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**Mid-Term Evaluation  
of  
Building Education Support Systems  
for Teachers (BESST)  
by  
USAID  
in the  
Islamic Republic of Afghanistan**

April 5 – May 25, 2009

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## **ACRONYMS and ABBREVIATIONS**

ADA	Afghan Development Association
AL	Accelerated Learning
ANDS	Afghan National Development Strategy
ARTF	Afghanistan Reconstruction Trust Fund
AusAID	Australia Agency for International Development
AWEC	Afghan Women's Educational Center
BESST	Building Education Support Systems for Teachers
BRAC	Bangladesh Rural Advancement Committee
CAII	Creative Associates International Inc.
CBA	Community-Based Education Forum
CCN	Cooperating Country National
CD	Curriculum Development Department
CHA	Coordination for Humanitarian Assistance
CIDA	Canadian International Development Agency
CoAR	Coordination for Afghanistan Relief
DED	District Education Department
DHSA	Development & Humanitarian Services for Afghanistan
DT3	District Teacher Training Team
EQUIP	Educational Quality Improvement Program
ERTV	Educational Radio and Television
GMU	Grants Management Unit
GTZ	German Technical Cooperation
HRD	Human Resource department
INSET	In-Service Training for Teachers
ITSA	In-School Teacher Support Activities
JICA	Japan International Cooperation Agency
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MSS	Media Support Solutions
NESP	National Educational Strategic Plan
NGO	Non-Governmental Organization
OSSD	Office of Social Sector Development
PACE-A	Partnership Advancing Community-Based Education in Afghanistan
PED	Provincial Education Directorate
PMO	Performance Monitoring Officers
PMP	Performance Monitoring Plan
PRT	Provincial Reconstruction Team
PTA	Parent Teacher Association
RIMU	Reform and Implementation Management Unit

RTT	Radio Teacher Training
SIP	School Improvement Plan
SIS	School Information System
SMLC	School Manager Learning Circle
SMT	School Management Training
ST	Senior Trainers
<i>Tashkeel</i>	Formation of Staff / Organizational Structure
TED	Teacher Educational Department
TLC	Teacher Learning Circles
TOT	Trainers of Trainers
TTC	Teacher Training College
UNICEF	United Nations Children's Fund
US	United States
US SAVE	Save the Children - US
USAID	United States Agency for International Development
VTT	Video Teacher Training

**MID-TERM EVALUATION  
BUILDING EDUCATION SUPPORT SYSTEMS FOR TEACHERS (BESST)**

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**1. EXECUTIVE SUMMARY**

The mid-term evaluation of the United States Agency for International Development (USAID) Building Education Support Systems for Teachers (BESST) was carried out for Checchi on behalf of USAID under Contract No. GS-10 F-0466P, from April through May 2009.

**1.1 PURPOSE**

This is a formative evaluation whose objective was to provide pertinent information to assist the Ministry of Education (MOE) and USAID to learn what project components and elements are being accomplished, to determine what practices are working and why, and to make recommendations to improve and refine those practices that will help re-focus and strengthen BESST. The BESST project has two broad goals: 1) strengthen teaching in BESST's 11 provinces, and 2) strengthen the institutional capacity and systems of the MOE, which support high-quality teaching in Afghanistan. The evaluation team focused on accomplishments, best practices, challenges, and approaches and strategies to further improve both the teaching and institutional capacity components of BESST.

**1.2 METHODOLOGY UTILIZED**

The main data collection methodology and instruments used in the BESST Mid-Term Evaluation were a desk/document review, structured/semi-structured interview guide, survey/questionnaire, and site visits. The evaluation included visits to seven provinces of the 11 BESST provinces, 20 school-sites, and over 100 interviews of target beneficiaries; i.e., donors and other agency/organization implementers, MOE officials and advisors, NGO/partner implementers, training of trainers and teacher trainers, Provincial/district directors, Teacher Training College (TTC) directors, *Shura*/community members, school managers/principals, teachers, students, and informal classroom visits. Included in the focus groups were over 100 trainers and 200 teachers.

**1.3 FINDINGS**

**1.3.1 BESST Is Achieving Its Service Delivery Objective**

The evaluation report supports the assessment that BESST is achieving its current stated objectives and that the objectives have been useful for achieving project goals. Students are more active and involved in the learning process. During focus group discussions, teachers responded that students responded positively to the new student-centered classroom management techniques. Many teachers reported that students are doing better on the monthly exams. Data results and focus group interviews indicated that teachers felt that their teaching had improved as

a result of the In-Service Training for Teachers (INSET) training and that they were able to address student needs more effectively. Trainers who made classroom observations noted a positive change in teacher performance as a result of the training, classroom observation and teacher participation in Teacher Learning Circles (TLCs). They also felt that the school follow up observations and discussions enhanced their teaching skills.

### **1.3.2 BESST Is Achieving Some Support System Development**

The BESST project is on track to meet MOE and Afghanistan National Development Strategy (ANDS) goals. The project supports the National Educational Strategic Plan (NESP), which is supportive of the ANDS. There is a difference of opinion at the MOE relative to the priority of developing support systems vis-à-vis delivering teacher training directly to the schools via NGOs as an emergency stop-gap solution. Knowledge of BESST at the MOE varies. As noted in a comment by an official at the MOE, “we need to do more to build and strengthen the MOE”. The priority of systems support was at the core of the initial delay in implementing BESST. The TED is heavy in process activities – there is a need for more results-driven programming in teacher training to become effective – quality of the teachers is a big challenge; need to develop capacity of District Teacher Training Teams (DT3) to deliver closer to home/family; need more guide books for teachers, and need a closer linkage/communication between Teacher Education Department (TED) and the Curriculum Department (CD) and other senior officers involved in teacher training. The Human Resource Department (HRD) is critical to the MOE operation, as the teacher registration base, competency and credentialing system, and pay and grade system are located in HRD – all of which are required for an effective teacher support system. The MOE needs to allocate more office space and basic logistical support for HRD.

### **1.3.3 ‘Best Practices’**

The evaluation report contains an illustrative set of scalable ‘best practices’ along with comments of how they can be further improved; e.g., INSET trainings, use of ‘Core’ members, Teacher Learning Circles, classroom observations, *Shura*/Community Meetings, school-site follow up, school management training, School Manager Learning Circles (SMLCs), take-away reference material for teachers, media resource support materials, and development of teaching-learning materials.

In addition, the report contains an illustrative set of sustainable MOE central-level ‘best practices’ along with comments of how they can be further improved; e.g., support of NESP and ANDS, development of MOE/teacher competencies (knowledge) & credentialing, hiring of curriculum development specialists, HRD capacity building and integration of reform Implementation Management Unit (RIMU) into HRD, development of a teacher registration data base, implementation of a pay and grade system, and an indicator-based planning and decision-making framework. Examples of sustainable MOE provincial/district-level ‘best practices’ indicators are as follows: role of the Teacher Training Colleges (TTCs) (involvement/capacity building), role of MOE provincial/ district offices (involvement), role of partners/NGOs vis-à-vis TTCs & MOE provincial/district-level offices (linkage, delivery and follow up), role of school management trainers, role of senior/master trainers, role of ‘core’ members, need for more results-driven follow up of BESST, role of MOE Provincial/district offices in supervision/monitoring, and role of MOE provincial/district offices in data gathering.

## **1.4 RECOMMENDATIONS**

### **1.4.1 Examples of Mid-Course Corrections**

Included are examples of possible mid-course corrections:

- Begin to shift from an activity-oriented project to a results-oriented project;
- Implement a basic School Information System (SIS) in schools where teachers and school managers have completed BESST training so as to set a reliable baseline to track student achievement and student learning over the next two years
- Shift from the use of Non-Government Organizations (NGOs) as primary in delivery of teacher training to a more integrated MOE provincial/district-level offices, TTC and NGO delivery system;
- Work more closely with the Curriculum Department in integrating the new textbooks and teaching guides into the INSET trainings;
- Begin to integrate the radio and television (TV) video media resource materials that support INSET into the trainings, the TTC resource centers, and school-based Teacher Learning Circles– media materials to be more widely available in the field
- Improve the classroom monitoring and evaluation system – needs to be more user-friendly, more manageable, and include development-based scales to show teacher progress toward desired new teaching behaviors
- Project technical advisors need to visit the field more and assume a greater role in capacity development activities
- Begin transfer of senior trainers from the NGOs to civil service positions in MOE

### **1.4.2 Suggested Strategies to Further Advance Project Objectives**

**Change from an Activity-Based Project to a Results-Based Project.** Work with the World Bank and the MOE in identifying key scalable and sustainable ‘best practices’; develop work-plan on how to implement this change of focus.

**Utilize Afghan Expatriates as Technical Advisors.** Utilize Afghan expatriates as technical advisors as much as possible; future training and support materials will be culturally appropriate, and travel will be less of an issue.

**Develop Field-Based Resource Centers.** Make the educational radio programs/cassettes, educational TV programs/videos, and sets of the new textbooks and teaching guides and other supplementary instructional support materials available to the field via field-based resource centers; e.g., at the TTCs, NGOs and provincial/district offices until funds can be found to distribute these items on a wider scale to schools.

**Strengthen Provincial/District Institutional Capacity.** Need to strengthen the institutional capacity and systems at the provincial/district-level as well as within the central level; e.g. role of Teacher Training Colleges and the local NGO/partner related to the government institutions - all need MOE policy and strategies to guide their role and development.

**Utilize Team-Based School Management Training.** Effective school management is dependent on a ‘school team’ approach. Most school managers/principals had difficulty giving examples of how the school management training (SMT) had changed their ability to manage a school effectively, and provided few solid examples of how they have incorporated what they learned in

the SMT in their day-to-day routines. The SMT training program identified one management person in the school for training; however, school managers do not solve problems or manage in isolation – a ‘team approach’ is need for the training and follow-on practicum. Both the school management training and service delivery programs need to be reviewed and further refined.

**Involve Communities in the Complete Process of School Improvement.** Using community mobilization techniques and “lessons learned” will involve communities in the school improvement process from beginning to end. Agencies implementing community-based education (e.g., Bangladesh Rural Advancement Committee [BRAC] Agha Khan Foundation, PACE-A) use very effective community mobilization techniques. BESST needs to adopt this strategy to orient and mobilize new communities to BESST goals and values. Strengthening *Shura* and community councils will help resolve many issues such as security, girls’ education, and women’s participation, as well as empowering communities and increasing stakeholder ownership.

## **2. INTRODUCTION**

### **2.1 PURPOSE AND HISTORY**

#### **2.1.1 Purpose**

This is a mid-term, formative evaluation of the USAID BESST project, whose objectives are to help determine what principal elements and practices are working and why, which are not and why, and make recommendations for modifications and mid-course corrections so that the BESST project activities and results are enhanced over its second half. The evaluation provides pertinent information that will assist the MOE and USAID to learn what is being accomplished technically, and to determine relevant program management information and findings present themselves. In summary, the evaluation should help re-focus and strengthen BESST over the next two years.

The evaluation included questions to gauge the satisfaction, quality, and relevance of BESST activities that have already occurred, and forward-looking questions that inquired about what elements/practices may need to be different during its final two years. The questions focused on technical and management priorities and, for the most part, were asked of BESST participants and beneficiaries (students, teachers, teacher trainers/trainer of trainers (TOTs), school managers/principals, MOE officials, organizations helping implement the project, etc.). Emphasis was placed on questions about project elements and practices that were working as well as those that should be improved/ changed or carried out in a different manner, with a focus on scalability and institutional capacity building and sustainability.

#### **2.1.2 History and Context/Challenges**

The Building Education Support Systems for Teachers (BESST) project is funded by the U.S. Agency for International Development (USAID), and works with and through the Ministry of Education, to improve the quality of primary and secondary education in Afghanistan by strengthening teacher training and relevant support systems. Awarded by USAID on January 27, 2006, BESST is a \$47 million project that will be implemented over five years. The Project is managed by Creative Associates International, Inc.(CAII) and is implemented by five national and two international non-governmental organizations in the following 11 provinces of Afghanistan: Balkh, Daykundi, Ghazni, Herat, Jawzjan, Kandahar, Khost, Nangarhar, Panjshir, Sari Pul, and Wardak.

According to the BESST evaluation team's revised scope of work (25 February 2008) the project has two broad goals:

- 1) strengthen teaching in BESST's 11 provinces, and
- 2) strengthen the institutional capacity and systems of the Ministry of Education (MOE), which support high-quality teaching in Afghanistan.

BESST works closely with the Teacher Education Department (TED) of the Ministry of Education. Recently, the World Bank—through its Second Education Quality Improvement Project (EQUIP II)—began implementing activities similar to BESST in Afghanistan's other 23 provinces. These efforts are viewed as complementary and will be closely coordinated.

BESST has faced several challenges and delays during its implementation due to evolving goals of the Ministry of Education, MOE trainer policy change, security issues, and lack of MOE accelerated learning (AL) implementation policy.

Initially, MOE goals shifted from long-term capacity building to more immediate implementation objectives, and BESST adapted its support package accordingly. After nearly 18 months of negotiations and refinements, the MOE signed the project's Memorandum of Agreement (MoA) and implementation activities commenced.

Secondly, the Terms of Reference for the activities and the trainers being hired for training had been agreed upon in the fall of 2007, but, in March 2008, the Minister of Education informed BESST that all trainers must hold a Bachelors (BA) degree. This caused a delay in implementation of the first INSET I training. Implementing partners felt the process affected the project's reputation in the communities in which they were working – often bringing in “outsiders” as trainers, as candidates with BAs were rarely found in remote or insecure districts.

As for security, incidents have been rare for BEEST project staff and sub-contractors. Partners attribute the low number of incidents to BESST's efforts to hire Afghan partners as trainers, to working closely and collaboratively with community *Shuras*, and to respecting communities' mores. In areas where security is consistently poor, the teachers convened in a nearby, safer area for training, or training sessions were delayed until the regional/local MOE officials agreed that it was safe to commence training.

Lastly, under the project's Memorandum of Agreement (MoA), BESST is committed to implementing an Accelerated Learning (AL) program for teachers throughout its 11 provinces on the condition that the Ministry of Education provide an AL curriculum and an implementation policy (prioritizing and categorizing educators). The MOE has yet to provide either, so BESST has not begun any AL activities.

## **2.2 METHODOLOGY AND INSTRUMENTATION**

The main data collection methodology and instruments used in the BESST Mid-Term Evaluation were a desk/document review, structured/semi-structured interview guide, survey/questionnaire, and site visits. The Travel-Work Schedule and Field Visits are included in Appendix 2; School Sampling Matrix (girls and boys schools and type of schools: primary, middle and secondary) in Appendix 3; Target groups in Appendix 4; Questionnaire Data Summary and Analysis in Appendix 5; Interview Data Summary and Analysis in Appendix 6; Kandahar/Ghazni Data Summary and Analysis in Appendix 7; and Data Collection Instruments in Appendix 8.

### **2.2.1 Desk/Document Review**

The desk review included BESST annual reports, work plans, performance monitoring plans and reports (PMPs), monthly/quarterly reports, INSET I & II training materials, curriculum development materials, distance education materials, competency and credentialing process materials, national planning documents, and related donor reports and/or materials. The list of documents reviewed is included in Appendix 9.

### **2.2.2 Structured/Semi-Structure Interview**

The structured/semi-structured interview was the primary tool utilized at the central-level with selected partners and management staff and at the provincial and/or district-level and with school managers. The target groups included representatives of donor agencies, Building Education Support Systems for Teachers (BESST) project staff and non-government organization (NGO) implementing partners, related USAID supported projects, MOE (teacher education, curriculum development, distance education, human resource development, planning), provincial/district government officials, Teacher Training Colleges, school managers/principals/deputies. Over 100 interviews of target beneficiaries were conducted. The interview provided an opportunity for questioning of partners, senior-level management, and selected small groups related specifically to ‘collaboration issues’ ‘communication’, ‘practices that are working’, ‘practices that are not working’, ‘how practices can be improved’, and ‘recommendations for change’ along with questions related to ‘quality’, ‘relevance’, ‘satisfaction’, ‘usefulness’ and ‘effectiveness’ criteria. The use of an interview guide ensured that similar questions were asked to all of the respondents in a similar category (reliability of data).

### **2.2.3 Survey/Questionnaire Followed by Interviews**

The survey/questionnaire was completed anonymously from the major groups of beneficiaries; i.e., senior trainers, team leaders and core members and teachers and included in the sample are over 100 trainers and 200 teachers. A survey/questionnaire format is most useful for collecting solid amounts of quantitative data anonymously from project beneficiaries and allows for broader participation. The format included closed questions, questions or statements to be rated on a Likert-type scale, and an open-ended question so that respondents could express their ideas and opinions. A standard form was used to record answers so as to ensure standardization of data collection regarding both quantitative and qualitative information.

Relative to the provincial/district-level trainers and teachers, representative samples of six to ten were selected for interview from the target group included in the survey/questionnaire sample, depending on access. The survey questions focused on eliciting more nuanced and detailed information by asking for perceptions regarding application, quality, relevancy, level of satisfaction, and effectiveness of interventions – in particular, the cascade model of training and distance education, benefits received from participating in BESST program activities, changes observed, and ability to use and apply new knowledge, skills and attitudes. Respondents were able to list recommendations, make suggestions or explain areas of dissatisfaction. This provided an opportunity for cross-validation and reliability of the survey/questionnaire data and additional follow-on suggestions.

### **2.2.4 Focus Group Discussion**

Focus group discussions were conducted at both the community and school-level. These discussions included closed questions (yes/no, overall ratings) along with open ended questions so that respondents could comment on the quality, relevancy and effectiveness of services and initiatives, and on levels of satisfaction. Discussions with the parent/community groups (including *Shura* members) focused on whether changes and benefits in school management, gender equality, teacher classroom performance and school support services were being noticed and valued by members of the community. Also, representative groups of students from each school participated in structured interviews and responded to questions regarding what they liked

best about their school, what were favorite subjects, and why, and what ideas they have to make their school better. Older students were asked about their future plans and career ideas.

### **2.2.5 Site Visits**

Site visits were made to seven of the 11 BESST provinces—five permissive areas (Herat, Balkh, Jawzjan, Sari Pul, and Nangarhar) by the full team, and two non-permissive provinces (Ghazni and Kandahar) by an Afghan member of the team. One or more community/school sites were visited in each in of the provinces along with provincial/district education officials and, where possible, Teacher Training Colleges (TTCs). In total, 20 school sites were visited: 16 school-sites in permissive areas and four school sites in non-permissive areas.

## **2.3 BRIEF OVERVIEW OF US AND OTHER DONOR INTERESTS**

### **2.3.1 Strong Relationship to Afghanistan National Planning - NESP and ANDS**

USAID funding, along with the World Bank, is directly supportive of the National Education Strategic Plan (NESP); theme 2-qualified school teachers, theme 4- curriculum development/ learning materials, and theme 8-educational administration and management (pay and grade). Likewise, USAID-supported education efforts such as in-service teacher training, out-of-school enrollment, building reconstruction, student-centered learning, competency testing, and relevancy of training strategies are all aligned to the Afghanistan National Development Strategy (ANDS). The BESST project directly supports the National Education Strategic Plan (See Appendix 6, Table 2: Capacity Development and Institutional Strengthening of MOE Related to BESST).

### **2.3.2 Work Closely with Other Donors through World Bank (EQUIP II)**

The World Bank/EQUIP II project will scale up the ‘best practices’ of the BESST project to an additional 23 provinces using an NGO consortium delivery system with program oversight by the Teacher Education Department (TED) of the MOE and procurement oversight by the Grants Management Unit (GMU) of the MOE.

EQUIP II will build on the experiences gained in implementing the grants for school/ community development programs and in contracting with NGOs for community mobilization. The strategy has been to request donors to align their programs with those of the NESP either through a bilateral agreement in collaboration with the MOE, or through the Afghanistan Reconstruction Trust Fund (ARTF), to which there are 30 donors.

EQUIP II is funded through the Afghanistan Reconstruction Trust Fund with USAID and World Bank IDA as the lead education donors with additional support from multiple donors and international partners. USAID and United Nations Children’s Fund (UNICEF) co-chair the consultative group for Education in Afghanistan (See Appendix 6, Table 1: Donors and Other Agency/Organization Implementers Support Related to BESST).

Additionally, there is a positive relationship between the team leader of BESST and the leadership of Partnership Advancing Community-Based Education in Afghanistan (PACE-A), World Bank, and Canadian International Development Agency (CIDA) programs. The BESST strategies of Teacher Learning Circles (TLCs) and *Shura*/Community Education Councils are

being implemented in the community-based schools along with selected community mobilization mechanisms. PACE-A staff are encouraged to get in touch with the BESST implementing NGO and to obtain permission to participate in the BESST trainings. PACE-A participates in the Community-Based Education (CBE) forum, along with other donors involved in community-based education activities. BESST also participates in the CBE forum.

### **3. ASSESSMENT OF CAPACITY DEVELOPMENT OF MOE**

The data referenced comes from the World Bank reports and the USAID BESST scope of work document and the comments are based on consultations with the following officials and advisors: MOE Deputy for Administration and Finance, Deputy for Curriculum and Training, Senior Advisor to the Minister of Education, Chief of HRD, Chief of Planning, Senior Policy Advisor and General Director of Teacher Education, Teacher Education Department (TED) Curriculum and Distance Education members, Head of MOE Developing Educational Curriculum and Compilation of Textbooks, Creative Advisor to Minister of Education and Liaison BESST Project/MOE, and Education Specialist for US SAVE.

Curriculum development/textbooks, teacher competencies/credentialing, teacher training, teacher guides, school management, and human resource development/planning are at the ‘hub’ of strengthening the institutional capacity and systems of the Ministry of Education (MOE) to deliver quality teaching in Afghanistan. In a country where 80 percent of the teachers have a 12<sup>th</sup> grade education or less and just over half of the school age population is in school, the role of education becomes a top priority in contributing to poverty reduction (ANDS, p.117). In the past five years, enrolment in grades 1-12 is up from 900,000 to over 6 million with an estimated 800,000 to 1 million new students entering the schools each year. Ninety one percent of the enrolment is in the primary grades and 57 percent in grades 1-2. About 34 percent of the girls are in school and 28 percent of the teachers are female; a higher concentration is in the urban areas and more secure areas in the West, North and Kabul City.

There is a difference of opinion at the MOE relative to the priority of developing support systems versus delivering teacher training directly to the schools via NGOs as an emergency stop-gap solution. Knowledge of BESST at the MOE varies. As noted in a comment by an official at the MOE, “we need to do more to build and strengthen the MOE”. The priority of systems support was at the core of the initial delay in implementing BESST; consequently, we will start with a discussion of some of the institutional performance indicators affected by BESST. Included is a brief assessment of BESST institutional strengthening practices at the central and provincial/district-levels (for more detail - see Appendix 6, Table 2 - Capacity Development and Institutional Strengthening of MOE related to BESST), along with suggestions for further improvement.

#### **3.1 ASSESSMENT OF CAPACITY/ASSISTANCE TO TED**

##### **3.1.1 Accomplishments—TED**

BESST has provided technical assistance to TED in the development of the INSET I & INSET II training materials, development of teacher competencies, and school management training materials.

### **3.1.2 Challenge/Communication and Collaboration—TED**

There is a potential ‘gap’ between the TED teacher training activities (relationship between INSET II and new curriculum) and the textbooks being prepared for the TTCs (syllabi were shared from the curriculum development (CD) department); communication and collaboration between TED and CD needs improvement; currently the new textbooks for grades 1-6 are in distribution, textbooks for 7-9 are ready for field testing, and textbooks for 10-12 are still under development. For consistency, field testing of the grades 7-9 textbooks should include a TED person. INSET I focuses on eight training pedagogical themes based on Standards of Teaching Practice in the Primary Schools, which corresponds with the student-centered activities contained in the new textbooks. INSET II contains some content along with pedagogy but not at a sufficient level as contained in the new curriculum materials. INSET II training materials need to be reviewed in light of the new textbooks.

The technical writing team for teacher competencies is composed of a working group of University professors – the challenge has been that the items prepared are perceived to focus more on knowledge and facts and less on understanding and application - there is also a concern about how consistent the competencies are with the new textbooks (syllabi were shared with the working group). US SAVE has provided technical assistance - progress has been good but implementation will be a recursive process; competencies are ready for field testing. The teacher competency rollout has been placed on a fast-track by the Minister. The teacher competencies will lead to teacher credentialing based on the development of a framework for a national teacher testing and credentialing system, which is under development. The system will be a major contribution to the quality of teachers when completed and implemented. Primary school (1-6) and middle school (7-9) Teaching Guides for teachers have been developed by the curriculum department – a member of the TED serves on each three member team developing the teaching guides. The school management materials need further work –there are some cultural concerns as well as relevancy and translation issues.

### **3.1.3 Findings—TED**

The TED is heavy in process activities – there is a need for more results-driven programming in teacher training to become effective – quality of the teachers is a big challenge (74% don’t have minimum qualifications – also, need more content training); need to develop capacity of DT3 to deliver closer to home/family; need more guide books for teachers (under development with new curriculum although no relationship at policy level – a member from TED participates on each three-member team working in development of new teaching guides); and need a closer linkage/communication between TED and the Curriculum Department and other officers involved in teacher training oversight. TED would like to see the BESST office located at TED or, at least, in close proximity so the BESST team and TED can set together more. Security has been the over-riding issue affecting this.

## **3.2 QUALITY OF NEW CURRICULUM IS AN IMPROVEMENT**

### **3.2.1 Accomplishments—Curriculum**

The new primary school textbooks (1 – 6) are completed and have been in the process of distribution the past two years. The quality and layout is good. The grade 7-9 textbooks are ready for field testing and the 9-12 textbooks are still in development. The curriculum development specialists have done excellent work. These are, by far, the best textbooks that Afghanistan has had in the history of this country. Technical experts in Jordan and Iran have been consulted as well as Afghans and Americans and other internationals.

### **3.2.2 Challenge—Production and Distribution**

The development of the textbooks is taking longer than planned but the quality and oversight are good. As an intermediate fix, textbooks of less paper quality and with errors were distributed to the schools – this has resulted in some negative reaction, which will resolve itself when the new books eventually reach the schools. Because of crowded schools and the large enrolment increase, schools do not have sufficient books and related instructional materials, whether of good or poor quality.

### **3.2.3 Findings—Curriculum**

There is a need to fast track the production and distribution of the new textbooks and to print them in Afghanistan, if possible. The large influx of students is in the primary grades, especially at first and second, and the new textbooks and teaching guides are ready for grades 1-6. Simultaneously, the new textbooks need to be linked more closely to teacher training efforts – both pre-service and in-service.

## **3.3 EFFECTIVENESS OF HUMAN RESOURCE DEVELOPMENT (HRD) AND PLANNING**

### **3.3.1 Accomplishments—HRD**

BESST has a full-time technical advisor located at HRD, who has planned, conducted and facilitated a series of short-training capacity building activities; and, in addition, has provide support in integrating RIMU into the HRD, supported the development of the Tashkeel, teacher registration data base, pay and grade, open-competition recruitment, and selected other policies and procedures.

### **3.3.2 Challenges—Overcrowding and Need for Logistic Support**

HRD is at the ‘hub’ of the MOE management system – yet is overcrowded and lacks basic logistical support (e.g., computers/data management system, limited office supplies – paper, pens, and has transport issues to/from MOE main building); some capacity building activities are being facilitated by a Creative technical advisor, especially short-term training. Work is going on related to merit-based/open-competition recruitment, pay and grade, *Tashkeel*/organizational chart update, M & E, and some IT/database work. How to implement an indicator-based planning and decision-making system is an important challenge to the Planning Unit. Australian Agency for International Development (AusAID) has sponsored a systems-based framework for monitoring and evaluation, which needs to be made operational.

### **3.3.3 Findings—HRD and Planning**

As a first step, the MOE needs to allocate more office space for HRD. Simultaneously, there is a financial need for basic logistics support for both HRD and Planning. The teacher registration base, competency and credentialing system, and pay and grade system are located in HRD – all of which are at the heart of an effective teacher support system. A good monitoring and evaluation framework/system is at the base of the planning unit. These two units are critical to the MOE operation.

### **3.4 PROVINCIAL/DISTRICT OFFICE-LEVEL**

For a sustainable, education support system, there is need to strengthen the institutional capacity and systems at the provincial/district-level as well as within the central level. More specifically, there are the provincial and district-level educational offices, Teacher Training Colleges (TTCs), and role of the local NGO/partner related to the government institutions. All need sufficient MOE policy and strategies to guide their role and development.

#### **3.4.1 Function and Role of Provincial/District Education Offices**

Needs to be a major focus area these next two years – needs better facilities, logistical support and staff. Initially, the NGOs will need to take the lead with the provincial/district offices being phased in over time in selected districts; relationships between provincial/district offices are good so this should be feasible.

#### **3.4.2 Role of Partners—Teacher Training Collegess**

Not sufficient - need MOE strategy at central level; MOE will prepare delivery system for upgrading the TTC faculty. The TTC needs to be a major focus area these next two years – need buildings/labs, resource centers, and faculty needs orientation and pedagogy training in the new methods and materials.

#### **3.4.3 Role of Trainers**

Gradually, begin to move these trainers into civil service positions – preferably, at the TTCs. If the new civil service pay and grade system is implemented, the government can absolve these trainers. The trainers can provide the local leadership needed to upgrade and shift teacher training to the TTCs and to help in facilitation of the ITSA at the schools. ‘Core’ member trainers can work across a cluster of schools – salary may be a local school salary and topped up by the NGO or district office.

#### **3.4.4 Supervision/Monitoring and Efficiency Indicators**

This is a role that the provincial/district offices can perform with additional capacity building/staffing and guidance from MOE/central. This is an area that needs a lot of work and needs technical assistance - should jointly be managed by the NGOs and the provincial/district offices. Expected results for the follow up activities need to be more clearly defined – needs to be a focus area these next two years.

### **3.5 LIMITED SUSTAINABILITY OF MOE CAPACITY SHOULD EXPATRIATE STAFF DEPART**

Currently, institutional sustainability is limited, should the expatriate staff depart. Each of the departments and offices discussed needs additional human resource capacity building plus logistical support. The offices have a mix of local staff and technical assistance – some quite competent with good leadership skills, but the work environment is not conducive to a productive and effective system as resource challenges exist in all areas – financial, human and material. A strong institutional support system is necessary to the delivery of a quality teacher training system and every effort should be made to continue to develop the ‘hub’ while trying to find the proper mix of an NGO delivery system and a government system. Afghanistan is faced with an immense challenge to develop a sustainable educational support system that is responsive to current needs and demands while preparing it to meet future challenges. BESST has been effective in providing some foundational support to the institutional structure but more is needed during these next two years, especially in HRD and TED. Continued use of organization and technical advisors is recommended in HRD and TED – advisors should be housed within the appropriate offices, security permitting.

#### **4. ASSESSMENT OF TEACHER AND TRAINER TRAINING**

In 2008, the delivery of In-Service Teacher Training (INSET) I was implemented through a four-tier training cascade model involving 1,525 trainers and reaching 50,600 MOE educators. In addition, INSET-II training for teachers has begun and is ongoing.

A sample of 182 (140 female/ 42 male) teachers from primary, middle and high schools completed the Teacher Questionnaire. In addition, due to the large number of trainers at various levels that were involved in the training delivery, a sample of 37 (18 female/19 male) teacher trainers and 49 (14 female/45 male) TOT trainers completed the Trainer Questionnaire. See Appendix 5 for a detailed Data Summary and Analysis for both questionnaires.

The focus of the Teacher Questionnaire was satisfaction with and quality of training, application of training in the classroom, and usefulness of in-school teacher support activities. The Trainer Questionnaire focused on the Cascade Model, M&E, and delivery of in-school teacher support activities which include classroom observation of teachers, and facilitating Teacher Learning Circles. In addition, all groups sampled participated in focus group discussions.

##### **4.1 TEACHER TRAINING—QUALITY, RELEVANCE AND SATISFACTION**

182 teachers in 16 schools completed a questionnaire and participated in focus group discussions. 84 %of the teachers indicated that they were either very satisfied or satisfied with the training. Figure 1, below, shows teacher satisfaction with INSET trainings.

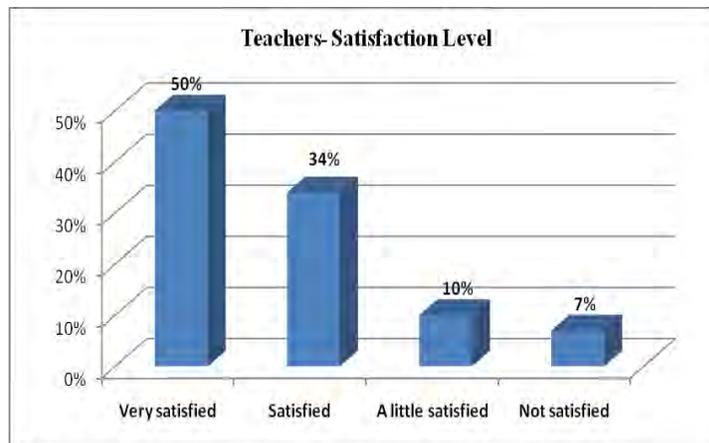


Figure1: Teacher Satisfaction with Training

In the focus group discussions, almost all teachers agreed that the training was relevant to the curriculum and to the needs of their students. However a small number of teachers in each location responded that the training was too basic and requested a more advanced level with techniques and materials useful to more experienced teacher.

Teachers also positively rated women’s chances for participating equally in INSET training session. 41% said that female trainees were ‘always’ able to participate equally, 40% said ‘usually’, 9% indicated ‘sometimes’ and 10% felt that women ‘never’ had the chance for equal participation.

## 4.2 TRAINER TRAINING—QUALITY, RELEVANCE AND SATISFACTION

86 trainers in the five provinces visited completed a questionnaire and participated in follow-up focus group discussions. A total of 1,525 trainers are engaged at various levels of the training cascade in delivering training. For purposes of this evaluation, a distinction was made between TOT trainers (those trainers who trained other trainers and monitored training delivery) and teacher trainers who delivered the INSET trainings to teachers and are actively engaged in supporting teachers at the school level through In-School Teacher Support Activities (ISTA). Appendix 6 contains a detailed Summary of Findings and Analysis of focus group responses from both types of trainers.

### 4.2.1 Teacher Trainers

37 teacher trainers were sampled (18 females/19 males). Nearly 70% of these trainers stated that they were very satisfied with the training they received in their TOT. See Figure 2 for teacher trainer levels of satisfaction.



Figure 2: Teacher Trainer Satisfaction with Training

In focus group discussions, teacher trainers responded that their TOT training was very relevant to their work as teacher trainers and to their role in follow up with teachers at the school level. Overall, they were all positive about the quality of their training, with some comments that the training should be longer. 89% rated the instructional strategies used as either excellent or very good, and 92% rated their trainers as excellent or very good. See Table 5, Appendix 6 for more teacher trainer comments on training content.

#### 4.2.2 TOT Trainers

49 TOT trainers were included in the sample (14 females/45 males). Most TOT trainers expressed high levels of satisfaction with the training they received to prepare them as trainers, either very satisfied (48%) or satisfied (35%). Figure 3 shows the full range of TOT trainer responses.



Figure 3: TOT Trainer Satisfaction with Training

The TOT trainers sampled felt that their TOT training was relevant to their work with teacher trainers in the cascade model and were positive about the quality of both the training and their own trainers. 85% rated the instructional strategies used as either excellent or very good, and 80% rated their trainers as excellent or very good. Several of the TOT trainers suggested including more materials and activities focused on preparing and giving effective demonstrations. See Table 6, Appendix 6 for TOT trainers' comments.

### **4.3 CASCADE MODEL OF DELIVERY—EFFECTIVENESS, QUALITY AND USEFULNESS**

Teachers, teacher trainers and TOT trainers all agreed in focus group discussions that the cascade model was both effective and useful. The four-level cascade is well designed and closely monitored with sufficient training staff for delivery and follow-up at each level. Training Guides are available for TOT and teacher trainers to assist them with effective training delivery. Teacher trainers also have a Trainer’s Guide for facilitating in-service teacher support activities (ITSA) at the school level.

The teachers’ willingness to use new methods in their classes, to continue trying to improve their classroom management techniques and their satisfaction with the in-school teacher support activities (Teacher Learning Circles and classroom observation) was highly dependent on the frequent and effective school-based follow-up that takes place at the lowest level of the cascade.

Teacher trainers and TOT trainers also agreed that the support provided by other trainers in the cascade model helped them to improve their training abilities and to carry out training and follow-up more effectively. In addition, they gave high ratings to the quality of the instructional strategies used, and to their trainers.

### **4.4 TRAINING MATERIALS—QUALITY, RELEVANCE AND SATISFACTION**

Responses to the quality of training materials varied considerably among the three groups: teachers, teacher trainers and TOT trainers.

#### **4.4.1 Teachers**

Teachers received limited training materials: a pen, a pencil, a notebook and a folder. Only 39% of teachers rated the training materials as excellent; 26% of the teachers rated the materials as very good. 35% of the teachers responded with a rating of average, or below average. The teachers agreed that the materials the trainers presented were relevant since INSET trainings focus on the MOE curriculum. However teachers in every school expressed dissatisfaction with the lack of “take away” training materials and all requested a handbook or a set of guidelines and activities to help them use new techniques in their classrooms after the training. Figure 4 shows teacher ratings regarding the quality of training materials. See Table 3, Appendix 6 for a more detailed list of teacher comments regarding training materials.

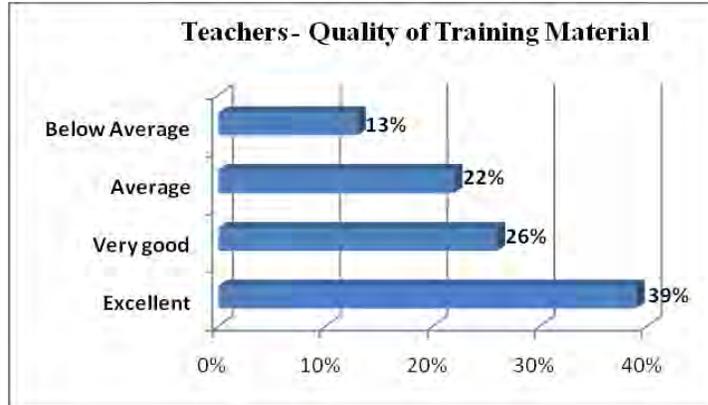


Figure 4: Teacher Rating of Quality of Training Material

#### 4.4.2 Teacher Trainers and TOT Trainers

Both groups of trainers rated the training materials more highly than the teachers. See figures 5 and 6, below. Nearly half of the trainers (49% and 47% respectively) considered the materials to be excellent. Trainers received more training materials, including Training Guides as well as the In-Service Teacher Support Trainers' Guide.

TOT trainers and teacher trainers asked for more materials about observation, mentoring and coaching, ways to address needs of weak and learning disability students, and on techniques for helping new teachers.

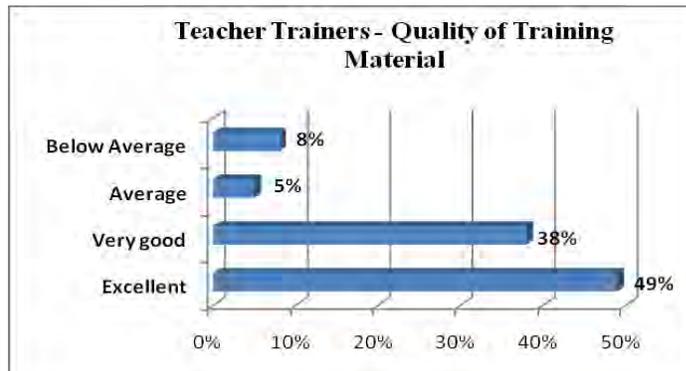


Figure 5: Teacher Trainer Rating of Quality of Training Material

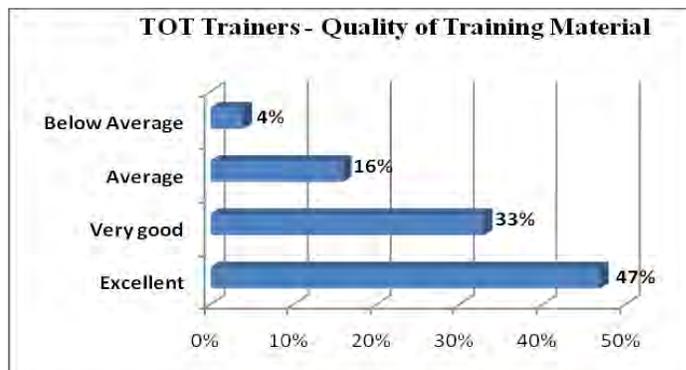


Figure 6: TOT Trainer Rating of Quality of Training Material

## 4.5 MONITORING AND EVALUATION---SATISFACTION AND USEFULNESS OF TRAINING

### 4.5.1 Teachers

Question 8 on the Teacher Questionnaire asked teacher to rate the usefulness of classroom observations done in the school by their trainer/core team member (teachers do not receive training in M&E procedures). Figure 7 below shows teacher ratings regarding classroom observation.

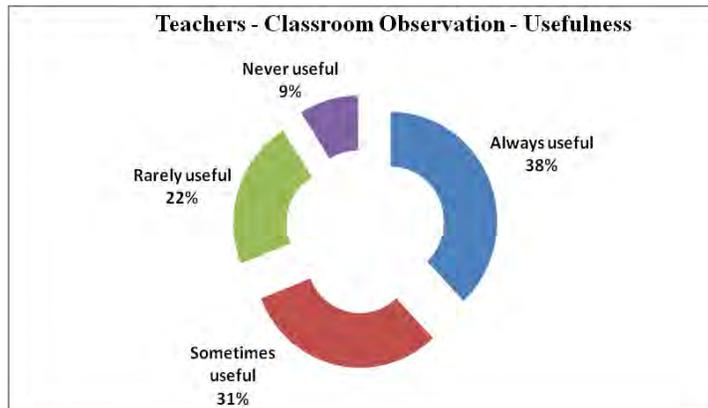


Figure 7: Teacher Rating of Usefulness of Classroom Observation

In the focus group discussions, teacher responded to questions regarding whether they had been observed in their classes, what feedback they had received and how this had helped them become better teachers. All teachers indicated that trainers had visited them at school to observe classes and provide feedback, and that this was almost always a positive and beneficial experience. See Table 3, Appendix 6 for detailed comments from teachers regarding the benefits of observation. Some teachers commented that the observation form used was too long and that observers should be able to demonstrate ways to help teachers improve.

The evaluation team made 28 informal classroom observations which are summarized in Appendix 6, Table 14.

### 4.5.2 Teacher Trainers

Teacher trainers in the sample rated their M&E training as shown below in Figure 8. None of the trainers rated the training as below average.

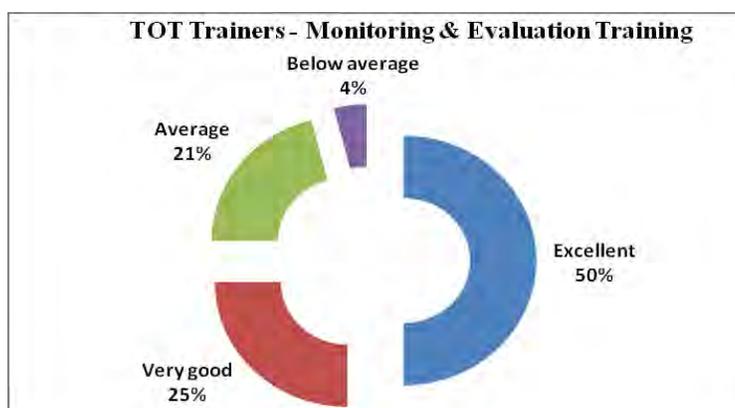


**Figure 8: Teacher Trainer Rating of Monitor & Evaluation Training**

Trainers said that their training was useful but many of them commented that they needed more training and materials to further improve their observation skills, and asked for more training in counseling teachers in ways to improve during the post-observation discussion. In addition, the majority of trainers requested that the observation form be shortened and revised to include more focus on the INSET training topics.

### 4.5.3 TOT Trainers

TOT trainers are tasked with monitoring and observing the teacher trainers delivering the INSET training to teachers. Half the TOT trainers rated their training as excellent, and 25% as very good. Figure 9 shows the level of satisfaction with the M&E training.



**Figure 9: TOT Trainers Rating of Monitoring & Evaluation Training**

Suggestions for improving the M&E training for TOT trainers include developing an observation form and procedures to use when observing teacher trainers, training in coaching and mentoring, and more materials to help trainers become more effective.

## 4.6 IN-SERVICE TEACHER SUPPORT ACTIVITIES (ITSA)

An important element of the delivery system INSET I/II training cascade model is ITSA. DT3 trainers attended a 6-day training to learn how to facilitate teacher observations, Teacher Learning Circles (TLCs) and School Improvement Plan (SIP) meetings. The latter activity will be discussed in section 6.3.5, School Improvement Plan.

### 4.6.1 Teacher Learning Circles

Teacher Learning Circles (TLCs) were formed in each school after teachers completed INSET training to serve as a venue for refreshing skills learned during the training and to discuss problems and issues that teachers face in their classrooms. Teachers decide whether their TLCs are subject based or general, involving teachers of different subjects.

During the focus group discussions, teachers were very positive about meeting in TLCs and stated that it gave them a chance to discuss problems with students and to share ideas, to talk about class management and to suggest ways of dealing with weaker students. See Appendix 6, Table 3 for a summary of teacher focus group comments.

Evaluators attended 5 TLCs during the school visits. Teachers stated that their TLCs usually met once a week at the end of a school shift. The format of each TLC was similar—individual teachers bringing up problems with students and with class management for discussion and comment by other teachers. There were no other types of activities observed, although teacher responses to the Teacher questionnaire indicated TLC activities such as making instructional aids, preparing lesson plans and talking about student centered learning techniques.

Although teachers at most schools said that their TLCs met at least once a week, the responses to how often teachers met to talk about their teaching (question 9 on the Teacher Questionnaire – “As a result of the training, the teachers at my school meet and talk about their teaching”) did not support this. Figure 10 shows the breakdown of teacher responses to this question.

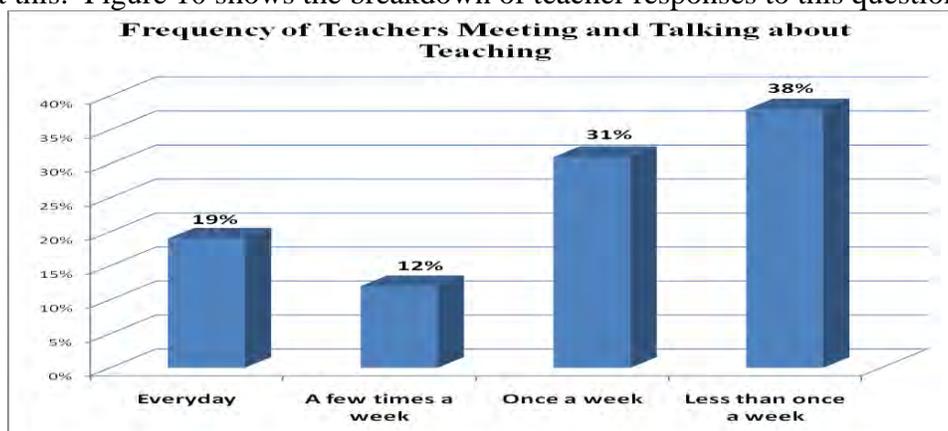


Figure 10: Frequency of Teachers Meeting to Talk about Teaching

54% of teachers said that TLC meetings were ‘always useful’, while 31% rated the meetings as ‘often useful’. 8% of teachers felt that the meetings were ‘sometimes useful’ and 7% responded that TLC activities were ‘not useful’.

The present format of the TLCs is a good foundation for training follow-up and developing awareness regarding the importance of professional development activities. TLCs can be the basis of developing school-based learning communities with teachers engaging in a wide range of activities to respond to student needs, to meet teachers’ technical needs and to enhance the overall quality of the school learning environment. School-based TLCs can also support mentoring and coaching activities between experienced and new teachers. However, facilitators need to be trained in conducting a variety of learning activities besides sessions which focus on teacher problems. TLC guidelines which go beyond the activities contained in the ITSA Trainers Guide would help TLCs start to develop professional learning communities. This model would begin to shift the focus from talking about *teaching* students to discussing student learning and achievement, with teachers committed to adopting collaborative practices than ensure better student performance.

The ITSA teacher observation follow up at the school level is discussed in section 3.5

#### 4.7 RECOMMENDATIONS FOR CHANGE

1. Provide two levels of methodology training—one for more experienced teachers and one for newer teachers. This should ensure more satisfaction on the part of experienced teachers
2. Include more training in effective ways to assess student performance
3. Provide teachers with better ‘take away’ training materials in the form of a Teacher’s Handbook containing main training ideas and suggestions regarding implementing new methodology
4. Revise classroom observation form to reflect INSET training topics and to focus on “developmental progress”; shorten observation form
5. Include training in coaching and mentoring for trainers and for experienced teachers
6. Teacher Training Circles: Build on TLC foundation by developing further training, guidelines and practices which help teachers to move toward developing professional learning communities

## **5. ASSESSMENT OF DISTANCE EDUCATION**

BESST distance education activities include both radio programs and TV videos. The radio programs closely support INSET I face-to-face training (208 programs), INSET II topic-based training (334 programs) as well as 10 TV videos supporting INSET I and 38 TV videos which support INSET II. The *Themes* series consists of 12 or 13 radio programs in support of topics from various subject disciplines. Appendix 6, Table 4 contains a summary of teacher focus group comments on distance education.

## 5.1 RADIO PROGRAMS—TEACHER LISTENING LEVELS AND SATISFACTION

Part of the teacher focus group discussion focused on distance education. The 182 teachers sampled were first asked if they listened to the radio program “*It’s Great to Learn*”. Teacher responses varied greatly according to location. 97 of the 142 teachers, or 53%, stated that they knew about the radio program and listened occasionally.

*Table 1: Teachers Listening to Radio Program*

<i>Location</i>	<i>% of teachers from sample who listen to radio program</i>
Hirat	44% (27 from 61)
Balkh	47% (27 from 57)
Jawzjan	0% (0 from 9)
Sari-Pul	0% (0 from 9)
Jalalabad	100% (42 from 42)

When asked about their level of satisfaction with the radio programs, 86 of the 97 teachers rated them “excellent” (89%) and 11 rated the programs “very good” (11%).

None of the teachers in Jawzjan or Sari-Pul said they listened to the radio programs. Teachers gave several reasons for not listening to the programs, and the most common were no broadcast coverage, or ‘inconvenient broadcast time’ (either early in the morning or late in the evening). Other reasons were no radio at home, no electricity or batteries, or listening to radio is “old fashioned”

Of the 53% of teachers who listened to “*It’s Great to Learn*”, very few realized that the programs directly supported the face-to-face INSET trainings, and only about 10 teachers and 3 teacher trainers said that these programs had been mentioned during the INSET trainings.

## 5.2 WHAT ARE TEACHERS SAYING?

All teacher comments regarding the quality and relevance of the program were positive. Hirat teachers mentioned that the programs were interesting and helpful, and they liked the format of a real classroom. Balkh teachers said that the programs included useful information about ways to manage large classes, group work and pair work activities, and gave them good ideas to try out in their own classes. Teachers in Jalalabad mentioned the good quality of the programs, said that they helped with planning student activities, and presented discipline problems in an interesting and effective way.

## 5.3 QUALITY AND RELEVANCE OF PROGRAMS

Teachers who listened to the radio programs all agreed that the programs were very relevant to both student-centered methodology and also to various subject areas. Two math teachers said that they had listened to some excellent programs on teaching fractions and on measuring, and a science teacher commented on a program about the water cycle. Teachers commented that the subject-based programs are all related to the MOE curriculum.

#### **5.4 SUFFICIENCY OF COVERAGE AREA AND HARD-TO-REACH SCHOOLS AND COMMUNITIES**

The BESST teacher survey focused on schools in urban areas (12 out of 16 schools) and the questions focusing on distance education did not address these issues. However, a few teachers in the rural provinces of Jawzjan and Sari-Pul commented that the broadcast frequency didn't reach there, or that they couldn't find the station which broadcast the program.

These issues are well addressed in the UNESCO Kabul Office *Report on the Impact of the ERTV INSET I Radio Programmes and Teachers' Appreciation of ERTV INSET I Video Programmes*, written by Leo Metcalf in June 2008. The report includes quantitative data on demography, radio listenership, reception, broadcasting and program content, as well as qualitative results from focus group discussions on teachers' opinions, technical problems, broadcasting and reception, and suggestions from teachers.

#### **5.5 HOW TO MAKE RADIO PROGRAMS MORE INTERACTIVE**

The radio format chosen for support to the face-to-face INSET trainings and for the supplementary material on themes identified by MOE is RTT—Radio Teacher Training, not IRI—Interactive Radio Instruction. IRI-style formats include pauses for responses and repetition in order to reinforce on-air lessons. IRI entails reduced content or increased air time costs, and ideally should include supporting print materials.

RTT is designed to engage adult listeners in a cognitive and affective interaction with the program content, concepts, ideas, attitudes and modeled behaviors, and is used to reinforce and support concepts and topics presented in face-to-face training. RTT program format can present broader education issues such as classroom management, praise and punishment, discrimination, issues in girls' education, school-community relationships, as well as subject-specific content and teaching methods.

This format provided teachers with a wide variety of example of teacher applying and using the new methodologies and teaching strategies; teachers model the desired behaviors and these models include teachers at different grade levels and in different subject areas. Teachers listen to many examples of how to appropriately use different methodologies with different types of students.

It can be made more interactive by providing teachers with times and dates, plus the title or topic focus of individual radio broadcasts, as well as print materials in support of particular class management strategies being modeled. Teachers can then make short notes, or write down questions and comments to share in group discussions.

RTT is a more suitable format for teacher training support as it can include authentic classroom interactions. In addition, the audio programs are available for use as resource materials in interactive discussions during training sessions, in Teacher Training College classes and in school-based Teacher Learning Circles

## **5.6 VALUE AND SATISFACTION OF EDUCATIONAL TV**

Both the teacher and the trainer structured interview and discussion groups included several questions on the distance education TV video programs for teachers which highlight various educational concepts and methods presented in the INSET trainings.

However, none of the 182 teachers or 86 trainers sampled had heard about, or seen any of these video TV programs which were developed as part of the BESST distance education program

## **5.7 RADIO VERSUS TV – ADVANTAGES AND DISADVANTAGES**

Since none of the teachers or trainers sampled had heard of or seen any of the educational TV video programs, this comparison cannot be addressed

## **5.8 RECOMMENDATIONS FOR CHANGE**

1. Change times of radio broadcasts to times more suitable for teachers, for example, evenings from 7 to 9 pm, or on Friday morning.
2. Integrate a relevant 12-minute radio program and/or TV video segment into each training session to illustrate concepts and activities related to methodology and subject-based teaching with concrete models. This will help teachers to see and quickly understand how to use new classroom management techniques.
3. Redesign Trainer Training Guides to help trainers to use radio programs and TV videos in INSET I/II trainings as resource materials to demonstrate relevant teaching methodologies and student-centered learning activities
4. Train trainers in the effective use of multimedia materials as training resources in face-to-face training sessions, particularly in using TV demonstration videos that model desired new teaching behaviors.
5. Provide teacher trainees with an orientation to the purposes and benefits of the RTT programs, and with a copy of local broadcast schedule
6. Prepare and distribute audio copies of RTT programs and TV videos to all Teacher Training Colleges, NGO training centers, and school-based Teacher Learning Circles. Analyzing and discussing short RTT or TV videos is an ideal activity for focused teacher professional development.

## **6. ASSESSMENT OF GENERAL MANAGEMENT**

Included in the following sections is assessment information on NGO management – role, *Shura*/community member – role, school managers – role, provincial/district office – role, and Teacher Training Colleges - role. Where appropriate, related to each will be the relationship to

BESST, accomplishments and/or practices which are working well, challenges, and recommendations.

## **6.1 NGO MANAGEMENT - ROLE (see Appendix 6, Table 9 for NGO /Implementers – Interview data)**

### **6.1.1 NGO Collaboration with BESST**

NGO implementer collaboration/communication with BESST is good – NGOs are strong as the result of their participation in the previous Afghanistan Primary Education Project (APEP) project and, thus, need less guidance to ensure a quality delivery system. Monday morning sharing sessions are good although the NGOs feel there should also be some visitation by BESST staff to the field offices and school sites as, presently, it is almost non-existent – most could not remember the last time an expatriate technical person from the BESST office had visited, if ever. The BESST/Performance Monitoring Officers (PMOs) are performing the communication linkage.

### **6.1.2 ‘Best Practices’ Which Are Working**

The following ‘best practices’ are working but could use further improvement: INSET I & II trainings, use of ‘Core’ members, Teacher Learning Circles, classroom observations, *Shura* /community meetings, and school-site follow up activities. The following ‘best practices’ are early in their development and need to be further developed: school management training, School Manager Learning Circles (SMLC), take away reference material for teachers, media resource support materials, development of teaching-learning materials, teacher competencies, and collection of ‘efficiency indicators’. All of the ‘best practices’ need further defining and more clarity on expected results. See Appendix E/Table 9 for suggestions of ways to improve and/or develop the ‘best practices’ further.

### **6.1.3 Challenges Effecting Project Objectives**

Illustrative challenges effecting implementation of project objectives are as follows: per diem and transport issue related to training –currently teachers are forced to cover costs out-of-pocket from their small salary; INSET materials are too difficult for teachers with 12 or less level of education; senior trainers are highly paid and, hopefully, have not priced themselves out of the market when their usefulness with the NGOs is no longer needed; how to empower the *Shura*/community members and provide for more local ownership; how to get MOE staff more involved with NGO activities; how to work more effectively with the TTCs - NGO quote ‘TTC director will not listen’; how to deal with the overcrowding issue; security issues; Afghan casualty incidents hinder US image; and corruption. Illustrative innovative strategies for handling each of these challenges are included in Appendix 6, Table 9.

#### **6.1.4 NGO Data Exchanges with Provincial/District Offices**

Examples of beneficial data exchanges with the provincial/district offices are as follows: direct involvement in the trainings and follow up activities (ITSA), personal contact, weekly, fifteen-day and monthly reports - changing formats have caused some difficulties, and tracking of student performance (not being implemented).

#### **6.1.5 NGO Satisfaction with BESST Management Training**

Only training provided is related to implementation strategies and reporting forms. This has been satisfactory although NGOs would like additional staff development training (i.e., English, skills training, better clarification of expectations of the monitoring and evaluation, and computers).

### **6.2 SHURA/COMMUNITY MANAGEMENT - ROLE (see Appendix 6, Table 10 for Shura/Community Member Comments – Interview data)**

#### **6.2.1 Accomplishments Since Shura/Community Members Started Meeting**

All said that they had seen improvements - illustrations of some accomplishments since the Shura/community members have begun to meet: increased community involvement, teachers show more respect to the students, school is doing a better job of handling student complaints, principal is more active – is observing teachers more and making suggestions, school management has improved, parents are being encouraged and appreciated, improved relationship between teachers and students, Council/ community members and parents visit the school – this did not happen before, and better teachers are being hired

#### **6.2.2 Positive Changes Seen in Students**

All said that they had seen positive changes in the students; e.g., my daughter is happier with school, students are given certificates of performance, students are more positive - like school more, attendance is up, absenteeism is lower, based on mid-term exam my child was third and at the end of the year got a first, school lessons are evaluated more - teachers check homework more, and students want to attend school (note – a young girl student (5<sup>th</sup> grade) committed suicide the week before because mother wanted the girl to work at home and prevented her from attending school and girl liked school).

#### **6.2.3 Participation of Parents/Females and Attendance of Girls**

Some of the comments were as follows: about an equal number of men and women are participating in the meetings - both speak up at the meeting – usually men first (urban center school); boys school – 70% of teachers were female (urban center); when security problems-participation of females is less; girls are eager to attend school – if any problems, Shura talks to the parents to mediate; kidnapping of girls is sometimes a problem – need to be escorted – a kidnapping was stopped today; and no women participate in the Shura/community meetings (note – rural girls school with all male teachers).

#### **6.2.4 Findings—Development of Shura/Community Education Councils**

Included are some of the challenges and needs identified by the Shura/community members: overcrowding is an issue – need more classrooms, repairs, latrine for girls, and boundary wall; need to expand the school; need chairs/desks, fans for the classrooms, and playground space;

need more classrooms and a playground; need to do more on our own and depend less on the NGO community; need more funds for laboratories and library; should distribute textbooks before Summer so students can study; classes intended for 25-30 have 50-80 students; need stationary, textbooks, and instructional support materials; textbook shortage; would like some computers for the school; need teacher guides – would really help the teachers; many elders and parents would like to help at the school but are not literate; because of low salaries, teachers have to do secondary work to make a living; need a girls' school in this area for the upper grades; school is cold – students complain; and school building is in poor condition – need a new building.

The *Shura*/Community Education Councils need orientation and training as to their role. A small grant to the school, similar to the EQUIP I grants, managed through the *Shura*/Community Education Councils, would be helpful to further the development of the Councils. The recommendation by the World Bank is that the *Shura*/Community Education Council consists of a member of the *Shura*/Community Development Council (CDC), Imam, school manager, teacher, parent (female), and two community leaders.

### **6.3 SCHOOL MANAGERS – ROLE (see Appendix 6, Table 11 for School Managers/Principals – Interview data)**

#### **6.3.1 Satisfaction with Management Training – School Managers/Principals**

Overall the school managers/principals indicated satisfaction with the management training although some felt it was more useful for new managers/principals.

#### **6.3.2 Examples of Usefulness**

When the school managers were asked to provide examples of the skills/knowledge gained, they had difficulty. Multiple probes/cues were used to elicit specific examples; e.g., use of charts & planning activities, establish *Shura*/Community Education Council, use of principal information/exchange, time management/task prioritization, delegation vs. controlling, handling of student issues with parents/teachers, more contact/involvement of parents, teacher observation, training was more for new principals, use of a complaint box idea, introduced to 'good principal' idea, setting of goals/objectives, and organizing a meeting.

#### **6.3.3 Follow Up to Management Training with Suggestions**

The responses varied - don't know anything about any follow up modules, no follow up modules completed, completed four modules, completed 10-12 of the modules; reviewed my planning procedures; had a single visit – would like more; helped me to take a more active role with teachers/staff; consultation was useful; had follow up discussion; had two visits – would like more; had multiple visits – very helpful; would like to participate in meetings with other school managers; and helped to regularize my meetings with the community.

Suggestions for improvement were: would like more help with management problems, SMT trainers to come more often, help in dealing with the overcrowding issue, regularize school manager learning circles clustered with 6-10 managers rather than provincial/district-level meetings, school manager learning circle don't exist- need to establish, more training on bookkeeping, some computer training, some emphasis on teaching materials, extend the length,

provide training to other members of school management team, per diem and transport issue, training was too high, need more on monitoring, follow up needs to be planned, and better if training were held closer to school.

#### **6.3.4 Instructional Role—TLC and Classroom Observation**

The school manager/principal was the facilitator and organizer for the TLCs and took major responsibility for the classroom observations. Comments relative to the TLC - would be good to include some professional development, would like to share more about instructional aids, need to spend more time furthering our teaching skills; and relative to classroom observations - sometimes observes classes, makes regular classroom visits and discusses short-comings with teacher, tries to visit classrooms 2/3 times per week, drops in - makes notes for discussion at TLCs, and records observations in a book and has teacher sign.

#### **6.3.5 School Improvement Plan and *Shura*/Community Member Meeting Unrelated**

The School Improvement Plan (SIP) is a requirement by the MOE and is completed once per year – school manager and sometimes a teacher is involved and sometimes an NGO representative. The community is not consulted nor is the SIP vetted with the community. The SIP is a MOE requirement and is a separate activity from the *Shura*/community meetings. The school manager, along with a teacher committee, usually makes the agenda for the *Shura*/community member meeting with the school manager coordinating the meeting.

#### **6.3.6 Role and Function of School Manager/Principal Needs More Work**

There is need to further define the objectives and relevancy of the school management training materials, school management service delivery process, School Manager Learning Circles, the role and function of the *Shura*/community member meetings related to the MOE SIP, and the training and role of the school manager related to classroom observations. The whole area needs a renewed focus and development during these next two years.

### **6.4 PROVINCIAL/DISTRICT MOE OFFICE – ROLE (see Appendix 6, Table12 for MOE Provincial/District Directors - Interview data)**

#### **6.4.1 Active Involvement by the Provincial/District MOE Offices**

The provincial/district offices have been actively involved. Illustrations of their role are as follows:: good relationship – they were consulted related to the selection of the trainers – referred some of their best teachers to the NGO, very close – friendly and coordinated manner, have visited and observed the trainings - staff ask the teachers what they have learned, very familiar with BESST, have met 80 per cent of the trainers, are encouraging teachers to participate in the trainings - teachers participate in the trainings because of provincial pressure put on them, help organize space for the trainings, and office staff are participating in the training and, in some cases, actually join in the classroom observations.

#### **6.4.2 What Is Working Well—Provincial/District Offices**

Some examples are as follows; follow up in the schools is very good, happy with the emphasis on participation of the females, teacher learning circles is a good initiative, and involving the community is very good.

### **6.4.3 Satisfaction with School Management Training Is Mixed**

In many cases, the provincial/district offices have inaugurated the school management training. Most have visited the trainings – some are satisfied while others are not satisfied. They say that the relevancy and translation of the material is weak – appears materials were transported in and not properly adapted to the Afghan context. There is need for management trainings for the principals as well - happy but principals also need this training,

### **6.4.4 Observed Changes at the School Level**

Some of the changes observed by the Provincial/district directors at the school-level have been: teachers are using the new methods, teachers and school managers are now showing more respect to the students, there has been a positive change in the teachers, involvement of the *Shura*/communities to do school improvement is very good, community involvement is helping with security, school councils/parents are now more involved, teacher and student attendance are improved, parents are more involved, students like the new methods and are happy, student performance scores are improving, and seeing a change in teaching.

### **6.4.5 Findings—Changes: Provincial/District Directors**

Changes mentioned were: need for instructional/material resources – shortage of books/furniture/support material, EQUIP I grants were very helpful – can this be continued, any lab resources that can be provided is helpful, SAVE provided supplementary materials, microscopes and laboratory equipment, ASIA foundation has provided some books for the library, teachers need more subject-matter training, teachers need transport and lunch – no per diem provided only a cup of tea and a biscuit – this is a major concern as it is effecting participation of females and the effectiveness of the trainings, concern about the 14 year requirement for trainers as many experienced 12th grade graduates are better teachers than the new 14 year graduates, need more pedagogy in the TTCs – faculty need to be trained in the use of the new methods and teach using the new methods or new graduates will continue to teach how they were taught – traditionally, TTCs are a concern – they are saying that they are the professionals and are here to teach and NOT for others to teach them, need to train the TTC faculty – need to be more involved in the whole process to resolve the long-term issue, physical environment of the schools is unsatisfactory – need to do something about this, need to involve the community elders and the Malik more, teacher salaries are low – teachers have to teach two shifts or take another job to make it, emphasis should have been on content first and then pedagogy – INSET I & II should have been reversed, INSET II should be longer, shortage of female teachers – need to provide more incentives/opportunities to identify, develop and upgrade local area teachers, and Provincial/district offices are crowded - lack supplies, proper staff and logistical support for regular school visitations.

## **6.5 TEACHER TRAINING COLLEGES (TTCs) – ROLE (see Appendix 6, Table 13 for Teacher Training Colleges – Interview data)**

### **6.5.1 Relationship to MOE**

The TTCs are part of the MOE, graduates of the TTCs are placed in the primary and middle schools through the MOE education department, there is an administrative relationship with the MOE as the curriculum is based on the policy and requirements of the MOE and the TTCs follow MOE curriculum for subjects and methodology. The TTC head office is the MOE.

### **6.5.2 Little to No Relationship with BESST Teacher Training Project**

Currently, there is little to no relationship with BESST project. The TTC director comments were as follows: no direct relationship, none of the TTC staff has been invited to participate, have heard of the program but no one from BESST has come to the TTC to explain the program, some of the TTC students who are part-time (studying and also working as teachers) have been included in the INSET training, some of my TTC teaching staff and administrators have attended INSET training, Director has participated in the management training, BESST NGO/SAVE-US has offices located at the Sari Pul and Jawzjan TTCs and there are positive relationships but no integrated working activities. If the NGO implementers coordinated with the TTCs, it would be more helpful and effective.

### **6.5.3 Challenges – Teacher Training and Resource Center**

Included are some of the comments: TTC faculty are new graduates with good subject knowledge but sometimes need methodology training; possibility of including some of the TTC staff in TOT training; understanding from MOE was that 30 per cent of the involvement and responsibility for implementing INSET training would be for the TTCs; would like very much to have staff complete TOT and work as trainers and use the same methods as NGO implementers; would like some of the funds for implementing INSET training to be allocated to the TTC for extra staff and a coordinator; would offer a training location; would like to be more of an equal partner; distribute copies of the radio programs and TV video model lessons to all TTCs; arrange for orientation to these materials, and show how they support INSET methodology and MOE curriculum.

### **6.5.4 Findings for the Future - TTCs**

Included are comments and suggestions made by TTC directors for future role in BESST teacher training:

- TTC faculty should be included in the TOT trainings for INSET I/II
- TTC would like to include some of its staff in the TOT training, but methodology should be beyond the basic level
- teachers who are required to attend the INSET trainings and who are also part-time students at the Mazari Sharif TTC come one hour late to their TTC classes because of the INSET training, so TTC would like the time of the INSET training changed
- TTC should be a partner in all teacher training programs as this will build capacity within the MOE
- want a greater role in the training and with follow up at the school level
- could provide useful assistance with teacher observation and with providing a good location for training of teachers in Sherberghan
- would like a larger role in the future as there are six additional TTCs in each district of Jalalabad
- would like a portion of the funding to increase TTC staff to undertake these types of in-service training activities and outreach to teachers in the schools
- NGOs should cooperate with TTCs in implementing and in follow up training

## **7. ASSESSMENT OF BESST PROJECT MANAGEMENT**

The principal contractor for the BESST Project is Creative Associates, International, Inc. (CAII), a Washington, D.C.-based consulting firm which signed the contract with USAID in January, 2006. There are seven implementing organizations and consulting firms working with CAII as sub-contractors: (1) Save the Children-USA (SAVE US); (2) Media Support Solutions (MSS); (3) Development and Humanitarian Services for Afghanistan (DHSA); (4) Coordination of Afghanistan Relief (CoAR); (5) Afghan Women's Educational Center (AWEC); (6) Afghan Development Association (ADA), and (7) Coordination for Humanitarian Assistance (CHA). Included are the assessment comments related to BESST project management.

### **7.1 DATA EXCHANGES WITH MOE AGENCIES**

#### **7.1.1 Accomplishments—Exchanges with MOE**

Data and information exchanges with MOE were as follows; 1) weekly meeting exchanges - a Monday morning implementing organization meeting was held at the BESST project office to which the MOE sent a representative and the six field-based partners shared data on their accomplishments; 2) technical advisor exchanges - an implementing organization technical advisor (U.S. SAVE) worked closely with the MOE/TED on development of the teacher competencies, a CAII technical advisor was located at HRD, and short-term technical advisors had consultations with MOE; 3) participation in special MOE meetings/ presentations; 4) INSET material review/discussions; and 5) provincial/district-level involvement in the trainings and follow up activities (ITSA), personal contact, and sharing of data reports.

#### **7.1.2 Challenges—Security Concerns**

The MOE would have liked the BESST office to be located at the MOE but security concerns limited this option; likewise with CAII visits to the field.

#### **7.1.3 More MOE Communication/Data Exchanges Requested**

As TED scales up some of the BESST practices in the other 23 provinces in conjunction with the World Bank EQUIP II project, it is very important that there is close communication between the BESST central office and TED staff. The MOE would like BESST to locate its office at the MOE, would like to sit together more and work side-by-side. Security remains the over-riding issue although it should be noted that other USAID supported principal contractors have their offices in this section of Kabul. There is a need for BESST to be involved and communicate more with the senior officers at the MOE and the Curriculum Department as these personnel expressed limited knowledge and contact with BESST staff. The Curriculum Department is an important unit in the development, testing and integration of the new textbooks and teaching materials into the main stream of teacher training. MOE Provincial/District offices are satisfied with BESST relationships; the cooperation and exchanges are excellent. More of an integrated/participatory approach is needed with the Teacher Training Colleges.

### **7.2 COMPETENCIES OF CAII IN MANAGING BESST**

#### **7.2.1 Management Has Been Good**

The implementing partners are very experienced in implementing teacher training and, for the most part, worked with the principal contractor CAII during the previous APEP project so understand the CAII management philosophy and need less guidance than if they were new partners. They are among the stronger implementing partners in Afghanistan. The 11 provinces were selected based on the expertise of the implementer partners in these provinces. Overall, CAII has been competent in the management of the BESST Project. The Washington office is in regular contact with the field and has been responsive to the issues. The implementing partners expressed satisfaction with the overall management of the project – their only concerns related to the collection of data and changing reporting formats. Also, they would like the BESST senior management to visit their field offices, trainings, and some of the schools. This would help the implementing partners to communicate with BESST and help BESST senior management in gaining a better understanding of the actual implementation logistics. The BESST performance monitoring officers (PMOs) have been the main contact with the field.

### **7.3 QUALITY OF INFORMATION EXCHANGE AND COMMUNICATION AMONG PARTNERS**

#### **7.3.1 Need for Cross-Validation of Information and More Partner Exchange**

The information exchange between partners has been limited to the Monday morning reporting sessions. Because of security issues and CAII limited access to the field, little cross-validation of field data has taken place. At least one implementing partner has acknowledged that because of limited access to the field, it is very difficult to verify information presented and, at times, an educated guess is used in generating the requested report data. There is a need to better define what elements are counted and how, and to cross-validate information presented. The field implementers expressed a desire to be able to convene as a group from time to time to share their experiences with each other in a face-to-face meeting, much like the Learning Circles used at the schools.

### **7.4 QUALIFICATIONS OF BESST TECHNICAL STAFF**

#### **7.4.1 Staff Are Qualified**

The BESST long-term technical staff is qualified although the current staff is short-handed due to some recent vacancies. The BESST Advisor to Minister of Education & Liaison has been the most effective in terms of providing capacity building activities – in fact, to the point that BESST has had to pull the advisor back a little. The US SAVE technical advisors have also been very effective in their working relationships with MOE staff. Perceptions related to the short-term technical advisors have mostly been favorable although they did vary. Showing respect, good personal relationships, ability to listen, and ability to adapt technical expertise to the Afghan context is most important for an effective technical staff.

## **7.5 CAPACITY OF NGO NETWORK OF SERVICE DELIVERY**

### **7.5.1 Development of NGO Network of Service Providers**

The NGO network of service providers has been very good from the beginning of BESST. The main development provided by BESST has been an orientation to the project and the various BESST data collection procedures and reporting formats. The NGO network would like training in report writing, English language training, Information Technology (IT), and management and leadership training for their staffs.

## **7.6 USAID OVERSIGHT ROLE—RESPONSIVENESS AND EFFECTIVENESS**

### **7.6.1 USAID Oversight Has Been Good**

USAID has been responsive and effective in their oversight of BESST. BESST has been satisfied. The degree of oversight has varied between the different project officers at USAID and technically they have been good. Relationships have been positive. Because of the post-conflict situation in Afghanistan and the changing environment, a standing weekly meeting with USAID would be helpful to USAID and BESST as they work collaboratively to be responsive to the changing situation.

## **8. CONCLUSION: FINDINGS RELATED TO BESST SOW ANNEX 1/ QUESTIONS**

What follows are summary findings related to the Annex 1 questions from the USAID/ BESST SOW.

### **8.1 TEACHER TRAINING AND EDUCATION**

#### **8.1.1 Quality and Level of Satisfaction with Teacher Training**

Overall teachers evaluated the training program as satisfactory and effective. In focus group discussions, teachers agreed that the INSET trainings were relevant to the curriculum and to the needs of their students. Other education stakeholders also expressed satisfaction with the teacher trainings and commented positively on the new methods of class management based on student-centered activities.

#### **8.1.2 Effectiveness of Cascade Model**

Teachers, teacher trainers and TOT trainers all agreed in focus group discussions that the cascade model was both effective and useful. A key element in the effectiveness of the model is the frequent follow up at the school level, including classroom observation and Teacher Learning Circle activities.

#### **8.1.3 Quality of Training Materials**

Trainers rated the INSET *Training Guides* as satisfactory. However, teachers received only a notebook, pencil, pen and a folder. Teachers requested more take-away materials to help them implement the new methodologies on a day-to-day basis in the schools and suggested that a *Teacher Handbook* based on the INSET materials be developed for teacher use. JICA developed

a *Teacher Guide* for primary grades 1 to 3 which has been distributed; however none of the teachers sampled had copies of this teacher guide. Japanese International Cooperation Agency (JICA) has also developed a *Teacher Guide* for grades 4 to 7, and materials for grade 1 to 6 sciences.

#### **8.1.4 Effect of Teacher Education, Attendance at Teacher Training, Teacher Gender, Class Size and Level of Teacher Compensation on Student Learning Outcomes**

In discussions with teachers, teacher trainers, school managers, and other education stakeholders, they suggested that higher levels of teacher education and teacher training have had a positive impact on student learning. Class size can impact learning outcomes as the larger the class, the less time a teacher has to spend with individual student assessing their performance and providing effective feedback. Female teachers are often more effective than male teachers at the primary level and in teaching female students. However, in order to determine what variables play a key role in student learning, a quantitative baseline (special study) should be set so that student performance can be documented and measured in a systematic way, and compared from year to year.

Attendance at training for teachers and school supervisors is mandated by MOE, and is not voluntary. This explains attendance rates approaching 99 per cent. Training that is required by employers should include transport costs and a small stipend. Female teachers in rural areas are particularly disadvantaged and often excluded if attendance at training requires out-of-pocket expenses.

#### **8.1.5 Monitoring and Evaluation (M & E) Training is Useful**

Most teacher trainers and TOT trainers rated their M & E training as being either excellent (48%) or very good (30%).

## **8.2 DEVELOPMENT OF COMPETENCIES AND CREDENTIALING OF MOE PERSONNEL**

### **8.2.1 INSET I Curriculum Is Effective**

The teachers express high satisfaction with the INSET I curriculum, many are trying the new methods and management techniques in their classrooms, and showing improved lesson planning, although teachers would have liked a *Teacher Guide* to take with them. Overcrowding, poor school environment, and shortened classes, as the result of the shift system, are hindering greater utilization of the INSET I techniques.

### **8.2.1 Relationship of INSET I to Credentialing/Pedagogical Framework**

The credentialing process is based on the teacher competencies, which has both a content knowledge and pedagogical framework. The pedagogical framework is linked to INSET I. The content knowledge base is theoretically linked to the new textbooks, which has little or no relationship to the INSET II training.

### **8.2.2 School Management Curriculum Needs Improvement**

The materials need improvement in terms of relevant content, translation, and quality/cultural adaptation. The School Management Training activity needs careful rethinking and redesign in

both content and delivery. There needs to be more of a focus on results to be achieved and indicators of progress. Becoming an effective school manager is a developmental process so some focus on development and improvement should be included in follow-up. A natural focus for School Management Learning Circles is the implementation of a ‘school team management’ approach and ways to track progress and note achievements at the school level.

### **8.3 DISTANCE EDUCATION FOR TEACHERS**

#### **8.3.1 Value and Level of Satisfaction with Radio Teacher Training (RTT)**

Fifty three per cent of the teachers sampled responded that they had listened to the radio programs supporting the INSET trainings. Eight six of the 97 teachers rated the programs as either excellent (89%) or very good (11%). They also said that the programs were relevant to student-centered methodologies and to their subject areas.

#### **8.3.2 Findings Regarding Distance Education**

Teachers requested that the radio programs be broadcast at times and days that were more convenient. They also requested that information regarding broadcast times and program topics be made available during training workshops, and an orientation to ways in which teachers can develop ‘active listening’ skills when listening to and analyzing the radio programs would be useful.

#### **8.3.3 Broadcast Coverage Not Sufficient in Some Areas**

None of the teachers sampled in Jawzjan and Sari Pul said that they listened to the radio programs and one of the reasons listed was either limited or no broadcast coverage. Broadcast coverage was sufficient in Herat, Mazari Sharif, and Jalalabad.

#### **8.3.3 Quality and Length of Radio Programs; Interactivity**

The teachers who listened to the radio programs all agreed that the quality of the programs was high and commented on the relevance to specific subjects. Most teachers felt that the length was appropriate with only a few of the teachers stating that the programs should be slightly longer (15 to 20 minutes).

The format chosen for support to the face-to-face INSET trainings is a “radio training” format. It provides teachers with a wide variety of examples of teachers applying and using these methodologies and teaching strategies; teachers model the desired behaviors and these models include teachers at different grade levels and in different subject areas. The format is not IRI—Interactive Radio Instruction—with frequent pauses for response and repetition of new subject materials. In the RTT format, teachers are provided with examples of how to appropriately use different methodologies with different types of students. It can be made more interactive by providing teachers with print materials in support of the particular class management strategy being modeled so that they can make notes or write down questions to share in group discussions.

### **8.3.4 Educational TV Programs**

None of the teachers sampled had heard of or seen any of the BESST Video Teacher Training (VTT) TV programs “*Teaching To-day*” via the Educational Radio and Television Service (ER TV).

### **8.3.5 Advantages and Disadvantages of the Two Distance Learning Approaches**

Because none of the teachers had seen any of the TV video programs, there is no basis for making a comparison between the two approaches.

### **8.3.6 Distance Learning Methods in Hard-to-Reach Areas**

Distance radio programs that support INSET trainings by modeling and giving examples of appropriate use of the methodologies, are useful in hard-to-reach areas. Teachers in Behsood village in Jalalabad district all responded positively regarding the radio programs since the village is remote and teachers listen to and discuss the radio programs when they focus on class management at the primary and middle level school.

## **8.4 CAPACITY DEVELOPMENT OF THE MOE AND SERVICE PROVIDERS**

### **8.4.1 Accomplishments, Disappointments, and Priorities—HRD**

BESST has provided a full-time technical advisor to the HRD, who has been effective in implementing a series of short-training activities, and supported the integration of the Reform Implementation Unit (RIMU) into the HRD, development of the Tashkeel and a teacher registration data base; and is supporting the pay and grade, open-competition recruitment, and selected other policies and procedures. The HRD is overcrowded and lacks basic logistical support hindering the effectiveness of the advisor. A priority is more office space and logistical support.

### **8.4.2 Accomplishments, Disappointments, and Priorities—TED**

TED has been provided support with the INSET trainings and development of teacher competencies and credentialing system. A priority is to improve collaboration with the Curriculum Development (CD) Department in the development of the teacher training guides, teacher competencies, INSET II training, upgrading of TTC faculty, and teacher textbook awareness workshops - all relate to the new curriculum and development of a more results-based teacher training delivery program.

### **8.4.3 Curriculum Department Has Been Upgraded**

The Curriculum Department has employed 70 new Specialists. The department has been upgraded and is producing quality textbooks and training guides.

### **8.4.4 BESST Trainers Have Enhanced Their Delivery Skills**

The BESST NGO/implementing partners are experienced in the delivery of teacher training. At the same time, the trainers, employed by these NGOs, have enhanced their training and follow up skills. The NGOs have been effective in including the Provincial/district offices in the BESST implementing process.

## **8.5 GENERAL MANAGEMENT**

### **8.5.1 School Management Training (SMT)**

The school management participants indicated general satisfaction with the training but most school managers had difficulty in explaining how the training had changed their ability to manage a school effectively, and were unable to give solid examples of how they have incorporated what they learned into their day-to-day routines. Many were unable to recall how many modules they had completed or to list the topics focused on in the SMT.

Effective school management is dependent on a “school team” approach. The BESST SMT program identified one management person in the school for training. Large urban schools include up to 5 or 6 management support staff. School management teams are most efficient when all members share in training and can support each other in innovative approaches to school problems. This ‘school team’ approach should be the foundation to any approach to improving school management in Afghanistan.

### **8.5.2 NGOs Would Like More Skills Training**

The NGO network would like training in report writing, English language training, IT, and management and leadership. To date, all training has been specific to BESST requirements.

### **8.5.3 Effectiveness of Monitoring and Evaluation (M & E) Tools**

The BESST M & E tools consist mostly of a counting of activities/participation and/or attendance and measures of satisfaction, along with a classroom observation guide. In order to provide effective information for program management, the M & E tools need to be more results-oriented and development-based and focus more on application and impact. Are you achieving the desired results? – if not, what do you change in your delivery scheme? What is important is not, so much, whether participants are satisfied with the trainings but what is happening as the result of the training?

### **8.5.4 BESST Supports NESP**

BESST is supporting the NESP, which supports the ANDS. USAID, along with the World Bank, funding is directly supportive of the NESP. USAID supported education efforts; such as, teaching methods, out-of-school enrolment, building construction, student-centered learning, competency testing, and relevancy of training strategies are all supportive of the ANDS. Depending on what other donors are funding, may affect USAID priorities. Collaboration with the donor community is important.

### **8.5.5 BESST Accomplishments Are Good**

Based on a review of the BESST Annual Report (2008), BESST has been effective in its accomplishments and meeting its objectives, although the major focus has been more activity-based and less results-based. Satisfaction with the activities has been rated high. In view of the difficulty of monitoring results in such a highly sensitive environment, measures of application and impact are more difficult to assess. Overall relationships with other partners are good.

### **8.5.6 Shortcomings**

The key to an effective school is local leadership and involvement of the community – yet, in BESST, one of the least developed components is the *Shura*/community member meetings. BESST needs to involve communities in the school improvement process from beginning to end. BESST needs to adopt selected community mobilization techniques to orient and mobilize new communities to BESST goals and values. Strengthening *Shura* and community councils will help resolve many issues in the more sensitive areas, such as security, girls' education, and women's participation, as well as empowering communities and, thereby, increasing stakeholder ownership. NGOs can do this.

## **8.6 MANAGEMENT OF THE BESST PROJECT**

### **8.6.1 More MOE Communication/Data Exchanges Are Requested**

The information exchanges with MOE have been as follows: 1) MOE representative attends a weekly BESST meeting, 2) technical advisor consultations with TED and HRD, 3) BESST participation in special MOE meetings/presentations; and 4) INSET material review/discussions. The MOE would like BESST to locate its office at the MOE, would like to sit together more and work side-by-side. The MOE Provincial/District offices are satisfied with BESST relationships; the cooperation and exchanges include provincial/ district-level involvement in the trainings and follow up in-school teacher support activities (ITSA), personal contact, and sharing of data reports. More of an integrated data exchange/ participatory approach is needed with the Teacher Training Colleges.

### **8.6.2 CAII Management Has Been Good**

CAII has been competent in the management of the BESST Project. The Washington DC office is in regular contact with the field and has been responsive to the issues. The implementing partners expressed satisfaction with the overall management of the project – their only concerns were related to the collection of data and changing reporting formats, and they would like the BESST senior management to visit their field offices, trainings, and some of the schools.

### **8.6.3 Need for More Partner Information Exchange**

The information exchange between partners has been a weekly Monday morning reporting session. The field implementers expressed a desire to be able to convene as a group to share their experiences with each other in a face-to-face meeting, much like the Learning Circles used at the schools. Because of security issues and CAII limited access to the field, little cross-validation of field data has taken place.

### **8.6.4 BESST Staff Are Qualified**

The BESST long-term technical staff is qualified although the current staff is short-handed due to some recent vacancies.

### **8.6.5 NGO Network Would Like Further Training for Its Staff**

The NGO network of service delivery is very experienced. The main development provided by BESST has been an orientation to the project and the BESST data collection procedures and reporting formats.

### **8.6.6 USAID Oversight Has Been Good**

USAID has been responsive and effective in their oversight of BESST. Relationships have been positive. A weekly meeting would be helpful USAID and BESST work collaboratively to be responsive to the changing situation.

## **9. SUMMARY ASSESSMENT OF BESST PROJECT OBJECTIVES**

As noted in the information presented in the preceding sections and in the appendices, the BESST evaluation asked questions of the participants and beneficiaries to assess the quality, relevance and level of satisfaction of BESST activities, and inquired about suggestions for future changes and improvements during the next two years. Inquiries were made about specific project elements or ‘best practices’, in order to assess scalability and sustainability of these elements. Specific questions asked and summary data for each of target groups from the interviews and questionnaires are included in Appendixes 5, 6 and 7. Included in this section is a summary related to the nine key questions presented by USAID in the SOW.

### **9.1 IS PROJECT ACHIEVING ITS CURRENT STATED OBJECTIVES? ARE STATED OBJECTIVES USEFUL FOR ACHIEVING PROJECT GOALS?**

#### **9.1.1 Project Is Achieving Its Objectives and Goals**

The information presented in Sections 2, 3, 4, 5, 6 and 7 of this evaluation report supports the evaluators’ assessment that BESST is achieving its current stated objectives and that the objectives have been useful for achieving project goals. Also, as noted in the 2008 BESST Annual Report (January – December 2008) and corresponding work plans, BESST uses the goals and objectives as the format around which it organizes and reports on its project activities and the related accomplishments.

### **9.2 WHAT BARRIERS, IF ANY, EXIST TO ACHIEVING PROJECT GOALS AND OBJECTIVES?**

#### **9.2.1 Existing Barriers**

The following barriers are referenced in the NGO Partner/Implementers - Interview Data Summary (see Appendix 6, Table 9). Suggestions for improvement are presented in the referenced Appendix for each of the barriers presented.

- per diem and transport issues related to training since currently teachers are forced to cover costs out-of-pocket from their small salary. This was identified as a constraint to female teacher participation in training, particularly in rural areas.
- INSET materials are too difficult for teachers with 12 or less level of education;

- senior trainers/team leaders are highly paid; hopefully, have not priced themselves out of the market when their usefulness with the NGOs is no longer needed;
- how to empower the *Shura*/community member education councils and provide for more local support and school ownership;
- how to get MOE staff more involved with NGO activities;
- how to create a larger role for TTCs in delivery of INSET TOT and teacher training in order to enhance capacity building within MOE, especially at the provincial and district levels;
- how to deal with the overcrowding issue;
- security issues;
- Afghan civilian casualty incidents hinder US image; and
- corruption.

### **9.3 WHAT ASPECTS OF THE TEACHER TRAINING PROGRAM IMPACT STUDENT LEARNING AND ACADEMIC PROGRESS? HOW CAN SUCH IMPACT BE MEASURED?**

#### **9.3.1 Students Are More Active and More Involved in Learning Process**

During focus group discussions, teachers responded that students were more active and involved, and responded positively to the new student-centered classroom management techniques. In addition, INSET I training provide teachers with practice in identifying ways to help weaker students, and included two sessions on evaluation and assessment of students. Many teachers reported that students are doing better on the monthly exams. However, these data are qualitative with little quantitative evidence that student performance has improved. BESST schools, in conjunction with the provincial/district offices, need to set baselines regarding assessment of student learning, pass rates and dropout rates, and keep data over several years in order to compare student performance and identify critical factors impacting any changes. Some schools indicated that pass rates in the primary grades were automatic until more structured student assessment in grade four. The Afghan system is administering mid-term and end-of-year examinations but currently no reliable school information system exist for handling this data.

### **9.4 IS THE PROJECT ON TRACK TO MEET THE GOALS OF BOTH THE MINISTRY OF EDUCATION AND THE AFGHANISTAN NATIONAL DEVELOPMENT STRATEGY (ANDS)?**

#### **9.4.1 Strong Relationship to Afghanistan National Planning—NESP and ANDS**

The BESST project is on track to meet MOE and ANDS goals. As noted in section 2.3.1, the BESST project supports the National Educational Strategic Plan (NESP), which is directly supportive of the ANDS. BESST supports the NESP theme 2-qualified school teachers, theme 4-curriculum development/ learning materials, and theme 8-educational administration/ management (pay and grade). Likewise, USAID supported education efforts; such as, teaching methods, out-of-school enrollment, building reconstruction, student-centered learning, competency testing, and relevancy of training strategies are all supportive of the ANDS.

## **9.5 IS THE PROJECT ACHIEVING USAID’S STRATEGIC OBJECTIVE 7, A BETTER-EDUCATED AND HEALTHIER POPULATION, AND INTERMEDIATE RESULT 2, INCREASED ACCESS TO QUALITY EDUCATION?**

### **9.5.1 Project Is Achieving USAID’s SO7**

Questionnaire data results and focus group interviews indicated that teachers felt that their teaching had improved as a result of the INSET training and that they were able to address student needs more effectively (see Appendix 6, Table 3). They also felt that the school follow up observations and discussions enhanced their teaching skills. Teacher trainers who made classroom observations noted a positive change in teacher performance as a result of the training, classroom observation and teacher participation in Teacher Learning Circles (Appendix 6, Table 5). Better teacher performance is an important factor in student achievement and quality of education. However, INSET schools should implement a simple but reliable school data collection system to set baselines and track student performance. This will provide the quantitative data necessary to answer this question more accurately.

## **9.6 WHAT ‘BEST PRACTICES’ ARE EMERGING FROM USAID EFFORTS OR FROM THOSE OF OTHER DONORS AND NGOs?**

### **9.6.1 Emerging Scalability and Sustainability ‘Best Practices’**

The following ‘best practices’ scalability indicators along with comments of how they can be further improved are referenced in the NGO Partner/Implementers - Interview data summary (see Appendix 6, Table 9): INSET I & II trainings, use of ‘Core’ members, Teacher Learning Circles, classroom observations, *Shura*/Community Meetings, school-site follow up, school management training, School Manager Learning Circles, take-away reference material for teachers, media resource support materials, development of and teaching-learning materials.

The following MOE central-level ‘best practices’ sustainability indicators along with comments of how they can be further improved, are referenced in the MOE – Capacity Development and Strengthening Related to BESST – Interview data summary (see Appendix 6, Table 2): support of NESP and ANDS, development of MOE/teacher competencies (knowledge) & credentialing, hiring of curriculum development specialists, HRD capacity building and integration of RIMU into HRD, development of a teacher registration data base, implementation of a pay and grade system, and an indicator-based planning and decision-making framework.

Examples of MOE provincial/district-level ‘best practices’ sustainability indicators are as follows: role of TTCs (involvement/capacity building), role of MOE provincial/ district offices (involvement), role of partners/NGOs vis-à-vis TTCs & MOE provincial/district-level offices (linkage, delivery and follow up), role of school management trainers, role of senior/master trainers, role of ‘core’ members, need for more results-driven follow up of BESST, role of MOE Provincial/district offices in supervision/monitoring, and role of MOE provincial/district offices in data gathering (efficiency indicators). Again, comments of how they can be further improved are included.

## **9.7 IS THE PROJECT SUFFICIENTLY STAFFED AND MANAGED, IN ORDER TO ACHIEVE THE OBJECTIVE AND BUILD THE CAPACITY OF AFGHANS WHEN EXPATRIATE STAFF DEPART?**

### **9.7.1 Needs More Work to Become a Sustainable Afghan-Based Project**

Currently, the project is not a sustainable Afghan-based project – more work is needed. The NGO implementing partners are providing service delivery but this should not be the end goal – the end goal should be a sustainable MOE support system with a role for the NGOs in providing secondary support. The focus of the project has been one of conducting activities rather than identifying desirable results and setting indicators that measure progress toward achieving those results. A shift to more of a ‘results-oriented’ project will facilitate the emergence of a more sustainable project whose elements (best practices) can be scaled up. This shift will take time.

## **9.8 WHAT MID-COURSE CORRECTIONS TO THE PROJECT OBJECTIVES AND RELATED ACTIVITIES, IF ANY, ARE RECOMMENDED FOR THE REMAINING YEARS 2009-2011?**

### **9.81 Mid-Course Corrections**

Included are some examples of possible mid-course corrections:

- Begin to shift from an activity-oriented project to a results-oriented project;
- Implement a basic School Information System (SIS) in schools where teachers and school managers have completed BESST training so as to set a reliable baseline to track student achievement and student learning over the next two years
- Begin to shift from the use of NGOs as primary in the delivery of teacher training to a more integrated and balanced MOE provincial/district-level offices, TTC and NGO delivery system;
- Work more closely with the Curriculum Department in integrating the new textbooks and teaching guides into the INSET II trainings;
- Begin to integrate the radio and TV video media resource materials that support INSET into the trainings, the TTC resource centers, and school-based Teacher Learning Circles—media materials to be more widely available in the field
- Improve the classroom monitoring and evaluation system – needs to be more user-friendly, more manageable, and include development-based scales to show teacher progress toward desired new teaching behaviors
- Project technical advisors need to visit the field more and assume a greater role in capacity development activities
- Begin transfer of senior trainers from the NGOs to civil service positions in MOE

## **9.9 OVERALL SUMMARY OF RECOMMENDATIONS**

### **9.9.1 MOE Capacity Development**

- Begin the shift from an activity-based project to a results-based project
- Integrate the new curriculum textbook material into the INSET II training, teacher guides, teacher competencies, and training material for the TTC faculty
- Identify and define which ‘best practices’ should be scaled up with the World Bank EQUIP II project

- Develop MOE policy for integrating the NGO teacher training system into a more integrated NGO, TTC, and MOE/Provincial/district-level service delivery system
- Provide additional space and logistical support for the HRD department along with continued capacity building.
- Continue to support the NESP – version II

### **9.9.2 Teacher and Trainer Training**

- Provide two levels of methodology training—one for more experienced teachers and one for newer teachers. This should ensure more satisfaction on the part of experienced teachers
- Include more training in effective ways to assess student performance
- Provide teachers with better ‘take away’ training materials in the form of a Teacher’s Handbook containing main training ideas and suggestions regarding implementing new methodology
- Revise classroom observation form to reflect INSET training topics and to focus on “developmental progress”; shorten observation form
- Include training in coaching and mentoring for trainers and for experienced teachers
- Teacher Training Circles: Build on TLC foundation by developing further training, guidelines and practices which help teachers to move toward developing professional learning communities

### **9.9.3 Distance Education**

- Change times of radio broadcasts to times more suitable for teachers, for example, evenings from 7 to 9 pm, or on Friday morning.
- Integrate a relevant 12-minute radio program and/or TV video segment into each training session to illustrate concepts and activities related to methodology and subject-based teaching with concrete models. This will help teachers to see and quickly understand how to use new classroom management techniques.
- Redesign Trainer Training Guides to help trainers to use radio programs and TV videos in INSET I/II trainings as resource materials to demonstrate relevant teaching methodologies and student-centered learning activities
- Train trainers in the effective use of multimedia materials as training resources in face-to-face training sessions, particularly in using TV demonstration videos that model desired new teaching behaviors.
- Provide teacher trainees with an orientation to the purposes and benefits of the RTT programs, and with a copy of local broadcast schedule
- Prepare and distribute audio copies of RTT programs and TV videos to all Teacher Training Colleges, NGO training centers, and school-based Teacher Learning Circles. Analyzing and discussing short RTT or TV videos is an ideal activity for focused teacher professional development.

#### **9.9.4 General Management**

- Task one or more NGOs to pilot a community mobilization mechanism in selected communities – especially in the higher risk areas – community involvement is the key to security, female teachers, girls participation, etc. – provide a small grant to the *Shura*/Community Education Council at these school-sites to help develop and empower the Council
- Begin to work with the NGOs to find a way to develop greater teacher training capacity at the TTCs – begin to shift some senior trainers to the TTCs; work to develop sustainability of the Provincial/district offices and TTCs with the NGO in more of a supportive role rather than the primary role
- Work with the NGOs and Provincial/district offices to develop a *Shura*/Community Education Council training program
- Expand the number of NGOs involved – what is the model to take a smaller community-based organization (CBO) and develop their capacity to provide teacher training, especially in the higher risk areas
- Work with Provincial/district offices to implement a school information system (SIS)

#### **9.9.5 BESST Management**

- Identify an Afghan technical advisor that can lead a review of the school management training materials and develop a more viable service delivery system
- Review the BESST security system; find a way to facilitate getting the BESST team out to the field more; increase presence at the MOE
- Work with the MOE/TED; re-visit the M & E system; develop a more user-friendly and manageable system that is developmental and results-based and where the MOE Provincial/district staff can be more involved – data validation needs to be improved; also begin to track student performance data and selected efficiency indicators
- Provide management and leadership training to the implementing NGOs in addition to the BESST task orientation and reporting skill development training

### **9.10 WHAT INNOVATIVE SOLUTIONS AND STRATEGIES COULD FURTHER ADVANCE THE IMPLEMENTATION OF STATED PROJECT OBJECTIVES?**

#### **9.10.1 Change from an Activity-Based Project to a Results-Based Project**

Work with the World Bank and the MOE in identifying illustrative scalable and sustainable results-based indicators from the list presented in Section 8.6 and develop a work-plan on how to implement this change of focus.

#### **9.10.2 Utilize Afghan Expatriates as Technical Advisors**

Utilize Afghan expatriates as technical advisors as much as possible. Future training and support materials will be culturally appropriate, and travel will be less of an issue.

#### **9.10.3 Develop Field-Based Resource Centers**

Need to make the radio/cassettes and TV videos and sets of the new textbooks and teaching guides available to the field via resource centers – through the TTCs, NGOs and

provincial/district offices until funds can be found to distribute these items on a wider scale to schools.

**9.10.4 Strengthen Provincial/District Institutional Capacity.** Need to strengthen the institutional capacity and systems at the provincial/district-level as well as within the central level; e.g. role of Teacher Training Colleges and the local NGO/partner related to the government institutions - all need MOE policy and strategies to guide their role and development.

**9.10.5 Utilize Team-Based School Management Training.** Effective school management is dependent on a 'school team' approach. Most school managers had difficulty giving examples of how the training had changed their ability to manage a school effectively, and provided few solid examples of how they have incorporated what they learned in the SMT in their day-to-day routines. The BESST SMT training program identified one school manager/principal in the school for training; however, management does not solve problems or manage in isolation – a 'team approach' is need for the training and follow-on activities.

**9.10.6 Involve Communities in the Complete Process of School Improvement.** Using community mobilization techniques and "lessons learned" will involve communities in the school improvement process from beginning to end. Agencies implementing community-based education (e.g., BRAC, Agha Khan Foundation, PACE-A) use very effective community mobilization techniques. BESST needs to adopt this strategy to orient and mobilize new communities to BESST goals and values. Strengthening *Shura* and community councils will help resolve many issues such as security, girls' education, and women's participation, as well as empowering communities and, thereby, increasing stakeholder ownership.

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## **Appendix 1: Scope of Work**

## **Scope of Work**

### **I. Evaluation Objectives**

This is a mid-term, formative evaluation whose objectives are to help determine what components and project aspects are working well and why, which are not and why, and to make modifications and mid-course corrections, if necessary, so that the BESST project and its results are enhanced over its second half. The evaluation should provide pertinent information and statistics that assist the MOE and USAID to learn what is being accomplished technically, and what relevant management, cost effectiveness, financial, and personnel information and findings present themselves. In summary, the evaluation should help re-focus and strengthen BESST.

### **II. Evaluation Questions**

The evaluation questions that should be asked are those to gauge the quality, relevance and level of satisfaction with BESST activities that have already occurred, and forward-looking questions that inquire about what—particularly elements that may need to be different—should transpire in and with the Project during its final two years. To the extent possible, the questions should be technical and management priorities and, for the most part, asked of BESST’s participants and beneficiaries (teachers, senior trainers’ master teachers, school principals, MOE officials, organizations helping implement the project, etc.). Emphasis should be devoted to those questions about project components or practices that should be altered, be they terminated, diminished, increased or perhaps carried out in a different manner. Please refer to Annex 1 which contains suggestions questions for the various beneficiaries of the project.

- Is the project is achieving its current stated objectives? Are the stated objectives proving useful for achieving project goals?
- What barriers, if any, exist to achieving project goals and objectives?
- What aspects of the teacher training program impact student learning and academic progress? How can such impact be measured?
- Is the project on track to meet the goals of both the Ministry of Education and the ANDS?
- Is the project achieving USAID’s Strategic Objective 7, A Better-Educated and Healthier Population, and Intermediate Result 2, Increased Access to Quality Education?
- What best practices are emerging from USAID efforts or from those of other donors and NGOs?
- Is the project sufficiently staffed and managed, in order to achieve the objective and build the capacity of Afghans when expatriate staff depart?
- What mid-course corrections to the project objectives and related activities, if any, are recommended for the remaining of years 2009-2011?
- What innovative solutions and strategies could further advance the implementation of stated project objectives?

### III. Methodology

The evaluation team should consider utilizing five different, yet complementary and inter-related forms of gathering information. These are:

1. Document review throughout the evaluation process – including project reports, donor reports, relevant studies and evaluations, MOE documents;
2. Individual and group interviews - CAII and subcontractors projects staff; project beneficiaries and stakeholders,
3. Focus group discussions, if they are deemed useful and time permits; especially with teachers and teacher trainers and community members; Teaching Learning Circles, and School Improvement Boards at the community level.
4. Visits to BESST project sites, such as , schools, teacher training facilities, central and provincial MOE offices, offices of the BESST implementing partners, etc.;

If possible, at least four or five of the 11 provinces (Bulkh, Dai Kundi, Ghazni, Jawzjan, Hirat, Kandahar, Khost Nangarhar, Panjshir, Saripul and Wardak) where BESST operates should be visited, and a variety of high-performing sites and areas should be balanced with locales and areas with more challenges. Travel to the provinces and districts will be based on time, security and cost considerations, particularly as judged against the worth of anticipated information to be gathered and analyzed. The sites for the visit will be determined.

Teachers, teacher trainers, school principals, PTAs or *shura*, MOE officials and offices, and selected other donor personnel are the principal groups to be consulted. Three donor organizations involved with teacher training in Afghanistan besides USAID are the Japan International Cooperation Agency (JICA), German Technical Cooperation (GTZ) and the World Bank. They should be consulted and asked about their experiences with and opinions of the BESST Project. It might also be useful to consult with UNICEF.

In addition, various donors have great interest in the BESST teacher training program. One suggestion is to include representatives of JICA, GTZ, the World Bank, UNICEF and other relevant groups in a stakeholders' meeting at the onset of the evaluation to help table issues and concerns regarding project goals, components and objectives, as well as to understand the changing context and recent developments that could potentially impact project goals and objectives. Another stakeholder meeting is suggested when preliminary evaluation findings and recommendations are presented. When relevant, USAID staff based at Provincial Reconstruction Teams (PRTs) should be consulted in those provinces and districts where they have worked with or observed the BESST project.

### IV. Implementing Organizations

The principal contractor for the BESST Project is Creative Associates, International, Inc. (CAII), a Washington, D.C.-based consulting firm which signed the contract with USAID in January, 2006. CAII has six other organizations and consulting firms working with it as sub-contractors: (1) Save the Children-USA; (2) Media Support Solutions; (3) Development and Humanitarian

Services for Afghanistan; (4) Coordination of Afghanistan Relief; (5) the Afghan Women's Educational Center; and (6) the Afghan Development Association.

## **VI. Evaluation Team Composition and Participation**

This mid-term evaluation of BESST will be carried out through USAID/Afghanistan's SUPPORT Program, which is managed by Checchi and Company Consulting, Inc. in partnerships with the Louis Berger Group.

Evaluation team members shall collectively possess expertise and practical experiences which will enable them to carry out this evaluation competently. It is expected that the team will apply innovative thinking around topics of interest such as INSET methodology, distance learning as an effective tool for teacher development and support, as well as methods for enhancing teacher competencies under difficult circumstances and for hard-to-reach communities.

1. **Team Leader:** The Team Leader shall have prior experience leading evaluations and should possess knowledge of in-service and pre-service teacher training (with in-service training receiving greater attention), and curriculum and materials development-- particularly related to teacher training.
2. **Other Expatriate Consultant:** One additional international consultant shall have experience working on USAID-funded evaluations in education.
3. **Local consultants (CCNs):** Two Local consultants shall have experience and knowledge about the education context in Afghanistan, particularly on in-service and pre-service teacher training; they will work closely with expatriate and assist them during evaluation. The team will consist of male and female and the number to be determine.

They shall have experience with educational management, decentralization of educational services, organizational development and administration, and education in conflict and post-conflict contexts. Included among on-the-ground experience and skills should be teaching students and teachers by use of educational technologies, including audio, and gender issues and incentives for girls' and women's participation in education.

Teacher competency and credentialing matters are central to the BESST project, thus one team member should have knowledge of this area. Lastly, team members will have solid data-gathering and analytical skills to collect useful, relevant data and then synthesize them logically for optimal use to USAID, the MOE, BESST implementing partners and others.

## **VII. Schedule and Logistics**

The evaluation should occur over a period of 40 working days, all of which will be spent in Afghanistan. Each Afghan national and expatriate team member will provide 40 days of level of effort. The suggested start date is April 2009.

The seven BESST implementing entities will brief the team at the evaluation's onset and help suggest places and people the team should visit. They can also assist with communication,

setting up meetings and logistics. To the extent their time and resources permit, implementing personnel can accompany the team to selected sites and groups. The evaluation should not concentrate only on those teacher training institutions, schools, districts, etc. that are doing well, but also those which are progressing less well. The team requires exposure to a variety and diversity of experiences with BESST.

As stated earlier, Provincial Reconstruction Teams having experience with BESST should be consulted, a few through visits and others by e-mail and telephone. To maximize its time and data-gathering, the team at times may profitably divide into two or three for some visits and meetings.

## **VIII. Reporting Format and Structure**

1. The Executive Summary of the evaluation report itself should briefly state the purpose of this mid-term evaluation, the methodology utilized, findings, and recommendations.
2. The report, including the Executive Summary, provides a more in-depth treatment of the Executive Summary. It should not exceed 45 pages, not including annexes. The report should be completely finished while all team members are still in Afghanistan.

The findings will mainly flow from the evaluation questions and results of those answers. However, there will likely be valuable, unanticipated findings arise that are pertinent to the evaluation. USAID, the MOE, the implementing organizations themselves and others want to know what BESST and its first two years of on-the-ground operations have shown, what has worked out well and what programs elements have been less successful, and the reasons for successes and shortcomings. USAID wishes to know what of BESST's accomplishments and challenges are unique to it, and which are generalizable to similar programs. As this is a mid-term evaluation, information and empirical evidence that can enhance the remaining two years of BESST are important. Essentially, this section brings together information related to the quality of the project and for making decisions about it.

Following directly on the preceding section, recommendations suggest the decisions that should be made and options open to USAID, the MOE and implementing organizations for the remainder of the project. The recommendations should be useful and informative to all parties concerned with BESST. And they will help USAID, in collaboration with the MOE and others, to design a focused, relevant, high-quality follow-on program to BESST.

## **IX. Deliverables**

1. Initial briefing with Front Office, OSSD and Program office within three days after arrival in Afghanistan.
2. Initial briefing with implementing partners. The implementing partner will provide information about the implementation of the BESST project in 11 provinces.
3. Work plan and detailed evaluation schedule including list of planned interviews and field trips within five days of arrival in Afghanistan.
4. The evaluation team will submit to USAID, for USAID's review, copies of its survey instruments, questionnaires, interview and focus group discussion guides by the end of its first five days of work.

5. Ongoing briefings and feedback on the team's findings as requested by USAID or the evaluation team.
6. The evaluation team will make a presentation on the preliminary findings, lessons learned and recommendations at a stakeholders' meeting attended by USAID, the MOE, selected other donors, and the implementing organizations on a schedule determined by USAID and the evaluation team.
7. A draft report to OSSD and Program office within 5 working days prior to team's departure.
8. A final report which incorporates Mission's input one day before the team's departure.
9. The team should produce 10 hard copies of the report as well as a camera ready version of the report in both Microsoft Word and PDF format. USAID will distribute the copies, including to USAID's Development Experience Clearinghouse (DEC) as mandated in the recently revised ADS chapter in the 500 Management Series, ADS 540, USAID Development Information (<http://dec.usaid.gov>).

## **ANNEX 1**

Please find the below questions for the evaluation process, which covers all part of the project.

### Teacher Training and Education:

1. What has been the quality and level of satisfaction with the teacher training conducted thus far under BESST? [This should be asked of several audiences: teachers; school principals; MOE officials; implementing organizations; community/parents, etc.]
2. Is the cascade model of training teachers effective? Are too much quality and usefulness lost with four levels of personnel and three transitions involved?
3. What is the quality of the training materials developed under BESST and JICA? An open-ended question is how could they be improved?
4. What effect does the formal education of teachers, attendance at teacher training workshops, teacher gender, class size, and level of teacher compensation have on student learning outcomes?
5. How useful is the monitoring and evaluation training given to all senior trainers and team leaders?

### Development of Competencies and Credentialing of MOE personnel:

6. How effective is the modified/updated INSET I curriculum?
7. How can the INSET I curriculum be best aligned to the credentialing process for newly-trained teachers?
8. What is the quality of the curriculum for school management training?

Distance Education for Teachers:

9. What have been the value and level of satisfaction of the 12 minutes daily of distance education whereby teachers receive training via radio in Dari or Pashto?
10. What views and recommendations do teachers have on distance education?
11. Is the broadcast coverage area sufficient with the distance education program?
12. What is the quality of these programs? Are 12 minutes daily too little? Can these programs be made more inter-active?
13. What is the view on the educational TV programs for teachers?
14. What are the advantages and disadvantages of the two distance learning approaches in the Afghanistan teacher training context?
15. In what ways are the distances learning methods useful for teachers in hard-to-reach communities and schools?

Capacity Development of the MOE and service providers:

16. What have been the major accomplishments of BESST's efforts to develop the MOE's capacities? What have been disappointments, if any? What should be the capacity development priorities of BESST's last two years?
17. Degree to which the BESST Project has assisted the Teacher Education Department of the MOE to become more effective?
18. Have the 180 new Curriculum Development Specialists hired in the MOE under BESST had the desired effect of upgrading that Department technically and managerially?
19. To what extent has the capacity of training providers, including local institutions and NGOs, been enhanced as a result of BESST?

General Management:

20. To what extent do school principals believe their training in management skills and techniques has been useful? Do they have recommendations on strengthening such training?
21. To what degree do NGO personnel believe their training in management skills and techniques has been useful? Do they have recommendations on strengthening such training?

22. How effective are monitoring and evaluations tools used to improve project implementation on an on-going basis?
23. In what ways, if any, should BESST in its last two years coincide more fully with the Afghan National Development Strategy (ANDS)?
24. What have been the main accomplishments under the BESST Project?
25. What have been any shortcomings or disappointments under BESST?

Management of the BESST Project:

26. Extent of satisfaction of the information and data exchange between BESST and the MOE, and vice versa? What about provincial and district offices?
27. Degree of competence CAII has demonstrated in managing the BESST Project?
28. What is the quality of information exchange and communications among BESST's seven implementing organizations?
29. How qualified are the technical personnel with the BESST Project?
30. Degree to which BESST has developed the capacity of the NGO network of service delivery?
31. Has USAID been responsive and effective in overseeing the BESST Project?

## Appendix 2: Work Schedule and Field Visits

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**Table 1: Work Schedule—BESST Evaluation Team —April/May 2009**

<i>Day</i>	<i>Date</i>	<i>Location</i>	<i>Task</i>
Monday	6 April	Dubai	Travel
Tuesday	7 April	Kabul	Briefing w/SUPPORT staff upon arrival
Wednesday	8 April	Kabul	Preliminary travel meeting w/Mike Jennings (SUPPORT security manager) Evaluation team planning meeting w/Abdul Basir Oria and Bakht Mohammad Bakhtyar
Thursday	9 April	Kabul	10 am Briefing w/Grace Lang of USAID <ul style="list-style-type: none"> <li>• Protocol regarding MOE meeting with senior MOE officials</li> <li>• Priorities regarding travel outside of Kabul</li> <li>• Protocol regarding BESST documents from Creative</li> <li>• Sharing of draft working documents and evaluation priorities</li> </ul>
Friday	10 April		
Saturday	11 April	Kabul	11 am Briefing w/Creative Associates <ul style="list-style-type: none"> <li>• Review list of documents needed</li> <li>• Review site visits and meeting logistics</li> </ul>
Sunday	12 April	Kabul	10 am Meet w/Creative Performance Monitoring Officers Submit work plan, revised travel schedule and draft instruments to USAID Meeting with MOE senior officials before travel schedule finalized
Monday	13 April	Kabul	10 am Attend MOE meeting on Teacher Competencies and Credentialing 12 noon Evaluation team meeting w/MOE Senior Policy Advisor & General Director of Teacher Education – Susan Wardak, USAID representatives, and MOE/TED Policy Advisor - Seddiq Weera 3 pm Meet w/Creative Associates Implementing Partner NGO reps (CoAR, US SAVE, ADA, CHA, AWEC, DHSA, MSS); discussion of site visit protocol with reps from areas scheduled for field visits
Tues	14 April	Jalalabad (2-day trip cancelled for security reasons)	Travel – Jalalabad provincial/district meetings and school visits <i>Cancelled by AF SUPPORT for security reasons- rescheduled for early May</i>  Work in Kabul - Set up MOE/Donor/Implementing Partner meetings Interview candidates for evaluation team replacement
Wed	15 April	Kabul	10 am Jerry/Basir/Wendy - Meet w/Education Specialist/World Bank - Mostaen Jouya 3 pm Jerry/Basir - Meet w/Chief of Party/PACE-A – Anita Anastacio
Thurs	16 April	Kabul	9 am Wendy - Meet w/Senior Development Officer Afghanistan Task Force/CIDA - Sue Wiebe 2 pm Wendy - Observe UNAMA working group meeting on EQUIP II 4 pm Wendy - Meet w/MSS (Creative Implementing Partner) - Dr Moh. Akhbar 10 am Jerry/Basir - Meet w/MOE Deputy Minister/Finance and

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Day	Date	Location	Task
			Administration – Suleman Kakar 11 am Jerry/Basir - Meet w/MOE Chief of Planning – Karbalai 2 pm Jerry/Basir - Meet w/MOE Chief of Human Resources - Baizayee 3 pm Jerry/Basir - Meet w/Sara Amiryar (Creative MOE/HRD liaison) 4 pm Jerry/Basir - Meet w/Executive Director of Afghanistan Vocational Technical Institute (AVTI) - Sardar Roshan
Friday	17 April		7 pm dinner/meet w/Consultant to Higher Education Project (HEP) - Fred Hayward
Saturday	18 April	Kabul	9 am Jerry - Meet w/Chief of Party/BESST – Julio Ramirez-de-Arellano  Wendy - Review instruments, evaluation procedures and protocol for school visits with new Afghan team member Arslan Muradi Afghan team reviews sample of radio/TV distance education programs to discuss with teachers/teacher trainers during site visits Prepare all data collection instruments for Herat field visit  Jerry/Basir-Continue to work on scheduling of meetings with MOE/donors/implementing partners
Sunday	19 April	Kabul	10 am Jerry/Basir- Meet w/DANIDA Country Coordinator – Farid Tanai 1 pm Jerry/Arslan - Meet w/UK SAVE Program Coordinator - Shah Litton 2 pm Jerry/Arslan - Meet w/HEP Deputy Chief of Party - Michael Blunelo and Larry Goldman/AED/Senior Program Officer  2 pm Wendy - Meet w/BRAC director – Shahabuddin Ahmad and AGA Khan Foundation/Education Program Director – Nafissa Shekova
Monday	20 April	Herat	Travel to Herat – pm - Meet w/CHA/NGO Implementer, trainers, provincial director, and Teacher Training College (TTC)/Deputy Director
Tuesday	21 April	Herat	Herat City - School visits (3): Meet w/school manager, Shura members/parents, teachers/TLC, students, and observe class 8 am/pm - Mahjooba Herawi/grades 1-3 (girls) & 4-7 (girls); double shift 1 pm - Inglab Islami/grades 1-6 (boys); 4:30 pm - meet w/USAID Development Officer/RC - West.
Wednesday	22 April	Herat	Zindajah district (Cancelled for security reasons) - School visits: am/pm - Abumansour Ali 9-12 (boys) & 9-12 (girls); double shift  Herat City (Replacement – School visit (1)): meet w/school manager, parents, teachers, students, and observe class; am – Alama Ustad Salahudin Seljuki/focus on 1-3; grades 1-6 (boys). pm - Debriefing w/CHA/NGO senior staff
Thursday	23 April	Herat-Kabul	Travel back to Kabul
Friday	24 April	Kabul	

<i>Day</i>	<i>Date</i>	<i>Location</i>	<i>Task</i>
Saturday	25 April	Kabul	<p>9 am Jerry/Basir – Follow up meeting w/Chief of Party/BESST - Julio Ramirez-de-Arellano and M &amp; E Coordinator – Carmen Garriga</p> <p>11 am Jerry/Basir – Meet w/MOE/Senior Advisor - Abdul Arian</p> <p>2 pm Jerry/Basir – Meet w/SCA/Country Coordinator – Anders Fange</p> <p>9:15 am Wendy - Meet w/US SAVE (Creative Implementing Partner) – Edna Mitchell/teacher training, competencies and gender</p> <p>Team – Begin compilation of Herat data</p>
Sunday	26 April	Mazar	<p>Travel to Mazar –</p> <p>pm - Meet w/AWEC/NGO Implementer, Balkh trainers, provincial director, and school managers</p>
Monday	27 April	Mazar/Balkh	<p>Mazar City - School visits (3): Meet w/school manager, Shura members/parents, teachers/TLC, students, observe class; arrange meeting w/USAID Development Officer – RC North</p> <p>am (Mazar City) – Baktash/grades 1-6 (girls) &amp; 1-6 (boys); double shift</p> <p>am (Shura members/parents ) – Hashim Barat/grades 1-12 (girls)</p> <p>pm (Balkh) – Farida Balkhi/grades 4-7 (girls)</p>
Tuesday	28 April	Balkh/Mazar	<p><i>Holiday</i></p> <p>pm – meet w/USAID Development Officer/RC - North</p>
Wednesday	29 April	Sari Pul/ Jawzjan	<p>Meet w/US SAVE/NGO Implementer, Sari Pul/Jawzjan trainers, Sari-Pul/Jawzjan provincial/district directors, school managers, Shura members/parents, teachers, students, observe class; visit TTC</p> <p>am (Sari Pul) – Charbagh/grades 1-9 (girls)</p> <p>am (Jawzjan) – Kokgonbad High School/grades 7-9 (boys)</p> <p>pm (Jawzjan) – Meet w/provincial/district directors, teacher training director, and trainers</p>
Thursday	30 April	Mazar City	<p>Mazar City – School visits (2); meet w/school manager, Shura members/parents, teachers/TLC, students, observe class; visit TTC</p> <p>am – TTC</p> <p>am – Khalid Ebn Walid/grades focus on 4-9; grades 1-9 (girls)</p> <p>pm - Ustad Wejdan High School /grades 9-12 (boys)</p> <p>am – Debriefing at NGO implementer</p> <p>pm Wendy/Jerry– Return to Kabul</p>
Friday	1 May		Basir/Arslan - Return to Kabul
Saturday	2 May	Kabul	<p>9:30 am Jerry/Basir - Meet w/MOE/Deputy Minister/Teacher Training and Curriculum Development - Dr. Abdul Ghafoor Ghaznawi</p> <p>2 pm Jerry/Basir - Meet w/NGO Implementing Partner (DHSA)-Najiba Ayubi/Program Division Director</p>
Sunday	3 May	Kabul	<p>9 am Jerry – Meet w/Cardno/ACIL Senior Consultant - Bisley</p> <p>10:30 pm Jerry/Basir - Meet w/NGO Implementing Partner (CoAR) - Ghulam Sediqi/Project Manager, Abdul Seddiqui/Education Advisor, and Nematullah/CoAR Coordinator</p> <p>2 pm Meet w/World Bank/EQUIP II – Reyes/Senior Institutional Development Specialist, Mostaen/Education Specialist &amp; USAID</p>

Day	Date	Location	Task
			<p>Representative/Ghafary</p> <p>Provide orientation to Jamal Nasser (Afghan team member) w/shortened questionnaire for non-permissive areas (train in Jalalabad)</p>
Monday	4 May	Nangarhar (rescheduled)	<p>am - Travel to Nangarhar/Behsood District (1 school) – meet w/school manager, Shura members/parents, teachers/TLC, students, observe class</p> <p>am - Qala-e-Malik/grades 1-6 mixed – girls/boys;</p> <p>pm - Meet w/ADA/NGO Implementer, provincial/district directors, trainers, and TTC</p>
Tuesday	5 May	Jalalabad (rescheduled)	<p>Jalalabad City (4 schools): Meet w/school manager, Shura members/parents, teachers/TLC, students, observe class</p> <p>am - Abdul Wakil grades 1-6 (boys) and pm - grades 7-9 (boys); double shift</p> <p>am - Bibi Zainab/grades 8-12 (girls) and pm – grades 5-7 (girls); double shift</p> <p>pm - Debriefing with ADA/ NGO implementer, provincial/district directors, trainers, and TTC director</p> <p>pm - Meet w/USAID Field Program Officer –Nangarhar</p>
Wednesday	6 May	Jalalabad/ Behsood (rescheduled)	<p>9 am – Meet w/Swedish Committee for Afghanistan - Teacher Training Center - Abdul Haroon – Teacher Training Officer &amp; Sayed Enaam – Education Consultant</p> <p>11 am – Return Kabul</p>
Thursday	7 May	Kabul	<p>9 am - Team follow up w/MOE/Senior Policy Advisor and General Director of Teacher Education/TED – Susan Wardak and TED/Deputy Director – Abdul Haq Rahmati; three members of the distance education team; Dr. Bahar and 3 associates regarding teacher competencies/credentialing, TTC curriculum.</p> <p>2 pm Wendy Follow up w/MSS (Media Solutions Support)/Dr Mohammad Akhbar - director</p> <p>Jamal Nasser - Permissive area data gathering training completed</p> <p>Data analysis and begin draft findings</p>
Friday	8 May		
Saturday	9 May	Kabul	<p>Data analysis and draft findings</p> <p>Noon Afghan luncheon hosted by Fitrat – Governor of Da Afghanistan Bank</p> <p>4 pm Wendy/Arslan – Follow up w/Creative (Meeks/Teacher Education Advisor &amp; Allison/Reporting/NGO Coordination)</p>
Sunday	10 May	(Kandahar)	Jamal Nasser – Depart f/informal data collection and 2 school visits

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<i>Day</i>	<i>Date</i>	<i>Location</i>	<i>Task</i>
		Kabul	(Mahmood Tarzaee high school/boys - grades 4-12 & Zarghona Ana middle school/girls - grades 7-9) to non-permissive area (Kandahar - 9/12 April/NGO-CHA)  10:30 am Jerry/Basir – Follow up w/JICA – Taguchi Junko and Kohistani/Formulation Advisors 3 pm Jerry/Basir – Follow up w/GTZ – Elisa Vigier/Management Assistant to Country Director  Data analysis and draft findings
Monday	11 May	Kabul	Work on draft report  2 pm Jerry/Basir – Meet w/MOE/Curriculum Department - Abdul Zahr Gulistani/Head of Developing Educational Curriculum and Compilation of Textbooks
Tuesday	12 May	Kabul	Work on draft report
Wednesday	13 May	Kabul  (Ghazni)	Work on draft report  Jamal Nasser – Depart f/informal data collection and 2 school visits to conflict area (Khwaja Ali High School/girls - grades 1-5 and Haider Aabad High School/boys – grades 9-12) to non-permissive area (Ghazni-13/16 May/NGO-CoAR)
Thursday	14 May	Kabul	Work on draft report  9 pm Jerry/Basir - Meet w/UNICEF/Fazlul/Chief of Education
Friday	15 May		
Saturday	16 May	Kabul	Work on draft report and PP Presentation/handouts for stakeholder meeting Debriefing w/Jamal Nasser regarding Kandahar and Ghazni reports
Sunday	17 May	Kabul	(Tentative) Draft report to USAID and Creative
Monday	18 May	Kabul	Work on final report
Tuesday	19 May	Kabul	Receive USAID and Creative comments by close of business (Tuesday May 19)  Work on final report
Wednesday	20 May	Kabul	Work on final report
Thursday	21 May	Kabul	am Hold stakeholder presentation pm Exit brief and final report to USAID with revisions
Friday	22 May		
Saturday	23 May	Kabul	10 hard copies of report camera ready-Microsoft Word and PDF Format

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<i>Day</i>	<i>Date</i>	<i>Location</i>	<i>Task</i>
Sunday	24 May	Leave Kabul	

**BESST Evaluation—April/May 2009**  
**Table 2: School Field Visits**

**Herat, Balkh, Jawzjan, Sari Pul, and Nangarhar School-Visits (Permissive Areas)**

<i>Date</i>	<i>Location</i>	<i>Name of School</i>	<i>Number</i>	<i>Persons interviewed/data collected</i>
21 April	Herat	Mahjooba Herawi Girls—Primary (grades 1 to 3—first shift)	2	School Manager – Aziza Torkhi & Deputy
			5	<i>Shura</i> council/parents/community
			14	Teachers
			8	Students
			1	Informal class observations
			1	<i>Teacher Learning Circle</i>
21 April	Herat	Mahjooba Herawi Girls— Middle School (grades 4 to 7—second shift)	19	Teachers
			12	Students
			4	Informal class observations
21 April	Herat	Inglab Islami Boys— Primary/Middle (grades 1 to 6— second shift)	1	School Manager – Nasir Ahrad Frotan & Principal
			7	<i>Shura</i> council/parents/community
			11	Teachers
			4	Students
			1	Informal class observations
			1	<i>Teacher Learning Circle</i>
22 April	Herat	Alama Ustad Salahuddin Seljuki Boys—Primary/Middle (grades 1 to 7—first shift)	2	School Manager – Mir Abdul Qadir & principal - Mir Zada
			8	<i>Shura</i> council/parents/community
			17	Teachers
			16	Students
			5	Informal class observations
27 April	Mazar-e-Sharif/Balkh	Baktash Girls—Primary (grades 1 to 6—first shift)	1	Principal – Nazifa Azizi
			34	<i>Shura</i> council/parents/community (Hashim Barat community)
			19	Teachers
			12	Students
			4	Informal class observations
			1	<i>Teacher Learning Circle</i>
27 April	Mazar-e-Sharif/Balkh	Baktash Boys—Primary/Middle (grades 1 to 6—second shift)	12	Teachers
			8	Students
			3	Informal class observations
27 April	Balkh Village	Farida-e-Balkhi Girls— Primary/Middle (grades 1 to 6— second shift)	1	School Manager – Zohar Akrami
			14	Teachers
			6	Students
			4	Informal class observations
29 April	Jawzjan	Kokgonbad Boys—Middle and Secondary (grades 7 to 12—first shift)	1	School Manager - Said Faizullah
			7	<i>Shura</i> council/parents/community
			9	Teachers
			10	Students
			3	Informal class observations
29 April	Sari-Pul	Charbagh Girls (grades 1 to 9)	1	Headmaster – Laitan Uruzgani
			10	<i>Shura</i> council/parents/community
			9	Teachers

<i>Date</i>	<i>Location</i>	<i>Name of School</i>	<i>Number</i>	<i>Persons interviewed/data collected</i>
			6 3	Students Informal class observations
30 April	Mazar e-Sherif	Khalid Ebn Wahid Girls (grades 1-9; focus on middle school 4-9)	1 5 5	School Manager – Said Mohammed Teachers Students
30 April	Mazar e-Sherif	Ustad Wejdan School/grades 9-12 (boys)	1 10 4 0	School Manager – Abdul Haji Teachers Students Informal class observations
4 May	Jalalabad	Qala-e-Malik Primary School—Mixed (grades 1 to 6)—Behsood District	2 11 8 10 1	School Manager – Ghulam Hazrat <i>Shura</i> council/parents/community Teachers Students Informal class observations
5 May	Jalalabad	Bibi Zainab Girls—High School (grades 8 to 12—first shift)	1 5 10 8 4 3	School Manager – Afghangul Ralpourwal <i>Shura</i> council/parents/community Teachers Students Informal class observations
5 May	Jalalabad	Bibi Zainab Girls—Primary and Middle (grades 1 to 7—second shift)	10 7 2	Teachers Students Informal class observations
5 May	Jalalabad	Abdul Wakil Boys – High School (grades 8 to 12 – first shift)	2 7 9 8 1	School Manager – Haji Gul Mohammed <i>Shura</i> council/parents/community Teachers Students Informal class observations
5 May	Jalalabad	Abdul Wakil Boys – Middle School (grades 6 to 7 – second shift)	5 4 1	Teachers Students Informal class observations

**Kandahar and Ghazni School-Visits (Non-Permissive Areas)**

<i>Date</i>	<i>Location</i>	<i>Name of School</i>	<i>Numbers</i>	<i>Persons Interviewed/Data Collected</i>
10 May	Kandahar	Mahmood Tarzee Boys High School (4-12) Second Shift	1 12 15	School Manager (Haji Mohamed Hashem) Teachers Students
11 May	Kandahar	Zarghoona Ana- Girls Middle School (7-9) First Shift	1 16 19	School Manager (Haji Jan Mohamed) Teachers Students
12 May	Ghazni	Haider Aabad- Boys High School (9-12) Second Shift	1 14 20	School Manager (Ghulam Nabi Haideri) Teachers Students
13 May	Ghazni	Khwaja Ali- Girls Primary School (1-5) First Shift	1 16 20	School Manager (Rona) Teachers Students

**Table 3: Table of Field Visits to Implementing NGOs, Teacher Trainers, MOE Provincial/District Staff, Teacher Training Colleges and Provincial Reconstruction Team (PRT)**

<i>Date</i>	<i>Location</i>	<i>Name of Organizations</i>	<i>Number</i>	<i>Persons interviewed</i>
20 April	<b>Herat</b>	CHA	22	NGO staff— Helaluddin
			16	Trainers—two groups
			11	TOT trainers Teacher trainers
		MOE	1	Provincial Director – Ghulam Hazrat Tauba
		Teacher Training College	1	Deputy Director – Said Hafiz Sadaat
		PRT	3	Regional Development Advisor – RC West
26 April	<b>Mazari Sharif/ Balkh</b>	AWEC	3	NGO staff—Dr Zohra Faizi
			13	Trainers—three groups
			8	TOT trainers
			3	Teacher trainers School management trainers
		MOE	1	Provincial Deputy Director - Mrs. Zainab
28 April		PRT	1	Regional Development Advisor – RC North
		Teacher Training College	1	Director - Abdel Sanai Quraishi
29 April	<b>Jawzjan</b>	SAVE-US	4	NGO staff and Project Manager – Mike Tauras
			6	Trainers—two groups
			3	TOT trainers
				Teacher trainers
				MOE
		District MOE	1	District Director for Faizabad - Abdel Khalim
		Teacher Training College	1	Director – Mohamed Halim Sahel
29 April	<b>Sari Pul</b>	SAVE-US/BESST	5	Trainers—two groups
			5	TOT & School management trainers
			5	Teacher trainers
		MOE	3	Provincial Director – Abdul Ghafoor Dastyar; District Directors—Enyatullah (Gosfandi), Mohammad Azim Qoyash (Kohistanat)
		Teacher Training College	1	Director—Mohammad Osmani
30 April	<b>Mazari Sharif</b>	Teacher Training College	1	Director—Abdel Sanai Quraishi
		PRT	1	Regional Development Advisor -RC North
4 May	<b>Jalalabad</b>	ADA	2	NGO staff and Project Manager – Momin Jabar Khel & Provincial Assistant – Abdul Ghani
			9	Trainers—two groups
			11	TOT trainers
			1	Teacher trainers School management trainer
		MOE	3	Provincial Director – Mohammad Iqbal Azizi, Behsood District Director – Qari Noor Mohammed Rasavi and Monitoring

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				Assistant – Khan Agha
		Teacher Training College	2	Director—Khodaydad Kochai

		PRT	1	Field Program Officer – Eric florimon-Reed
		Swedish Committee – Teacher Training Center	2	Teacher Training Officer – Abdul Haroon & Education Consultant – Sayed Enaam
10 May	<b>Kandahar</b>	CHA	8 11	NGO Project Manager – Hayatullah Mushgani and NGO staff (7) Teacher trainers
13 May	<b>Ghazni</b>	CoAR	4 9	NGO Project Manager – Hafizullah Wardak and NGO staff (3) Teacher trainers

## Appendix 3: School Sampling Matrix

### SAMPLING MATRIX (20 Schools)

Number of schools: Herat (4); Balkh (5); Jawzjan (1); Sari-Pul (1); Nangarhar (5)

	Province/GIRLS	Province/BOYS
<b>Primary 1-3</b>	Herat-Mahjooba Herawi (1-3)*	Herat-Alama Ustad Salahudin Seljuki (focus on 1-3; school 1-6)
<b>Primary/Middle 1-6</b>	Balkh-Baktash (1-6)* Balkh-Farida Balkhi (1-6)	Balkh-Baktash (1-6)* Herat-Inglab Islami (1-6)
	Nangarhar/Qala-e-Malik (mixed 1-6/girls/boys)**	
<b>Middle 4-9</b>	Herat-Mahjooba Herawi (4-7)* Balkh-Khalid Ebn Walid (focus on 4-9; school 1-9)** Nangarhar-Bibi Zainab (focus on 5-7; school 1-7)*	Nangarhar-Abdul Wakil (6-7)* Jawzjan-Kokgonbad (focus on 7-9; school 7-12)**
<b>Primary/Middle 1-9</b>	Sari-Pul-Charbagh (1-9)**	
<b>Secondary 9-12</b>	Nangarhar-Bibi Zainab (8-12)*	Nangarhar-Abdul Wakil (8-12)* Balkh-Ustad Wejdan (9-12)

Note: \*Double Shift Schools (3); \*\*Rural Schools (4); Girls' Schools (8); Boys' Schools (7); Girls/Boys mix (1)

**Kandahar (2 schools); Ghazni (2 schools)**

	Province/GIRLS	Province/BOYS
<b>Primary 1-6</b>	Ghazni-Khwaja Ali (1-5)	
<b>Middle 7-9</b>	Kandahar-Zargona Ana (7-9)	
<b>Middle/Secondary 4-12</b>		Kandahar-Mahmood Tarzaee (4-12)
<b>Secondary 9-12</b>		Ghazni-Haider Aabad (9-12)

Note: Girls' Schools (2); Boys Schools (2)

## Appendix 4: Target Groups

Target Groups for Data Collection and Data Collection Instruments			
No.	Target Group	Location	Type of data collection instruments
<b>School-based</b>			
1	Principals	Field	Structured interview
2	Shura council, parents, community members	Field	Focus group discussion
3	Teachers	Field	Questionnaire* Focus group discussion—application of training at school level and distance education materials
4	Students	Field	Informal interview
<b>Provincial/District</b>			
5	Provincial MOE officials	Field	Structured interview
6	District MOE officials	Field	Structured interview
7	Teacher Trainers	Field	Questionnaire* Focus group discussion
8	TOT Trainers	Field	Questionnaire* Focus group discussion
9	Teacher Training Colleges	Field	Structured interview
<b>BESST Implementing Partners</b>			
10	Creative Associates	Kabul	Follow-on discussions
11	NGO Implementing Partners	Kabul and field locations	Structured interview
12	MSS Implementing Partner	Kabul	Structured interview
13	<b>Ministry of Education</b>	Kabul	Structured interviews
<b>Other</b>			
14	Provincial Reconstruction Teams (PRTs)	Field	Structured Interview
15	Donors and Other Agency/Organization Implementers	Kabul and Field locations	Structured interviews

\*Teacher questionnaire and Trainer questionnaire translated into Dari and Pashto

## Appendix 5: Questionnaire Data

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**Table 1—Teacher Questionnaire: Summary of Data**  
(16 schools visited in 5 provinces; 182 total responses. Female=142 Male=40)

1. My level of satisfaction with the training is

Very satisfied	Satisfied	A little satisfied	Not satisfied	N=
88	60	17	12	177
50%	34%	10%	7%	100%

2. I use the instructional strategies that I learned in level 1 training in my classroom

Every day	A few times a week	Once a week	Less than once a week	N=
86	55	32	5	178
48%	31%	18%	3%	100%

3. What I learned in the training is

Always useful	Sometimes useful	Rarely useful	Never useful	N=
96	61	22	1	180
53%	34%	12%	1%	100%

4. The female teachers in my training course had an equal chance for participation

Always	Usually	Sometimes	Never	N=
75	73	16	18	182
41%	40%	9%	10%	100%

5. The training material I received were

Excellent	Very good	Average	Below average	N=
71	46	40	23	180
39%	26%	22%	13%	100%

6. I use the training materials that I received were

Everyday	Several times a week	Once a week	Less than once a week	N=
84	63	28	7	182
46%	35%	15%	4%	100%

7. The new material help my students learn better

Always	Usually	Sometimes	Never	N=
84	62	19	15	180
47%	34%	11%	8%	100%

8. The classroom observations that my trainers make are

Always helpful	Often helpful	Sometimes helpful	Not helpful	N=
68	55	39	17	179
38%	31%	22%	9%	100%

9. The teacher learning circle meetings held at my school are

Always helpful	Often helpful	Sometimes helpful	Not helpful	N=
97	55	15	13	180
54%	31%	8%	7%	100%

11. As a result of the training, the teachers at my school meet and talk about their teaching

Everyday	A few times a week	Once a week	Less than once a week	N=
33	22	54	68	177
19%	12%	31%	38%	100%

10. What do the In-school Teacher support activities and the teacher learning circles include?

A. Making instructional aids	Yes	No	N=
	151	31	182
	83%	17%	100%

B. Preparing lesson plans	Yes	No	N=
	171	11	182
	94%	6%	100%

C. Discussing classroom management	Yes	No	N=
	158	24	182
	87%	13%	100%

D. Using student Centered Learning	Yes	No	N=
	163	19	182
	90%	10%	100%

E. Sharing ideas about Teaching Methods	Yes	No	N=
	165	17	182
	91%	9%	100%

**Table 2—Teacher Questionnaire: Data Listed by Region**  
(16 schools visited in 5 provinces; 182 total responses. Female=142 Male=40)

**Summary of Data from all Regions**

**Teacher Questionnaire All Data: Herat, Balkh, Saripul, Jawzjan, and Jalalabad.**

		Rating 4=high		1=low		Responses = N
		4	3	2	1	
1	Training satisfaction	88	60	17	12	177
2	Instructional strategies-frequency of use	86	55	32	5	178
3	Usefulness of training	96	61	22	1	180
4	Female participation level	75	73	16	18	182
5	Evaluation of training materials	71	46	40	23	180
6	Usefulness of training materials	84	63	28	7	182
7	Student learning	84	62	19	15	180
8	Classroom observation-how helpful	68	55	39	17	179
9	TLCs-how helpful	97	55	15	13	180
11	Communication among teachers	33	22	54	68	177
	<b>Teacher Learning Circles</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>		
10a	Making instructional aids	151	31	182		
10b	Preparing lesson plans	171	11	182		
10c	Class management discussions	158	24	182		
10d	Student centered learning methods	163	19	182		
10e	Sharing ideas	165	17	182		

**Summary of Data by Specific Regions**

**Teacher Questionnaire Data**  
**All locations: Herat, Balkh, Saripul, Jawzjan, Jalalabad.**

		Rating 4=high		1=low		Responses = N	
		4	3	2	1		
1	Training satisfaction	Herat	18	33	4	6	61
		Balkh	21	21	10	5	57
		Saripul	6	2	0	1	9
		Jawzjan	4	2	2	0	8
		Jalalabad	39	2	1	0	42
			<b>88</b>	<b>60</b>	<b>17</b>	<b>12</b>	<b>177</b>

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2	Instructional strategies- frequency of use	Herat	19	28	12	1	60
		Balkh	18	19	17	4	58
		Saripul	8	0	1	0	9
		Jawzjan	5	4	0	0	9
		Jalalabad	36	4	2	0	42
			<b>86</b>	<b>55</b>	<b>32</b>	<b>5</b>	<b>178</b>
3	Usefulness of training	Herat	22	29	10	0	61
		Balkh	24	25	9	1	59
		Saripul	7	0	2	0	9
		Jawzjan	3	5	1	0	9
		Jalalabad	40	2	0	0	42
			<b>96</b>	<b>61</b>	<b>22</b>	<b>1</b>	<b>180</b>
4	Female participation level	Herat	26	34	2	0	62
		Balkh	24	29	6	1	60
		Saripul	7	1	1	0	9
		Jawzjan	4	5	0	0	9
		Jalalabad	14	4	7	17	42
			<b>75</b>	<b>73</b>	<b>16</b>	<b>18</b>	<b>182</b>
5	Evaluation of training materials	Herat	22	15	13	11	61
		Balkh	20	12	18	10	60
		Saripul	4	3	1	1	9
		Jawzjan	1	4	3	0	8
		Jalalabad	24	12	5	1	42
			<b>71</b>	<b>46</b>	<b>40</b>	<b>23</b>	<b>180</b>
6	Usefulness of training materials	Herat	19	31	11	1	62
		Balkh	18	24	13	5	60
		Saripul	6	1	2	0	9
		Jawzjan	3	4	1	1	9
		Jalalabad	38	3	1	0	42
7	Student learning	Herat	18	32	7	4	61
		Balkh	23	19	7	10	59
		Saripul	4	3	2	0	9
		Jawzjan	3	4	1	1	9
		Jalalabad	36	4	2	0	42
			<b>84</b>	<b>62</b>	<b>19</b>	<b>15</b>	<b>180</b>
8	Classroom observation-how helpful	Herat	8	23	25	6	62
		Balkh	17	23	11	7	58
		Saripul	8	1	0	0	9

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		Jawzjan	5	3	1	0	9
		Jalalabad	30	5	2	4	41
			<b>68</b>	<b>55</b>	<b>39</b>	<b>17</b>	<b>179</b>
9	TLCs-how helpful	Herat	30	18	8	5	61
		Balkh	27	25	3	5	60
		Saripul	6	3	0	0	9
		Jawzjan	4	4	1	0	9
		Jalalabad	30	5	3	3	41
			<b>97</b>	<b>55</b>	<b>15</b>	<b>13</b>	<b>180</b>
11	Communication among teachers	Herat	4	2	21	35	62
		Balkh	16	6	17	20	59
		Saripul	6	2	0	1	9
		Jawzjan	1	3	1	3	8
		Jalalabad	6	9	15	9	39
			<b>33</b>	<b>22</b>	<b>54</b>	<b>68</b>	<b>177</b>
<b>Teacher Learning Circles</b>							
			<b>Yes</b>	<b>No</b>	<b>N=</b>		
10a	Making instructional aids	Herat	52	10	62		
		Balkh	49	11	60		
		Saripul	7	2	9		
		Jawzjan	7	2	9		
		Jalalabad	36	6	42		
			<b>151</b>	<b>31</b>	<b>182</b>		
10b	Preparing lesson plans	Herat	60	2	62		
		Balkh	57	3	60		
		Saripul	7	2	9		
		Jawzjan	7	2	9		
		Jalalabad	40	2	42		
			<b>171</b>	<b>11</b>	<b>182</b>		
10c	Class management discussions	Herat	52	10	62		
		Balkh	53	7	60		
		Saripul	7	2	9		
		Jawzjan	8	1	9		
		Jalalabad	38	4	42		
			<b>158</b>	<b>24</b>	<b>182</b>		
10d	Student centered learning methods	Herat	54	8	62		
		Balkh	54	6	60		
		Saripul	7	2	9		
		Jawzjan	7	2	9		
		Jalalabad	41	1	42		
			<b>163</b>	<b>19</b>	<b>182</b>		

10e	Sharing ideas	Herat	53	9	62
		Balkh	56	4	60
		Saripul	7	2	9
		Jawzjan	8	1	9
		Jalalabad	41	1	42
			<b>165</b>	<b>17</b>	<b>182</b>

**Table 3 – Trainer Questionnaire – Teacher Trainers: Summary of Data**

(5 provinces visited – 37 total responses. Female=18 Male=19)

**A. Cascade Model**

1. The training that you received to prepare you to become a trainer was

Excellent	Very good	Average	Below average	N=
25	10	1	0	<b>36</b>
69%	28%	3%	0%	<b>100%</b>

2. The training material you received were

Excellent	Very good	Average	Below average	N=
18	14	2	3	<b>37</b>
49%	38%	5%	8%	<b>100%</b>

3. The instructional strategies used in your training were

Excellent	Very good	Average	Below average	N=
21	12	4	0	<b>37</b>
57%	32%	11%	0%	<b>100%</b>

4. Your trainers were

Excellent	Very good	Average	Below average	N=
20	14	3	0	<b>37</b>
54%	38%	8%	0%	<b>100%</b>

**B. Monitoring and evaluation training (for those trainers who completed M&E training)**

1. The training that you received in monitoring and evaluation was

Excellent	Very good	Average	Below average	N=
18	11	8	0	<b>37</b>
49%	30%	22%	0%	<b>100%</b>

6. Teacher Learning Circles are

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
25	11	1	0	<b>37</b>
68%	30%	3%	0%	<b>100%</b>

8. Classroom observation of teachers is

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
32	4	1	0	<b>37</b>
86%	11%	3%	0%	<b>100%</b>

7. Do the In-school teacher support activities include?

A. Making Instructional Aids	Yes	No	N=
	32	5	<b>37</b>
	86%	14%	<b>100%</b>

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<b>B. Preparing Lesson plan</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	37	0	37
	100%	0%	100%

<b>C. Discussing classroom Management</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	36	1	37
	97%	3%	100%

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<b>D. Using student Centered learning</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	31	6	37
	84%	16%	100%

**Table 4 – Trainer Questionnaire – Teacher Trainer: Data Listed by Region**  
(5 provinces visited – 37 total responses. Female=18 Male=19)

**Summary of Data from All Regions**

**Teacher Trainer Questionnaire All Data:  
Herat, Balkh, Saripul, Jawzjan, and  
Jalalabad.**

		Rating 4=high		1=low		Responses = N
		4	3	2	1	
1	Satisfaction with TOT training	25	10	1	0	36
2	Quality of training materials	18	14	2	3	37
3	Quality of instructional strategies	21	12	4	0	37
4	Satisfaction with TOT trainers	20	14	3	0	37
1	Satisfaction with M&E training	18	11	8	0	37
6	Usefulness of TLCs	25	11	1	0	37
	Usefulness of classroom					
8	Observation	32	4	1	0	37
		<b>Yes</b>	<b>No</b>	<b>N=</b>		
2	Does trainer visit schools	34	3	37		
	<b>In-School T Support Activities</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>		
7a	making instructional aids	32	5	37		
7b	Preparing lesson plans	37	0	37		
7c	discussing classroom management	36	1	37		
7d	using student-centered learning	31	6	37		

**Data Listed by Region**

Q	Trainer Questionnaire – Teacher Trainer: All Locations		4=highest response			1=Lowest response	Total responses = N
			4	3	2	1	
<b>Cascade Model</b>							
1	Satisfaction with TOT training	Herat	8	2	0	0	10
		Balkh	4	2	1	0	7
		Sar-i-P	2	3	0	0	5
		Jawzj	3	0	0	0	3
		Jalalb	8	3	0	0	11
		<b>25</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>36</b>	
2	Quality of training materials	Herat	5	2	1	2	10
		Balkh	5	2	0	1	8
		Sar-i-P	2	3	0	0	5
		Jawzj	0	3	0	0	3
		Jalalb	6	4	1	0	11
		<b>18</b>	<b>14</b>	<b>2</b>	<b>3</b>	<b>37</b>	
3	Quality of instructional strategies	Herat	7	1	2	0	10
		Balkh	4	4	0	0	8
		Sar-i-P	1	4	0	0	5
		Jawzj	3	0	0	0	3
		Jalalb	6	3	2	0	11
		<b>21</b>	<b>12</b>	<b>4</b>	<b>0</b>	<b>37</b>	
4	Satisfaction with TOT trainers	Herat	7	1	2	0	10
		Balkh	6	2	0	0	8
		Sar-i-P	1	4	0	0	5
		Jawzj	0	3	0	0	3
		Jalalb	6	4	1	0	11
		<b>20</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>37</b>	
<b>M&amp;E Training</b>							
1	Satisfaction with M&E training	Herat	5	3	2	0	10
		Balkh	3	1	4	0	8
		Sar-i-P	2	2	1	0	5
		Jawzj	3	0	0	0	3
		Jalalb	5	5	1	0	11
		<b>18</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>37</b>	
2	Does trainer visit schools		<b>Yes</b>	<b>No</b>	<b>N=</b>		
		Herat	7	3	10		
		Balkh	8	0	8		
		Sar-i-P	5	0	5		
	Jawzj	3	0	3			

	Jalalb	11	0	11			
		<b>34</b>	<b>3</b>	<b>37</b>			
<b>In-School Teacher Support Activities</b>		<b>4=highest response</b>		<b>1=lowest response</b>	<b>total responses = N</b>		
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
6	Usefulness of TLCs	Herat	5	5	0	0	10
		Balkh	6	2	0	0	8
		Sar-i-P	3	2	0	0	5
		Jawzj	0	2	1	0	3
		Jalalb	11	0	0	0	11
			<b>25</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>37</b>
8	Usefulness of classroom observation	Herat	7	3	0	0	10
		Balkh	6	1	1	0	8
		Sar-i-P	5	0	0	0	5
		Jawzj	3	0	0	0	3
		Jalalb	11	0	0	0	11
			<b>32</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>37</b>
<b>In-School Teacher Support Activities</b>		<b>Yes</b>	<b>No</b>	<b>N=</b>			
7a	Making instructional aids	Herat	8	2	10		
		Balkh	6	2	8		
		Sar-i-P	4	1	5		
		Jawzj	3	0	3		
		Jalalb	11	0	11		
			<b>32</b>	<b>5</b>	<b>37</b>		
7b	Preparing lesson plans	Herat	10	0	10		
		Balkh	8	0	8		
		Sar-i-P	5	0	5		
		Jawzj	3	0	3		
		Jalalb	11	0	11		
			<b>37</b>	<b>0</b>	<b>37</b>		
7c	Discussing classroom management	Herat	10	0	10		
		Balkh	7	1	8		
		Sar-i-P	5	0	5		
		Jawzj	3	0	3		
		Jalalb	11	0	11		
			<b>36</b>	<b>1</b>	<b>37</b>		
7d	Using student-centered learning	Herat	7	3	10		
		Balkh	5	3	8		
		Sar-i-P	5	0	5		

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Jawzj	3	0	3
Jalalb	11	0	11
	<b>31</b>	<b>6</b>	<b>37</b>

**Table 5 – Trainer Questionnaire – TOT Trainers: Summary of Data**  
(5 provinces visited; 49 total responses. Female=14 Male=35)

**A. Cascade Model**

**1. The training that you received to prepare you to become a trainer was**

Excellent	Very good	Average	Below average	N=
23	17	7	1	<b>48</b>
48%	35%	15%	2%	100%

**2. The training material you received were**

Excellent	Very good	Average	Below average	N=
23	16	8	2	<b>49</b>
47%	33%	16%	4%	100%

**3. The instructional strategies used in your training were**

Excellent	Very good	Average	Below average	N=
24	17	7	0	<b>48</b>
50%	35%	15%	0%	100%

**4. Your trainers were**

Excellent	Very good	Average	Below average	N=
24	15	8	2	<b>49</b>
49%	31%	16%	4%	100%

**B. Monitoring and evaluation training (for those trainers who completed M&E training)**

**1. The training that you received in monitoring and evaluation was**

Excellent	Very good	Average	Below average	N=
24	12	10	2	48
50%	25%	21%	4%	100%

**6. Teacher Learning Circles are**

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
25	18	4	0	47
53%	38%	9%	0%	100%

**8. Classroom observation of teachers is**

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
26	16	3	2	47
55%	34%	6%	4%	100%

**7. Do the In-school teacher support activities include?**

A. Making Instructional Aids	Yes	No	N=
	40	8	48
	83%	17%	100%

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<b>B. Preparing Lesson plan</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	42	7	49
	86%	14%	100%

<b>C. Discussing classroom Management</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	44	5	49
	90%	10%	100%

<b>D. Using student Centered learning</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	39	10	49
	80%	20%	100%

**Table 6 – Trainer Questionnaire – TOT Trainers: Data Listed by Region**  
(5 provinces visited; 49 total responses. Female=14 Male=35)

**Summary of All Data**

**TOT Questionnaire All Data: Herat, Balkh, Saripul, Jawzjan, and Jalalabad.**

	Rating 4=high		1=low		Responses = N
	4	3	2	1	
1 Satisfaction with TOT training	23	17	7	1	48
2 Quality of training materials	23	16	8	2	49
3 Quality of instructional strategies	24	17	7	0	48
4 Satisfaction with TOT trainers	24	15	8	2	49
1 Satisfaction with M&E training	24	12	10	2	48
6 Usefulness of TLCs	25	18	4	0	47
Usefulness of classroom					
8 Observation	26	16	3	2	47

	Yes	No	N=
2 Does trainer visit schools	47	0	47

**In-School T Support Activities**

	Yes	No	N=
7a Making instructional aids	40	8	48
7b Preparing lesson plans	42	7	49
7c Discussing classroom management	44	5	49
7d Using student-centered learning	39	10	49

### Summary of Data by Region

Q	TOT Trainer Questionnaire		4=highest response			1=lowest response	total responses = N
			4	3	2	1	
<b>Cascade Model</b>							
1	Satisfaction with TOT training	Herat	3	9	2	1	15
		Balkh	8	3	2	0	13
		Sar-i-P	4	1	0	0	5
		Jawzj	0	3	3	0	6
		Jalalb	8	1	0	0	9
		<b>23</b>	<b>17</b>	<b>7</b>	<b>1</b>	<b>48</b>	
2	Quality of training materials	Herat	6	3	5	2	16
		Balkh	6	5	2	0	13
		Sar-i-P	4	1	0	0	5
		Jawzj	2	3	1	0	6
		Jalalb	5	4	0	0	9
		<b>23</b>	<b>16</b>	<b>8</b>	<b>2</b>	<b>49</b>	
3	Quality of instructional strategies	Herat	8	7	1	0	16
		Balkh	4	3	5	0	12
		Sar-i-P	3	2	0	0	5
		Jawzj	2	3	1	0	6
		Jalalb	7	2	0	0	9
		<b>24</b>	<b>17</b>	<b>7</b>	<b>0</b>	<b>48</b>	
4	Satisfaction with TOT trainers	Herat	3	7	5	1	16
		Balkh	6	5	1	1	13
		Sar-i-P	3	2	0	0	5
		Jawzj	3	1	2	0	6
		Jalalb	9	0	0	0	9
		<b>24</b>	<b>15</b>	<b>8</b>	<b>2</b>	<b>49</b>	
<b>M&amp;E Training</b>							
1	Satisfaction with M&E training	Herat	5	4	5	2	16
		Balkh	5	4	3	0	12
		Sar-i-P	4	1	0	0	5
		Jawzj	3	1	2	0	6
		Jalalb	7	2	0	0	9
		<b>24</b>	<b>12</b>	<b>10</b>	<b>2</b>	<b>48</b>	
2	Does trainer visit schools	Herat		<b>Yes</b>	<b>No</b>	<b>N=</b>	
		Balkh	16	0	16		
			13	0	13		

		Sar-i-P	5	0	5	
		Jawzj	4	0	4	
		Jalalb	9	0	9	
			<b>47</b>	<b>0</b>	<b>47</b>	
<b>In-School Teacher Support Activities</b>			<b>4=highest response</b>		<b>1=lowest response</b>	<b>total responses = N</b>
6	Usefulness of TLCs	Herat	8	5	2	15
		Balkh	3	8	2	13
		Sar-i-P	3	1	0	4
		Jawzj	3	3	0	6
		Jalalb	8	1	0	9
			<b>25</b>	<b>18</b>	<b>4</b>	<b>47</b>
8	Usefulness of classroom observation	Herat	9	5	1	15
		Balkh	3	7	2	13
		Sar-i-P	4	1	0	5
		Jawzj	3	3	0	6
		Jalalb	7	0	0	8
			<b>26</b>	<b>16</b>	<b>3</b>	<b>47</b>
<b>In-School T Support Activities</b>			<b>Yes</b>	<b>No</b>	<b>N=</b>	
7a	Making instructional aids	Herat	14	2	16	
		Balkh	8	4	12	
		Sar-i-P	5	0	5	
		Jawzj	4	2	6	
		Jalalb	9	0	9	
			<b>40</b>	<b>8</b>	<b>48</b>	
7b	Preparing lesson plans	Herat	14	2	16	
		Balkh	10	3	13	
		Sar-i-P	5	0	5	
		Jawzj	4	2	6	
		Jalalb	9	0	9	
			<b>42</b>	<b>7</b>	<b>49</b>	
7c	Discussing classroom management	Herat	14	2	16	
		Balkh	13	0	13	
		Sar-i-P	5	0	5	
		Jawzj	4	2	6	
		Jalalb	8	1	9	
			<b>44</b>	<b>5</b>	<b>49</b>	
7d	Using student-centered learning	Herat	13	3	16	
		Balkh	9	4	13	

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Sar-i-P	4	1	5
Jawzj	4	2	6
Jalalb	9	0	9
	<b>39</b>	<b>10</b>	<b>49</b>

## Appendix 6: Interview/Focus Group Discussion—Data Summary and Analysis

### List of Tables Containing Interview Data Summary and Analysis

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**Table 1: Donors and Other Agency/Organization Implementers—Support Related to BESST**

<p>Role related to ‘BESST’?</p>	<p>WORLD BANK – Planned support includes school grants, teacher education (district teacher training, principals training, and increasing female teachers), and project management and coordination. While UNICEF and USAID co-chair the consultative group for education in Afghanistan, the Bank is the focal point for the Technical Working Group for Policy and reform.</p> <p>PACE-A (Partnership Advancing Community-Based Education in Afghanistan) – USAID supported community-based education project. The intent is that the community-based schools (grades 1-6 and about 70% girls), located within a 3-kilometer radius of a ‘hub’ MOE school, will feed into the MOE school and that teachers will ultimately be at the level to complete the MOE INSET I trainings and competency/credentialing process. Few teachers listen to the educational radio and television programs although if copies of the programs were located at the TTC or NGO implementing partner office, they could be accessed by the PACE-A teachers.</p> <p>HEP (Higher Education Project) – USAID supported higher education project. The intent is to increase the capacity of Kabul Education University faculty based on Standards of Teaching and to build a two year general education masters degree program. Faculty are young and currently have not had the INSET I and INSET II training. Graduates will be eligible to teach in the secondary education Lycees. Selected faculty of the Kabul Education University, along with selected Kabul University faculty, are jointly participating in the development of the curriculum guidelines for the Teacher Training Colleges and in the development of the teacher competencies being developed through the MOE/Teacher Education Department, which will serve as a basis for a pay and grade system and teacher credentialing system.</p> <p>PRT (Provincial Reconstruction Teams) - USAID funded regional development advisors and field program officers located at the PRTs and providing support for education, health and other US government supported development activities. Related to education, the PRT representatives have been working as a liaison between the military</p>
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	<p>humanitarian efforts and other donors and providing school construction infrastructure support, which has included schools in which ‘BESST’ is working.</p> <p>BRAC- Afghanistan &amp; Aga Khan Foundation (AKF) – Both BRAC and AKF are involved in mobilizing communities in support of holistic non-formal education programs; and implementing pilot girls’ education initiatives in addition to their health and microfinance programs. BRAC is also implementing an Accelerated Learning program for older girls. BRAC teachers are not on the MOE payroll. Both have extensive experience in delivering teacher training.</p> <p>SCA (Swedish Committee for Afghanistan) – Involved in six Teacher Training/Resource Centers, 45 model schools and 100 community-based education schools (P-5), and is a regular participant in the Community-Based Education Forum.</p> <p>GTZ (German Technical Corporation) – Conducts a basic education component with four subprograms (technical advisory and capacity development at MOE, improving teacher training - TTC pre-service support, promoting girls in education, pro-poor promotion strategies for NESP); and a Vocational Training Program.</p> <p>JICA (Japanese International Development Agency) – Developed two Teacher Guide Books (grades 1-3 and grades 4-6); the latter guide is new and soon to be available through the MOE. In addition, JICA has developed some science resource audio-visual materials (grade 1-6) and is working on some science and mathematics lessons plans for future graduates of the TTCs, and on some inclusive education materials. They are interested in coordinating closely with ‘BESST’.</p> <p>CIDA (Canadian International Development Agency) – An EQUIP I donor – has collaborated with USAID and ‘BESST and is implementing teacher training in Kandahar province. CIDA would like to see more emphasis on the issues of access to and quality of education and less on infrastructure.</p> <p>UK SAVE (United Kingdom SAVE) – Part of the three-country (Sweden, US and UK) SAVE education access</p>
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	<p>and quality focus. UK SAVE is involved in non-formal community-based education schools, Accelerated Learning, and is a regular participant in the Community-Based Education Forum. UK SAVE will be participating in the EQUIP II Package 1 and Package 3 consortiums.</p> <p>DANIDA (Danish International Development Agency) – Involved in supporting curriculum development, management and capacity building through the support of technical advisors to the MOE, construction of nine schools and two dormitories through NGOs, and, with co-financing by USAID, has a contract with the MOE to support the textbook printing and distribution. DANIDA participates in an education working group for the ANDS and the NESP under the education chapter of the ANDS, as a member of the Education Development Board (EDB) working group, and in the Afghan Girls Initiative chaired by UNICEF.</p> <p>Cardno ACIL (commissioned by the Australian Government’s Development Assistance Funding for Afghanistan) – development of an overall systems-based monitoring and evaluation framework for the Ministry of Education implementation of the NESP.</p> <p>UNESCO (United Nations Educational, Scientific and Cultural Organization) - Supports technical assistance to the MOE with the National Education Strategic Plan (NESP).</p> <p>UNICEF (United Nations Children’s Fund) – Supports INSET I training (printed the document), communication on Girls’ Education, Woman’s Literacy, supplementary teaching-learning materials, and multiple other education related activities - including community-based schools, some school construction, working jointly with GTZ on a pre-service/in-service teacher training package for the TTC faculty, and teacher orientation for the new textbooks 1-9 (UNESCO is working on 10-12). UNICEF and USAID co-chair the consultative group for Education in Afghanistan.</p>
<p>Collaboration and communication/information exchange?</p>	<p>There is a positive relationship between the team leader of ‘BESST’ and the leadership of PACE-A, World Bank and CIDA programs. The ‘BESST’ strategies of Teacher Learning Circles and Shura/Community Education</p>

	<p>Councils are being implemented in the community-based schools along with selected community mobilization mechanisms. According to the PACE-A team leader, “Training is not everything – implementation of the In-school Teacher Support Activities (ITSA) is the key.” PACE-A staff are encouraged to get in touch with the ‘BESST’ implementing NGO and to obtain permission to participate in the ‘BESST’ trainings. PACE-A participates in the Community-Based Education Forum (CBE) along with other donors involved in community-based education activities. ‘BESST’ participates in the CBE forum.</p> <p>The World Bank/EQUIP II project will scale up the ‘best practices’ of the ‘BESST’ project to an additional 23 provinces using an NGO consortium delivery system with program oversight by the Teacher Education Department of the MOE and procurement oversight by the Grants Management Unit (GMU) of the MOE. The proposed EQUIP builds on the experiences gained in implementing the grants for school/community development program and in contracting with NGOs for community mobilization. The ‘BESST’ project supports the National Education Strategic Plan, which is an integral part of the Afghan National Development Plan. The strategy has been to request donors to align their programs with those of the NESP either through a bilateral agreement in collaboration with the MOE or through the Afghanistan Reconstruction Trust Fund (ARTF). EQUIP II is funded through the Afghanistan Reconstruction Trust Fund with USAID and IDA as the lead education donors and further supported with multiple donor/international funding (e.g., U.S./USAID, Canada/CIDA, Norway/NORAD, Netherlands, Australia, and Germany/GTZ).</p>
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**Table 2: MOE—Capacity Development and Institutional Strengthening Related to BESST**

<p>What have been the accomplishments of ‘BESST’ related to strengthening teacher training and support functions of the MOE?</p>	<p>In accordance with the ‘BESST’ Annual report (January – December 2008), the major accomplishments have been: supporting the Reform and Implementation Management Unit (RIMU), strengthening the MOE curriculum department, development of human resources (HR) policies and procedures, capacity building of MOE staff through trainings, reorganization of the MOE <i>Tashkeel</i>, development of the MOE Five-Year Strategic Plan, human resources/teacher registration/payroll database development, internal reporting, building teacher training capacity of provincial/district MOE staff, support MOE teacher training colleges in ‘BESST’ 11 provinces, and support analysis and advocacy of policies needed to improve teachers’ training and conditions. Progress related to the status of each of activities is included in the Annual Report.</p> <p>The comments included are based on consultations with the following officials and advisors:</p> <p>The MOE Deputy for Administration and Finance, Deputy for Curriculum and Training, Senior Advisor to the Minister of Education, Chief of HRD, Chief of Planning, Senior Policy Advisor and General Director of Teacher Education, TED Curriculum and Distance Education members, Head of MOE Developing Educational Curriculum and Compilation of Textbooks, Creative Advisor to Minister of Education and Liaison ‘BESST’ Project/MOE, and Education Specialist for ‘BESST’/US SAVE</p>	
<p>Which ‘BESST’ practices are strengthening the capacity and systems of the MOE at the central-level (sustainability)?</p>	<p>Support of NESP and ANDS; second version draft of NESP aligned with first</p>	<p>World Bank and USAID funding directly supportive of the NESP; theme 2-qualified school teachers, theme 4-curriculum development/ learning materials, theme 8-educational administration/ management (pay and grade); ANDS relationship – teaching methods, out-of-school enrollment, building reconstruction, student-centered learning, competency testing, and relevancy of training strategies are all supportive of the ANDS.</p>

	<p>Development of MOE/teacher competencies (knowledge) &amp; credentialing (quality control) process? US SAVE has provided technical assistance - progress has been good – implementation will be a recursive process; competencies ready for field testing.</p> <p>Hiring of 180 curriculum development specialists? Actual number of curriculum development specialists hired was 70. The textbooks are perceived to be well written with strong content, sample in-class and out-of class activities, suggestions for active learning, along with assessment questions, home work assignments, and teaching guides.</p> <p>Assistance to TED to become more effective?</p>	<p>The technical writing team is composed of a working group of University professors – the challenge has been that the items prepared are perceived to focus more on knowledge and facts and less on understanding and application - there is a concern about how consistent the competencies are with the new textbooks (syllabi were shared with the working group).</p> <p>There is a potential ‘gap’ between the new textbooks and the TED teacher training activities (no relationship between INSET II and new curriculum) and the textbooks being prepared for the TTCs (syllabi were shared); communication and collaboration between these departments needs some work; currently textbooks for grades 1-6 are in distribution, textbooks for 7-9 are ready for field testing, and textbooks for 10-12 are still under development.</p> <p>There is a need for more results-driven programming in teacher training to become effective – quality of the teachers is still a big challenge (74% don’t have minimum qualifications – also, need more content training); need to develop capacity of DT3 to deliver closer to home/family; need more guide books for teachers (under development with new curriculum although</p>
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	<p>HRD capacity building and integration of RIMU into HRD?</p> <p>Development of a teacher registration data base?</p> <p>Implementation of a pay and grade system?</p> <p>Indicator-based planning and decision-making</p>	<p>no relationship at policy level – a member from TED participates on each three member team working in development of new teaching guides); and need a closer linkage between TED and the Curriculum Department.</p> <p>HRD is at the ‘hub’ of the MOE management system – yet is overcrowded and lacks basic logistical support (e.g., computers/data management system, limited office supplies – paper, pens, and has transport issues to/from MOE main building); some capacity building activities are being facilitated by a Creative technical advisor, especially short-term training; in addition, work is going on related to merit-based/open-competition recruitment, pay and grade, <i>Tashkeel</i>/org. chart update, M &amp; E, and some IT/database work.</p> <p>Well into implementation</p> <p>MOE policy and procedures – implementation in process once teacher competency testing completed; coordinated through RIMU – MOE is trying to move time frame up.</p> <p>ACIL report (AusAID) has prepared a monitoring and evaluation framework for MOE (Sept. 2008).</p>
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Which 'BESST' practices are strengthening the institutional capacity and systems of the MOE at the provincial/district-level (sustainability)?	<i>'BESST' practices effecting institutional strengthening at provincial/district level?</i>	<i>How can they be further improved?</i>
	Role of TTCs (involvement)?	Needs to be a major focus area these next two years – need buildings/labs, resource centers, and staff need pedagogy training
	Role of MOE provincial/district offices (involvement)?	Needs to be a major focus area these next two years – needs better facilities, logistical support and staff
	Role of partners/NGOs related to TTCs & MOE provincial/district-level offices (linkage, delivery and follow up)?	Not sufficient - need MOE strategy at central level; MOE will prepare delivery system for upgrading the TTC faculty
	Role of school management trainers?	This is an area that needs a lot of work – needs more technical assistance and should jointly be managed by the NGOs and the provincial/district offices
	Role of senior/master trainers?	Gradually, begin to phase some of these trainers to civil service positions – preferably, at the TTCs
	Role of 'core' members?	Can provide the local leadership needed to continue to upgrade teacher training and the ITSA activities – can work across a cluster of schools – salary may be a local school salary and topped up by the NGO or district office
	Need for more results-driven follow up of 'BESST'	Expected results for follow up activities need to be more clearly defined - needs to be a focus area for next two years

	<p>Role of MOE Provincial/district offices in supervision/monitoring</p> <p>Role of MOE provincial/district offices in data gathering (efficiency indicators)</p>	<p>Initially, the NGOs will need to take the lead with the provincial/district offices being phased in over time in selected districts; relationships between provincial/district offices is good so this should be feasible</p> <p>This is a role that the provincial/district offices can perform with additional capacity building/staffing and guidance from MOE/central</p>
<p>General MOE comments and perceptions related to 'BESST' and education</p>	<p>“‘BESST’ is not well-known and not well-liked”; “need to mobilize education”; “there has been a social-political change in Afghanistan – parents now like education”; “education is a top priority next to security and followed by cleanliness and health”; “need to promote more village-based primary schools”; “quality of teaching has to improve in the schools”</p> <p>“MOE wanted to cancel ‘BESST’ and do it in their way – have some technical assistance to advice us”; “Minister wanted to revise the Creative implementation plan – it never was what was expected – caused a delay of a year or so”; “need to change the role of the NGOs – from coordinating/deliver to partner and only where there are gaps”; “need to do more to build and strengthen MOE – need to recruit NGO staff for civil service”</p> <p>“Creative should have their office at the MOE – minimally, the weekly meetings should be held at MOE”; “was hoping that the Creative team and the MOE would set together more – work side by side at the MOE”; “would like to sit and work as a group in developing/revising all materials especially INSET II”; “there has been a close working relationship between the NGOs and the provincial/district offices”; “NGO capacity to delivery training complied with the design changes” ; “BESST” has achieved its current objectives”</p> <p>“Let’s focus on the TTCs and strengthen them”; “senior/master trainers should be tied to the TTCs – will better create results we desire”; “NGOs are not working with the TTCs the way they should”; “need to use NGO technical capacity to deliver where the civil servants can not deliver”; TTC should be</p>	

	<p>playing the primary role and the NGO a secondary role”; “on the per diem issue, some NGOs pay a training incentive so teachers participate even though they don’t need it – need to send those who need skills, not those who have had training”</p> <p>“need more institutional building”; “teacher registration data base was created to eliminate ghost teachers”; “competency testing will help to better plan the teacher training”; “teacher training should be part of a national system and linked to the TTCs”; “TTCs need to be more focused and responsible for quality of teachers in that province”; “TTCs are focusing on Dari and Pushto because they don’t have experts in other content areas”; “need to identify the need first and then implement”; “USAID and Creative should focus more on short-term training at the school level”</p> <p>“textbooks prepared two years back were printed on less expensive paper as intent was that the new textbooks would be rolled out within a year or two; new textbooks - primary 1-6 are now out and 1-9 is ready for field testing; 10-12 is still in development”; “no relationship between INSET II and new textbooks at the policy level - at the working level one member of TED participates as a member of a 3-member working team in the development of the teaching guides”; “not familiar with BESST project – although involved for past four years”</p> <p>“teachers call radio stations and say programs are positive, very helpful – beneficial”; “good means for female teachers who can’t attend face-to-face training “; “others - don’t have batteries, don’t have radios, no access to TV”; quality of programs – high, MOE worked closely with MSS in editing and revising, and relating to INSET I &amp; II materials and themes”, “TV is good for a model for teachers”; “production is good – distribution not good”; “materials should be distributed to teacher trainers”; “happy with MSS-good working relationship”</p> <p>“need to increase number of girls/females in pre-service and in-service programs and at TTCs”; “getting qualified teachers into the rural areas is a real challenge”; “with the salary level now, it is impossible for anyone to move his/her family to a rural area – needs to be incentives for teaching in the rural areas”; “need to focus on local residence teachers”; “need incentives to get female teachers to attend the secondary school and to attend the TTCs”; “in Iran, anyone entering the TTC is registered as a teacher and receives a teacher salary”</p>
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**Table 3: Teachers—Application of Training—Focus Group Discussion Responses**

*16 schools visited and 182 teacher responses—140 female and 42 male*

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<i>1. How did training improve lesson planning skills?</i>	<p>Plan more detailed with more specific steps and activities</p> <p>Provided good practice in preparing lesson plans for each class</p> <p>Includes learning objectives for each lesson</p> <p>Include a variety of student centered activities</p> <p>Standardized format so teachers can work together</p> <p>Learned to plan lessons according to students' capacities</p> <p>Good practice in planning and organizing</p> <p>Includes student homework and ways to assess students</p>	<p>Lesson plan format used and distributed in INSET trainings is different from the plan required by the MOE.</p> <p>Need to use one form only</p>
<i>2. New classroom management techniques</i>	<p>Group work and pair work</p> <p>How to involve the students more actively</p> <p>How to better manage large classes</p> <p>How to ask meaningful questions</p> <p>Encourage students to correct themselves or ask other students to correct</p> <p>Handling discipline problems better and using positive reinforcement</p> <p>Ways of helping weaker students and involving all the students</p> <p>Role play</p> <p>Making instructional aids and teaching materials</p>	<p>Still very difficult to use new techniques with very large classes (70+), in rooms with no furniture or with classes held outdoors</p> <p>Need more teaching aids to help students understand certain concepts, especially in science</p>
<i>3/4. How teaching is more effective as a result of the training</i>	<p>Students are more active and involved and respond positively</p> <p>Better able to help weak students</p> <p>Training content is very relevant to curriculum and helps teachers</p> <p>Absenteeism has decreased</p>	<p>Could use more training in how to assess student performance more effectively</p>

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
	<p>Students do better on their monthly exams</p> <p>Students take more responsibility in class, help each other more</p> <p>Higher level of student participation</p> <p>Classes more interesting for both students and for teachers</p>	
<p>5/6. <i>How can teachers address student needs more effectively</i></p>	<p>Pair or group students of mixed ability so stronger students can help weaker students</p> <p>Sit weaker students in front of the class</p> <p>Put weak students in one group so that teacher can spend more time with that group</p> <p>Assess student performance more regularly</p> <p>Ask meaningful questions to see if students are understanding the lesson</p> <p>Check homework every day and have students correct their mistakes</p>	<p>Need more training in working with special needs students and in preparing remedial lessons</p>
<p>7. <i>How do teachers involve parents?</i></p>	<p>Meet with parents every month to tell them about children's progress</p> <p>Meet with parents of weaker students more often</p> <p>Encourage parents to take an active role in children's education and help with any problems</p> <p>Have contact lists and telephone numbers of all parents</p> <p>Parents are encouraged to come and visit the school</p>	<p>Some parents don't understand new methods and tell teachers to beat students</p> <p>Must often educate parents to goals and benefits of school and new methods</p>
<p>8. <i>School-based Teacher Learning Circle (TLC) activities</i></p>	<p>Discuss problems with students and share ideas (discipline, absences, drop outs, etc)</p> <p>Discuss problems with teaching or class management and share ideas</p> <p>Share ideas about helping weaker students</p>	<p>Need to develop guidelines for effective TLCs with a focus on professional development</p> <p>TLCs should divide into both subject-based teacher groups and also larger mixed groups to discuss methodology</p>

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<i>8/9. Classroom observation by trainers and benefits of feedback after observation</i>	<p>All teachers indicated that trainers had visited them at school to observe their classes and give feedback</p> <p>Follow-up discussion helpful in terms of identifying weaknesses and problems</p> <p>Observers give suggestions on ways to improve</p> <p>Teachers feel supported and don't feel 'alone'</p> <p>Teachers like to have someone to ask for advice</p> <p>Easier to talk about problems</p> <p>Teachers don't feel that they are the only ones with difficulties</p> <p>Good to have encouragement from more experienced teachers</p>	<p>Some teachers commented that the observation form was too long</p> <p>Observers should be able to give demonstrations to model what they want teachers to do</p> <p>Observers should focus on a teacher's good points before discussing weaknesses</p> <p>Form should measure a teacher's 'developmental' progress along the road to becoming an effective teacher</p>
<i>10. Ways to apply the training more effectively at school and in classrooms</i>	<p>Need better training materials or a Teacher Handbook with the main points and suggestions to take home with us</p> <p>Need more teaching aids and instructional materials</p> <p>Need a space for teachers to meet to work and share ideas throughout the teaching day</p> <p>Need more books for the library</p> <p>Every student needs a copy of the textbook</p>	<p>Effective teaching depends on reasonably sized classes, decent classroom and a sufficient supply of textbooks with relevant instructional aids</p>
<b>Open ended questions from Teacher Questionnaire—questions 12 and 13</b>		
<i>Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<i>12. What instructional strategies that you learned in your training are the most useful?</i>	<p>Student-to-student work (group work, pair work, role play)</p> <p>Better lesson planning</p> <p>Developing creative teaching materials</p> <p>Asking meaningful questions</p> <p>Helping weaker students</p> <p>More interesting student activities</p>	<p>Often difficult to use these instructional strategies effectively in large classes or in extremely crowded classrooms with no furniture</p>
<i>13. What suggestions do you have to improve the INSET</i>	<p><b>Most frequent suggestions related to payment and training logistics</b></p> <p>Money for transportation to training</p>	<p>Transport allowance would enable more female teachers to attend training</p>

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<p><i>training</i></p>	<p>Per diem payment  Sandwich or lunch—better food  Shorten the training—too long  Hold training during school vacations, not on workdays  Classes should be smaller</p> <p>Give teachers certificates after completing their INSET training</p> <p><b>Training materials</b>  Improve quality and amount of training materials  Include training materials relevant to teaching specific subjects  Give teachers a <i>Teacher’s Handbook</i> or <i>Guidebook</i> with the main ideas of the training and also suggestions about each new methodology  Incorporate more learning materials for the teachers  Help teachers prepare more instructional aids to take back to their schools</p> <p><b>Training content</b>  More detailed training on helping weak students and preparing remedial activities  More training on managing large classes (50+) and managing classes held outdoors or in tents  Separate training for new teachers</p> <p>Separate more experienced teachers from new teachers—two levels of methodology and class management training</p> <p>Include training on specific subjects  Better trainers  Use TV model lessons to demonstrate new methods</p>	<p>Food should be arranged for a five hour training—“tea and a biscuit” was considered insulting</p> <p>Procedures for awarding post-training certificates need to be negotiated with MOE</p> <p>In INSET 1, teachers received no material related to the training content to take away. They received only</p> <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Pen</li> <li>• Notebook</li> <li>• Folder</li> </ul> <p>Large classes remain a reality and a problem for effectively using new methods</p> <p>In many schools, teachers asked for two levels of training—one for more experienced teachers, one for new teachers</p> <p>Subject specific training is included in EQUIP II  MSS TV video model lessons were helpful in providing teachers with classroom demonstrations featuring teachers</p>



**Table 4: Teachers—Distance Education (ERTV)—Focus Group Discussion Responses**  
*16 schools visited and 182 teacher responses—140 female and 42 male*

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<b>A. Radio introduction—</b> <i>How many teachers have heard of the radio program “It’s Great to Learn</i>	About half of the teachers in each province had heard of the radio program supporting the INSET I/II trainings	
<i>1. Have teachers listened to any of these radio programs?</i>	97 from 182 have listened  Yes—about 53% No—about 47%  Herat = 44% of sample Balkh = 47% of sample Jawzjan = 0% Sarepul = 0% Jalalabad = 100% of sample  86 rated programs excellent = 89% 11 rated programs very good = 11% Teachers in Behsood village, Jalalabad, try to listen to the programs when they focus on primary/middle school. They talk about how the programs model student centered methodologies.	In all five provinces, the teachers said that the program was not broadcast at a convenient time: Herat—7.30 am or 5 pm Balkh, Jawzjan, Sari-Pul—9.20 pm (too late for many female teachers) Jalalabad—10 am; many teachers are in school Many teachers have no access to the radio or regular electricity supply  Sometimes only one or two teachers can listen because of the broadcast times and they will tell the other teachers about the content and focus of the program
<i>2. How often do teachers listen to the radio program?</i>	Of the 50% who did listen, they indicated that they listened occasionally—from a few times a week, once a week or ‘every so often’  Whenever convenient and whenever broadcast time is appropriate	Teachers said that they had not been informed about the usefulness of “ <i>It’s Great to Learn</i> ” Many weren’t aware of the broadcasting times and only heard the programs occasionally  Many teachers said that radio is “old fashioned” and that they didn’t listen to the radio at all
<i>3. Of those teachers who listen to the program, what was their level of satisfaction</i>	Most teachers that listened responded “excellent”, the rest said “very good”	Liked the format Liked that the programs included different teaching skills that were useful—coping with large classes, using group work and

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
		pair work, using drama or role plan
<i>4/6 Benefits of listening to the radio program</i>	<p>Programs are interesting</p> <p>Programs are realistic—you hear a teacher and students in a classroom; good models</p> <p>Programs show how to apply the student-centered classroom strategies at different grade levels and with different subjects</p> <p>Programs help teachers how to use different methods with students in different classes and in various subjects</p> <p>Like the format</p> <p>Illustrate useful class management points, like how to manage a class outdoors</p> <p>Length suitable (12 minutes) but could be slightly longer</p> <p>Relate to the classroom situations and the curriculum</p>	<p>Teachers suggested broadcasting the programs on Friday mornings when they would usually be at home</p> <p>Female teachers suggested broadcasting the programs between 7 and pm, but not later</p> <p>Providing a variety of models and examples of ways to use the INSET classroom management techniques (especially group work and pair work) give teachers good ideas and encouragement to try these student-centered strategies in their own classes</p>
<i>9. Supporting written materials</i>	<p>None</p> <p>Written materials would be helpful so that teachers know what the topic of the programs are, what grade levels and what subjects</p>	<p>Teachers said that a list of the times when the programs were broadcast, and a list of the general focus of each program would be useful (method or teaching strategy, grade level or subject area)</p>
<b><i>B.TV introduction—</i></b> <i>How many teachers have seen one of the demonstration videos of model lessons</i>	<p>None of the teachers who responded had heard of or seen any of these TV video lessons</p>	<p>All teachers suggested that these TV video demonstration lessons be made available for viewing:</p> <ul style="list-style-type: none"> <li>• during training courses</li> <li>• at the TTC resource centers</li> <li>• in schools with computers</li> </ul>
<i>Use of Radio programs and TV videos</i>	<b><i>Suggestions regarding distance education materials</i></b>	<b><i>Challenges</i></b>
<i>Radio programs</i>	Broadcast radio programs at more convenient times (e.g.	Work with radio stations to ensure a convenient broadcast time

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
	<p>Friday mornings, when teachers are at home or between 7 and 9 pm)</p> <p>Radio programs could be slightly longer (15 to 20 minutes) especially those related to specific subjects</p> <p>Distribute a list of the broadcast times and the general topic of the program in each TOT and teacher training session, and in the schools during Teacher Learning Circle meetings</p> <p>Include the radio programs in the INSET training sessions so that teachers can develop “active listening” skills and practice discussing and analyzing program concepts, ideas, attitudes and modeled behavior</p> <p>Make radio programs available to schools so that teachers can use them in their Teacher Learning Circles for professional development</p>	<p>Orientation to the radio programs in each of the training sessions and list of broadcast times</p> <p>Revise Training Guides and integrate use of radio programs reflecting content of training sessions so that trainees benefit from a “multi-media” element; train trainers in how to use the programs as training tools</p> <p>Cost of copying radio program cassettes or CDs and distributing them to schools</p>
<i>TV videos of demonstration/model lessons</i>	<p>Integrate the TV videos into the INSET training sessions, as these videos were developed to support specific INSET methodology and content</p> <p>Make TV videos available on DVDs to all schools with computers so that teachers can use them in their Teacher Learning Circles for</p>	<p>Revise Training Guides and integrate use of TV video model lessons reflecting content of training sessions so that trainees benefit from a “multi-media” element; train trainers in how to use the TV videos as training tools</p> <p>Cost of copying and distributing DVDs with TV video model lessons to NGO training centers and schools with computers and to all TTCs</p>

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
	professional development  Make multiple sets of radio programs on CDs and TV videos of demonstrations lessons available to each Teacher Training College for use by TTC methodology staff with both full-time pre-service students and part-time in-service teachers	

**Table 5: Teacher Trainers— Focus Group Discussion Responses**

*Sample from five provinces— 37 responses: female =18, male = 19*

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<i>1. Suggestions for improving training received in monitoring and evaluation</i>	<p>More training on making suggestions to help teachers after observation</p> <p>Observation form too long and not reflective of INSET training topics</p> <p>More training on helping teachers work together and observe each other</p>	<p>Trainers who observe and advise teachers need more training on “clinical observation” techniques and process</p> <p>Observation form should be revised and more closely linked to INSET topics</p> <p>Observation form should reflect “developmental progress” of teachers rather than “yes-no” questions</p> <p>Focus of observation should be on progress that teacher is making vis-à-vis best practices</p>
<i>2. How are trainers using M&amp;E Training</i>	<p>Visit teachers and observe classes; pre-observation discussion, observation and then post-observation meeting with teacher to give feedback</p>	
<i>3 /4. What does trainer do after observing teacher</i>	<p>Meeting with teacher to discuss weak points</p> <p>Meet with teacher to make suggestions on ways to improve</p> <p>Go over observation form to show the teachers what areas need improvement</p>	<p>Observers need more training in the post-observation meeting discussion and in counseling teachers in a positive way</p> <p>Observers need training and practice in going beyond “descriptive” observations which focus on weak points</p> <p>Need training in more “prescriptive” techniques such as modeling, demonstrations, teacher-to-teacher work, mentoring and coaching</p>
<i>5. Changes in teacher performance</i>	<p>More use of lesson plans and teachers better prepared for their classes</p> <p>More use of student-to-student activities like group work, pair work, role plan</p> <p>Teachers encourage more</p>	

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
	<p>student participation</p> <p>Teachers more active and involve more students than before</p> <p>Teachers prepare and use more creative teaching materials and instructional aids</p>	
<p>6. <i>Benefits of in-school follow-up program</i></p>	<p>Teachers say that observation has helped them in their teaching</p> <p>Teachers feel better about their work and benefit from sharing ideas and problems with colleagues</p> <p>More creative approaches to teaching</p> <p>Use of more instructional aids</p>	<p>Need for focused training in clinical observations skills</p> <p>Training in mentoring and coaching</p> <p>Principals should also be better trained in focused observation techniques</p>
<p>8. <i>Suggestions for improving the in-school follow up observation program</i></p>	<p>More materials about observation, guiding teachers, and mentoring new teachers</p> <p>More training in ways to help teachers improve</p> <p>Training in ways to help teachers with special needs students and weak students</p> <p>Some resource material such as TV videos and demonstrations to show to subject teachers</p> <p>Provide extra help to teachers in their first year of teaching</p> <p>Shorten and improve the observation form so that it focuses on the methods taught in the INSET training</p> <p>Transport allowance for core team members who observe teachers at several schools</p>	<p>Provide more training and materials to help develop trainers' observation skills</p> <p>Training in mentoring and coaching</p> <p>Training in helping teachers with special needs and learning disability students</p> <p>Revise the observation form</p> <p>Provide transportation allowance for trainers who travel to other schools to make classroom observations</p> <p>Encourage teachers to work together based on areas of strengths and weaknesses</p> <p>Special follow up and in-school support for new teachers</p>

**Table 6: TOT Trainers— Focus Group Discussion Responses**

*Sample from five provinces—49 response: female = 14, male = 35*

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<i>1. Suggestions for improving training received in monitoring and evaluation</i>	<p>More take-away training material about guiding and advising trainers</p> <p>Need an observation form for use when observing teacher trainers</p> <p>More training in helping weaker trainers make trainings interactive</p> <p>Standardized process for observing teacher trainers</p>	<p>Develop observation form for observing the teacher trainers</p> <p>More materials for TOT trainers focused on counseling trainers</p> <p>Training in mentoring and coaching</p>
<i>2. How are trainers using M&amp;E training</i>	<p>Visit teacher training sessions and observe teacher trainers</p> <p>Meet with trainers to discuss weak areas and ways in which they can improve</p>	
<i>3 /4. What does TOT trainer do after observing teacher trainer</i>	<p>Meets with trainer to go over any weaknesses or problems</p> <p>Encourages trainers to use as many trainee-centered activities as possible</p> <p>Gives trainer suggestions on how to make training more effective and more interesting</p>	<p>Procedures for observing and helping teacher trainers should be standardized</p> <p>Develop guidelines for observing trainers plus short observation form</p> <p>TOT trainers would benefit from training in mentoring and coaching</p>
<i>5.Changes in teacher trainer performance</i>	<p>Trainers are involving more of the trainees in activities</p> <p>Use of group work and pair work</p> <p>Trainers are often modeling the new methodology</p> <p>Trainers use positive approaches to any problems that may arise</p> <p>Trainers can guide and help the teacher trainees more effectively</p>	<p>TOT trainers should be able to coach teacher trainers so that they can effectively model all of the new teaching behaviors in each training session</p>
<i>6. Benefits of training follow-up program</i>	<p>Teacher trainers can improve their training skills</p>	<p>Effective observation procedures and coaching for teacher trainers</p>

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
	<p>Trainers use more creative methods and more activities</p> <p>TOT trainer observers can help teacher trainers overcome problems</p>	<p>provide a model for those trainers to use with observation and follow-up with teacher in the schools</p>
<p>8. <i>Suggestions for improving trainer observation and follow-up program</i></p>	<p>Give TOT trainers and teacher trainers certificates after completing their training</p> <p>Include some material and some activities focused on preparing and presenting demonstrations and short model lessons</p> <p>More materials needed for effectively guiding and helping trainers</p> <p>Need a good observation form to use as a focus for the post-observation discussion</p>	<p>Procedures for awarding post-training certificates need to be negotiated with MOE</p> <p>Add coaching and mentoring training and materials</p> <p>Develop form and procedures for observation of teacher trainers</p>

**Table 7: Student Informal Interview—Responses**  
*16 schools visited and 183 responses— 60 girls and 48 boys*

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>
<i>1. What do you like best about school?</i>	<p>Learning; learning to read; learning Dari and Pashto                      My teachers                      Being with friends                      The school garden and flowers                      Playground; playing sports; playing with my friend                      Books and the library                      I like to study                      Poetry and singing</p>
<p><i>2. What is your favorite subject and why?</i></p> <p><i>(For older students-What career would you like to train for?)</i></p>	<p>Koran—religion is important in our lives; Koran is a guide for us in our daily life                      Dari and Pashto—mother language, poetry                      Mathematics—very useful; fun; helpful in our lives                      History and geography—we need to know about our country                      Biology and science—these subjects are important if you want to be a doctor or a scientist                      English—it’s an international language                      Drawing—it’s fun to make pictures</p> <p><b>Career Aspirations</b>                      Doctor—‘want to help people’                      Engineer                      Lawyer                      Teacher                        Police officer                      Scientist                        Environmental scientist                      Chemist                         Journalist                      Biologist</p>
<i>3. What ideas do you have to make your school better?</i>	<p>Desks; more desks; desks that aren’t broken; more chairs                      More classrooms so we don’t have to sit outside or on the floor                      A garden; a bigger garden; more flowers; more trees                      More books; a library with books enough for all the students; some English books; more picture books; maps                      A playground; a place to play sports; some sports equipment                      Electricity; fans in hot weather; glass for the windows; better blackboards                      Better security                      Science labs with microscopes                      Computers</p>

**Table 8: Media Support Solutions (MSS)—Structured Interview Comments**

<b><i>Focus of Question</i></b>	<b><i>Responses</i></b>	
<p>What are the collaboration and/or communication issues with ‘BESST’ Creative project office?</p>	<p>Role of MSS has not been one of “partner” organization, but rather as a contractor. MSS has been limited to producing and delivering radio programs and TV model lessons without access to the implementing NGO partners to provide information to be distributed to trainers and teachers regarding the focus and content of the radio programs, and copies of broadcasting schedule so as to inform trainees of local broadcast times</p> <p>Face-to-face communication has been minimal and could have been much better</p> <p>Current collaboration/communication has improved somewhat over the problems of the first two years. However, only in the last 10 months has MSS been invited to join the Monday morning sharing sessions among BESST NGOs.</p>	
<p>Which ‘BESST’ practices are working well?</p> <p>How can they be further improved?</p>	<p><b><i>Practices that are working well?</i></b></p> <p><i>INSET I and INSET II radio programs developed in support of face-to-face trainings</i></p>	<p><b><i>How can they be Further Improved?</i></b></p> <p>Radio programs and TV demonstration lessons have been designed specifically to support INSET I/II training topics. These materials should be integrated into a redesigned Trainer Training Guide so that each training session includes a relevant radio program and TV model lesson for trainees to discuss and analyze.</p> <p>Provide teachers with an orientation to the purpose and benefits of the radio programs, and with a local broadcast schedule</p> <p>MSS would like Creative and NGO partner cooperation in helping to synchronize radio programs with the face-to-face training over the 12 days that it takes place in various local areas</p> <p>Include occasional use of radio</p>





	<p>training and Teacher Learning Circles</p> <p>Using the 47 TV videos presenting model lessons in a meaningful way</p>	<p>Circles</p> <p>Develop TOT for trainers in using video material effectively in training</p>
<p>What have been the data exchanges with the provincial/district NGO offices?</p>	<p><b>Data Exchanges?</b></p> <p>Very limited interaction between MSS and any of the other implementing NGOs except at the Monday meetings</p>	<p><b>How can it be Improved?</b></p> <p>NGOs should be aware of the range and depth of multi-media support to the INSET I/II TOTs and teacher training</p>
<p>Which ‘BESST’ management oversight activities have been beneficial?</p> <p>Which can be improved?</p>	<p><b>Beneficial Oversight?</b></p> <p>Inclusion of MSS in Monday meetings of NGOs has been helpful</p>	<p><b>How can it be Improved?</b></p> <p>Provide capacity building training and IT training for MSS and NGO staffs</p>
<p>What has been the communication among partners?</p> <p>How can these exchanges be improved?</p>	<p><b>Partner Communication?</b></p> <p>Essentially only the Monday morning reporting sessions and some informal meetings</p>	<p><b>How can it be Improved?</b></p> <p>Would be good to bring the MSS and NGO project managers together once every six months – would help create an “Implementer Learning Circle”</p>
<p>What is the ‘satisfaction’ with ‘BESST’ management training provided to NGO staff?</p>	<p><b>Staff Training?</b></p> <p>Currently, the only training provided is related to data collection, M &amp; E reporting forms specific to Creative. This has been only marginally satisfactory because of frequent changes in M&amp;E data to be collected and in reporting procedures. More extensive IT training would be useful to build staff capacity to handle these recurring changes.</p>	

**Table 9: NGO Partner/Implementers—Interview (CHA, AWEC, US SAVE, ADA, DHSA, CoAR)**

<p>What are the collaboration and/or communication issues with ‘BESST’ Creative project office?</p>	<p>Monday morning sharing sessions are good although the NGOs feel there should also be some visitation by “BESST” staff to the field offices and school sites as it is currently almost non-existent – most could not remember the last time a technical person from the ‘BESST’ office had visited. The PMOs are performing a key communication linkage. MOE representative attends each Monday session.</p> <p>Current collaboration/communication is quite good – NGOs are strong as the result of participation in the previous APEP project and, thus, need less guidance to ensure a quality delivery system.</p>	
<p>Which ‘BESST’ practices are working well?</p> <p>How can they be further improved?</p>	<p><i>‘Practices’ Working Well?</i></p> <p><i>INSET I &amp; II Trainings</i></p> <p><i>Use of ‘Core’ Members</i></p> <p><i>Teacher Learning Circles</i></p>	<p><i>How can they be Further Improved?</i></p> <p>Develop a supportive role for the TTCs; include some gender sensitive training and materials; would like to see more methods on how to manage/teach bigger classes; mix reviews relative to the content knowledge vs. teaching methods issue; use of a certificate of completion is good but needs to be on time</p> <p>Need to ensure every school has a ‘core’ member affiliated with it; use of locally recruited core members enhances security and sustainability of trainings</p> <p>Provide guidelines for conduct of meetings - include some professional development activities –</p>

	<p><i>Classroom Observations</i></p> <p><i>Shura/Community Meetings</i></p> <p><i>School-Site Follow up</i></p>	<p>clearly define expected results</p> <p>Needs to be more clinical in its approach, user friendly and focused on results specific to INSET trainings</p> <p>Provide guidelines and training to improve effectiveness – need clearly define expected results (In one community - since Shura/community members started meeting, there have been no schools burned; in another community if anyone is caught harboring Taliban, they will be fined 50,000 Afs.)</p> <p>More involvement of MOE/provincial/district staff</p>
<p>Which ‘BESST’ practices are progressing but are early in their development?</p>	<p><i>‘Practices’ Early in their Development</i></p> <p><i>School Management Training</i></p> <p><i>School Manager Learning Circles</i></p> <p><i>Take Away Reference Material for Teachers</i></p>	<p><i>How can they be further developed?</i></p> <p>School management booklet needs further work – some translation and cultural adaptation issues</p> <p>New concept early in its development and currently left up to the school managers. Needs to be defined more clearly and included as a part of the management training workshops</p> <p>Reference the JICA materials; more material is needed, especially at the primary level.</p>

	<p><i>Media Resource Support Materials</i></p> <p><i>Development of Teaching-Learning Materials</i></p> <p><i>Teacher Competencies</i></p> <p><i>Collection of 'Efficiency Indicators'</i></p>	<p>Would like to see a complete set of these materials at each NGO office and at the TTC Resource Center</p> <p>In one community, the parents provide 10 rupees (7/8 Afs) each per month for materials</p> <p>The MOE with technical advice from the US SAVE consultant, along with Dr. Bahar/Kabul University and the TED director are developing a work plan for this effort. Progress has been significant and pilot testing of the competencies is eminent.</p> <p>This should be a MOE effort in conjunction with some of the ACIL work already completed.</p>
<p>What challenges exist to achieving 'BESST' project goals?</p> <p>The NGOs feel that 'BESST' is achieving its current stated objectives but there are some challenges</p> <p>What corrections or innovative strategies could enhance implementation?</p>	<p><i>Challenges?</i></p> <p>Per diem and transport issue related to training – currently teachers forced to cover costs out-of-pocket from their small salary</p> <p>INSET materials are too difficult for teachers with 12 or less level of education</p>	<p><i>Innovative Strategies?</i></p> <p>Have school or MOE provide incentive – especially for females; have MOE change policy on this related to 'BESST'; provide training in shorter delivery segments and closer to 'hub' school-sites</p> <p>Need to select from the training materials those elements which are a priority - and later after the teacher has more content can provide the full training – need to implement</p>

	<p>Senior trainers are highly paid and, hopefully, have not priced themselves out of the market when their usefulness with the NGOs is no longer needed</p> <p>How to empower the Shura/community member education Councils and provide for more local ownership</p> <p>How to get MOE staff more involved with NGO activities?</p> <p>How to work more effectively with the TTCs? - NGO quote 'TTC director will not listen'</p> <p>How to deal with the overcrowding issue?</p> <p>Security issues?</p>	<p>Accelerated Learning strategy</p> <p>The MOE pay and grade system should allow a transfer to the TTC or another MOE office so their capacity isn't lost to the system</p> <p>Would be good if 'BESST' had a small grant component to provide to the Shura/community member education Councils to help with some of the priority items at the school and to further the empowerment of the Councils</p> <p>Possibly, NGO could employ (succumbed) a member of MOE</p> <p>MOE, in conjunction with USAID, and the local provincial office needs to assist in facilitating the TTC relationship; placement of a 'BESST' office at the TTC is a good beginning but not sufficient in and of itself; more integration of activities is needed</p> <p>Overcrowding hinders effectiveness of student-centered techniques – need to look at strategies of involving community members in the classroom as well as other techniques for handling large classes</p> <p>An active and supportive Shura/community along</p>
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	<p>Afghan casualty incidents hinder US image</p> <p>Weak implementing partners</p> <p>Corruption</p>	<p>with local/regional hires as trainers and core members</p> <p>Needs careful public relations and effective implementation</p> <p>‘BESST’ has experienced partners in the delivery of teacher training although this could be a barrier with EQUIP II as the implementing partners are less experienced</p> <p>Careful program and procurement monitoring systems are a must.</p>
<p>What have been the data exchanges with the provincial/district offices?</p> <p>Which have been the most beneficial?</p>	<p><i>Data Exchanges?</i></p> <p>Direct involvement in the trainings and follow up activities (ITSA)</p> <p>Personal contact</p> <p>Weekly, fifteen-day and monthly reporting formats</p> <p>Changing formats have caused some difficulties</p> <p>Tracking of student performance?</p>	<p><i>Which are most Beneficial?</i></p> <p>Very beneficial but need to continue to look for ways to develop MOE capacity</p> <p>Very beneficial</p> <p>Beneficial but would be better if more results focused and not so activity oriented</p> <p>Beneficial but need to try to decide on information format needed</p> <p>Would be very beneficial if implemented; some tracking of mid-term and end-of-year exam results for the ‘BESST’ schools would be most useful</p>
<p>Which ‘BESST’ management oversight activities have been</p>	<p><i>Beneficial Oversight?</i></p> <p>In general, NGOs are</p>	<p><i>How can it be Improved?</i></p> <p>NGOs would like more</p>

<p>beneficial?  Which can be improved?</p>	<p>satisfied with the ‘BESST’ Creative project office oversight; weekly Monday meeting have been an effective oversight strategy, especially when coupled with the PMOs</p>	<p>technical support</p>
<p>What has been the communication among partners?  How can these exchanges be improved?</p>	<p><i>Partner Communication?</i>  Essentially only the Monday morning reporting sessions and some informal associations</p>	<p><i>How can it be Improved?</i>  Would be good to bring the field NGO provincial/ project managers together once every six months – would help create an NGO Implementer Learning Circle</p>
<p>What is the ‘satisfaction’ with ‘BESST’ management training provided to NGO staff?</p>	<p>Currently, only training provided is related to implementation strategies and reporting forms. This has been satisfactory although NGOs would like additional staff development training (i.e., English, skills training, better clarification of expectations of the monitoring and evaluation, and computers).</p>	

**Table 10: Shura Council and Community Member Comments—Interview**

<p>Have you seen any improvements since the teacher and school management trainings? Yes or no? Give examples.</p>	<p>Yes-100%</p>	<p>Shura/community has been more active                  Increased community involvement                  Teachers show more respect to the students                  School is doing a better job of handling student complaints                  Principal is more active – is observing teachers more and making suggestions                  School management has improved                  Parents are being encouraged and appreciated                  Improved relationship between teachers and students                  Council/community members and parents visit the school – this did not happen before                  Better teachers are being hired                  Competitions between classes and students now have uniforms                  Community is helping the poor families so their children can attend school although poor families must participate in school improvement activities                  Students are encouraged more                  Students want to go to school – were afraid before                  Students are being advised in the school to be peaceful and studying topics of peace in the school                  School will send notes to parents to come for a consultation if student is having a problem or not attending school                  If children are absent from the school, parents are informed                  Students are now given homework                  Parents will bring gifts to the school manager to distribute to students for high performance                  Council has more responsibility for the school                  Teaching methods involve the students more                  School environment is more friendly                  Teachers are using more group work</p>
<p>Have you participated in Community-School Improvement Meetings? Yes or no? Give examples.</p>	<p>Yes-100%</p>	<p>Meet at least once a month – sometimes twice (every 15 days) depending on issues                  (Shura, parents and teachers) are making contributions/donations to the school including donations from Afghans living abroad                  Supporting school improvement although mostly infrastructure items – e.g., planting trees, asphalt/walkways, furniture, gardens, water storage, storage room/shed, roof on library,</p>

		<p>boundary wall, latrine – also floor carpets and blackboards</p> <p>Guards are now posted at the school</p> <p>Two classrooms have been added</p> <p>Building another classroom</p> <p>Assist in the projects supporting the school</p> <p>Attend the meetings – discuss problems</p> <p>Mostly participate in resolving student issues</p> <p>Teachers committee coordinates the agenda for the meetings along with school manager (note – need to include some parents on this committee)</p> <p>Literacy was the reason Afghanistan has had problems – future children need to be educated – involvement of the community is the key</p> <p>MOE/SIP (School Improvement Plan) prepared annually as required by MOE by school manager in consultation with principals and teachers – community is not consulted in regard to this plan (note – Annual MOE/SIP should be vetted with community)</p>
<p>Have you seen any changes in student attitude, attendance and/or performance? Yes or no? Give examples.</p>	<p>Yes-100%</p>	<p>My daughter is happier with school</p> <p>Students are given certificates of performance</p> <p>Students are more positive - like school more</p> <p>Attendance is up</p> <p>Absenteeism is lower</p> <p>Based on mid-term exam my child was third and at the end of the year got a first</p> <p>School lessons are evaluated more - teachers check homework more</p> <p>Students want to attend school</p> <p>(note – a young girl student (about 5<sup>th</sup> grade) committed suicide the week before because mother wanted the girl to work at home and prevented her from attending school and girl liked school)</p>
<p>Status of participation of parents/female, teachers/female, and girls?</p>		<p>About an equal number of men and women are participating in the meetings - both speak up at the meeting – usually men first (urban center school)</p> <p>Boys school – 70% of teachers were female (urban center)</p> <p>When security problems- participation of females is less</p> <p>Girls are eager to attend school – if any problems, Shura talks to the parents to mediate</p> <p>Kidnapping of girls is sometimes a problem – need to be escorted – a kidnapping was stopped today</p> <p>No women participate in the Shura/community meetings (note – rural girls school with all male teachers)</p>
<p>Recommendations for</p>		<p>Overcrowding is an issue – need more classrooms, repairs,</p>

<p>further improvement of quality of your school?</p>	<p>latrine for girls, and boundary wall Need to expand the school, chairs/desks, fans for the classrooms, and playground space Need more classrooms and a playground Need to do more on our own and depend less on the NGO community Need more funds for laboratories and library Should distribute textbooks before Summer so students can study Classes intended for 25-30 have 50-80 students Need stationary, textbooks, and instructional support materials Textbook shortage Would like some computers for the school Need teacher guides – would really help the teachers Many elders and parents would like to help at the school but are not literate Because of low salaries, teachers have to do secondary work to make a living Need a girls' school in this area for the upper grades School is cold – students complain School building is in poor condition – need a new building</p>
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**Table 11: School Managers/Principals—Interview**

<b>Management Training</b>	<b>Responses (listed from most frequent to least frequent)</b>
Satisfaction with Management Training?	Very satisfied - 11; Somewhat satisfied -1
What I learned in the training?	Always useful - 8; Sometimes useful - 4
Examples of skills and knowledge gained?	Use of charts & planning activities Establish Shura/Community Education Council Use of principal information/exchange Time management/task prioritization Delegation vs. monitoring vs. controlling Handling of student issues with parents/teachers More contact/involvement of parents Leadership/management vs. dictatorship Teacher observation Training was more for new principals Use of a complaint box idea Introduced to the 'good principal' idea Setting of goals and objectives Organizing a meeting
Suggestions for changing or improving the training?	Extend the length – possibly to 6 days Provide training to other members of school mgt. team Per diem and transport issue Training was a little too high Need more on monitoring Follow up needs to be planned Better if training were held closer to school Would like more follow up No suggestions
<b>Teacher Learning Circles</b>	
Is there a functioning Teacher Learning Circle?	Yes – 11; No – 0; No comment -1
School manager role?	Facilitator; planning, organizing & controlling the meeting
Benefits of the TLC?	Teachers can share their experiences/opinions Jointly solve problems Teachers share methods of teaching Can discuss class observations New teachers find TLC very useful Discuss handling of big classes/use of group work Instructional aids/AV information shared Creates a sense of unity/school morale Groups meet according to level and/or subject

	Can make teacher adjustments - shift to lower/higher level Typically TLCs meet every 15 days/sometimes once/ month after the teaching day
Any issues?	Took class time – we now meet after classes Would be good to include some professional development/ media support/ materials as part of the TLCs Would like to share more about instructional aids Lack of meeting space Need to spend more time furthering our teaching skills
<b>Follow Up to Management Training</b>	
Satisfaction with Management follow up?	Very satisfied – 9; Somewhat satisfied – 1; Little satisfied – 1; No comment - 1
Examples of follow up provided?	Responses varied - don't know anything about any follow up modules; no follow up modules completed; completed 4 modules; completed 10-12 of the modules Reviewed my planning procedures Had a single visit – would like more Helped me to take a more active role with teachers/staff Consultation was useful; had follow up discussion Had two visits – would like more Had multiple visits – very helpful Participating in meetings with other school managers Helped to regularize my meetings with the community
Suggestions for changing or improving the follow up?	Would like more help with management problems Would like the SMT trainers to come more often Provide training to the principals Would like help in dealing with the overcrowding issue Would like to see regularize school manager learning circles clustered with 6-10 managers rather than the large provincial/district-level meetings School manager learning circle doesn't exist- need to establish Would like more training on bookkeeping Would have liked some computer training Would like training to continue Would like some emphasis on teaching materials
<b>School Improvement Plan (Shura/Community Council)</b>	
Does your school have a plan?	Yes - 12; No- 0

Your involvement/role?	School manager, a few teachers and/or NGO representative make agenda and coordinate School manager provides control and oversight - organizes & manages meeting School manager and MOE representative make the plan
Examples of progress made?	Better connections between parents and teachers School infrastructure improvements taking place Parents discuss student issues - talk to teacher to resolve the issue - teacher more respectful Shura/community making donations Improved student attendance and performance Teachers are giving of their own funds Special exams for promotion Distribution of textbooks Lower rate of absenteeism
<b>Role in Classroom Observation</b>	
Do you take an active role in observing teachers?	Yes - 12; No - 0
Examples of your role?	Makes regular classroom visits and discusses shortcomings with teacher Tries to visit classrooms 2/3 times per week; drops in; makes notes for discussion at TLCs Uses a form; consults with teacher; thanks teacher Sometimes observes classes Records observations in a book and has teacher sign
<b>Other Comments</b>	
General issues and comments	Majority of teachers attending TTC in-service – would like transport and per diem More parent participation in resolving student conflicts Overcrowding and shortage of teachers - add several new first grade classes each year– gone to double shifts Shura/parent support helps ensure security Teachers making better lesson plans and doing group work Need to pair new teacher with experienced teacher SMLC not functioning Rural/remote area teachers are weak – many have less than 12 <sup>th</sup> grade education Students are more encouraged Need more levels for teacher training Teacher pay is low

**Table 12: MOE Provincial/District Directors—Interviews**

<p>Role related to ‘BESST’?</p>	<p>Very good relationship – they were consulted related to the selection of the trainers – referred some of their best teachers to the NGO                  Very close – friendly and coordinated manner                  Have visited and observed the trainings; staff ask the teachers what they have learned                  Very familiar with ‘BESST’                  Has met 80% of the trainers                  Are encouraging teachers to participate in the trainings                  Teachers participate in the trainings because of the provincial pressure put on them                  Helped organize a space for the trainings                  District offices are all participating in the trainings                  Our office staff actually join in the classroom observations</p>
<p>Any collaboration or communication issues?</p>	<p>NGO manager is coordinating closely with the provincial office                  Very satisfied - very positive                  Close relationship with the NGO manager                  NGO is responsive when issues are identified – e.g., need to replace some a couple of weak core teachers                  Were able to resolve an issue related to some fake trainer documents                  We have a core member at each Lycee                  Concern that the senior trainers are paid too much; thus, have priced themselves out of the system for the future</p>
<p>What is working well?</p>	<p>Follow up in the schools is very good                  Happy with the emphasis on participation of the females                  Teacher learning circles is a good initiative                  Involving the community is very good</p>
<p>Satisfaction with the ‘BESST’ training for school management?</p>	<p>Inaugurated the training                  Have visited the trainings and is satisfied                  Training is good - need management trainings for the principals                  Happy but principals also need this training                  No – not satisfied – relevancy and translation of the material weak – appears materials were transported in and not properly adapted to the Afghan context</p>
<p>Changes you have seen at the school level?</p>	<p>Teachers are using the new methods                  Teachers and school managers are now showing more respect to the students                  There has been a positive change in the teachers                  Involvement of the Shura/communities to do school improvement is very good</p>

	<p>Community involvement is helping with security          School councils/parents are now more involved          Teacher and student attendance is improved          Parents are more involved          Students like the new methods and are happy          Student performance scores are improving          Seeing a change in teaching</p>
<p>Suggestions for changes over the next two years?</p>	<p>Need for instructional/material resources – shortage of books/furniture/support material          EQUIP I grants were very helpful – can this be continued?          Any lab resources that can be provided is helpful          SAVE provided supplementary materials, microscopes and laboratory equipment          ASIA foundation has provided some books for the library          Teachers need more subject-matter training          Teachers need transport and lunch – no per diem provided only a cup of tea and a biscuit – this is a major concern as it is effecting participation of females and the effectiveness of the trainings          Concern about the 14 year requirement for trainers as many experienced 12 grade graduates are better teachers than the new 14 year graduates          Need more pedagogy in the TTCs – faculty need to be trained in the use of the new methods and teach using the new methods or new graduates will continue to teach how they were taught –i.e., traditionally          TTCs are a concern – they are saying that they are the professionals and are here to teach and NOT for others to teach them          Need to train the TTC faculty – need to be more involved in the whole process to resolve the long-term issue          Physical environment of the schools is unsatisfactory – need to do something about this          Need to involve the community elders and the Malik more          Teacher salaries are low – teachers have to teach two shifts or take another job to make it          Emphasis should have been on content first and then pedagogy – INSET I &amp; II should have been reversed          INSET II should be more than 12 days          Shortage of female teachers – need to provide more incentives/opportunities to identify, develop and upgrade local area teachers          Provincial/district offices are crowded - lack supplies, proper staff and logistical support for regular school visitations</p>

**Table 13: Teacher Training Colleges (TTC)—Interview (Herat, Balkh, Jawzjan, Jalalabad; lunch meeting with director of Sari-Pul TTC)**

<i>Focus of Question</i>	<i>Responses</i>	<i>Other comments/challenges</i>
<i>1. Relationship of TTC with MOE</i>		
Herat	TTCs are part of MOE TTC director has strong relationship with Provincial MOE director	
Balkh	Follow the MOE curriculum for grades 13/14 Graduates of TTC are placed in primary and middle schools through MOE education department	
Jawzjan	Administrative relationship with MOE but independent in technical aspects Curriculum based on the policy and requirements of MOE	
Jalalabad	Head office of all TTCs is MOE TTCs follow MOE curriculum for subjects and methodology	
<i>2. Relationship with BESST teacher training project</i>		
Herat	No relationship with BESST project	TTC faculty are new graduates with good subject knowledge but little pedagogy
Balkh	Have heard of the program but no one from BESST has come to the TTC to explain the program Some of the TTC students who are part-time (studying and also working as teachers) have been included in the INSET training	Would like to know more about the program and the possibility of including some of the TTC staff in TOT training
Jawzjan	16 teaching staff have attended INSET training and 9 administrators, including the Director, have participated in management training  NGO implementing INSET in Jawzjan (SAVE-US) has a large office at the TTC but does not do anything helpful for the TTC  If NGO coordinated with TTC it would be more helpful and effective	Understanding from MOE was that 30% of involvement and responsibility for implementing INSET training would be for TTC  Would like very much to have staff complete TOT and work as trainers and use the same methods as NGO implementers  Would like some of the funds for implementing INSET training to be allocated to TTC for

<i>Focus of Question</i>	<i>Responses</i>	<i>Other comments/challenges</i>
		extra staff and a coordinator  Would be happy to offer a good training location
Jalalabad	No direct relationship None of the TTC staff has been invited to participate	Would like to be involved in training delivery for INSET II
Sari-Pul	BESST NGO SAVE-US has offices located at the Sari-Pul TTC and there is a very positive working relationship	The director of the Sari-Pul TTC would like to be more of an equal partner in the teacher training and delivery process
<i>3. Has TTC received copies of distance education materials (radio programs based on INSET I/II and TV video demonstration lessons)</i>		
Herat	No, the TTC has not received this material, but would like copies for the TTC Resource Center for use by staff	Distribute copies of radio programs and TV video model lessons to all TTCs
Balkh	Have heard of the radio materials but not the TV videos. Would very much like to have several copies of each set for use by the methodology staff	Distribute copies of radio programs and TV video model lessons to all TTCs
Jawzjan	Has not heard of this material and hasn't received any Would like multiple sets for use by the TTC methodology staff and for demonstration lessons Would like an orientation as to how to best use radio programs and TV videos Would like orientation as to how these materials fit into the methodology curriculum for different subjects	Distribute copies of radio programs and TV video model lessons to all TTCs  Arrange for orientation to these materials and show how they support INSET methodology and MOE curriculum
Jalalabad	No, have not received materials Jalalabad TTC assisted with making some of the programs so would love to have a copy of the complete set of radio programs and the TV video demonstration lessons	Distribute copies of radio programs and TV video model lessons to all TTCs
<i>4. Suggestions for future role of TTCS in the INSET teacher</i>		

<i>Focus of Question</i>	<i>Responses</i>	<i>Other comments/challenges</i>
<i>training programs</i>		
Herat	TTC faculty should be included in the TOT trainings for INSET I/II	<p>Donors, MOE and BESST project implementers should find ways to include TTCs as full partners in teacher in-service training delivery and follow up with teachers</p> <ol style="list-style-type: none"> <li>1. develop criteria outlining conditions for TTC being “able to provide training and follow-up support” (state of readiness)</li> <li>2. assess level of resources and staff that TTCs will need to be full partners with NGOs in teacher in-service training delivery</li> <li>3. assess strengths of TTCs and NGOs to find balance of roles and responsibilities for delivering and following up on in-service teacher training</li> <li>4. include TTC staff in TOT training, M&amp;E training and project management training so as to ensure MOE capacity at the TTC level</li> </ol>
Balkh	<p>TTC would like to include some of its staff in the TOT training, but methodology should be beyond the basic level</p> <p>Teachers who are required to attend the INSET trainings and who are also part-time students at the Mazar TTC come one hour late to their TTC classes because of the INSET training. Would like the time of the INSET training changed</p>	
Jawzjan	<p>TTC should be a partner in all teacher training programs as this will build capacity within the MOE</p> <p>Want a greater role in the training and with follow up at the school level</p> <p>Could provide useful assistance with teacher observation and with providing a good location for training of teachers in Sherberghan</p>	
Jalalabad	<p>Would like a larger role in the future as there are six additional TTCs in each district of Jalalabad</p> <p>Would like a portion of the funding to increase TTC staff to undertake these types of in-service training activities and outreach to teachers in the schools</p> <p>NGO should cooperate with TTCs in implementing and following up training</p>	

**Table 14: Informal Classroom Observations during School Visits**

**16 schools visited and 28 classrooms observed**

The observations made were informal and usually lasted from 15 to 30 minutes. The focus was on the elements of methodology and pedagogy presented in the INSET training, such as using a lesson plan, class management techniques, student-student interactions, student-centered learning activities, and assessment of student learning.

<b>Focus of Question</b>	<b>General observations</b>	<b>Other comments/challenges</b>
<i>1. Teacher's use of lesson plan</i>	<p>Almost all of the teachers had a lesson plan prepared</p> <p>Most teachers did not refer to the lesson plan during the class</p> <p>A few teachers simply read from the textbook</p>	<p>Teachers might be encouraged to review their lesson plans and write comments on what went well, what could be improved.</p> <p>This review/discussion of lesson plans would be useful in Teacher Learning Circles, especially those TLCs that are subject-based</p>
<i>2. Class management</i>	<p>Wide range of observations from the traditional Teacher-centered class with all interaction from T → S, and S → T with little or no chance for meaningful S → S, to classes where students participated actively and worked together while T monitored</p> <p>Many teachers handled large classes (up to 70 students) squeezed into small spaces in a very positive way with students divided into groups</p> <p>Many teachers managed large classes with student sitting on the floor, students sitting in tents on benches, and students sitting outdoors in ways that encouraged at least half of the students to participate actively</p>	<p>Challenges facing teachers who are trying to implement interactive class management activities are numerous:</p> <p>Large to very large classes, especially at primary level</p> <p>Lack of books, good blackboards, desks, chairs, any type of teaching aids, charts or pictures</p> <p>Lack of classrooms; teachers teaching outdoors with children sitting under trees or on the ground, or in tents on benches</p>

<b>Focus of Question</b>	<b>General observations</b>	<b>Other comments/challenges</b>
<p>3. <i>Teacher-student interaction and types of questions T asks</i></p>	<p>Most teachers incorporated at least some “Wh-“ and content questions, rather than simple “yes-no” questions</p> <p>Some of the teachers encouraged students to self-correct and allowed time for this</p> <p>Some teachers encouraged students to correct and help each other, especially during board work activities</p> <p>A few experienced teachers organized student-to-student questions and answers which students did very well</p> <p>Traditional teacher-centered classes with almost no student interaction were observed in several schools</p> <p>All teachers interacted positively and supportively with students with no instances of harsh or critical teacher behavior observed</p>	<p>Large classes (60 or more), especially at the primary level, make effective and communicative teacher-student interaction difficult.</p> <p>The majority of the students participated actively and were clearly enjoying being encouraged to take part in the class</p> <p>Many teachers still have a tendency to ask students to read aloud, and then asked another student to read the same passage aloud again. Sometimes as many as 10 students read the same passage aloud</p>
<p>4. <i>Student-centered learning activities</i></p>	<p>Wide variety of student-centered learning activities were observed in each school. Many were excellent and included:</p> <ul style="list-style-type: none"> <li>• Group work with students completing a task and each group reporting</li> <li>• Pair work with pairs of students working together and then responding orally</li> <li>• Dictation exercises in language classes with some students writing on B-B, others working in pairs to correct</li> <li>• Spelling bees, with students working in pairs</li> <li>• Student role plays and demonstrations in front of class</li> <li>• Use of instructional aids such as beans, pencils, coins, sticks, bottle tops in math</li> </ul>	<p>Both teachers and students said that they enjoyed student-centered learning activities.</p> <p><b>Short classes – multiple shifts</b> All schools are double or triple shift so class periods range from 20 minutes to 35/40 minutes</p> <p>Teachers said that these short class periods make it difficult to present the lesson and then organize and complete a student-centered learning activity which included all the students</p> <p>A few teachers managed this type of activity poorly, not giving clear directions, not allowing students time to complete the task, interrupting</p>

<i>Focus of Question</i>	<i>General observations</i>	<i>Other comments/challenges</i>
	<ul style="list-style-type: none"> <li>• Students using flashcards/picture cards in math, science and language class</li> </ul>	<p>students during report on group work</p> <p>All schools and teachers need more learning aids</p>
<p>5. <i>Teacher assessment of student learning</i></p>	<p>Teacher assessment of student learning during class time seems to be done sporadically and is often poorly managed</p> <p>Teacher assessment of student learning was often limited to brief correction of written homework which was handed back to students with no discussion or explanation</p> <p>Few teachers systematically assessed student learning during or at the end of the class</p> <p>Teachers corrected students more often than allowing attempts at self-correction or encouraging other students to help with correcting</p> <p>Yes-no questions do not usually provide effectual evaluation of student learning</p> <p>Some teachers provided no assessment of student learning</p>	<p>Regular assessment of student learning in a variety of ways, and providing effective feedback to students is a critical factor in improving student performance.</p> <p>Teachers need more training in effectively assessing students, even in large classes, in order to encourage student learning</p> <p>Teacher observers should focus on this element during classroom observations and work with teachers to help them improve and to provide a wide variety of strategies for regularly assessing student learning</p>
<p>6. <i>Classroom environment</i></p>	<p>In almost all classes observed, students were attentive and participated willingly</p> <p>Despite less-than-optimal conditions in most classrooms (overcrowding, no furniture, or insufficient furniture, broken windows, lack of textbooks), students were positive</p> <p>Some classroom environments are so poor (students sitting on floors, students outside sitting under trees or on the ground, students in tents).</p>	<p>Physical classroom environments are almost all substandard (overcrowded, insufficient furniture) to dreadful (outdoor classroom space under trees, and sometimes no furniture or mats at all)</p> <p>The classroom “learning environment” was usually positive with students participating enthusiastically</p>

<i>Focus of Question</i>	<i>General observations</i>	<i>Other comments/challenges</i>
	It is amazing that students learn at all. However, even in the worst conditions, students were eager to participate, active and eager to work together and learn	with high levels of cooperation and mutual support

## **Appendix 7: Kandahar/Ghazni Data Summary and Analysis**

### **List of Tables Containing Interview Data Summary and Analysis**

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**Table 1: NGO Partner/Implementers- Interview**

(Sample from Kandahar and Ghazni— 2 Responses; Female = Male =2)

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<p><b><i>Are you working with the provincial and district MOE staff in the implementation of the INSET I and II training?</i></b></p> <p><b>If YES</b>, describe your working relationship with the provincial and district MOE staff and give two examples of how you work with these provincial and district officials.</p>	<ul style="list-style-type: none"> <li>- We consult with MoE provincial directorate in recruitment of trainers</li> <li>- We meet MoE provincial director to discuss absence of teachers from INSET training sessions</li> <li>- We keep normal communication flow by sending official letters mainly to seek their support with absentees of teachers from BESST training sessions</li> </ul>	<p>It is widely known by NGO trainers and MoE provincial team involved in BESST that no pay of incentives to trainee teachers has resulted in loss of interest to participate in the INSET trainings.</p>
<p><b><i>Can you give some suggestions for improving this working relationship?</i></b></p>	<ul style="list-style-type: none"> <li>- MoE provincial directorate ought to be encouraged to send observers and staff to participate in our training sessions</li> <li>- More regular meetings should be held between NGO and the MoE directorate in order to promote efficiency and organize activities better.</li> </ul>	<p>NGOs implementing BESST in Ghazni and Kandahar provinces request more involvement of provincial MoE staff; this is because of their inability and frustration with the loss of interest of teachers in the training.</p>
<p><b><i>Are you working with the local Teacher Training College (TTC) in the implementation of the INSET I and II training?</i></b></p> <p><b>If YES</b>, Describe your working relationship with the local TTC and give two examples of how you work with these provincial and district officials.</p>	<ul style="list-style-type: none"> <li>- Since the TTC's operate under the provincial MoE directorate there is no working relationship between us.</li> </ul>	<p>The TTC in Kandahar has provided the NGO implementing partner with some training space.</p>
<p><b><i>6. Can you give some suggestions for improving this</i></b></p>	<ul style="list-style-type: none"> <li>- TTCs lecturers, teachers and observers should attend our training sessions</li> </ul>	

<b><i>Focus of Question</i></b>	<b><i>Responses (listed from most frequent to least frequent)</i></b>	<b><i>Other comments/challenges</i></b>
<b><i>working relationship?</i></b>	- TTCs should also use our training materials in their classes	
<b><i>What security problems do the schools that you work with have?</i></b>	Security problems exist in all districts of Ghazni province; in particular in Andar and Moqour districts. It is mainly the attacks by the Taliban on government and clashes with the coalition forces. It is difficult to run schools in a place where the government does not have any control.	The involvement of the student's parent through the development Shura and council ensure that there are enough security measures in place to reduce security threats to schools.
<b><i>How does this affect girls' school participation and female teachers?</i></b>	Places where there is a security problem, the girls and female teachers will not able to show up in the schools and will be affected and deprived of participation.	
<b><i>How are these problems being resolved?</i></b>	<p>- Involvement of local community, parents of students and tribal elders in the welfare of the school has been helpful in ensuring and resolving the schools security. Volatile security in districts has resulted in impeding development projects and as a result no NGO can have a regular presence and stable projects in the district levels.</p> <p>- Cooperation and support of different tribal heads and parents in the school improvement/development council have helped resolve much of our security problems.</p>	

**Table 2: School Managers/Principals- Interview**

**(4 schools visited and 4 School Managers Responses—2 Female and 2 Male)**

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<p><b><i>Did you participate in the School Management Training?</i></b></p> <p><b><i>If YES what activities of the Management Training do you use in day-to-day school management?</i></b></p>	<ul style="list-style-type: none"> <li>- Planning, monitoring, controlling and organization</li> <li>- Holding community Council Shura/parents meetings to discuss absence of students and schools related problems.</li> </ul>	
<p><b><i>Do you have any suggestions to improve the School Management Training?</i></b></p>	<ul style="list-style-type: none"> <li>- The training course period should be extended</li> <li>- Training ought to be provided to all other school managers who have not benefited from it</li> <li>- Incentives ought to be provided to trainees</li> <li>- Will be more helpful if a power-point projector is used in the training sessions; should include practical administration training including drafting letters, book keeping and “in and out going” letters management. Inventory systems and guidance</li> </ul>	
<p><b><i>What changes have you seen in your teachers’ performance since they completed the INSET training?</i></b></p>	<ul style="list-style-type: none"> <li>- Teachers use teaching plans in teaching</li> <li>- Teacher’s practical skills &amp; competencies are promoted</li> <li>- Teachers are encouraged, enthusiastic and more committed to their jobs</li> <li>- Teachers have adjusted themselves to new teaching methods and standards</li> <li>- Positive changes in teaching methods used by teachers: more activity for students, group works, and individual questions and answers.</li> </ul>	
<p><b><i>Do you participate in a School Management Learning Circle?</i></b></p> <p><b><i>If YES Give examples of activities you do</i></b></p>	<p>Around 10 school managers attend meetings</p> <ul style="list-style-type: none"> <li>- Exchanging expertise</li> <li>- Matching up schools (in terms of ways of addressing challenges and using various practices)</li> </ul>	

<b>Focus of Question</b>	<b>Responses (listed from most frequent to least frequent)</b>	<b>Other comments/challenges</b>
during the School Management Circle meetings.	<ul style="list-style-type: none"> <li>- Discussing administrative issues and other security, social and environment related challenges as well as discussing ways of overcoming them</li> </ul>	
<p><b>Do you have Shura council/parent meetings?</b></p> <p><b>IF YES</b>, how often are these meetings? Give examples of specific school improvements that have resulted from these meetings.</p>	<p>School Improvement Councils meetings are hold once a month</p> <ul style="list-style-type: none"> <li>- Repair of windows and building exterior that were damaged due to suicide bombings near the school</li> <li>- Supply of stationary materials and blank paper for preparation of students exam forms</li> <li>- Planting of trees and other plants on the school site</li> <li>- Repair of school roofing</li> <li>- Construction of school pathways and walkways by laying gravel</li> <li>- Installation of razor wire/barbed wire on the school walls for ensuring security and protection of school</li> <li>- Payment of some incentives to school staff particularly cleaners</li> </ul>	<p>Window glasses of the school smashed and other damages incurred due to a blast near the school. Parents contributed funds for repairs and replacement of broken glasses and windows.</p>
<p><b>What security problems does your school have?</b></p>	<ul style="list-style-type: none"> <li>- Dropping off of intimidating notes into the school site and putting up threatening notes on the school walls (Kandahar).</li> </ul>	
<p><b>How does this affect girls' school participation and female teachers?</b></p>	<ul style="list-style-type: none"> <li>- Girls are easily affected when there is a security problem: insecurity deprives them from coming to school and seeking education: insecurity impacts girl students and female teacher's participation and access to the school.</li> </ul>	<p>Involvement of parents in the school's development councils has helped resolve some of the school security problems.</p>
<p><b>How are these problems being resolved?</b></p>	<ul style="list-style-type: none"> <li>- Security problems are mostly dealt with &amp; eased by development councils involving student parents and local community elders.</li> <li>- Female students and teachers wear <i>burkas</i> to come to schools; they do not carry their teaching materials with them.</li> </ul>	<p>Community support has been helpful: once there was a bomb planted near our school- one of the parents of students informed us and we called in the National Army and they came and foiled the bomb before hurting students.</p>

**Table 3: Teachers- Application of Training- Focus Group Discussion**

**(4 Schools Visited and 58 Teacher Responses— 24 female and 38 male)**

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<b><i>How have your lesson planning skills improved as a result of the INSET training?</i></b>	<ul style="list-style-type: none"> <li>- We can plan our teaching activities; we now understand it is necessary to include practical works, summaries, student evaluation, homework and more in-class activity for students in the work plan; day to day living connections and expertise are applied while teaching</li> <li>- We can now set teaching objectives and take into account the teaching principles; time constraints, use of methods; activities and aid materials; and indicators are set to determine how objectives would be achieved.</li> </ul>	
<b><i>What new classroom management skills did you learn in the INSET training?</i></b>	<ul style="list-style-type: none"> <li>- Establishment of student groups; dividing into groups made up of weak and stronger students in order to encourage them to learn and participate in the class</li> <li>- Organization of classroom setting; In order to respond to needs of students, for instance:                             <ul style="list-style-type: none"> <li>* disabled or students with special needs like shortsighted and/or those student smaller/shorter than the rest ought to be given the front seats so they can see the blackboard and focus better</li> <li>* difficult students ought to be given seats somewhere where they can not disturb other students and teacher can keep an eye on them.</li> </ul> </li> </ul>	
<b><i>How is your teaching better as a result of the INSET training?</i></b>	<ul style="list-style-type: none"> <li>- Have more control and confidence in teaching</li> <li>- Use new active teaching methods, use of supplementary materials and giving more roles for students in the class by involving them in group works and question and answers</li> </ul>	

<b>Focus of Question</b>	<b>Responses (listed from most frequent to least frequent)</b>	<b>Other comments/challenges</b>
	<ul style="list-style-type: none"> <li>- New method has promoted a sense of courage and hard-work in our students.</li> <li>- We now use less discrimination in our method of teaching.</li> </ul>	
<p><b><i>Have the core trainers from INSET come to observe your classes?</i></b></p> <p><b><u>If 'YES' how has this observation follow-up helped you improve your teaching.</u></b></p>	<p>Trainers have visited us at least once every 15 days.</p> <ul style="list-style-type: none"> <li>- They observe and point out our teaching deficiencies and weaknesses; helps us understand our weakness and work towards improving our teaching skills.</li> <li>- Observers provide positive feed-back and encourage teachers who have been very good in using their teaching methods from the training.</li> <li>- In case of not observing a teacher improving, the observer conducts a sample teaching classroom teaching to try and help the concerned teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Observers consult with teachers and set schedule for next observation of the teacher's class.</li> </ul>
<p><b><i>Does your school have a Teacher Learning Circle?</i></b></p> <p><b><u>If YES- explain activities you do during your Teacher Learning Circle meetings.</u></b></p>	<ul style="list-style-type: none"> <li>- Discuss teaching methods and subject related problems and seek ways of resolving them</li> <li>- Share and exchange of teaching and subject-related expertise between teachers</li> <li>- Benefit from one another's teaching and use of methods expertise</li> <li>- Discuss classroom management related issues in order to transfer knowledge and learn good practices</li> </ul>	
<p><b><i>Are there any security issues at your school?</i></b></p> <p><b><u>If YES please explain these issues.</u></b></p>	<p>In the past two years there have been two suicide bombings in the proximity of our schools. Security has always been a concern.</p>	<p>Note: Involvement of parents in the school's development councils has helped in resolving some of the school security problems.</p>



**Table 4: Teacher Trainers—Questionnaire Data—Summary**  
(2 provinces visited – 20 total responses. Female= 10 Male= 10)

**A. Cascade Model**

**1. The training that you received to prepare you to become a trainer was**

**Kandahar**

Excellent	Very good	Average	Below average	N=
9	2	0	0	11
82%	18%	0%	0%	100%

**Ghazni**

Excellent	Very good	Average	Below average	N=
5	4	0	0	9
56%	44%	0%	0%	100%

**2. The training material you received were**

**Kandahar**

Excellent	Very good	Average	Below average	N=
6	4	1	0	11
55%	36%	9%	0%	100%

**Ghazni**

Excellent	Very good	Average	Below average	N=
2	7	0	0	9
22%	78%	0%	0%	100%

**3. The instructional strategies used in your training were**

**Kandahar**

Excellent	Very good	Average	Below average	N=
6	5	0	0	11
55%	45%	0%	0%	100%

**Ghazni**

Excellent	Very good	Average	Below average	N=
9	0	0	0	9
100%	0%	0%	0%	100%

**4. Your trainers were**

**Kandahar**

Excellent	Very good	Average	Below average	N=
4	6	1	0	11
36%	55%	9%	0%	100%

**Ghazni**

Excellent	Very good	Average	Below average	N=
5	4	0	0	9
56%	44%	0%	0%	100%

**B. Monitoring and evaluation training (for those trainers who completed M&E training)**

**1. The training that you received in monitoring and evaluation was**

**Kandahar**

Excellent	Very good	Average	Below average	N=
6	5	0	0	11
55%	45%	0%	0%	100%

**Ghazni**

Excellent	Very good	Average	Below average	N=
5	4	0	0	9
56%	44%	0%	0%	100%

**6. Teacher Learning Circles are**

**Kandahar**

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
11	0	0	0	11
100%	0%	0%	0%	100%

**Ghazni**

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
7	1	0	0	8
88%	13%	0%	0%	100%

**8. Classroom observation of teachers is**

**Kandahar**

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
5	6	0	0	11
45%	55%	0%	0%	100%

**Ghazni**

Always Useful	Sometimes Useful	Rarely Useful	Never Useful	N=
9	0	0	0	9
100%	0%	0%	0%	100%

**10. Do the In-school teacher support activities include?**

**Kandahar**

<b>A. Making Instructional Aids</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	11	0	11
	100%	0%	100%

**Ghazni**

<b>A. Making Instructional Aids</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	9	0	9
	100%	0%	100%

**Kandahar**

<b>B. Preparing Lesson plan</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	37	0	37
	100%	0%	100%

**Ghazni**

<b>B. Preparing Lesson plan</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	9	0	9
	100%	0%	100%

**Kandahar**

<b>C. Discussing classroom Management</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	36	1	37
	100%	0%	100%

**Ghazni**

<b>C. Discussing classroom Management</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	4	5	9
	44%	56%	100%

**Kandahar**

<b>D. Using student Centered learning</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	31	6	37
	100%	0%	100%

**Ghazni**

<b>D. Using student Centered learning</b>	<b>Yes</b>	<b>No</b>	<b>N=</b>
	9	0	9
	100%	0%	100%



**Table 5- Teacher Trainers- Focus Group Discussion**

(Sample from Kandahar and Ghazni— 20 Responses; Female =10, Male =10 )

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>	<i>Other comments/challenges</i>
<p><i>Are you doing school follow-up (observing teachers in their classroom)?</i></p> <p><i>What do you <u>do before and after</u> you observe a teacher in the classroom?</i></p>	<ul style="list-style-type: none"> <li>- Prepared a checklist for the classroom observation</li> <li>- Introduce myself to the teacher</li> <li>- Ask for permission of teacher for his/her class observation</li> <li>- Explain the purpose of our observation</li> </ul> <p><b>After Observation:</b></p> <ul style="list-style-type: none"> <li>- Meet with teachers to share the observation feedback</li> <li>- Point out to the teachers their weaknesses in a friendly manner</li> <li>- Encourage observed teachers by explaining to them their strengths</li> <li>- Determine time and date for second or further observations</li> </ul>	
<p><i>Are you satisfied with the Classroom observation Form? <u>If No explain why?</u></i></p>	<ul style="list-style-type: none"> <li>- Information required is mostly repetitive</li> <li>- Form is long, too complicated and difficult to understand and follow.</li> <li>- Form does not have a rational/logical flow.</li> <li>- Form contains foreign words and expressions</li> <li>- Forms is inappropriate in the Afghan context/traditions and social conditions</li> <li>- Form does not have date and subject</li> </ul>	
<p><i>What suggestion do you have to improve the</i></p>	<ul style="list-style-type: none"> <li>- The observation form ought to be simplified, shortened, and repetitive questions taken out</li> </ul>	

<b><i>Focus of Question</i></b>	<b><i>Responses (listed from most frequent to least frequent)</i></b>	<b><i>Other comments/challenges</i></b>
<b><i>Classroom observation?</i></b>	<ul style="list-style-type: none"> <li>- Foreign words such as NI and GD should be taken out</li> <li>- The form needs to be adjusted to the local Afghan context/tradition and culture</li> </ul>	
<p><b><i>Have you seen any changes in teacher performance since you began your observations?</i></b></p> <p><b><u>If YES please give examples of changes:</u></b></p>	<ul style="list-style-type: none"> <li>- Teachers now have teaching plans</li> <li>- Teacher uses environmental supplementary material in the classroom</li> <li>- Teachers use laboratories</li> <li>- Teachers apply participatory /students-centered teaching methods- involving students in the class</li> <li>- Teachers use flipcharts</li> <li>- Teachers do not use sticks for beating up students in order to discipline them</li> </ul>	
<p><b><i>Are there any security issues in the schools that you visit?</i></b></p> <p><b><u>If YES please explain these issues</u></b></p>	<ul style="list-style-type: none"> <li>- There have been many incidents of suicide bombings in the vicinity our school in the past two years.</li> </ul> <p>Every time there is a security problem the participation and attendance of female teachers and students is impacted. .</p>	<p>Note: The participation of local elders and parents of students have always been helpful in bringing back female teachers and students to the schools.</p>

**Table 6: Students Informal Interview**

(4 schools visited and 74 responses— 39 girls and 35 boys)

<i>Focus of Question</i>	<i>Responses (listed from most frequent to least frequent)</i>
<i>1. What do you like best about school?</i>	<ul style="list-style-type: none"> <li>- Environment of school and friendly relationship between students</li> <li>- School play ground</li> <li>- Teachers method of teaching and friendly/welcoming attitude</li> <li>- School laboratory and computer lab</li> <li>- School mosque</li> <li>- Schools building infrastructure</li> <li>- Lack of discrimination in our school</li> </ul>
<p><i>2. What is your favorite subject and why?</i></p> <p><i>(With older students-What career would you like to train for?)</i></p>	<ul style="list-style-type: none"> <li>- History and geography- they help us obtain information and become informed about Afghanistan and world history</li> <li>- Biology- I would like to become a doctor in the future</li> <li>- Mathematics- it is essential for learning other subjects; would like to become an engineer in the future</li> <li>- Pushto- it is our native mother language</li> <li>- English- English is an international language</li> <li>- Arabic- Holy Quran has come in Arabic language</li> <li>- Environmental sciences- tell us about the hidden issues in our environments</li> <li>- Islamic believes- informs us about religious principles and guidance</li> <li>- Geometry- helpful for design of everything</li> <li>- The Holy Quran- highly respected book a guide for Muslims and has the goodness of both worlds attached to it</li> <li>- Mathematic Sciences- I could use in my day to day living</li> </ul> <p><b><i>Career Aspirations</i></b></p> <ul style="list-style-type: none"> <li>- Doctor</li> <li>- Engineer</li> </ul>
<i>3. What ideas do you have to make your school better?</i>	<ul style="list-style-type: none"> <li>- Better electricity system for our school or a power generator</li> <li>- More professional teachers</li> <li>- Sports equipments and facilities</li> <li>- Library and resource centre including lab materials</li> <li>- Improving school garden</li> <li>- Provision of more chairs so every student can have one</li> <li>- More classrooms so it is sufficient for all students</li> <li>- Textbooks for all the student</li> <li>- Water supply system for the school latrines</li> </ul>

## Appendix 8: Data Collection Instruments

### List of Data Collection Instruments by target group and type of instrument

<i>No.</i>	<i>Target Group</i>	<i>Type of data collection instruments</i>	<i>Page</i>
<b><i>School-based</i></b>			
1	School Manager/ Principal	1. Structured interview	152
2	<i>Shura</i> council, parents, community members	2. Focus group discussion	155
3	Teachers	3a. Questionnaire ( <i>translated into Dari and Pashto</i> )	156
		3b. Focus group discussion—application of training	157
		3c. Focus group discussion—distance education materials	159
4	Students	4. Informal interview	161
<b><i>Provincial/District</i></b>			
5	MOE officials— Provincial and District	5. Structured interview ( <i>same form for both groups</i> )	162
6	Teacher trainers and TOT trainers	6a. Trainer Questionnaire* ( <i>translated into Dari and Pashto</i> )	163
		6b. Focus group discussion	164
7	Teacher Training Colleges	7. Structured interview	166
<b><i>BESST Implementing Partners</i></b>			
8	Creative Associates	8. Follow-on discussions	167
9	Implementing Partners— NGOs and Media Support Solutions	9. Structured interview ( <i>same form for both groups</i> )	169
10.	<b><i>Ministry of Education- Kabul</i></b>	10. Structured interviews ( <i>same form for all MOE divisions</i> )	172
<b><i>Other</i></b>			
11	Provincial Reconstruction Teams (PRTs)	11. Structured Interview	173
12	Donors and Other Agency/Organization Implementers	12. Structured interviews	174

**BESST Evaluation**  
**Instrument 1: School Managers/Principals—Structured Interview**

School name: \_\_\_\_\_ Province \_\_\_\_\_

Principal/Manager: \_\_\_\_\_

Type of school: \_\_\_girls \_\_\_boys      Level of school: \_\_\_\_\_

Total number of students: \_\_\_\_\_      Total number of grades: \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_      Date: \_\_\_\_\_

**A. Management Training**

1. My level of satisfaction with the management training is  
\_\_\_very satisfied \_\_\_somewhat satisfied      \_\_\_a little satisfied      \_\_\_not satisfied
  
2. What I learned in the training is  
\_\_\_always useful \_\_\_sometimes useful      \_\_\_rarely useful      \_\_\_never useful
  
3. Give some examples of how the skills and knowledge you gained from the training are relevant to your day-to-day management of the school:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you have any suggestions for changing or improving the training? \_\_\_yes \_\_\_no. If 'yes', please explain your suggestions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Teacher Learning Circles (TLC)**

5. Is there a functioning Teacher Learning Circle at your school? \_\_\_yes \_\_\_no. If yes, please explain your role:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What are the benefits of the Teacher Learning Circle?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7. Are there any problems with the TLC? If 'yes', please explain.

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**C. Follow-up to Management Training: School Manager Learning Circles (SMLC)**

8. Explain what follow-up to the Management Training has taken place at your school:

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9. Which of the 12 modules in the School Management Follow-Up Practicum have you completed?

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10. My level of satisfaction with the School Management Follow-Up is  
\_\_very satisfied      \_\_somewhat satisfied      \_\_a little satisfied      \_\_not satisfied

11. Do you have any suggestions for changing or improving the School Management Follow-up?  
\_\_yes      \_\_no. If 'yes', please explain your suggestions.

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**D. School Improvement Plan**

12. Does your school have a School Improvement Plan? \_\_\_\_yes      \_\_\_\_no

13. If 'yes', discuss the development and implementation of the School Improvement Plan

a. what is your role

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b. who is involved

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c. what is the planning process

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d. what progress has been made on the plan

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e. what is the procedure for reviewing and changing the Plan

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**5. Principal's role in classroom observations**

14. Do you take an active role in observing your teachers in the classroom? \_\_\_\_yes \_\_\_\_no

If 'yes', please explain your role in observing the teachers

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**BESST Focus Group Discussions and Interviews**  
**Instrument 2: Shura Council, Parents and Community Members**

Community: \_\_\_\_\_ Province \_\_\_\_\_

Number of schools: \_\_\_\_\_ = \_\_\_\_\_ boys + \_\_\_\_\_ girls schools

Number of participants in focus group = \_\_\_\_\_ gender: \_\_\_F \_\_\_M

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

1. Have you seen any improvements in the schools after the teacher and school management training? \_\_\_yes \_\_\_no  
If 'yes', please explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have you participated in the development of a School Improvement Plan? \_\_\_yes \_\_\_no  
If 'yes', list the ways in which you participated.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What has happened as a result of developing a School Improvement Plan?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Are there any differences in student attendance and student performance? \_\_\_yes \_\_\_no  
If 'yes', please explain

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Are you satisfied with the level of girls' school attendance and with the number of female teachers? \_\_\_yes \_\_\_no  
If 'no', what suggestions do you have?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other recommendations for improving the quality of your schools?

**Instrument 3a: BESST Evaluation—Teacher Questionnaire**

School name: _____	Region _____
Grade(s) taught: _____	Subject(s) taught: _____
Gender: ___F ___M	Training completed: ___INSET I ___INSET II

Instructions: Check (  ) the response which best describes your answer to each statement.

1. My level of satisfaction with the training is  
 very satisfied     satisfied     a little satisfied     not satisfied
2. I use the instructional strategies that I learned in the Level I training in my classroom  
 every day     a few times a week     once a week     less than once a week
3. What I learned in the training is  
 always useful     sometimes useful     rarely useful     never useful
4. The female teachers in my training course had an equal chance for participation  
 always     usually     sometimes     never
5. The training materials that I received were  
 excellent     very good     average     below average
6. I use the training materials I received in my classroom teaching  
 Every day     several times a week     once a week     less than once a week
7. The new materials help my students learn better  
 always     usually     sometimes     never
8. The classroom observations that my trainers make are  
 always helpful     often helpful     sometimes helpful     not helpful
9. The teacher learning circle meetings held at my school are  
 always helpful     often helpful     sometimes helpful     not helpful
10. What do the In-school Teacher Support activities and the teacher learning circles include?  
    Making instructional aids?     yes  no  
    Preparing lesson plans?     yes  no  
    Discussing classroom management?     yes  no  
    Using student-centered learning methods?     yes  no  
    Sharing ideas about teaching methods?     yes  no  
    Other: activities: \_\_\_\_\_
11. As a result of the training, the teachers at my school meet and talk about their teaching  
 every day     a few times a week     once a week     less than once a week
12. What instructional strategies that you learned in your training are the most useful?  
    a. \_\_\_\_\_  
    b. \_\_\_\_\_
13. What suggestions do you have to improve the training?  
    a. \_\_\_\_\_

b. \_\_\_\_\_

**BESST Focus Group Discussion**  
**Instrument 3b: Teachers—Application and Impact of Training**

School name: _____	Province _____
Grade(s) taught: _____	
Subject(s) taught: _____	
Gender: ___F ___M	Number of teachers in focus group = _____
Name of Interviewer: _____	Date: _____

1. Briefly discuss with the group the importance of applying the knowledge, ideas and skills that they learned in the training to their day-to-day classroom teaching and interaction with other teachers, school management and also parents and community members. This application of new skills and knowledge makes them better teachers and creates a more effective learning environment in their school.

1. How did the training help you develop your lesson planning skills?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What new classroom management techniques did you learn in the training?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How are you using these techniques in your classroom?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How is your teaching more effective as a result of the training?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Can you teach to the learning needs of your students more effectively after your training?

\_\_\_yes \_\_\_no

5a. If 'yes' explain how you do this

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How do you involve parents and the community in your work?

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7. What have you done in your teacher learning circles? List 4 or 5 Learning Circle activities that have helped you as a teacher.

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8. Have your trainers come to the school to observe your classes? \_\_\_yes \_\_\_no  
If 'yes', about how many times? \_\_\_\_\_ times

8a. What feedback have they provided for you?

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8b. How has this helped you become a better teacher?

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9. Have you participated in developing the School Improvement Plan? \_\_\_yes \_\_\_no  
If 'yes', explain how.

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10. What suggestions do you have for applying your training at your school and in your classroom in a more effective way? List 3 or 4

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**BESST Focus Group Discussion  
Instrument 3c: Teachers—Distance Education**

School name: _____	Province _____
Grade(s) taught: _____	
Subject(s) taught: _____	
Gender: ___F ___M	Number of teachers in focus group = _____
Name of Interviewer: _____	Date: _____

1. Briefly discuss with the group the distance education component of the BESST training for teachers. Ask them if they have heard of the radio program "*It's Great to Learn*".

**Distance Education—Radio**

1. Do the teachers listen to this radio programs? Note how many say 'yes' and how many say 'no': \_\_\_\_\_yes \_\_\_\_\_no

- 1a. If 'no', WHY? (list reasons)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How often do the teachers listen to the "*It's Great to Learn*" radio programs?

\_\_\_\_\_  
\_\_\_\_\_

3. What is the level of satisfaction?

\_\_\_excellent \_\_\_very good \_\_\_average \_\_\_below average

4. What do the teachers say are the benefits?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What are the problems and suggestions for change?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How do the radio programs relate to the curriculum and classroom materials?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How are the radio programs related to the training the teachers took?

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8. Is the length suitable (or too short/too long)?

\_\_\_too long      \_\_\_just right      \_\_\_too short

9. Are there any supporting instructional materials? \_\_\_yes    \_\_\_no

9a. If 'yes', is the supporting material useful?

\_\_\_always    \_\_\_usually      \_\_\_sometimes      \_\_\_never

**Distance Education—TV**

1. Have the teachers seen the educational TV programs showing teachers using class management techniques focused on in the INSET trainings?

Note how many say 'yes' and how many say 'no': \_\_\_\_\_yes    \_\_\_\_\_no

1a. If 'no', WHY? (list reasons)

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2. If 'yes', how many educational TV programs have they seen? \_\_\_\_\_

3. What is the level of satisfaction?

\_\_\_excellent    \_\_\_very good    \_\_\_average    \_\_\_below average

4. What do the teachers say are the benefits?

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5. What are the problems and suggestions for change?

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**BESST Focus Group Discussions and Interviews  
Instrument 4: Students—Informal Interview**

School name: _____	Province _____
Type of school: ___girls ___boys	Level of school: _____
Number of students in focus group = _____	Gender: ___F ___M
Name of Interviewer: _____	Date: _____

Choose a group of seven to ten students at random, and be sure to include students from different grade levels. Tell the students that you are visiting their school to get the ideas and opinions of the school community—teachers, school managers, parents, *Shura* council members, AND students. Thank them in advance for answering your questions on how they feel about their school.

1. What do you like best about school? (get several responses)

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2. What is your favorite subject? WHY is that your favorite subject?

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3. What ideas do you have to make your school better?

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Additional comments:

**BESST Evaluation—Structured Interview Questions  
Instrument 5: Provincial/District MOE Officials**

Location: _____
Name of : _____
Name of Interviewer: _____ Date: _____

1. What has been the provincial/district role in the BESST project?
2. How effective is this role?
3. What are the collaboration and communication issues?
4. What is working well? What can be improved?
5. What are your suggestions for changes over the next two years?
6. Are you satisfied with the BESST training for school management? For teacher training? Explain.
7. What changes have you seen at the school level as a result of this training?

**BESST Evaluation Instrument**  
**6a: Questionnaire—Teacher Trainers and TOT Trainers**

Location: \_\_\_\_\_

Gender: \_\_\_F \_\_\_M

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

*Please indicate your training level*

\_\_\_ Senior trainer    \_\_\_ Team leader    \_\_\_ Core team member

**Instructions:** Check ( ✓ ) the response which best describes your answer to each statement.

**A. Cascade Model**

1. The training that you received to prepare you to become a trainer was  
\_\_\_excellent    \_\_\_very good    \_\_\_average    \_\_\_below average

2. The training materials that you received were  
\_\_\_excellent    \_\_\_very good    \_\_\_average    \_\_\_below average

3. The instructional strategies used in your training were  
\_\_\_excellent    \_\_\_very good    \_\_\_average    \_\_\_below average

4. Your trainers were  
\_\_\_excellent    \_\_\_very good    \_\_\_average    \_\_\_below average

**B. Monitoring and Evaluation Training (for those trainers who completed M&E training)**

1. The training that you received in monitoring and evaluation was  
\_\_\_excellent    \_\_\_very good    \_\_\_average    \_\_\_below average

2. Have you visited schools to observe teachers after your M&E training? \_\_\_yes    \_\_\_no

*If 'yes'*

3. How many schools have you visited? \_\_\_\_\_schools

4. How many teacher have you observed in their classrooms? \_\_\_\_\_ teachers

5. How often do you visit the schools of the teachers that you trained? \_\_\_times per month

**How useful are the following In-School Teacher Support activities?**

6. Teacher Learning Circles are  
\_\_\_always useful    \_\_\_sometimes useful    \_\_\_rarely useful    \_\_\_never useful

7. Do the In-school Teacher Support activities include?

Making instructional aids?            \_\_\_yes            \_\_\_no

Preparing lesson plans?            \_\_\_yes            \_\_\_no

Discussing classroom management?    \_\_\_yes            \_\_\_no

Using student-centered learning methods?    \_\_\_yes            \_\_\_no

8. Classroom observation of teachers is  
\_\_\_always useful    \_\_\_sometimes useful    \_\_\_rarely useful    \_\_\_never useful

**BESST Evaluation**

**Instrument 6b: Trainer Focus Group Discussion**

       *teacher trainers who do M&E follow-up at the school, or*  
       *TOT trainers who do follow up on trainers and training sessions*

Type of trainer: <input type="checkbox"/> teacher trainer <input type="checkbox"/> TOT trainer
Number of trainers in focus group = _____ = Gender: <input type="checkbox"/> F <input type="checkbox"/> M
Name of Interviewer: _____ Date: _____

**A. Monitoring and Evaluation**

1. Do you have any suggestions for improving the training you received in monitoring and evaluation?  
 yes     no    If 'yes', please explain these suggestions
  
2. Please explain how you are using your M&E training.
  
3. Are you using guidelines for follow-up to teacher/trainer training?  yes     no  
If 'no', explain why not:
  
4. What do you do after you observe a teacher in the classroom? Explain  
(What do you do after you observe a trainer during a training session)
  
5. Have you noticed any changes in teacher/trainer performance since you began your observations?  
 yes     no    If 'yes', please give examples of these changes
  
5. What are the benefits of the M&E follow-up program?
  
6. What are the constraints of the M&E follow-up program? How can they be overcome?
  
8. What are your suggestions for improving the M&E follow-up program?

**B. Questions regarding Radio/TV**

1. When you attended the ‘training-of-trainers’ workshops, were the radio program materials “*It’s Great to Learn*” used as training materials? yes no  
Were the TV model lessons used? yes no

If ‘yes’, explain how these distance education support materials were used?

Radio—

TV—

2. Did you use the radio programs “*It’s Great to Learn*” with the teachers during their training program in support of the INSET Training Guide materials?  
yes no Did you use the TV model lessons? yes no

If ‘yes’, explain how these distance education support materials were used?

Radio—

TV—

3. When you visit the teachers at their schools, do you ask them if they are:

- listening to “*It’s Great to Learn*” radio programs and trying to use the information from these programs in their classes? yes no
- talking about the “*It’s Great to Learn*” radio programs with other teachers in the TLCs yes no If ‘yes’, how are teachers benefiting from these programs?

Comments or suggestions regarding distance education support materials: radio programs “*It’s Great to Learn*”, and the TV model lessons



**BESST Evaluation—  
Instrument 8: Follow-on Discussion/Interview Questions  
Creative Associates**

Person interviewed: \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

*Six areas of discussion:*

**1 Data Exchanges**

1. Describe the type of information/data exchanges provided to MOE (communication)?
2. To what extent has the MOE been satisfied with these exchanges (satisfaction)?
3. Which exchanges were the most beneficial (quality)? And vice versa?
4. Describe information/data exchanges to provincial/district offices (communication)?
5. To what extent was the provincial/district offices satisfied (satisfaction)?
6. Which exchanges were the most beneficial (quality)?
7. How can these exchanges be improved (recommendation)?

**2 CAII Oversight**

1. Describe the management and technical oversight activities provided (involvement)?
2. Which management activities were the most beneficial to BESST (quality)?
3. How often did CAII management personnel visit BESST (visits)?
4. What was the impact of management decisions made by CAII (impact)?
5. Which technical activities were the most beneficial to 'BESST' (quality)?
6. What was the impact of technical expertise provided (impact)?
7. Describe some of the adjustments made by CAII to USAID concerns (responsiveness)?
8. Describe adjustments made by CAII to concerns raised by BESST (responsiveness)?

**3 Communication Among Partners**

1. Describe the type of information exchanges and communication exchanges held  
(communication)?

2. To what extent were the partners satisfied with these exchanges (satisfaction)?
3. Which exchanges were the most beneficial (quality)?
4. How can these exchanges be improved (recommendation)?

#### **4 'BESST' Technical Personnel**

1. How satisfactory were the 'BESST' technical personnel, expatriate and local (quality)?
2. In which technical areas was 'BESST' most successful (quality)? Least successful? Why?
3. In which areas were technical personnel the most qualified (quality)?
4. How could technical personnel have been improved (quality)?
5. To what extent were M & E indicators used to guide technical program management (quality)?
6. Overall – is the project sufficiently staffed & managed to achieve objectives?
7. What changes would you recommend for the next two years (recommendation)?

#### **5 Capacity of NGO Network**

1. Describe the NGO capacity activities related to service delivery?
2. To what extent was BESST satisfied with the service delivery of the NGOs (quality)?
3. What worked (effectiveness)? What didn't work as well?
4. What would you change in the capacity development of the NGOs in service delivery?

#### **6 USAID Oversight**

1. Describe the management oversight provided by USAID (involvement)?
2. Which oversight activities were the most beneficial to 'BESST' (effectiveness)? Least?
3. How responsive was USAID in assisting with items of concern (responsiveness)?
4. Did USAID observe training and visit field sites (quality)? How often?
5. What improvements would you recommend (recommendation)?

**BESST Evaluation**  
**Instrument 9: Structured Interview Questions**  
**Implementing Partners—NGOs and Media Support Solutions (MSS)**

Partner Organization: \_\_\_\_\_

Name of person interviewed: \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

***Areas to Discuss: Relationship with Creative vis-à-vis management of implementation activities and quality of management training provided for staff***

**1. ROLE of your AGENCY/GROUP – Related to ‘BESST’?**

- How EFFECTIVE/COMPLEMENTARY has this ROLE been?
- What have been the COLLABORATION/PARTNER Issues?
- What have been the COMMUNICATION/INFORMATION EXCHANGE Issues?
- What CHANGES are needed?

**2) Based on your KNOWLEDGE of ‘BESST’ Project Implementation -**

- What PRACTICES are WORKING? Why?
- What PRACTICES are NOT WORKING? Why Not?
- What PRACTICES can be IMPROVED? How?
- Are there any GENDER Issues? Or SECURITY Issues?

**3. Based on your KNOWLEDGE of ‘BESST’ Overall Objectives -**

- Is project achieving its current stated OBJECTIVES? Are stated objectives useful for achieving project goals?
- What BARRIERS exist to achieving project goals and objectives?
- What mid-course CORRECTIONS to project objectives/related activities would you recommend?

- What innovative SOLUTIONS and STRATEGIES could further advance implementation of project objectives?
- Is project achieving USAID’s Strategic Objective “Better Educated and Healthier Population”? and IR2-Increased Access to Quality Education? Why or why not?

#### **4 Data exchanges with provincial/district offices**

- Describe information/data exchanges to provincial/district offices (communication)?
- To what extent has the provincial/district offices been satisfied (satisfaction)?
- Which exchanges were the most beneficial (quality)? And vice versa?
- How can these exchanges be improved (recommendation)?

#### **Creative Oversight**

- Describe the management and technical oversight activities provided (involvement)?
- Which management oversight activities were the most beneficial to BESST (quality)?
- How often did CAII management personnel visit your project site (visits)?
- What was the impact of technical expertise provided (impact)?
- How can the oversight activities be improved?

#### **6 Communication Among Partners**

- Describe the type of information exchanges and communication exchanges held (communication)?
- To what extent were the partners satisfied with these exchanges (satisfaction)?
- Which exchanges were the most beneficial (quality)?
- How can these exchanges be improved (recommendation)?

#### **7 ‘BESST’ Technical Personnel**

- How satisfactory were the ‘BESST’ technical personnel, expatriate and local (quality)?
- How could technical personnel have been improved (quality)?
- To what extent were M & E indicators used to guide technical program management (quality)?

- What changes would you recommend for the next two years (recommendation)?

**8. Management Training for partner staff**

- To what extent has your staff been satisfied with the management training provided?
- Which of the training and skills development activities have been the most useful?

Why?

- What activities were less beneficial? Why
- How can management training be strengthened? Recommendations for next two years

Additional comments/suggestions:

**BESST Evaluation—  
Instrument 10: Structured Interview Questions  
MOE--Kabul**

Name & title of person interviewed _____	
MOE Division: _____	
Name of Interviewer: _____	Date: _____

*\* Form used for interviews with MOE staff in Curriculum, Distance Education, NESP, Teacher Education Division (TED), Planning, Human Resources, Teacher Training Colleges (TTCs)*

1. What is your MOE Division's relationship with the BESST Project?
  
  
  
  
  
  
  
  
  
  
2. (Insert question or questions specific to this MOE Division)
  
  
  
  
  
  
  
  
  
  
3. What are some of the capacity building activities supported by the BESST program?
  
  
  
  
  
  
  
  
  
  
4. What have been the benefits of the capacity building activities provided by BESST?
  
  
  
  
  
  
  
  
  
  
5. What are the limitations?
  
  
  
  
  
  
  
  
  
  
6. What should be the priorities for BESST over the next two years?

**BESST Evaluation—  
Instrument 11: Interview Questions  
Provincial Reconstruction Teams (PRT)**

Location: \_\_\_\_\_

Name of FPO: \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the relationship of the PRT to BESST schools and to the BESST project implementers?

2. How effective has this collaboration been?

3. What are some examples of accomplishments? Some examples of problems?

4. How can this collaboration be improved?

Additional comments/suggestions:

**BESST Evaluation—  
Instrument 12: Structured Interview Questions**

**Donor and Other Agency/Organization Implementers**

Donor Organization: _____ <i>OR</i>
Implementing Agency _____
Name of person interviewed: _____
Name of Interviewer: _____ Date: _____

1. ROLE of your AGENCY/GROUP – Related to ‘BESST’?
2. How EFFECTIVE/COMPLEMENTARY has this ROLE been?
3. What have been the COLLABORATION/PARTNER Issues?
4. What have been the COMMUNICATION/INFORMATION EXCHANGE Issues?
5. What CHANGES are needed?
6. If applicable, based on your KNOWLEDGE of ‘BESST’ Project Implementation -
  - What PRACTICES are WORKING? Why?
  - What PRACTICES are NOT WORKING? Why Not?

- What PRACTICES can be IMPROVED? How?

7. If applicable, based on your KNOWLEDGE of 'BESST' Objectives -

- Is project achieving its current stated goals and objectives?
- Are stated objectives useful for achieving project goals?
- What BARRIERS exist to achieving project goals and objectives?
- What mid-course CORRECTIONS to project objectives/related activities would you recommend?

Additional comments/suggestions:

## **Appendix 9: Documents Consulted**

## Documents Consulted

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