Boys	Se Gach
1376	Urozgan	Char Chino	Boys	Srab
1377	Urozgan	Char Chino	Boys	Tagab
1378	Urozgan	Chenar to	Boys	Masood
1379	Urozgan	Chora	Boys	Ayesh Zai High
1380	Urozgan	Chora	Boys	Mini Ghar
1381	Urozgan	Chora	Boys	Qamistan
1382	Urozgan	Chora	Boys	Surab High
1383	Urozgan	Chora	Mixed	Markaz High
1384	Urozgan	Chora	Mixed	Nori
1385	Urozgan	Dehrawod	Boys	Jono
1386	Urozgan	Dehrawod	Boys	Kar Gak
1387	Urozgan	Dehrawod	Boys	Kata Sar Baba
1388	Urozgan	Dehrawod	Boys	Lablan
1389	Urozgan	Dehrawod	Boys	Mohammad dawod Agha
1390	Urozgan	Dehrawod	Boys	Myando
1391	Urozgan	Dehrawod	Boys	Now Abad
1392	Urozgan	Dehrawod	Boys	Tarki Yatimak
1393	Urozgan	Dehrawod	Boys	Umerzai School
1394	Urozgan	Dehrawod		Landyana
1395	Urozgan	Gizab	Boys	Khelj Ulya
1396	Urozgan	Gizab	Boys	Khelje Safi
1397	Urozgan	Gizab	Boys	Wa Nak
1398	Urozgan	Khas Urozgan	Boys	Bulagha boy hgih
1399	Urozgan	Khas Urozgan	Boys	Khordi High
1400	Urozgan	Khas Urozgan	Boys	Paid High
1401	Urozgan	Khas Urozgan	Boys	Paik wa syabaghal High
1402	Urozgan	Khas Urozgan	Boys	Qalae Taq
1403	Urozgan	Khas Urozgan	Boys	Shah Zaman High
1404	Urozgan	Khas Urozgan	Boys	Shashpar High
1405	Urozgan	Khas Urozgan	Girls	Bulagah girls high
1406	Urozgan	Khas Urozgan	Girls	Haji Muhammad High
1407	Urozgan	Khas Urozgan	Girls	Naswane Gardan Sakhi
1408	Urozgan	Khas Urozgan	Girls	Paid High girls
1409	Urozgan	Khas Urozgan	Girls	Sar Sango
1410	Urozgan	Khas Urozgan	Girls	Shashpar girl high
1411	Urozgan	Khas Urozgan	Mixed	General Ghulam M. Khan High
1412	Urozgan	Terinkot	Boys	Garm Ab Ulya

Number	Province	District	School for	Name of School
1413	Urozgan	Terinkot	Boys	Garni
1414	Urozgan	Terinkot	Boys	Karm Karez
1415	Urozgan	Terinkot	Boys	Khorma
1416	Urozgan	Terinkot	Boys	Sabz Abad
1417	Urozgan	Terinkot	Boys	Sad Morda Ulya
1418	Urozgan	Terinkot	Boys	Safed Khar deni madrasa
1419	Urozgan	Terinkot	Boys	Sajawol
1420	Urozgan	Terinkot	Boys	Salehzai
1421	Urozgan	Terinkot	Boys	Sar Tangi
1422	Urozgan	Terinkot	Girls	Shorang Naswan
1423	Urozgan	Terinkot	Mixed	Sar Chekhli Naswan
1424	Urozgan	Tirin Kot	Boys	Charmgar middle
1425	Urozgan	Tirin Kot	Boys	Garm Ab suppla
1426	Urozgan	Tirin Kot	Boys	Kata Khanjak Mirbaba primary school
1427	Urozgan	Tirin Kot	Boys	Khairo Kariz
1428	Urozgan	Tirin Kot	Boys	Kotwal High
1429	Urozgan	Tirin Kot	Boys	Nachin High
1430	Urozgan	Tirin Kot	Boys	Saidal Khan
1431	Urozgan	Tirin Kot	Boys	Saidal Khan
1432	Urozgan	Tirin Kot	Boys	Salam Baba High
1433	Urozgan	Tirin Kot	Boys	Shamali Sulla
1434	Urozgan	Tirin Kot	Boys	Sula Kochian
1435	Urozgan	Tirin Kot	Boys	Talani Middle School
1436	Urozgan	Tirin Kot	Boys	Yaklinga High
1437	Urozgan	Tirin Kot	Girls	Malalai High School
1438	Urozgan	Tirin Kot	Mixed	Sarwari primary
1439	Urozgan	Tirin Kot	Mixed	Shah Mansor middle
1440	Zabul	Arghandab	Boys	Said Khel
1441	Zabul	Arghandab	Boys	Shalkot
1442	Zabul	Arghandab	Mixed	Sardara
1443	Zabul	Khake Afghan	Boys	Central
1444	Zabul	Khake Afghan	Boys	Gazak
1445	Zabul	Khake Afghan	Boys	Maska
1446	Zabul	Khake Afghan	Mixed	Shahid Abdulmalek
1447	Zabul	Mizana	Boys	Manda Takir
1448	Zabul	Mizana	Boys	Takham
1449	Zabul	Nowbahar	Boys	Kashani
1450	Zabul	Nowbahar	Boys	Shahak
1451	Zabul	Qalat	Boys	Babagak Hihg School
1452	Zabul	Qalat	Boys	Chawni Primary School
1453	Zabul	Qalat	Boys	Kochiha Abdulsalam
1454	Zabul	Qalat	Boys	Kochihae Qaryae Kherwaryan
1455	Zabul	Qalat	Boys	NaswanNo 2 Primary School
1456	Zabul	Qalat	Boys	Sainak #2 High School
1457	Zabul	Qalat	Boys	Shaikh mati primary School
1458	Zabul	Qalat	Boys	Sheikh Mati High School
1459	Zabul	Qalat	Boys	Sheikh Mati Primary
1460	Zabul	Qalat	Boys	Sheikhak Primary School
1461	Zabul	Qalat	Boys	Sinak No:2 high school
1462	Zabul	Qalat	Boys	Zarghona ana Babagak# 6 Prm school
1463	Zabul	Qalat	Girls	Bibi Khala High School
1464	Zabul	Qalat	Girls	Chel Dokhtaran Primary
1465	Zabul	Qalat	Mixed	No 7 Primary School
1466	Zabul	Qalat	Mixed	No 8 Primary School
1467	Zabul	Shah Joy	Boys	Alfatha
1468	Zabul	Shah Joy	Boys	Bakhto
1469	Zabul	Shah Joy	Boys	Bara Khan
1470	Zabul	Shah Joy	Boys	Borj
1471	Zabul	Shah Joy	Boys	ChaMixedbaran



Number	Province	District	School for	Name of School
1472	Zabul	Shah Joy	Boys	Cheshmo
1473	Zabul	Shah Joy	Boys	Emam Abo Uosif
1474	Zabul	Shah Joy	Boys	Gachoi
1475	Zabul	Shah Joy	Boys	Ghosi
1476	Zabul	Shah Joy	Boys	Hangy
1477	Zabul	Shah Joy	Boys	Holan Rebat
1478	Zabul	Shah Joy	Boys	Jafar
1479	Zabul	Shah Joy	Boys	Jamal Khel
1480	Zabul	Shah Joy	Boys	Khaka
1481	Zabul	Shah Joy	Boys	Khalid ben Walid
1482	Zabul	Shah Joy	Boys	Mixedosa Zai
1483	Zabul	Shah Joy	Boys	Mohammad Khel
1484	Zabul	Shah Joy	Boys	Qalae Qayom
1485	Zabul	Shah Joy	Boys	Sanzar
1486	Zabul	Shah Joy	Boys	Shah Hasan Khel
1487	Zabul	Shah Joy	Boys	Shekhan
1488	Zabul	Shah Joy	Boys	Tazi Rbat
1489	Zabul	Shah Joy	Boys	Yakh abad
1490	Zabul	Shah Joy	Boys	Zargaran
1491	Zabul	Shah Joy	Mixed	Khwajak
1492	Zabul	Share Safa	Boys	Shokhak
1493	Zabul	Shari Safa	Boys	Alokozai primary
1494	Zabul	Shari Safa	Boys	Kutizai Primary
1495	Zabul	Shari Safa	Boys	Lajwar Primary
1496	Zabul	Shari Safa	Boys	Malizai Primary
1497	Zabul	Shari Safa	Boys	Sinjad Primary
1498	Zabul	Shari Safa	Boys	Spedakai Primary
1499	Zabul	Shinki	Boys	Shah Aalam High School
1500	Zabul	Siori	Boys	Bolan High School

## APPENDIX 5: Kabul Training Workshop: Participant details

	Name	Province	Organization	Contact Number
1	Mr. Abdul Ahad	Badghis	SSDA Field Team	0797120040
2	Mr. Abdullah	Badghis	SSDA Field Team	0799207825
3	Mr. Fazal Ahmad	Badghis	SSDA Field Team	0775926742
4	Mr. Hafizullah	<b>Badghis</b>	<b>MoE Observer</b>	0791971446
6	Mr. Reza	Bamyan	SSDA Field Team	0773126612
7	Mr. Mohammed Zai	Bamyan	SSDA Field Team	0774457092
8	Mr. Mohammad Ayub	<b>Bamyan</b>	<b>MoE Observer</b>	0778979630
9	Mr. Noor Muhammad	Dakundi	SSDA Field Team	0706226235
10	Mr. Mohammad	<b>Dakundi</b>	<b>MoE Observer</b>	0779189100
11	Mr. Mohammad Nazir	Ghor	SSDA Field Team	0798297808
12	Mr. Mohammad Yasin	<b>Ghor</b>	<b>MoE Observer</b>	0799194642
13	Mr. Shamir	Ghor	SSDA Field Team	0702329255
14	Mr. Mohibullah	Helmand	SSDA Field Team	0703892978
15	Mr. Baryali	<b>Helmand</b>	<b>MoE Observer</b>	0703224298
16	Mr. Najibullah	<b>Kandahar</b>	<b>MoE Observer</b>	0703805966
17	Mr. Nageebullah	Kandahar	SSDA Field Team	0700330460
18	Mr. Abdul Jami	Kandahar	SSDA Field Team	0707023599
19	Mr. Mohammad Younis	Kandahar	SSDA Field Team	0704004461
20	Mr. Abdul Hameed	<b>Paktia</b>	<b>MoE Observer</b>	0785494220
21	Abdul Bari	Paktia	SSDA Field Team	0775766533
22	Mr. Miwandeem	Paktia	SSDA Field Team	0770088919
23	Mr. Najibullah	Zabul	SSDA Field Team	0785518591
24	Mr. Atiqullah	<b>Zabul</b>	<b>MoE Observer</b>	0705548312
25	Ms. Nadia	Kabul	SSDA Field Team	0788394466
26	Mr. Munir	<b>Kabul</b>	<b>MoE Observer</b>	0702329255
27	Mr. Rahmatullah	<b>Kabul</b>	<b>MoE Observer</b>	0779524358
28	Ms. Wajiha	<b>Kabul</b>	<b>MoE Observer</b>	

## APPENDIX 6: Kabul Training Workshop: Agenda

Date	Activities	Time	From	To	Facilitated by
<b>Day – 1</b>					
17-Aug	Welcome & Introduction to SSDA	0:15	10:00	10:15	Dr Noor
	Introduction & Rapport Building	0:30	10:15	10:45	Dr. A J James
	Brief Introduction to the Study	0:15	10:45	11:00	Dr Noor
	Brief Introduction to the Workshop	0:30	11:00	11:30	Dr A J James
	Tea Break 11:30 - 11:45 am				
	Introduction to QPA scoring	0:45	11:45	12:30	Dr. Dushyant Badal
	QPA Demonstration with 1 question	0:30	12:30	1:00	Dr A J James
	Lunch Break 01:00 to 2:00 p.m				
	Second QPA Demonstration	1:30	1:00	2:30	Dr. Dushyant Badal
	Q & A Clarifications	1:00	2:30	3:30	Dr. Dushyant Badal
	Tea Break 03:30 - 04:00 p.m				
	QPA Practice in Groups	1:00	3:30	4:30	Mr. Manan Kotak and SSDA Team
	Wrap up (homework)	00:30	04:30	05:00	
<b>Day – 2</b>					
18-Aug	Recap of Previous Day's Activities and Learning	0:15	9:00	9:15	Field Team Member
	Presentation & Discussion on Field Formats	1:15	9:15	10:30	Dr A J James
	Tea Break 10:30 - 11:00 am				
	Mock on QPA number theory & Documentation	1:00	11:00	12:00	Dr. Dushyant Badal
	Detailed Orientation on Tool set	1:00	12:00	1:00	Dr. Dushyant Badal
	Lunch Break 1:00 - 2:00 p.m				
	Mock on full School Format	1:30	2:00	3:30	Mr. Manan Kotak and SSDA Team
	Tea Break 03:30 - 04:00 p.m				
	Discussion and clarifications on formats	0:45	4:00	4:45	Dr A J James & Dr. Dushyant Badal
	Sharing of Experiences, Q & A – Clarifications.	0:15	4:45	5:00	Dr. Dushyant Badal
<b>Day – 3</b>					
19-Aug	Recap of Previous Day's Activities and Learning	0:15	9:00	9:15	Field Team Member
	Tool set - Documentation & Clarification.	1:15	9:15	10:30	Dr A J James
	Tea Break 10:30- 11:00 am				
	Protocols for Field survey	1:00	11:00	12:00	Dr. Dushyant Badal
	Field Etiquettes	1:00	12:00	1:00	Mr. Manan Kotak & SSDA Team
	Lunch Break 01.00 - 2.00 p.m				
	Work Planning & Role Clarity	0:30	2:00	2:30	Mr. Manan Kotak and SSDA Team
	Pilot School Visit Planning	1:00	2:30	3:30	Dr Noor
	Tea Break 3:30- 4:00 p.m				
	Presentation of Pilot School Visit Plans	1:00	4:00	5:00	Dr. Dushyant Badal
<b>Day – 4</b>					
20-Aug	PILOT VISIT TO 4 SCHOOLS	05:00	08:00	01:00	
	Lunch Break 01.00 - 2.00 p.m				
	Presentation of School Visit Findings: Group 1	0:30	2:00	2:30	Field teams
	Presentation of School Visit Findings: Group 2	0:30	2:30	3:00	Field teams
	Tea Break 3:30- 4:00 p.m				
	Presentation of School Visit Findings: Group 3	0:30	4:00	4:30	Field teams
	Presentation of School Visit Findings: Group 4	0:30	4:30	5:00	Field teams
	Discussion on format changes needed	0:30	5:00	5:30	Mr. Manan Kotak and SSDA Team
	Field Visit Planning	1:00	5:30	6:30	Dr Noor
	Closing session (certificates)	0:30	6:30	7:00	Dr Noor

## APPENDIX 7: Final Field Formats

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# **QUANTIFIED PARTICIPATORY (QPA) ASSESSMENT OF CHILD FRIENDLY SCHOOLS - BASELINE SURVEY**

*Fill in one sheet for each school and all details must be given. Incomplete formats cannot be entered in the database*

## **1. DISCUSSION WITH SCHOOL PRINCIPAL**

### **1.1. Survey details**

1-1-1	Name of Province				
1-1-2	Name of District				
1-1-3	Name of Village/Urban centre				
1-1-4	Name of School				
1-1-5	School Identification Code (EMIS)				
1-1-6	Schedule serial no				
1-1-7	Name of the Surveyor 1		Contact Number		
1-1-8	Name of the Surveyor 2		Contact Number		
1-1-9	Date of Survey (DD/MM/YYYY)	Day	Month	Year <b>2013</b>	
1-1-10	Survey Start Time (Hours/Minutes)	HH:	MM	AM <input type="checkbox"/>	PM <input type="checkbox"/>
1-1-11	Name of the Province Coordinator				
1-1-12	Date of checking (DD/MM/YYYY)	Day	Month	Year <b>2013</b>	
1-1-13	Name of the data entry operator (To be filled Data Entry Operator)				
1-1-14	Date of data entry (DD/MM/YYYY) (To be filled Data Entry Operator)	Day	Month	Year <b>2013</b>	

### **1.2. School Principal Details**

1-2-1	Name of Principal					
1-2-2	Years of experience in school teaching					
1-2-3	Gender ( <input checked="" type="checkbox"/> Tick only)	Male <input type="checkbox"/>	Female <input type="checkbox"/>	1-2-4 Age (YY)		
1-2-5	Subject of Study? (Write major subject name)					
1-2-6	Educational Qualification ( <input checked="" type="checkbox"/> Single Response only)					
1	2	3	4	5	6	88
Primary	Middle	High/ Higher Secondary	Graduate	Post Graduate	Doctorate	Don't want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2-7 Trainings received?						
1 - Trained in child-friendly teaching & learning?			2 - Trained in hygiene education?			
Yes <input type="checkbox"/> No <input type="checkbox"/>			Yes <input type="checkbox"/> No <input type="checkbox"/>			

### 1.3. School details

#### 1.3.1- How many shifts are there in the school? (Single response only)

1	2	3	4
Shift-1	Shift-2	Shift-3	Shift-4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Give details for each shift

<b>Shift -1</b>	(Timings of Shift -1)				A1) Give details for shift-1 school (Single response only)			
					1	2	3	4
					Boys only	Girls only	Boys & girls	Co-education
	From		To		B1) Type of School (Single response only)			
	HH	MM	HH	MM	1	2	3	
	Primary		Secondary		High School			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				

<b>Shift -2</b>	(Timings of Shift -2)				A2) Give details for shift-2 school (Single response only)			
					1	2	3	4
					Boys only	Girls only	Boys & girls	Co-education
	From		To		B2) Type of School (Single response only)			
	HH	MM	HH	MM	1	2	3	
	Primary		Secondary		High School			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				

<b>Shift -3</b>	(Timings of Shift -3)				A3) Give details for shift-3 school (Single response only)			
					1	2	3	4
					Boys only	Girls only	Boys & girls	Co-education
	From		To		B3) Type of School (Single response only)			
	HH	MM	HH	MM	1	2	3	
	Primary		Secondary		High School			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				

<b>Shift -4</b>	(Timings of Shift -4)				A4) Give details for shift-4 school (Single response only)			
					1	2	3	4
					Boys only	Girls only	Boys & girls	Co-education
	From		To		B4) Type of School (Single response only)			
	HH	MM	HH	MM	1	2	3	
	Primary		Secondary		High School			
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				

#### 1.3.2- Climate Conditions (Single Response only)

1	2	3	77
Hot	Cold	Very Cold	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If others (77) Please specify here:

#### 1.3.3- Medium of instruction of the school?

1	2	77
Pashto	Dari	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If others (77) Please specify here:



1.3.4- Is there a break for pupils in each shift?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1.3.5- Do the students face any problem while coming to School? (Single response only) (Harsh inaccessible area?)	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
If yes please specify those tough conditions here:	

#### 1.4. School Walls and Buildings

1-4-1 Is there a boundary wall?	
0	1
No	Yes
(Go to 1-4-3)	(Go to 1-4-2)
<input type="checkbox"/>	<input type="checkbox"/>
1-4-2 Is the boundary wall sufficient for the school?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-4-3 Does the school have a building?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

a) Number of classrooms (write number '0' onwards)

Not Applicable - 99  
(☒ If the school building is not available)

1-4-4 Are all classrooms in proper buildings (with roof, walls and floor)?					
0			1		
No			Yes		
(Go '1-4-5)			(Go to 1.5)		
<input type="checkbox"/>			<input type="checkbox"/>		
Detailed description if any:					
1-4-5 If No, (in question '1-4-4') what is the current situation? (Single Response only)					
1	2	3	4	77	99
No buildings (sitting in the open air)	No buildings, using tents or other temporary shelter	Building is there, but some classes in the open air	Building is there but some classes in tents or temporary shelters	Other	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If others (77) Please specify here:					

#### 1.5. Other School infrastructure

1-5-1 Is there a playground?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

1-5-2 Is the playground sufficient?					
0			1		
No (Go '1-5-3)			Yes (Go to 1-5-4)		
<input type="checkbox"/>			<input type="checkbox"/>		
1-5-3 If NO, give details why? ( <input checked="" type="checkbox"/> Multiple Response is Possible)					
1	2	3	4	77	
Too small	Big but not enough for all pupils	Unfit for playing (e.g., stones, holes, etc.)	No equipment (e.g., goal posts, basketball hoops)	Other	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If others (77) Please specify here::					
1-5-4 Is there a laboratory?					
0		1		99	
No (Go 1-5-6)		Yes (Go to 1-5-5)		Not Applicable	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
1-5-5 Does the laboratory have all necessary equipment?					
0			1		
No (Please specify below)			Yes (Go to 1-5-6)		
<input type="checkbox"/>			<input type="checkbox"/>		
If NO (0), give details:					
1-5-6 Is there a library?					
0			1		
No (Go to 1-5-8)			Yes (Go to 1-5-7)		
<input type="checkbox"/>			<input type="checkbox"/>		
1-5-7 Is the library sufficient? ( <input checked="" type="checkbox"/> Multiple Response is Possible)					
1	2	3	4	5	77
Not enough copies of books for all pupils	Needed books are not there	No space to store/display books	No place for pupils to sit	Structural problems (e.g., leaks, cracks)	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5-8 Was the school built according to the Government Standard Design?					
0		1		99	
No		Yes		Not Applicable	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

1-5-9 Is there a ramp for easy access of disabled students?		
0	1	99
No	Yes	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5-10 Is there any provision for disabled students (blind, lame, etc.)?		
0	1	
No	Yes (Please provide details given below)	
<input type="checkbox"/>	<input type="checkbox"/>	
If Yes (1), give details:		

### 1.6. School Management

1-6-1 Is there a Vision and Mission statement for the School?			
0		1	
No (Go to 1-6-3)		Yes (Go to 1-6-2)	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-2 If YES, is this publicly displayed in the school?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-3 Is there a School Management <i>Shura</i> (SMS)?			
0		1	
No (Go to 1-6-4)		Yes (Please provide details given below)	
<input type="checkbox"/>		<input type="checkbox"/>	
If Yes Please provide the following details			
i.	Number of total members?		
ii.	Number of total female members		
iii.	Number of total female office bearers		
1-6-4 Does it meet regularly?			
0		1	
No (Go to 1-6-5)		Yes (Please provide details given below)	
<input type="checkbox"/>		<input type="checkbox"/>	
If Yes, date of last meeting	Day (DD)	Month (MM)	Year (YYYY)
1-6-5 Is there a separate Parent Teachers Association (PTA)?			
0		1	
No		Yes	

(Go to 1-6-6)		(Please provide details given below)	
<input type="checkbox"/>		<input type="checkbox"/>	
If yes please provide Details here:			
1-6-6 Is there a School Improvement Plan?			
0		1	
No (Go to 1-6-7)		Yes (Please provide details given below)	
<input type="checkbox"/>		<input type="checkbox"/>	
If YES, year in which it was prepared	Day (DD)	Month (MM)	Year (YYYY)
1-6-7 Was the community involved in preparing the School Improvement Plan?			
0		1	
No (Go to 1-6-8)		Yes (Please provide details given below)	
<input type="checkbox"/>		<input type="checkbox"/>	
If yes please provide Details here:			
1-6-8 Is there a School Enrolment Policy or Procedure?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-9 Does the school have a strategy to enrol school-age children from the catchment area?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-10 Is there a Code of Conduct for a violence-free environment?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-11 Is there a Code of Conduct against discrimination against girls?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-12 Is there a Student Shura in the school?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
1-6-13 Is there a Counsellor for the school?			

0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

### 1.7. Other Initiatives and Issues

1-7-1 Was de-worming carried out in the school?				
0		1		
No (Go to 1-7-2)		Yes (Please provide details given below)		
<input type="checkbox"/>		<input type="checkbox"/>		
If Yes Please provide the following details				
i.	Give date of last de-worming (DD/MM/YYYY)	Day (DD)	Month (MM)	Year (YYYY)
ii.	By whom was it done? (Multiple response is possible)	Government	UNICEF	NGO
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-7-2 Is the access route to the school safe and secure?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-7-3 Does the community help to keep access to school safe and secure?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-7-4 Is there a functional first aid kit?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-7-5 Is any psycho-social support provided to school teachers?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-7-6 Does the school provide food and drinks for pupils?				
0		1		
No (Go to 1.7.8)		Yes (Go to 1.7.7)		
<input type="checkbox"/>		<input type="checkbox"/>		
1-7-7 If Yes, is the quality of food being monitored?			Yes <input type="checkbox"/>	No <input type="checkbox"/>
1-7-8 Does the school have a functional canteen?				
0		1		
No		Yes		
<input type="checkbox"/>		<input type="checkbox"/>		
1-7-9 Has there been any bullying incident in school in the last 12 months?				
0		1		
No (Go to 1-7-10)		Yes (Please provide details given below)		
<input type="checkbox"/>		<input type="checkbox"/>		
If Yes, give details				
1-7-10 Has there been any corporal punishment to pupils in the last year?			Yes <input type="checkbox"/>	No <input type="checkbox"/>

### 1.8. School Teachers

Details	Numbers	
	Males- 1	Female-2

Details	Numbers	
	Males- 1	Female-2
1-8-1 Head Masters ( <i>Total of the following</i> )		
1- Trained in child-friendly teaching methods		
2- Trained in hygiene education		
1-8-2 Teachers		
1-With private education		
2-With or less than 9 years of education		
3-With only 12 years of education		
4-With only 14 years of education		
5-With only 13 years of education		
6-With only 16 years of education		
7-With more than 16 years of education		
8-Trained in child-friendly teaching methods		
9-Trained in hygiene education		
1-8-3 Are there focal teachers for safety of girls?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>If yes please provided numbers here</i>		
1-Name of focal teacher		
2-Name of focal teacher		
3-Name of focal teacher		

### 1.9. School WASH Facilities

1-9-1 Is there drinking water supply for the school?					
0			1		
No			Yes		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-2 What is the main source of water supply for the school? ( <i>Single Response only</i> )					
1	2	3	4	5	77
Dolcha	Hand Pumps	Tap	Springs	Kaharez	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (77) Please specify here:					
1-9-3 Is this water supply functional at the time of the visit?					
0			1		



No			Yes		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-4 Is water supply available throughout school hours?					
0			1		
No (Go to 1-9-5)			Yes (Go to 1-9-6)		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-5 If No, what are the hours of supply during school days?					
From: (HH:MM)	HH	MM	To: (HH:MM)	HH	MM
1-9-6 Does the water have a bad taste?					
0			1		
No			Yes		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-7 Does the water have a bad smell?					
0			1		
No			Yes		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-8 Does the water look muddy or discoloured?					
0			1		
No			Yes		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-9 Do students have to bring water from their houses?					
0			1		
No (Go to 1-9-11)			Yes (Go to 1-9-10)		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-10 If Yes, why they need to do so?					
1		2		77	
They don't get enough water from school supplies when they need it (e.g, overcrowded)		There are water quality problems with school supply		Other	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Others (77) Please specify here:					
1-9-11 Is the water from this source clean & fit for drinking?					
0			1		
No			Yes		
<input type="checkbox"/>			<input type="checkbox"/>		
1-9-12 Are there toilets for pupils?					
0			1		
No (Go to 1-9-13)			Yes (Please provide details given below)		

<input type="checkbox"/>	<input type="checkbox"/>
If Yes, how many toilet blocks are there for pupils? (Please respond in numbers only)	
1-9-13 Are there separate toilets blocks for <b>boys</b> ?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-14 Are there separate toilets for <b>girls</b> ?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-15 Are there toilets for <b>teachers</b> ?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-16 Are there separate toilets for <b>male teachers</b> ?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-17 Are there separate toilets for <b>female teachers</b> ?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-18 Is there any <u>Solid</u> waste disposal system?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-19 Is there any <u>Liquid</u> waste disposal system?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-20 Is hygiene education part of the curriculum?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-21 Is there any behavioural change communication toolkit?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-22 Is there any support to maintain WASH infrastructure?	
0	1
No	Yes

<input type="checkbox"/>	<input type="checkbox"/>
1-9-23 Are there any initiatives to promote menstrual hygiene?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
1-9-24 Is there a School WASH Development Plan?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>
Comments and observations on the School	
End time of interview	HH MM AM <input type="checkbox"/> PM <input type="checkbox"/>

Signature  
(Field Surveyor)

Signature  
(Province Coordinator)

Signature  
(for validation check by the **Team Leader** for Data entry)

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**QUANTIFIED PARTICIPATORY (QPA) ASSESSMENT OF  
CHILD FRIENDLY SCHOOLS - BASELINE SURVEY**

*Fill in one sheet for each school*

**2. SCHOOL OBSERVATION**

**1.10. School Infrastructure**

Observation Start time	HH	MM	AM <input type="checkbox"/> PM <input type="checkbox"/>
<b>2-1-1 Is there a school building?</b>			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-2)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-2 If Yes, is the building clean?</b>			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-3)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-3 If Yes, is it colourful?</b>			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-4)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-4 If Yes, is it well-painted?</b>			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-5)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-5 Does the school need rehabilitation?</b>			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-6 Is there a boundary wall?</b>			
0		1	
No (Go to 2-1-8)		Yes (Go to 2-1-7)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-7 If Yes, is it in good condition?</b>			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-3)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-8 Are the school grounds well-swept and attractive?</b>			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-9 Is there a play ground?</b>			
0		1	
No (Go to 2-1-11)		Yes (Go to 2-1-10)	
<input type="checkbox"/>		<input type="checkbox"/>	
<b>2-1-10 If Yes, is it sufficient for the children?</b>			

0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

2-1-11 If NO, why?				
1	2	3	4	77
Too small	Big but not enough for all pupils	Unfit for playing (e.g., stones, holes, etc.)	No equipment (e.g., goal posts, basketball hoops)	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (77) Please specify here:				

2-1-12 Are there permanent playing equipment and sports structures?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

2-1-13 Are there any hazardous or risky materials and structures in the premises?	
0	1
No	Yes (Give details below)
<input type="checkbox"/>	<input type="checkbox"/>

If YES, give details	
----------------------	--

2-1-14 Number of rooms in the school building			
2-1-15 Number of rooms not used for teaching			

### 1.11. School Wash Facilities

1-9-25 Is there drinking water supply for the school?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

1-9-26 What is the main source of water supply for the school?					
1	2	3	4	5	77
Dolcha	Hand Pumps	Tap	Springs	Kaharez	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (77) Please specify here:		
----------------------------------	--	--

1-9-27 Are these drinking water facilities adequate?		
0	1	99
No	Yes	Not applicable

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-9-28 What is to the total number of toilets in school?		
1-9-29 Does the school have separate toilets for pupils and teachers?		
0	1	
No	Yes	
<input type="checkbox"/>	<input type="checkbox"/>	
1-9-30 Are these toilets adequate?		
0	1	
No (Provide details below)	Yes	
<input type="checkbox"/>	<input type="checkbox"/>	
If No, give details		

### 1.12. Toilets in Boys Schools

2-3-1 Does the school have a separate boy's toilet?		
0	1	
No (Go to 2.4)	Yes (Go to 2.3.2)	
<input type="checkbox"/>	<input type="checkbox"/>	
2-3-2 If Yes, how many seats are available for boys?		
2-3-3 Is the boys' toilet being used?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If No, give details		
2-3-4 How many more toilet seats are needed for boys?		
2-3-5 Is there adequate water for flushing the boys' toilets?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-6 Is there adequate water for washing hands after using the boys' toilet?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-7 Is soap available for washing hands after using the toilet?		
0	1	99
No	Yes	Not applicable



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and Observation on Boys toilets		

### 1.13. Toilets in Girls Schools

2-4-1 Does the school have a separate girl's toilet?			
0		1	
No (Close the observation here)		Yes (Go to 2-4-2)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-4-2 If YES, how many seats are available for girls?			
2-4-3 Is the design of toilets culturally appropriate?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
If No, give details			
2-4-4 Are the girls' toilets in working condition?			
0		1	
No (Go to 2-4-5 and 2-4-6)		Yes (Go to 2-4-7)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-4-5 If No, how many stalls are not working?			
2-4-6 If No, what is the problem?			
1		2	
No water		Door Broken	
<input type="checkbox"/>		<input type="checkbox"/>	
3		77	
Toilet clogged and dirty		Other	
<input type="checkbox"/>		<input type="checkbox"/>	
Others (77) Please specify here:			
2-4-7 Is it being used?			
0		1	
		99	

No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If No, give details		
2-4-8 How many more toilet seats are needed for girls?		
2-4-9 Is there adequate water for flushing the girls toilets?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4-10 Is there adequate water for washing hands after using the girls toilet?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4-11 Is soap available for washing hands after using the toilet?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and Observation on <u>Girls</u> toilets		
End time of observation	HH	MM
		AM <input type="checkbox"/> PM <input type="checkbox"/>

Signature  
(Field Investigator)

Signature  
(Province Coordinator)

Signature  
(for validation check by the **Team Leader** for Data entry)

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**QUANTIFIED PARTICIPATORY (QPA) ASSESSMENT OF  
CHILD FRIENDLY SCHOOLS - BASELINE SURVEY**

*Fill in one sheet for each school*

**3. SCHOOL OBSERVATION**

**1.14. School Infrastructure**

Observation Start time	HH	MM	AM <input type="checkbox"/> PM <input type="checkbox"/>
2-1-16 Is there a school building?			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-2)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-17 If Yes, is the building clean?			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-3)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-18 If Yes, is it colourful?			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-4)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-19 If Yes, is it well-painted?			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-5)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-20 Does the school need rehabilitation?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-21 Is there a boundary wall?			
0		1	
No (Go to 2-1-8)		Yes (Go to 2-1-7)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-22 If Yes, is it in good condition?			
0		1	
No (Go to 2-1-5)		Yes (Go to 2-1-3)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-23 Are the school grounds well-swept and attractive?			
0		1	
No		Yes	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-24 Is there a play ground?			
0		1	
No (Go to 2-1-11)		Yes (Go to 2-1-10)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-1-25 If Yes, is it sufficient for the children?			

0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

2-1-26 If NO, why?				
1	2	3	4	77
Too small	Big but not enough for all pupils	Unfit for playing (e.g., stones, holes, etc.)	No equipment (e.g., goal posts, basketball hoops)	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (77) Please specify here:				

2-1-27 Are there permanent playing equipment and sports structures?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

2-1-28 Are there any hazardous or risky materials and structures in the premises?	
0	1
No	Yes (Give details below)
<input type="checkbox"/>	<input type="checkbox"/>

If YES, give details	
----------------------	--

2-1-29 Number of rooms in the school building			
2-1-30 Number of rooms not used for teaching			

#### 1.15. School Wash Facilities

1-9-31 Is there drinking water supply for the school?	
0	1
No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

1-9-32 What is the main source of water supply for the school?					
1	2	3	4	5	77
Dolcha	Hand Pumps	Tap	Springs	Kaharez	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (77) Please specify here:		
----------------------------------	--	--

1-9-33 Are these drinking water facilities adequate?		
0	1	99
No	Yes	Not applicable

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-9-34 What is to the total number of toilets in school?		
1-9-35 Does the school have separate toilets for pupils and teachers?		
0	1	
No	Yes	
<input type="checkbox"/>	<input type="checkbox"/>	
1-9-36 Are these toilets adequate?		
0	1	
No (Provide details below)	Yes	
<input type="checkbox"/>	<input type="checkbox"/>	
If No, give details		

#### 1.16. Toilets in Boys Schools

2-3-8 Does the school have a separate boy's toilet?		
0	1	
No (Go to 2.4)	Yes (Go to 2.3.2)	
<input type="checkbox"/>	<input type="checkbox"/>	
2-3-9 If Yes, how many seats are available for boys?		
2-3-10 Is the boys' toilet being used?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If No, give details		
2-3-11 How many more toilet seats are needed for boys?		
2-3-12 Is there adequate water for flushing the boys' toilets?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-13 Is there adequate water for washing hands after using the boys' toilet?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3-14 Is soap available for washing hands after using the toilet?		
0	1	99
No	Yes	Not applicable

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and Observation on Boys toilets		

### 1.17. Toilets in Girls Schools

2-4-12 Does the school have a separate girl's toilet?			
0		1	
No (Close the observation here)		Yes (Go to 2-4-2)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-4-13 If YES, how many seats are available for girls?			
2-4-14 Is the design of toilets culturally appropriate?			
0		1	
No		Yes	
(Close the observation here)		(Go to 2-4-2)	
<input type="checkbox"/>		<input type="checkbox"/>	
If No, give details			
2-4-15 Are the girls' toilets in working condition?			
0		1	
No		Yes	
(Go to 2-4-5 and 2-4-6)		(Go to 2-4-7)	
<input type="checkbox"/>		<input type="checkbox"/>	
2-4-16 If No, how many stalls are not working?			
2-4-17 If No, what is the problem?			
1		2	
No water		Door Broken	
Toilet clogged and dirty		Other	
<input type="checkbox"/>		<input type="checkbox"/>	
Others (77) Please specify here:			
2-4-18 Is it being used?			
0		1	
		99	



No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If No, give details		
2-4-19 How many more toilet seats are needed for girls?		
2-4-20 Is there adequate water for flushing the girls toilets?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4-21 Is there adequate water for washing hands after using the girls toilet?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-4-22 Is soap available for washing hands after using the toilet?		
0	1	99
No	Yes	Not applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and Observation on <u>Girls</u> toilets		
End time of observation	HH	MM
		AM <input type="checkbox"/> PM <input type="checkbox"/>

Signature  
(Field Investigator)

Signature  
(Province Coordinator)

Signature  
(for validation check by the **Team Leader** for Data entry)

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## QUANTIFIED PARTICIPATORY (QPA) ASSESSMENT OF CHILD FRIENDLY SCHOOLS - BASELINE SURVEY

### 4. FOCUS GROUP DISCUSSION WITH TEACHERS

**INSTRUCTIONS:** Scores and reasons for scores must be filled carefully

FGD Start time	HH	MM	AM <input type="checkbox"/> PM <input type="checkbox"/>
----------------	----	----	---

#### 4-1 General

Number of teachers present	Total:		Male		Female	
----------------------------	--------	--	------	--	--------	--

#### 4-2 INCLUSIVENESS: Children's access to school

Scores	Options	Score Response
0	Children from 12 special categories identified (e.g., with special needs, i.e., with different kinds of disabilities) or from special groups, i.e., minorities, IDPs, Kuchis, etc.) are not admitted to the school	
25	Children with special needs and from special groups are admitted, but there are no special provisions in school for children with special needs	
50	Benchmark: Children from special groups and those with special needs are admitted and there is an example of one special provision for children with special needs (e.g., ramp for wheelchairs)	
75	<i>In addition</i> , the school has made special arrangements for such children (e.g., a teacher has been made responsible for looking after the needs of such children) AND such children actively participate in school activities	
100	Ideal: Children with special needs and those from special groups are made to feel welcome in the school; all provisions are made for them to participate fully in school activities, and they do so	
<i>Reason for score</i>		

#### 4-3 SAFE, HEALTHY & PROTECTIVE ENVIRONMENT: Hygiene Education

Scores	Options	Score Response
0	No hygiene classes in school OR no trained teachers to give hygiene classes	
25	One teacher trained to give hygiene education but no regular classes OR not in curriculum	
50	<b>Benchmark:</b> Hygiene education is in the school curriculum and a trained teacher is there to give lessons	
75	<i>In addition</i> , hygiene lessons are taught regularly for any one class in the school	
100	<b>Ideal:</b> Hygiene lessons are given regularly for all classes by trained teachers AND all children practice good hygiene	
<i>Reason for score</i>		

#### 4-4 SAFE, HEALTHY & PROTECTIVE ENVIRONMENT: De-worming of Students in School

	Actions	Answer	
1	Was de-worming carried out in school for the students last winter?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2	If yes, are all students being de-wormed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3	If de-worming carried out, has it been repeated after the initial dose	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Comments</b>			

#### 4-5 SAFE, HEALTHY & PROTECTIVE ENVIRONMENT: Violence in the school

4-5 SAFE, HEALTHY & PROTECTIVE ENVIRONMENT: Violence in the school		
Scores	Options	Score Response
0	There is no Code of Conduct to ensure school is violence free	
25	There is no such Code of Conduct but some teachers/Principal is aware of a plan to have a Code of Conduct in schools	
50	<b>Benchmark:</b> There is a Code of Conduct AND a teacher (or Committee) has been given the responsibility to enforce it	
75	<i>In addition</i> , there is one example of the Code being enforced	
100	<b>Ideal:</b> The Code of Conduct is enforced well AND there is no violence in the school	
<b>Reason for score</b>		

#### 4-6 GENDER RESPONSIVENESS: Code of conduct against discrimination

4-6 GENDER RESPONSIVENESS: Code of conduct against discrimination		
Scores	Options	Score Response
0	There is no Code of Conduct to ensure the safety of girl students in the school	
25	There is no such Code of Conduct but some teachers/Principal is aware of a plan to have a Code of Conduct in schools	
50	<b>Benchmark:</b> There is a Code of Conduct AND a teacher (or Committee) has been given the responsibility to enforce it	
75	<i>In addition</i> , there is one example of the Code being enforced	
100	<b>Ideal:</b> The Code of Conduct is enforced well AND there is no gender discrimination in the school	
<b>Reason for score</b>		

#### 4-7 PARTICIPATORY DECISION-MAKING: School management

7.7. Pattern A: School Decision-Making School Management		
Scores	Options	Score Response
0	There is no School Management Shura (SMS) in the school	
25	There is an SMS but it does not meet regularly (e.g. once a year or less) and Principal takes decisions (not Shura)	
50	<b>Benchmark:</b> There is an SMS that meets regularly (e.g., once a month) AND the opinion of all SMS members were taken for one decision	
75	The SMS meets regularly (e.g., once a month) and also when there is a special problem to be discussed; AND opinions of all SMS members were taken for most (but not all) decisions	
100	<b>Ideal:</b> The SMS meets regularly & as per need, monitors school progress; AND opinions of all SMS members were taken for ALL decisions	
<b>Reason for score</b>		

*Comments and observations by teachers*

End time of FGD	HH	MM	AM <input type="checkbox"/> PM <input type="checkbox"/>
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Signature  
(Field Investigator)

Signature  
(Province Coordinator)

Signature  
(for validation check by the **Team Leader** for Data entry)

**Note:** Signatures of all above field staff is compulsory. Otherwise format will not be accepted for data entry.

