A STUDY OF THE FUNCTIONS OF THE PROVINCIAL SCHOOL INSPECTOR IN AFGHANISTAN

A Thesis Presented to the Graduate Faculty of California State University, Hayward

In Partial Fulfillment of the Requirements for the Degree Master of Science in Education

By
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Approved: Date:

[Signatures]

A.E. Joyal

Aug. 20, 1973
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Chapter 1

INTRODUCTION

The purpose of this study is to define the functional role of the Afghanistan elementary school inspectors in terms of their official duties and their perceived professional roles. This study was conducted in the context of Afghanistan's 1972-1973 efforts at curriculum and textbook reform, and the findings and procedures of this study are correlated with the material of the Curriculum and Textbook Project.

The Afghan school system is very young, having been started on a small scale around the year 1902. In the beginning there was German and French assistance. Subsequently a series of advisors from different nations under different programs have helped in the development of the educational system as it exists in 1973.

One of these advisor groups now assisting the Ministry of Education in Afghanistan is the Teachers College of Columbia University (TCCU) Team that has been advising since 1966 in the Curriculum and Textbook Project, with funding from the United States Agency for International Development. The major purposes of this ministry project are:
First, to develop a modern primary school curriculum structure; second, to produce new primary textbooks and teachers' guides in seven subject fields—language arts, mathematics, science, health, social studies, religion and practical works; and third, its most important purpose, to establish in the Ministry of Education and Afghan organizations highly qualified personnel capable of performing the functions necessary for keeping the curriculum, the textbooks and methods up to date and relevant to Afghanistan's needs and resources.¹

STATEMENT OF THE PROBLEM

As of 1972-1973 only two of 114 new textbooks and guides had been delivered to the Afghan school, but about thirty or forty were approved and awaiting publication. It was felt by the staff of the Curriculum and Textbook Project that when the massive book delivery was made to schools and new methods would be implemented, that the role of the inspector might have a great deal to do with the successful implementation of the new textbooks and curriculum methods introduced into the Afghan school system. A preliminary sampling by the TCCU Curriculum and Textbook Project revealed a dearth of materials and a lack of general agreement on the role of the Afghan school inspector.

A review of the Manual for Provincial Inspectors² indicated that the role of the inspector can be defined into


administrative, supervisory and evaluative functions. Thus, this manual was important to the author in regards to the relationships among these roles. It is hoped that the findings of this study will be of practical value to the Curriculum and Textbook Project.

The study has been limited to a group of pertinent and informative questions that are aimed at determining the inspector’s professional role in the Afghan school system through the following means: (1) as defined in the available Afghan literature, (2) as defined by the President of Inspection and the inspectors themselves, and (3) by determining the differences between the ideals of inspection as described by the literature and the President of Inspection and what the inspectors believe their roles to be.

DELIMITATION

A special feature of the study was the multilingual characteristic of Afghan education. Two official languages, Dari and Pushtu, are used in the educational system, depending upon the geographical location of the school in the country. Dari was used in interviewing, but the interviews were reported in English which is understood by Afghan educational leaders and used by members of the TCCU Curriculum and Textbook Project.

Because the Curriculum and Textbook Project was working in the field of elementary education, grades one
through six only, the study was limited to this level of Afghan education.

The researcher worked with a consultation committee from the Curriculum and Textbook Project which determined the usefulness of materials, reordered materials, and approved any redirection of this project when it proved necessary.

The study revealed only the differences between the role of inspector as defined by the literature and the Minister of Education and the role of inspector as defined by the inspectors. The study categorized the functions of the inspector into administrative, supervisory, and evaluative areas.

It was not the purpose of this study to initiate change in the Afghan system of education. Rather, it aimed at describing accurately the inspector's professional role in terms of his functions.

JUSTIFICATION

The Afghan school inspector is the official representative of the Ministry of Education in rating teachers in the performance of their duties, and in checking for adherence of local schools to official regulations. His established power as an inspector affects experimental projects, the use of new textbooks, or the use of new methods of instruction by teachers throughout all of Afghanistan.
Decisions about the development of textbooks and methods can be made by consultants and other experts in the Central Ministry of Education, but unless teachers in Afghan schools receive the new materials, supervisory assistance in their use, and helpful evaluations from their inspectors, much time and effort is undoubtedly wasted.

This study should prove useful to the TCCU Curriculum and Textbook Project in carrying out its purposes of introducing new methods and materials into the Afghan school system. The members of the TCCU Curriculum and Textbook Project in Kabul were receptive to the idea of working with the author on his quest to answer the question "What is the role of the Afghan elementary school inspector?" It was to this question that this thesis addressed itself.

**SOURCES OF THE DATA**

Official statements of policy were made available for the author's examination through the files of the Project as well as through the library of the United Nations UNESCO Project in Teacher Education. Also, through arrangements by these two agencies, the researcher interviewed eleven inspectors and had accessibility to an inservice training program for thirty-five inspectors being held at the Ministry of Education for inspectors during the fall of 1972.

The libraries of the University of Kabul School of Teacher Training, materials from UNESCO and the professional
libraries of the TCCU Curriculum and Textbook Project were also available for use.

The Research Department of the TCCU Project, directed by Dr. Phil Lange and under the general direction of Dr. Ralph Fields, helped the researcher design the study in a way that would prove most beneficial to the TCCU Curriculum and Textbook Project in Afghanistan.

METHODOLOGY

A search of Afghan literature was channelled through leads made available by the Ministry of Education and its advisory project personnel. Identification of inspectional literature was made with the help of the UNESCO team and researchers from the Curriculum and Textbook Project. It was imperative to describe the theoretical and legal role of the Afghan school inspector in the idiom of the available Afghan literature.

A questionnaire was designed to gather general, personal, and professional data about the inspectors. It was given to all thirty-five inspectors who attended a UNESCO sponsored inservice educational program in Kabul during the fall of 1972. The questionnaire was planned and administered with the help and active participation of members of the TCCU Curriculum and Textbook Project.

Interviews were held with a sampling of eleven inspectors who participated in the UNESCO sponsored inservice
programs. Subjects were chosen to secure representation of a wide range of experience in terms of the number of years of employment as inspectors. The interview schedules were designed and planned with the help of members of the TCCU Curriculum and Textbook Project.

During the UNESCO-sponsored in-service program an assignment was given to all the participants to write one thousand words on "How Do I Supervise Schools?" The assignment was analyzed and the material organized into the functions of the inspectors. Only the assignments of the eleven who were interviewed were analyzed.

The data gathered were satisfactorily analyzed and where applicable compared with similar data gathered by UNESCO on all 231 of the inspectors in the country.

DEFINITION OF TERMS

The following definitions apply for the purpose of this study:

Role. "A named social position characterized by a set of (1) personal qualities and (2) activities; the set being normatively evaluated to some degree both by those in the situation and others." 3

Inspection. To observe schools in accordance with the rules and regulations of the Ministry of Education for

the purpose of evaluating instructional programs and administrative matters to determine the rewards and punishments described by the system with relationship to teacher behavior and student learning.

**Administration.** "The direction, control, and management of all matters pertaining to school affairs, including business administration, since all aspects of school affairs may be considered as carried on for educational ends."^{4}

For example, the Afghan school inspectors "must investigate and note discrepancies in attendance books with respect to sickness, vacations, etc. of school officials, teachers and students in the current year."^{5}

**Evaluation.** The judging, appraisal or measurement of quality of performance in a school, its teachers, and other personnel based on one or more criteria such as pupil achievement, pupil behavior, judgment of school officials and pupil or teacher self-evaluation.

For example, the Afghan school inspector "must collect information concerning the quality of instruction

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and note teachers' success in terms of students' progress and teacher qualifications."  

**Supervision.** The criticizing, helping and guiding of teachers, students, and administration of a school for the purpose of improving teaching and its outcome, and the instructional environment.

For example, the Afghan school inspector "must ascertain that there are good relationships among students and that good citizenship rules are followed in accordance with Articles 43 and 59 of the *Rules and Regulations for Elementary Education* and note deficiencies and advise the staff about those deficiencies."  

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Chapter 2

HOW INFORMATION FOR THE STUDY WAS OBTAINED AND TREATED

The sources of data for this study and the methods and procedures used to describe the role of the Afghan school inspector were elusive and complex because, for one reason, the organization of educational data in the Ministry of Education is very confusing and difficult to decipher. Another part of the problem is that there are two official languages. Many of the manuals and papers are written in Dari or Pushtu, but not in English. This fact limited the search for materials and made it difficult because almost everything had to be translated. Also, very little has been written specifically about the inspector, even though the methods and procedures used seem more extensive than the actual amount of material found. This suggests that the strongly centralized system of education has produced, among the inspectors, almost individual practices.

This chapter discusses in detail the methods and procedures of the study. It includes processes used in the quest for the available Afghan literature, preparation and use of the questionnaire, preparation and use of an interview, use of a UNESCO course assignment required of all
Afghan school inspectors, and techniques of data verification.

It was learned from officials of UNESCO working in Afghanistan that a special three-month inservice course would be sponsored by that organization and the Ministry of Education as part of UNESCO's efforts to improve teacher and administrative methods throughout Afghanistan. The major purpose of the course was to retrain as many as possible of the 231 inspectors in the new methods and procedures of supervision.

Those who were invited to the course were: (1) one primary school inspector from each of the small provinces where the total number of inspectors may be six or less, (2) two primary school inspectors where the total number in the province may be seven or more, and (3) one high school inspector from each of the provinces.

Thirty-five of the 231 inspectors in the provinces enrolled in the course. All but one province was represented. The wide representation from all parts of the country gave ample opportunity for the researcher to gather a great deal of information about the role of the Afghan school inspector. Thus arrangements were made with UNESCO to present a questionnaire to the inspectors attending the course and to interview a sampling of them.

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1Department of Teacher Training, "Information about Educational Supervisors in Afghanistan" (Kabul: Royal Afghan Ministry of Education, 1972), p. 23 (mimeographed).
A SEARCH FOR AFGHAN LITERATURE

Little was known about the role of the Afghan provincial school inspector by members of the Curriculum and Textbook Project because of the lack of written material. It became apparent early in the search for literature on the subject that materials available were limited to materials which were contained in the legal and administrative regulations of the Royal Afghan Government. These were the only materials found regarding the provincial inspectors in a search of the Afghan Ministry of Education libraries, UNESCO materials and resources about Afghanistan, TCCU Curriculum and Textbook Project materials and other source materials about Afghanistan.

The legal and administrative regulations concerning Afghan school inspectors were written in manuals used by the inspectors to carry out their jobs in the provinces. These manuals are the principal sources for defining the legally prescribed role of the inspector. The manuals were found in their original Dari form and were translated and cross-referenced.

THE QUESTIONNAIRE

A questionnaire was developed to gather a wide range of data from the thirty-five Afghan inspectors present at
The purpose of the questionnaire was to give the researcher enough data to describe the personal and professional qualities of the Afghan school inspector. Thus the questionnaire was divided into five different sections: (1) Biography, (2) Education, (3) Teaching Experience, (4) Inspection and Supervision Experience, and (5) New Textbook Experience.

The questionnaire was first developed in English, then translated into Dari by an Afghan outside the Curriculum and Textbook Project. The Dari copy was then given to two Afghans inside the Project to be translated back into English. Many questions were changed and clarifications made before the final Dari translation was completed. The Dari translation was then administered to two Afghans, members of the Curriculum and Textbook Project Research Section, with previous test and interview administration experience.

It was agreed to by the UNESCO expert coordinating the course on supervision that the questionnaire could be administered during the first two days of the course in conjunction with registration activities.

First, directions were given concerning the nature of the questionnaire. Each question was read orally to the inspectors and questions posed by the course participants

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2See Appendix A.
were answered. Many Afghan inspectors had difficulty filling out the questionnaire. As was learned in the process, the completion of such a detailed questionnaire was a first-time experience for most of them. Directions were given slowly and carefully. There was no time limit impressed on the session and before a questionnaire was considered complete it was read and checked on the spot by one of the administrators to make sure it was readable and understandable. Very few of the inspectors completed the questionnaire in one session. Some took as long as three two-hour sessions. Also, not everyone who eventually registered in the course turned up the first day, thus it took several weeks before all thirty-five questionnaires were completed.

THE INTERVIEW

An interview schedule was developed to determine in more detail the role of inspector as defined by the inspector and to clarify some of the questions asked in the original questionnaire. The interview schedule was developed after the written questionnaires were analyzed. Again the interview questions were first written in English, then translated into Dari. Two Afghans from the Curriculum and Textbook Project went over the Dari questions and

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3See Appendix B.
translated them back into English. At that point a committee from the Curriculum and Textbook Project went over the English and Dari versions and cleared up any ambiguities.

The interview was administered by the researcher to eleven of the thirty-five inspectors over a period of two weeks. The eleven candidates were chosen by taking the three with the least experience as inspectors, the five with an average amount of experience, and the three with the most experience. This procedure for selection was used to give a wide range of experiences in the population.

In administering the interview the interviewer sat opposite the subject with an interpreter sitting at right angles. The interviewer gave instructions and asked the questions in English looking directly at the subject. The questions were then translated into Dari. The reverse process was then carried out.

In recording the interview, the interviewer wrote all answers in English on a form especially prepared for this purpose. In order that the translation be carried out smoothly and with no misunderstanding, the translator had a copy of the Dari version of the questions being asked in English.

The average time taken for each interview was one and one-half hours, although no time limit was imposed.
THE COURSE ASSIGNMENT

As part of the UNESCO course and as one of the requirements to pass the course, each of the inspectors was assigned a series of five written assignments to be submitted to the course officials during assigned times within the three month course period. The first of these assignments was for the inspectors to write in at least one thousand words on the topic "How Do I Supervise My Schools?" Only the eleven assignments of the eleven inspectors interviewed were used.

These particular assignments were used by the researcher to ascertain how the individual inspector described his activities when carrying out his administrative, supervisory, and evaluative functions. This assignment described in much more detail the functions of the inspector than was possible through either the written questionnaire or the interview.

The assignment was written in either Pushtu or Dari by the course participants. A translator was asked to read the paper in English and translate it into English by recording it on a tape recorder. The researcher played the

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tapes back and recorded the data under the three predefined functional categories as described by the literature.

**TECHNIQUES OF DATA VERIFICATION**

Three sets of data were analyzed and compared with each other where applicable. UNESCO had gathered data on all 231 of the inspectors throughout the country by sending out a brief questionnaire and also by getting information from the Ministry of Education. This information was very limited in scope and dealt only with the name of the inspector, the number of years he had been a teacher, and the number of years he had been a school administrator. These four areas were compared with the data gathered in the questionnaire and interview. In an effort to verify the reliability of the data, the Chi-square formula was applied to the means in the four areas discussed above. Means and modes were calculated on the data secured by the questionnaire and interview.

Data gathered in the written assignment were compared with those obtained from the search of the literature. Both sets of data were first divided into the three broad functions of the inspector as defined by the literature. A comparison was then made between what the selected inspectors said they do and what the literature or manual says they are supposed to do. This comparison is the basis
for the detailed descriptions of the functions of the Afghan school inspector.

SUMMARY

This chapter described the procedures and research methods used in this study and described the role of the Afghan school inspector. The study was carried out under the guidance of the Curriculum and Textbook Project and in cooperation with a seminar for Afghan provincial school inspectors sponsored by UNESCO. The methods used to carry on research in this area were to develop a questionnaire distributed to the thirty-five Afghan school inspectors who attended the UNESCO course; to develop an interview questionnaire which was given to eleven of the thirty-five inspectors who attended the course; and to evaluate and compare eleven assignments written by the eleven interviewees on the topic "How Do I Supervise My Schools?"
Chapter 3

THE AFGHANISTAN SCHOOL SYSTEM

The Afghan school inspector works within a highly centralized system of education. It is the purpose of this chapter to describe this system and to show where, within the framework of the system, the Afghan school inspector functions. The information pertinent to these ends was gathered from available Afghan publications and integrated with facts obtained from discussions with members of the Ministry of Education. The centralized framework can best be described by relating it to the historical development of the Afghan school system.

HISTORY OF AFGHAN EDUCATION

The traditional form of education prevailing in Afghanistan before the 1900's was essentially religious and informal.¹ This approach to education was based on twelve centuries of Islamic culture. This type of informal education took place in the home and in mosques. In the home either a tutor was hired or the mother and father taught the basic skills. Schools were usually a part of the local

¹Planning Department Ministry of Education, Education in Afghanistan During the Last Fifty Years (Kabul, Afghanistan: Ministry of Education, 1968), p. 2.
mosques, in which the teachers were mullahs or religious teachers.

The objectives of education in these schools were to develop reasoning in religious matters and to strengthen the will of the individual. These objectives were accomplished by studying the Koran, and by learning how to read, write, and do arithmetic, and from teachings based on an interpretation of the Koran.

This traditional form of education is prevalent today in Afghanistan and it is this traditional pattern which is being challenged by the modern school. The changeover is not easy and that problem is one of the struggles on the local level with which the Afghan school inspector must deal.

"The creation of Habibia School in 1904, under the reign of King Habibullah Khan, can be considered as the beginning of the era of modern education in Afghanistan."\(^2\)

The school, named after the Amir, was patterned after the Alizah Moslem University in India. The school was first staffed by Indian Moslem scholars and eventually secular subjects as well as secular foreign teachers were added to the staff. Habibia enrolled students who had studied the usual primary subjects in the mosque schools.

\(^2\)Ibid., p. 4.
Between 1919 and 1929, under the leadership of King Amanullah, the development of education as a means of improving the country became a goal. During this time of great social and economic reform a number of schools were opened. Habibia then became patterned after the French system and Istqlal, Ghazi and Myat opened their doors. Foreign teachers who were not Moslem came to Kabul and the subjects were taught in German, French and English. Also at this time, a few primary schools were opened in the provinces. These schools had little success because of the lack of teachers, proper housing and interest on the part of the population. These are problems that still plague the schools in the provinces today.

Because of political problems in 1929 the schools were closed temporarily; the first students to complete the program graduated in 1931. The constitution of 1931 made primary education free and compulsory for all children.\(^3\) This was a worthy goal which still has not been reached, largely because of a lack of trained personnel and inadequate financial resources.

During World War II most foreigners left the country. This brought a partial standstill to the educational system.

Not until UNESCO signed an educational agreement with Afghanistan in 1948 did plans get started again to reach the goal to educate all Afghans.4

The 1950's marked a period of rapid educational expansion. In 1950 there were 373 schools; in 1956 the total rose to 806. Almost all of the growth came in village and primary schools.5 In 1956 Afghanistan started a series of five-year plans which have continued to the present. The first five-year plan emphasized the establishment of primary village schools throughout the country. The second five-year plan emphasized secondary schools and the development of teacher education institutes which were special secondary schools known as DMA's or Darullamalemins. Translated into English this means "place of teachers." Because of this rapid development the quality of education suffered until plans were made in the third five-year plan to improve quality through better textbooks, teacher training and curriculum reform.6 A rapid growth rate in a seemingly short period of time created many problems for the Afghan Government in establishing their school system.


6Harvey H. Smith and Donald W. Brenner, op. cit., p. 105.
Table 1 gives some indication of the growth rate during the 1960's. In 1961 there were 1,436 schools; in 1965 there were 2,099. In 1968 there were 2,847, a growth in a decade of 1,411 schools. This phenomenal growth and the magnitude of expansion in education has at some times left the system somewhat stagnant. It has been impossible for the system to produce adequately prepared teachers in sufficient numbers to keep pace with the growing enrollment. One hundred percent of the approximately 2,138 village school teachers have only an informal education, possibly up to the ninth grade.  

Another problem was the lack of experience created at all levels of the educational hierarchy. A rigid centralization existed over curriculum, teachers, methods and examinations. "Virtually all pedagogical decisions are made at the highest ministry levels. Administrators and teachers are no more than bureaucrats carrying out orders."  

These general problems, along with a lack of adequate physical facilities, textbooks, teachers and materials point to what Afghanistan has sacrificed for the rapid rate of growth in education. Although reason for the rate of growth can be justified in the goals the leaders of the country have


8Ibid., p. 134.
Table 1

Schools in Afghanistan by Year, Type, and Number, 1936-1968

<table>
<thead>
<tr>
<th>Year</th>
<th>Village schools</th>
<th>Primary schools</th>
<th>Middle schools</th>
<th>Lycees high schools</th>
<th>Vocational schools</th>
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<td>849&lt;sup&gt;b&lt;/sup&gt;</td>
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<sup>a</sup>Including teacher training and Islamic schools.
<sup>b</sup>In 1967 the schools administered by the Rural Development Department were included for the first time.
<sup>c</sup>In 1967 the Higher Teachers' College and the Industrial Management Institute have been included under Higher Level. Faculties are counted as institutions.
<table>
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<th>Year</th>
<th>Village Schools</th>
<th>Other Primary Classes</th>
<th>Middle Classes (1)</th>
<th>Lycees</th>
<th>Vocational Teacher Training</th>
<th>Higher Level</th>
<th>Total</th>
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</table>


(1) Including primary classes attached to secondary or vocational schools.
set for themselves in building a nation and breaking down many of the old tribal loyalties among the people, and education is a strong tool in this effort, it is important to note that the schools established are very inadequate and that there are not enough trained professionals to carry on the system adequately.\(^9\)

THE NATIONAL SYSTEM OF EDUCATION

The primary responsibility for the development of day to day operations of the educational system in Afghanistan rests with the Ministry of Education. Some schools are run by other ministries in the Afghan Government but such schools are usually specialized professional schools.

The system of education in Afghanistan starts with primary education. A child usually goes to one of two kinds of schools during these early years—a village school or a regular primary school. The difference between the two kinds is usually one of size and personnel. The village school generally has only one or two teachers and provides for the first three grades only, whereas a primary school ordinarily will have one or more teachers for each of six grades.

After finishing the first six grades the student will have three alternatives: Islamic lycees, middle school

\(^9\) Ibid., p. 153.
or vocational school, as shown on Figure 1. If the student takes the more general education route through the middle school he may then have more choices for further education, including university training. After university training many students will try to get scholarships for foreign graduate study.

Under the 1966 Constitution, Article 34 states that everyone has a right to education which will be provided at the expense of the Government.\textsuperscript{10} It also states that the Government will direct and supervise all education in the country. This means that private schools are not allowed in the country for the teaching of Afghans. There are, however, several foreign schools in Kabul which meet the needs of the foreign communities. These schools are permitted as long as no Afghans attend.

**ADMINISTRATIVE STRUCTURE**

The centralized role of the Ministry of Education is the key factor in understanding the educational organization and its operation. Supreme authority for every aspect of education is vested in the Ministry of Education. It is responsible for all decisions except in a few cases in which delegated authority is held by provincial directors of

Figure 1
Educational Structure of the Afghan School System

education. The Minister of Education is an appointed member of the Cabinet. The Cabinet is headed by the major political figure in the country, the Prime Minister, who is appointed by the King.

Directly responsible to the Minister of Education are two Deputy Ministers. One is responsible for the administrative matters within the Ministry, the other for educational development. In recent months these two positions have been less rigidly defined. The breakdown of duties and responsibilities in the Ministry fall within the authority of presidents in the different departments.

The departments within the Ministry carry out the basic functions of the Ministry. There are thirteen departments in the Ministry of Education. Each department is headed by an individual who is called the President and who may have several assistants or none, depending on the degree of his responsibility. The three most basic departments are Secondary Education, Vocational Education, and Primary Education. They deal with the development of the programs, the supervision of the ongoing programs, and the preparation of manuals and textbooks and revision of curriculum in their respective areas.

The departments of Administration, Planning, Personnel and School Construction are responsible for the major administrative tasks. A look at the organizational chart (Figure 2) shows that these departments all have
Figure 2
ORGANIZATIONAL CHART
ROYAL GOVERNMENT OF AFGHANISTAN
MINISTRY OF EDUCATION
several directors and assistants. The other departments, such as Teacher Training, Health, Compilation and Translation, Inspection, Physical Education, and Boy Scouts, are set up for more specific responsibilities indicated by their titles. Of these, the Teacher Training Department is the most important to the further development of Afghan education.

Next in order of authority in the Ministry are the General Directorates. On the organizational chart general directors fall under the department on the same line. These general directors, Teacher's Committee, Central Science, UNESCO, Literacy Campaign, Guidance, Control, Audio-Visual, and Foreign Cultural Relations, all hold important positions in the line.

Underneath the departments and general directorates come the directorates. These smaller officers carry on the day to day operations of the educational system. However, the organization is tightly centralized. Thus, the directorates depend on strong leadership at the top to carry on their responsibilities effectively.

In order for the Ministry of Education to control the schools, each province has an educational director appointed by the Minister of Education. The educational director is the highest ranking official of education in the province. He takes orders from both the Ministry of Education and the governor of the province. He sits on the Governor's Council
along with other representatives from other government ministries. The governor has full authority in the province. Possible serious conflicts between the Ministry of Education and the governor would be resolved at higher governmental levels.

The provincial directors are responsible for the establishment of new schools, classes, the carrying out of ministry directions, the inspection and supervision of schools, and the arrangement and distribution of textbooks and educational materials provided for by the Ministry of Education.

The school inspector works directly for the provincial director. The inspector sees that the policies of the government are carried out on the school level. Headmasters and teachers fall under the authority of the inspectors. How the inspector evaluates them affects their advancement and pay.

THE DEPARTMENT OF INSPECTION

The department with which this report was most concerned is the Department of Inspection. It has two main functions, the implementation of the inspection and supervision codes of the Ministry of Education and the administration of student affairs.

According to Abdul Habib Hamidi, President of the Department of Inspection in the Ministry of Education, most
of his energies are taken up with the handling of student affairs. This function includes the administration of student transfers from one school to another, making arrangements for boarding students, the introduction of students to other ministries for jobs and special education programs, and the expulsion of students who are over age or who have failed in examinations in preceding years.

The other function of this department is to inspect and supervise village, primary and some secondary schools in the country. Some of the secondary schools such as DMA's and lycees are supervised and inspected by other departments in the Ministry.

The major goal of this department as related by Mr. Hamidi is to train the 231 inspectors employed by the Ministry to spend more of their time supervising classrooms and to transfer the student affairs responsibilities to another department so that more of an effort can be made in the area of supervision.

The line of authority from the Minister of Education to the provincial school inspector passes through the Department of Inspection, then to the Director of Education in the province. The Department of Inspection is generally

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12 Ibid., p. 3.
responsible for the procedures under which the inspector works and the provincial director of education is responsible for his day to day operation and work.

SUMMARY

In this chapter a general framework was established through an historical review and description of the organization of education in Afghanistan, to show how the Afghan school inspector works. The key ideas in this chapter are:

1) Afghan education is a fairly young institution in a developing country and has been growing very rapidly in the last three decades. This growth has created a problem of shortage of trained personnel throughout the entire system.

2) An organizational chart was presented to show the system of central control of education by the Ministry of Education. The Ministry of Education both supplies textbooks and manuals for operation to all schools and controls the activities through regulation of all the educational personnel in the country. Thus, if the Ministry is not working properly then the educational system in the country comes to a standstill. An effort is being made now to reorganize the system in order to better serve the individual schools throughout the country.

3) The Afghan school inspector, as part of this system, is working with an expanding educational system which is highly centralized. His manner of acting is dictated by the centralized system.
with all of its problems. Some of the problems he faces are created by the rapid growth of the system. The inspector is the official representative of the Ministry of Education on the local school level.
Chapter 4

LEGAL FUNCTIONS OF THE AFGHAN SCHOOL INSPECTOR

The purpose of this chapter is to describe the functions of the Afghan school inspector according to the legal prescriptions which are (1) found in the education manuals of the R.G.A. Ministry of Education, and (2) as explained in a report dated September 30, 1972 to members of the Curriculum and Textbook Project by Mr. Abdul Habib Hamidi, the President of the Department of Inspection.¹

The manuals of the Ministry of Education used by the researcher to describe the legal functions of the inspector are the Manual for Provincial Inspectors,² Rules and Regulations for Elementary Education,³ and the Manual of Rural Education.⁴

The inspector's manual makes direct references to the other two manuals. For example, Article 9 of the


inspector's manual provides that an inspector "must investigate the cleanliness of the school and classes (students and teachers) and the safety of the drinking water in accordance with Articles 125, 127, 129, 130, 131." The articles referred to are the articles in the *Rules and Regulations for Elementary Education.*

All inspectors, according to Mr. Hamidi, are appointed by the Ministry of Education Council. According to the Ministry of Education appointment procedures, they are chosen by the Council from a list of three nominees submitted by the provincial directors of education. Although they are professionally responsible to the Department of Inspection, the provincial directors of education may call upon the inspector to perform duties for other departments of the Ministry. Thus the inspectors do file reports and deal with administrative matters beyond their inspection duties.

The inspectors are responsible for the inspecting and evaluating of the primary and village schools all over the country. They are required to visit approximately ten schools three times a year. Each school must be visited three times during the school year. The first two visits

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6 Hamidi, op. cit., p. 4.
for inspection are taken up with superdivisional and administrative functions and the last visit is used for the purpose of evaluation. Most inspectors rotate within the same province to different groups of schools every several years.  

An analysis of the inspector's manual, the elementary education manual and the rural manual showed that the functions of the inspector are grouped into three categories: administrative, evaluative, and supervisory.

**ADMINISTRATIVE FUNCTIONS**

The administrative functions of the Afghan school inspector encompass more than just the functions he carries out at each school he visits. They are not described in any of the manuals mentioned earlier in this chapter. Rather, these extra functions are assigned to the inspector by the provincial director as needed.

The manuals describe the administrative functions of the inspector as they have to do with each of the schools he visits. It becomes clear when reading the manual that they are extensive and time consuming. In order to discuss these functions the articles in the Manual for Provincial Inspectors were divided into the areas of personnel, students, school buildings, school reports and inspection reports.

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7Ibid.
Personnel

Regarding personnel, the inspector "must investigate and note discrepancies in the attendance book with respect to sickness, vacations, etc. of school officials, teachers, and chaperones or servants in the current year." He must also "investigate in each school the number of servants, check their job description in terms of the tasks they are assigned and then rate their performance."  

Students

Regarding students, in carrying out his administrative functions, the inspector must know the number of students in a school, the number of sections in each grade level and he must report these matters to the Director of Education so that summary action can be taken.

In the elementary school manual Articles 3 through 10 give the rules and regulations for the enrollment of children into the elementary school. (1) All children are accepted unless they are physically or mentally abnormal, dumb, blind, or with a contagious disease, (2) students must conform to age limits set forth by the Ministry of Education, (3) a delegation picked by the provincial director is to pick those who can enroll, and (4) each child is to present

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9 Ibid., Article 8, p. 9. 10 Ibid., Article 1, p. 8.
an identification card and smallpox certificate upon enrolling. If they don't have them, the headmaster must see that they get them. All of these matters must be investigated by the inspector to see that they are carried out properly.

The inspector must also investigate and note his findings regarding those who have graduated, dropped out, transferred, died, or have been expelled. In case students have been expelled the inspector should see that it was carried out according to the rules set down for such a practice. 12

School Buildings

During each of his three visits to the school the inspector should investigate the condition of the building in order to see that the school building is built according to plans regarding relative location and capacity. He should also see that the building is in a good state of repair and that repair estimates are accurate. 13 Article 9 of the Manual for Provincial Inspectors states that the inspector "must investigate cleanliness of the school, students, and teachers and the safety of the drinking water in accordance with Articles 125, 127, 129, 130 and 131 of the Rules and


13 Ibid., Article 12, p. 5.
Regulations for Elementary Education. Concerning these articles, the inspector must (1) check to see that no hanging charts or maps are left on the classroom walls because this distracts the students and is not clean looking, (2) window glass in the building should be cleaned once a week, (3) if there is a garden it should be clean and tidy, (4) there should be clean drinking water in clean containers for use by the students, and (5) chairs and desks are safe and clean so that they are not distracting to the students. All matters of this nature the inspector should investigate and see that the rules are carried out.

Also, in regard to the building, the inspector should make sure that all the equipment assigned to the principal when he came to the school, is available if there is a transfer.

School Records and Files

The inspector must investigate all the expenses of the school concerning stationary, heating fuel, etc., noting how these supplies were consumed, the reasons for the

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14 Ibid., Article 9, p. 5.
consumption and the results of consumption.\textsuperscript{17} These matters should all be found in the school records and files which must be investigated.

In Article 121 in the Rules and Regulations of Elementary Education are listed the many record-keeping books that are necessary for each school to keep up to date. Many of these books make it clear that the inspector has a great deal of work to do in this area. There are books for teachers' biographies, student transfer forms, attendance records, test results, teachers' meetings, disciplinary actions, inspection, distribution of equipment, inventories, and for correspondence to and from the school.\textsuperscript{18} Also kept on record in a school are orders from the Ministry of Education. The inspector must see that these orders have been carried out and investigate those instances where orders were not adhered to.\textsuperscript{19}

\textbf{Reports}

When the inspector has finished his job of investigating the different aspects of the school then he

\begin{itemize}
  \item \textsuperscript{17} Ibid., Article 9, p. 5.
  \item \textsuperscript{18} Safi, Rules and Regulations for Elementary Education, op. cit., p. 19.
  \item \textsuperscript{19} Safi, Manual for Provincial Inspectors, op. cit., Article 29, p. 9.
  \item \textsuperscript{20} Ibid., Articles 44 and 46, p. 10.
\end{itemize}
must write and submit reports about the school to the provincial director of education.\footnote{Ibid., Article 47, p. 10.}

**EVALUATIVE FUNCTIONS**

On the third and last visit of the year to each school, the inspector is required by the Manual for Provincial Inspectors, Article 26, to "collect information concerning the quality of instruction and note teachers' success in terms of student progress and teacher qualifications." This article also goes on to detail how this should be done. The process consists of two separate ratings recorded on a form by the inspector.\footnote{Ibid., Article 26, p. 7.}

First, the teacher is evaluated on the basis of the achievement of students under his direction.

Groups of five students are selected for each subject he is teaching and tested orally. The blackboard is used when it is necessary for testing the students on writing abilities. Since the self-contained class method is used in grades one, two, and three, the students are tested orally in these grade levels. The inspector makes a group of five students for each subject to be tested. The scores of all the students in a group are added and then the total is divided by the number of students. The score obtained is the score of the teacher's success. Since all classes are not self-contained then the inspector selects five students from each of four classes a teacher teaches. This then will give the inspector twenty students in order to score. If the teacher only teaches two classes, then ten from each class are chosen.\footnote{See Appendix C.}
The tests are devised by the inspector from the regular textbooks and teaching materials supplied by the ministry.

Second, in order to determine the teacher's qualification score, the inspector should observe the teacher during instruction and give his evaluation of the quality of teaching. The teacher may score a maximum of ten points, two points for each of the following areas the inspector in specifically evaluating: (1) teacher information of the lesson, (2) lesson preparation, (3) conformance to the program outlined in the manuals, (4) student attention, and (5) student understanding of the lesson and the way students express this understanding.\(^\text{24}\)

Finally, the two scores, academic condition of the students and the teacher qualification score, are averaged. A reward and punishment system is spelled out in the following manner. If a teacher receives a rating or "score" of nine or ten he obtains a gift of one month's salary. If he receives the score three consecutive times he will receive a special letter of commendation from the Ministry.

If a teacher receives a score of eight he receives a letter of commendation and if he receives the score three consecutive years he gets one month's salary as a special gift.

If a teacher receives a score of five, six or seven he receives neither a reward or punishment. If he receives

\(^{24}\text{See Appendix C.}\)
a four, he is issued a warning. The teacher loses three days' salary with a score of three. With a score of two, the teacher receives no promotion in rank for three months and with a score of one, no promotion in rank for six months. A teacher receiving a zero score is dismissed from his job. If the teacher receives the same punishment score three consecutive times then he receives a punishment one degree more difficult.  

It is the job of the inspector to investigate and report his findings, either to the headmaster, teacher, or Provincial Director of Education, depending upon the relative importance of the item involved. For example, in Article 5 of the manual it says that the inspector "must investigate and note deficiencies concerning school files ...." These words are used many times in the manual. Thus the evaluation of the school is carried on throughout the year on all three visits to the school. The formal evaluation of the teachers is carried on in the third visit to the school as mentioned previously.

SUPERVISORY FUNCTIONS

One of the functions of the Afghan school inspector is to supervise teachers in their classrooms and headmasters

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25 See Appendix C.

in any matter in which he should have a dominant role in the school, as in the education of students, school discipline, the general state of affairs of students, teachers, and other personnel. Study of the manual revealed that the inspector also has supervisory functions in the areas of student educational welfare, teacher performance, headmaster performance, and educational supplies and equipment availability.

Students

In supervision of students most of the duties of the inspector center around concern for their behavior. Article 37 states that the inspector must look at student notebooks to see that they are clean and kept in good shape. Again, Article 38 states that the inspector must ascertain if there are good relationships between the students and whether they have respect for the national symbol, national flag, and King and teachers. According to Article 41 the inspector must see that the students begin class on time and that time is set aside for prayer.

These three articles are the only ones which have any direct reference to the students. The manual does make it clear, however, that the teachers are directly responsible

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27 Ibid., Articles 32 and 35, p. 3.
28 Ibid., Articles 37, 38, and 41, pp. 3-4.
for the behavior of students and that any misconduct reflects upon them.

Teacher Performance

Most of the supervisory functions of the inspector deal with the teacher, either directly or indirectly.

The major article has to do with the supervision of instruction. "The inspector must supervise teachers in the classroom to ensure compliance with advice in Articles 24 through 31 of the Rules and Regulations for Elementary Education." These articles are concerned with how teachers carry on their instructional program. For example, Article 26 states:

The teacher should provide the students with the necessary information in each lesson in which the students learn a new subject matter, and ask the students some questions. The teacher gets in contact with some people who know about this subject matter, then he teaches the new lesson to the students in a language which is comprehensible to the students. The teacher then evaluates the lesson by asking some simple questions at the end of the lesson to know whether the students have learned the lesson well or not. He then repeats the lesson with the students and corrects those parts which the students have not learned well. Finally, all the lessons are repeated and summarized by one or two qualified students. In this way, the lesson which has been taught during a class period, is learned while the students are still in the classroom.

The inspector also must ascertain that lesson plans have been made and that the teacher has covered all the

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29 Ibid., Articles 37, 38 and 41, pp. 3-4.
30 Safi, Rules and Regulations for Elementary Education, op. cit., p. 3.
material within the lesson plan as required by the school syllabus.31

The teacher should also be on time to class and when in front of students should not use such things as pipes, snuff, cigarettes, or let any of his friends use these things in front of the students. The kind of clothing is also suggested. The inspector is responsible for supervising the teachers on all of these matters and if there are shortcomings in the teacher then the inspector is to take note and discuss these matters with the person concerned.32

Article 28 sums up the supervisory responsibilities the inspector has to the teachers.

The inspector must investigate to ascertain whether classwork and homework has been assigned and corrected by teachers and note deficiencies. Other instructional activities by the teacher should also be considered.33

Headmaster

According to the inspection manual, the inspector must supervise the activities of the headmaster with regard to any matter in which he should have a dominant role. This includes the education of students, school discipline, and the state of affairs of students, teachers, and other school

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32 Ibid., Article 25, p. 2.
33 Ibid., Article 32, p. 2.
The headmaster is also required to teach no fewer than six or no more than twelve class periods per week.\(^{35}\)

Articles 90 and 91 of the elementary education manual give the procedures for a headmaster to follow in the event of a teacher's absence:

Since the headmaster is responsible for the normal progress of the program and for its betterment, so that if a teacher were absent the headmaster should teach that class instead (if he could spare time). Or the headmaster should give the students such a task to keep them busy such as exercises on handwriting, drawing, etc. Or the headmaster should send this class to sit with another one, and be taught by another teacher.\(^{36}\)

The inspector must investigate in case of teacher absence to determine whether the headmaster has ensured class program during the absence.\(^{37}\)

Equipment

One of the many problems of the rural schools is the supply of equipment and instructional materials. The transportation problem, let alone the logistics problem created by trying to supply all the schools in the country from Kabul, has created shortages and lack of educational supplies in many schools.

\(^{34}\) Ibid., Article 32, p. 3.

\(^{35}\) Ibid., Article 28, p. 2.

\(^{36}\) Safi, Rules and Regulations for Elementary Education, op. cit., p. 17

\(^{37}\) Safi, Manual for Provincial Inspectors, op. cit., Article 34, p. 3.
Inspectors must investigate and note findings concerning equipment and instructional materials to determine if they are present in the schools, if they arrived on time and were distributed in sufficient quantities for all students.\textsuperscript{38}

It would seem that this type of activity would be included under administrative duties of the inspector, but it has direct correlation to the ability of the teacher to teach and the students to learn.

Another problem in the matter of supplies is related to their use. The inspector must investigate to determine whether essential equipment and instructional materials are properly used in accordance with the Rules and Regulations for Elementary Education.

134. A picture of H.M. the King is needed for decorating the school lounge.

135. Providing the instructional facilities which are needed in a school, is very important. These facilities should be determined in a special form and confirmed.

136. It is useful to hang the charts which are written in good handwriting, on the walls of the school lounge and the corridors for encouraging the students to learn something good.

These writings should have the form of meaningful proverbs and should educate the students. The writings which are not important educationally, should not be hung on these walls.

137. These writing should be preserved, and if needed taken to the classrooms and, sometimes, shown to the students, but they should be brought back to their original places.\textsuperscript{39}

\textsuperscript{38}Ibid., Article 4, p. 1.

SUMMARY

The legally described functions of the school inspector in Afghanistan was explained in this chapter by the use of the three educational manuals provided by the Ministry of Education and by the statements of President Abdul Hamidi.

The manuals describe in detail the function of the inspector in the related areas of administration, evaluation and supervision. It was the purpose of this chapter to detail the legal functions of the Afghan school inspector under the three categories listed above.
Chapter 5

PERSONAL CHARACTERISTICS OF THE AFGHAN
SCHOOL INSPECTOR

Public education, along with the Army, is an
important factor in indoctrinating the general populace in
the glories of the State. This nationalization, ingrained
in the educational system, is reaching out all over the
country through the development of schools in small villages
and townships. As a traveling representative of the gov-
ernment in this educational endeavor, the Afghan school
inspector plays a key role. His job is to see that the
educational laws of Afghanistan are carried out from the
small village school to the larger primary schools
established throughout the country.

In describing the role of the inspector it is
important to answer the elusive question, "What are the
personal qualities of the Afghan school inspector?" There
are many complexities and limiting factors which make it a
difficult task. Because Afghans are not generally very
interested in their own age or other statistics about them-
selves, data presented in this chapter must be read with

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1Richard S. Newell, The Politics of Afghanistan,
ed. Richard L. Park, South Asian Political Systems (London:
this factor of Afghan philosophy in mind. There have been very few anthropological studies done on the people of Afghanistan. There have been no studies made and very few statistics gathered on the Afghan school inspector.

AGE OF THE AFGHAN SCHOOL INSPECTOR

The mean age of the thirty-three inspectors who answered the question about age was 36.34, a comparatively young age for a person of such responsibilities. However, the modern Afghan educational system is only a few years old so trained personnel may be expected to be comparatively young. After comparing this figure with UNESCO age statistics on all 231 inspectors in the country, which showed a mean age of 40.59, it became clear that those inspectors who were sent to the course were the more youthful ones. A Chi-square test showed a statistical significance of 0.001, probably largely because, according to the enrollment rules, no inspector over fifty was permitted to attend the course.

FAMILY BACKGROUND

Fifty percent of the inspectors who filled out the questionnaire were from farm families. Since Afghanistan is an agrarian society this is not surprising but it indicates that education is working. Most of the inspectors were born outside the large cities of Afghanistan.²

²See Figure 3, p. 59.
The other 50 percent of the inspectors were from families where the father was a government worker, a landowner, or previously in education. These are more prestigious positions in the rural communities.

The typical inspector generally wears western dress when working, which identifies him as a person of education and professional status. He is married and has a mean of four children who seem younger than his own age would indicate. His young family is probably explained by the fact that it took him some time to build enough financial reserve to purchase a bride. He generally lives with his family in the provincial center in which he works.

Because of the more than thirty languages which are spoken in Afghanistan it would seem that there might be a wide variety of languages spoken by the inspectors. However, it was always either Pushtu or Dari. Pushtu is the official language of the country, but Dari is the working business language in most parts of the country that are not dominated by the Pushtu tribes. Schools must use either Pushtu or Dari depending on which is spoken in the homes of the particular area. The uses of language in education is one way of breaking down the many ethnic groups in the country.

EDUCATIONAL BACKGROUND

Education in Afghanistan, especially in the provinces, is still considered a privilege. It is hard to determine how
many people are literate in the country because a true census has never been taken. Some sources say 90 percent; whatever the true figure is, it is high.

The Afghan school inspector has been fortunate in his childhood to have lived in or near a village with a primary school so that he was able to go to school. Most of those questioned had graduated from sixth grade and then gone on to secondary school. Of the thirty-one who supplied data on this question, twenty-four had gone to secondary school in Kabul, four in Jalalabad, two in Kandahar, and one in Herat. The concentration of these students in Kabul was because until recently most secondary schools were in Kabul. All of the inspectors have been educated through the educational establishment they now inspect. Of the thirty questioned, twenty-two had received their secondary education in teacher training schools called DMA's. Seven had gone to the traditional lycee, grades seven through twelve, and one had not received any secondary education.

Thus, it can be said that the secondary education program of the country is tied into the educational bureaucracy. Thirteen percent or four of the thirty inspectors had gone on beyond the twelfth grade to enter the Higher Teacher's College or to the University. Also, three of those questioned had some type of foreign experience,

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3See Figure 3, p. 59.
usually an observation program in some comparable developing nation. As a person gains mobility in Afghanistan through education, there is a greater chance for overseas experience.

TEACHING EXPERIENCE

The process of becoming an Afghan school inspector involved some teaching experience. Of the thirty-one questioned, 90 percent had taught in the primary school, 58 percent had taught in the middle school, and 61 percent had done some teaching in the secondary school. Most inspectors have had a variety of experience during their teaching careers. The mean score for the number of years taught before becoming an inspector was 7.9. One inspector had taught for two years and one had taught for thirty years.

UNESCO had teaching data on 225 inspectors from throughout the country. The mean score from this whole group was 7.76. When the Chi-square test was applied there was no statistically significant difference between the two sets of data.

There seems to be no hard and fast rule in Afghan educational policy that in order to be an inspector a candidate must have a specified number of years of teaching. It is interesting to note, however, that a wide range of experience along with several years in the classroom is thought to be necessary.
ADMINISTRATIVE EXPERIENCE

Since inspectors are responsible for the inspection and supervision not only of the classroom of the individual schools but also of the headmasters of the schools and their work, it would seem necessary for the inspector to have had some administrative experience. Of the thirty-one questioned on this point, ten or 32 percent had no previous administrative experience. This seemed like a large percentage until it was compared with 200 inspectors questioned by UNESCO. Of the 200, fourteen had no administrative experience. Thus for the total population, the percentage for the UNESCO group was larger. Clearly persons sent to the course were not only younger but less experienced.

Also the UNESCO statistics showed that those who did have experience had worked as headmasters or assistant headmasters for at least six years before becoming inspectors. Headmasters and assistants have a better chance of being promoted to inspectional status than do teachers, but there are some teachers who have moved from teacher to inspector. Very likely in these cases family influence or connections rather than actual ability was the determining factor in the appointment.
INSPECTOR'S EXPERIENCE

In comparing the data gathered by the questionnaire and that which UNESCO had available in terms of inspection experience, it was found again that those inspectors sent from the provinces to the course overall had less experience. The range was from an inspector who had had only one month's experience to one that had had eleven years. Of those who attended the course the mean number of years as an inspector was 3.8 years. Of the larger UNESCO population of 229, the mean was 5.6 years.

COMPARISON OF BIRTH PLACE, WORK PLACE, AND PLACE OF SECONDARY EDUCATION ACCORDING TO PROVINCE

Several comparisons were made by using a provincial map of Afghanistan (Figure 3) and marking on the map four sets of data taken from the questionnaire. The data were marked according to the questionnaire number. The inspectors were categorized according to the provinces in which they were born, the province in which they are now working, the province in which they took their secondary education, and other provinces where they had worked. The following observations can be made from these data: (1) Most inspectors now work in the province where they were born. (2) Twenty-seven of the thirty-one inspectors had worked in no other
province than the province of their birth. (3) All of the remaining four cases had moved and worked in only two other provinces outside the province where they were born. (4) Of the thirty-one, only six have received their secondary education in the same province in which they were born and now work. Most of them received their secondary education in Kabul teacher training schools.

This information suggests that despite the fact that his education was in Kabul, the Afghan tends to migrate back to the province where he was born because of the lack of adequate secondary schools in the provinces. For the present secondary school generation, the picture would probably be changed because of the growth of secondary schools throughout the country.

CIVIL SERVICE RANK AND REMUNERATION

A review of the Civil Service ranking of inspectors shows that they are basically middle-level civil servants, which means that the Civil Service rank of 5, 6, or 7 would be typical for an inspector. Rank 13 is very low and Rank 1 is the highest.

As is evident from Table 3, the salary scale for Rank 13 is $15.00 per month or 900 afghanis, and at Rank 1 approximately $75.00 a month or 4,900 afghanis. The average inspector earns around $35.00 per month. A civil servant can also get extra pay depending on the amount of education
Table 3
Position on the Afghan Civil Service Rank or Salary Schedule of Thirty-two School Inspectors Interviewed December 1972

<table>
<thead>
<tr>
<th>Number of Inspectors</th>
<th>Rank</th>
<th>Yearly Salary</th>
<th>in Afghanis</th>
<th>in U.S. Dollars*</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>10,800</td>
<td>$154</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11,520</td>
<td>165</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12,600</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>14,400</td>
<td>206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>16,800</td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>18,000</td>
<td>257</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>21,600</td>
<td>309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>26,940</td>
<td>384</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28,800</td>
<td>411</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30,400</td>
<td>434</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>46,800</td>
<td>669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>57,600</td>
<td>823</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>58,800</td>
<td>840</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Computed to the nearest U.S. dollar and using rate of exchange of one U.S. dollar equaling 70 afghans.
he has had. The twelfth grade graduate gets a bonus of $1.25 per month. The Ph.D. would get $6.00 extra per month. The inspector also gets a per diem when he is traveling. This per diem covers food, lodging and transportation. It was not possible to find out what rate of per diem is currently paid.

The Afghan school inspector thus makes about $36.50 per month or $438.00 per year total, of which $257 is Civil Service salary. This amount is average for government officials in the country.

SUMMARY

This chapter discussed some of the personal qualities of the Afghan school inspector. Included in the chapter are data and discussions on the age, family background, educational background, teaching experience, administrative experience, inspector's experience, geographical comparison of the inspector's movements during his life and Civil Service information on the Afghan school inspector.

Several points were made in this chapter which are important to this study. First, the inspector is a traveling representative for the Ministry of Education in its efforts to expand educational facilities throughout the country. Second, the inspector's educational training, experience and family background shed light on his functional role as an Afghan school inspector. Third, a map showing the place of birth of the inspector, where he had his secondary education,
where he now works, and where he has worked showed that the inspectors work in the provinces where they were born and they have not lived or worked in many other provinces except where they received their secondary education.
Chapter 6

FUNCTIONS OF THE PROVINCIAL AFGHAN
SCHOOL INSPECTOR

The purpose of this chapter is to describe the functions of the Afghan school inspector as communicated by the inspectors to the researcher, both in writing through the questionnaire and course assignment and verbally through the interview.

It is also the purpose of this chapter to go beyond the administrative, evaluative, and supervisory functions of the inspector and to discuss the job frustrations of the inspector as communicated to the researcher.

ADMINISTRATIVE FUNCTIONS

When the inspector described to the researcher his functions while visiting schools the administrative functions stood out as taking most of his time. It was clear that they included not only what he does in the process of visiting schools but also those extra matters he handles for the provincial director. The extra administrative matters handled for the provincial director might be investigating educational or other problems in the province or just doing extra clerical-type work at the provincial office.
This first section of the chapter is concerned with describing the administrative functions of the inspector as he visits the schools for which he is responsible. It should be repeated, however, that the inspector's administrative duties outside the school are extensive.

The inspector starts on his visitation of schools when he receives a letter from the provincial director introducing him as an official representative of the government, and giving a brief outline of the purpose of his visit. The inspector makes his own travel arrangements. He may go by horse, car, truck, bus, or donkey, or he might have to walk. He is supposed to receive a per diem for his traveling, but many times, as is true of his salary, he does not receive the allowance for six months after he has spent the money.

When the eleven inspectors who were interviewed were asked how much time they spend on the road each year they indicated an average of twenty-two days traveling time for the three visits to each school for which they are responsible. Ten of the eleven interviewed said they visited each school three times a year, twice for supervision and administrative matters, once for a formal evaluation; the eleventh inspector stated that his schools were

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1See Appendix E.
too far apart so that distance prevented him from making more than two visits yearly.

Out of twenty-seven inspectors who answered the item when asked about the number of schools they visit, the average was thirteen schools per inspector. When talking to the inspectors during the interview, however, it became apparent that the number of schools visited depended on the size of the school and how far it was from the provincial capital. All of the thirty-five inspectors resided in the provincial capital. Generally, with traveling time and the amount of time spent per school, the inspector is on the road about six months of the year.²

When first arriving at a school the inspector presents his letter from the provincial director to the headmaster or head teacher, depending on whether the school is an elementary school or a village school. He will then tour the school checking the construction and condition of the building. If he is visiting a village school there may be no school building. Three of the eleven inspectors who described their jobs mentioned that they even check if flowers were planted in the gardens of the school. After the general condition of the building is ascertained and properly recorded the inspector checks the condition of the educational materials, such as books, charts, and pictures.

²See Appendix E.
All books should have covers and the covers should be well fitted and clean. Also it is noted whether sufficient materials are available and the dates they have been received by the school, and where and how they have been distributed. The inspector usually stays at a village school about one day, at a primary school three days, at a middle school four days, and at a secondary school five days. The amount of time is of course variable, depending upon the problems encountered.

Concerning personnel, the inspector checks to see if he can determine whether there are any personal difficulties among the staff of the school. Most inspectors were over-descriptive of their job in checking the attendance of both students and teachers. This particular matter seemed to be a real concern. It indicates the difficulties of the schools in getting students to come to school and stay in school. Several inspectors mentioned the matter four or five times in the job description. Some inspectors went into great detail about how they checked the school roll to determine whether students are present and if they are not, why. If no one in the school knows why a student is absent then this fact is noted and a deficiency of the teacher is involved. The attendance records are even checked further back in the year to see how many of the students have not been coming to school and whether the reason is properly recorded. The work
on the attendance records seemed to take a great deal of the inspector's time.

It was mentioned in the manual that the out-of-school activities of the teachers were checked. No inspector in the description made any statement concerning the matter. Three of eleven mentioned that they were concerned with the cleanliness of the students and teachers but they did not seem as much concerned as with the attendance problems.

The manual mentioned that records were to be kept on correspondence, teachers' meetings, reports on school discipline, and inspection records of earlier inspections. Also, the inspectors mentioned that they checked books concerned with the social conduct of teachers, history of the school, monthly report of the headmaster, instructions to teachers by the headmaster, salaries, and promotional reports, and the teacher's progress book. Each one of these books is checked by the inspector to make sure entries have been made and that the entries are truthful.

Checking the record books and concern with attendance seem to be the two major administrative functions of the inspector. Several inspectors commented that they were responsible for writing a report on each school visited and were required to keep a file of statistics and comments on each school. They also mentioned that the report of each visit deals with the good and bad points of the visit. The negative things are written and recorded in a book at the
school so that on their next visit they can see if changes have been made.

As the inspectors described their functions, much more emphasis was put on their administrative functions than on their supervisory or evaluative functions. Checking and rechecking the records of the administrative duties of others seem to be a major concern. It reflects the great deal of mistrust the inspectors have for the teachers and headmasters.

EVALUATIVE FUNCTIONS

Chapter 4 described the evaluative process carried out by the inspector on the third visit to the school toward the end of the year. The manual is very specific as to procedures in the evaluations. In talking to the inspectors it became very clear that they understood the whole process of evaluation, but that in carrying out their responsibilities some modifications were made in method.

First, some of the evaluation of teachers was carried out informally during the first two visits. This was done by asking students oral questions during a supervisory visit to see whether the teacher was teaching the syllabus. This quizzing of the students during the supervisory visitations indicates the great importance the inspectors place on their evaluative functions.

Second, the result of classroom tests were also
evaluated to see if anyone had failed and if so the reason for the failure. If an adequate answer could not be given for the failure then this fact was noted against the teacher.

Third, it was mentioned by six of the eleven inspectors that described the job through the course assignment, that if 84 percent of the instructions given to the teachers during the supervisory time were not carried out by the time of the third visit or evaluation, a report was made in writing to the provincial director of education. It was not clear what was meant by "writing," whether it was a separate letter or whether the official form evaluating the teacher reflected the failure.

The inspectors are to evaluate the teachers on the third trip and use the legal procedures described in Article 26 of the Manual for Provincial Inspectors. It was impossible to determine the effects of such a method on the teachers. However, the researcher had a strong impression that the inspector is very legal and not too understanding in approaching the evaluation, and that the resulting reaction of teachers is probably stiff and legal as a result, out of fear of not meeting the requirements of the inspector.

SUPERVISORY FUNCTIONS

As related by the inspectors, their supervisory functions when visiting schools deal with both the headmaster and teachers of the school. The only thing mentioned by the
inspectors concerning the headmaster was that the inspectors investigate to see that the headmaster carries out his supervisory duties in checking on the teachers to see that they are doing their work.

Most of the work done in the area of supervision was done with the teachers. When asked on the questionnaire how many teachers the inspector was responsible for in supervision, the mean number was eighty-two. The eleven interviewed registered an average number of ninety-four. The method used by the inspector was the visitation of the classroom for supervisory purposes. When the question was asked as to how long he spends visiting each classroom, the thirty who answered indicated two hours per classroom. During these visitations lesson plans are checked to see if the syllabus is being followed. The educational condition of the classroom and teaching methods are observed. The students' notebooks and homework arrangements are investigated to see that homework has been given and properly corrected. The inspector then tells the teacher what is wrong and makes notes on what should be changed for the next visitation. Six out of eleven inspectors interviewed said that they also used demonstration teaching so that the teacher would understand how the inspector expects him to teach. Many of the inspectors mentioned that they had to

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3 See Appendix A. 4 Ibid.
instruct the untrained teachers to teach according to the rules and regulations. Also, the general teachers' meeting was mentioned as a way to discuss teacher complaints and other aspects of the school in order to bring about better teaching conditions and cooperation among the staff.

Almost everything that was mentioned in the supervisory area was expressed in vague terms. For example, the inspectors were asked to define the difference between supervision and inspection. A typical response to this question was that supervision meant the guiding and helping of teachers while visiting them; whereas inspection meant applying the regulations of the manuals and carrying out the reward and punishment system set forth by the Manual for Provincial Inspectors. None of the inspectors had a really clear idea of what methods they should employ in their supervision. This fact became very clear when the inspectors were asked briefly to describe their role as supervisors. The typical answer was that the role of the inspector in supervision was to help the teacher and guide him. There were few other specifics. This falls in line with what President Hamidi said to the members of the Curriculum and Textbook Project. He said, "Currently, with the exception of some of the more qualified inspectors, no real supervision takes

5See Appendix C.
6See Appendix A.
place from the provincial offices of inspection." Mr. Hamidi was concerned in his statement about increasing the supervisory functions of the inspectors, but he was also quick to point up the problems. He felt (1) that the department had few trained personnel, (2) that teachers are slow to accept the inspector in the new role of helping, rather than his evaluative role, and (3) that there are not enough personnel to do the job well.  

JOB FRUSTRATIONS AND SUGGESTED CHANGES

During the time that the researcher was administering the questionnaire, carrying out interviews and generally being with the inspectors, questions were asked concerning the general feelings and frustrations the inspectors felt regarding their jobs. Along with the expression of frustration both in writing and verbally came suggestions for changes from the inspectors. These frustrations and suggestions for changes tell a great deal about the job of a provincial Afghan school inspector.

Many of the frustrations having nothing to do directly with the educational process but are administrative matters. The following responses were given in the interview when

8 Ibid.
inspectors were asked to name three problems: (1) salaries are paid between six months and a year after work has been completed; (2) there is no government help in transportation to get inspectors to and from schools; (3) teachers move from one school to another and the inspectors are not informed of such moves; (4) distance is too great between schools with the result that there is not enough time allotted to do a thorough job of supervision and inspection.

The following were other complaints that had to do with the schools themselves: (1) lack of classrooms and buildings; (2) some of the principals are too old and show a great deal of opposition to any new ideas and changes; (3) teachers are not educated—many have no more than a sixth grade education and no teacher training; and (4) there are not enough educational materials available.

When asked what changes the inspectors thought should be made, ten out of the eleven interviewed felt that the educational manual should be changed to add more flexibility for the teachers and especially for the inspectors. This response confirmed the inflexibility of the system and the rigid straight-jacket the system is tied into because the rules and regulations are so legal and tight. Other suggested changes dealt largely with rectifying the complaints.

Since the manuals are the educational law of the country and not just suggestions to those involved, few persons in education feel that changes are possible until
the manuals are changed. Some inspectors suggested that the Rules and Regulations for Elementary Education is too theoretical and not practical or flexible enough to meet the needs of the entire country with all of its isolated areas.

SUMMARY

Moving from one school to another throughout the year, and being responsible for the administration, supervision and evaluation of many teachers, the inspectors found it difficult to develop in any one school a program of supervision which has continuity. Thus the role of the inspector emphasizes the administrative and evaluative functions described in this chapter. The inspectors were more specific when describing their administrative and evaluative functions than their supervisory functions.

A discussion of job frustrations verifies the fact that the inspectors are more concerned with administrative matters because of the problems they confront in the rapidly expanding system than they are with improving instruction through improved methods of supervision.
Chapter 7

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study was to determine and define the functional role of the Afghan provincial school inspector. To do so, research was conducted into his legal role as outlined by the Royal Afghan Ministry of Education and into his perceived role in practice.

The legal role was ascertained by analyzing three basic Ministry of Education legal and administrative documents. The three documents are the Manual for Provincial Inspectors, Rules and Regulations for Elementary Education, and the Manual of Rural Education. This information was supplemented with a report, "On the Department of Inspection of the Ministry of Education," by Abdul Habib Hamidi, President of Inspection. The inspector's role was broken into three categorical functions: administrative, evaluative, and supervisory.

The perceived role of the inspector was ascertained by analyzing questionnaires, interviews, and written course assignments required of participants in a UNESCO-sponsored inservice course for school inspectors. The questionnaires were answered by the thirty-five inspectors. The questionnaire focused on five topics: biography, education, teaching
experience, inspection and supervision experience, and new
textbook information. Eleven out of the thirty-five inspec-
tors were chosen for a more intensive study. Each of the
eleven was interviewed and his submitted UNESCO course paper,
"How Do I Supervise My Schools?" analyzed according to the
three categories: administrative, evaluative, and supervisory.

The resulting summary shows that the inspector is an
integral part of a highly centralized system of education.
He serves as a link between the decision making body in the
Ministry of Education in Kabul and the schools of Afghanistan.
He is charged with the responsibility of carrying out the
educational laws in the schools and classrooms of Afghanistan.
He conducts his duties under the immediate direction of the
office of the provincial director of education and ultimately
under the overall direction of the Department of Inspection
in the Ministry of Education.

The inspector visits the schools he is assigned
three times during the school year. During the first two
visits he supervises and performs administrative functions
and on the third visit the inspector evaluates teachers,
students, and administrative personnel.

The inspector's administrative functions focus on
the management of each school for which he is responsible.
His duties encompass the attendance of students and teachers,
the condition of the school building, the upkeep of the
school records, and files and the filing of reports. The
inspector formally evaluates the teachers on his third and final visit. His evaluative functions include the evaluation of teachers by use of a form which indicates student progress and teacher merit concerning methods of classroom instruction. The inspector executes his supervisory function during the first two visits. This function requires the inspector to visit classrooms for the purpose of investigating the teacher's lesson plans, the condition of the room, the use of educational materials, instructional methods, and student progress.

The administrative functions include not only what the inspector does in the process of visiting schools, but also extra matters he is assigned by the provincial director of education. To visit schools the inspector receives a letter of introduction from the provincial director. He makes his own travel arrangements. He spends approximately one day in a village school, two days in an elementary school, three days in a middle school, and four days in a secondary school. His administrative functions when visiting a school include the in- and out-of-school activities of teachers, the attendance of teachers, students and other school personnel, the checking of school records and files, and the checking of the building and other educational facilities to see that they are clean and in good repair. The evaluation of the school and of the teachers and headmasters is not only carried out formally on the third visit
to the school, but is done informally throughout the year. The formal evaluation of the third visit is done very legalistically in accord with the Manual for Provincial Inspectors.

During the first two visits to the schools the inspector supervises an average of eighty-two teachers. He spends an average of two hours in each classroom. During supervisory classroom visits the inspector will check lesson plans, observe the educational condition of the classroom, observe teaching methods and student attention and work. After visiting the classroom he meets with the teacher to criticize what was done in the classroom. A report is written in the inspection book as a reminder to the teacher and to the inspector of what improvements are needed. Sometimes he calls teachers' meetings to discuss classroom problems.

The questionnaire and interviews indicate that the inspector generally works and resides in the same province where he was born. His father's occupation was usually that of a farmer, which is consistent with the agrarian Afghan society. The inspector wears western dress while working, which identifies him as an educated person. He is a "first generation educate" with education through the twelfth grade. He has a wide range of educational experience despite his comparatively youthful average age of thirty-three. His
Civil Service salary of $257 per year is average compared with other civil servants in the country.

The inspector is frustrated in his job by salaries which are not paid on schedule, sometimes not for six months; by the transportation difficulties in getting to remote schools; by teachers who are not trained; by the lack of school buildings and educational materials.

CONCLUSIONS

The findings of this study show that the Afghan school inspector perceived and described his role in legalistic terms. It is the strong impression of the researcher that the manuals of education were memorized by the inspectors. When the inspector was asked to describe his role, his answers were generally consistent with what the manuals said his role was to be.

This study does not make clear the day-to-day activities of the inspector. Reasons for this conclusion can be found in the following examples. The inspector spends an average of 5.2 months of the year inspecting the schools he is responsible for. He must visit the schools three times during the year, seeing an average of eighty-two teachers, for an average of two hours per teacher. If he does what he reports, he spends 438 hours visiting teachers. On a five-hour day with approximately twenty-four school days a month, the inspector thus spends a total of four
months just visiting classrooms. In his description, however, he states that he spends about one month a year traveling to each school three times a year. This would leave him very little time to carry out his described administrative functions. It was also stated by the inspectors both in the interview and in the questionnaire that they visit each school three times per year. Only one inspector who answered the questionnaire mentioned that he might visit some schools only twice because of distance.

The study also indicates that the inspector does not understand appropriate methods of supervision. When the inspectors were asked, "Briefly describe your role as an inspector and supervisor," they defined the role of the supervisor as helping and guiding teachers. No evidence was given by the inspectors on how this should be done. Also, when describing their functions through the course assignment presented in the study, the eleven inspectors who were interviewed spent most of their time describing their administrative and evaluative functions and very little time on their supervisory functions. In the interviews mention was made of demonstration teaching but the preponderance of responses stressed administrative functions.

It became apparent through the interviews that the inspector was trying to give the impression that his job was a big responsibility and was difficult and very time consuming. This finding can be illustrated by the fact that the
inspectors, when talking about their job frustrations, dwelt on the point that it was very difficult to visit all the schools because of transportation problems. The inspectors also made the point that they were responsible for too many teachers and that the many duties outlined by the Manual for Provincial Inspectors took too much time. It seems to the researcher that the inspector on one hand is saying that he follows his legally defined work very carefully and on the other hand he is rationalizing for not being able to carry out his legal role.
BIBLIOGRAPHY


Department of Primary Education. Manual of Rural Education. Kabul: Royal Afghan Ministry of Education.


APPENDIXES
APPENDIX A
QUESTIONNAIRE FOR SCHOOL INSPECTORS

Part One: Biography

Name________________ Age____ Father's Name________ Place of Birth_____

Mother Tongue_______ Second Language______ Foreign Language______

Employment_____________ Place of Employment_____________________

Province______________ Telephone Number________________________

Home Address_____________ City or Village__________________________

Province______________ Telephone Number________________________

Marriage Status: Single____ Married____

Father's Profession________________

Number of Children_______

Number of Boys: Occupation:

1.
2.
3.
4.
5.

Number of Girls: Occupation:

1.
2.
3.
4.
5.

Civil Service Rank_______

Salary___________

Sample of Signature______________________________________
Part Two: Education

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Name of School</th>
<th>Location</th>
<th>Date of Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Private Education</td>
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<tr>
<td>Village</td>
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<td>Primary</td>
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<td>Religious</td>
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<tr>
<td>Middle</td>
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<td>Lycee (7-12)</td>
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<tr>
<td>Lycee (10-12)</td>
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<tr>
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Part Two: Education (continued)

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<td>Participated in</td>
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Part Three: Teaching Experience

<table>
<thead>
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<th>Name of School</th>
<th>Location</th>
<th>Subjects Taught</th>
<th>Number of Years Taught</th>
<th>Dates</th>
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<td>Teachers College</td>
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Part Four: Inspection and Supervision Experience

1.

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</tbody>
</table>

In Provinces:

In Ministry of Education:
Part Four: Inspection and Supervision Experience (continued)

2. Other Educational Positions held:

3. Which education manual and regulations do you use in your inspection and supervision?

4. How many schools do you inspect and supervise?

5. How many times do you inspect and supervise each school each year?

6. In one academic year how many teachers do you inspect and supervise?

7. Approximately how much time do you spent in one classroom?

8. Briefly describe your role as an inspector and supervisor.

9. Describe the role of supervisor.

10. In your opinion what is the difference between supervision and inspection?

11. In your opinion how are inspection and supervision similar?
Part Five: New Textbooks

List the names of the schools and their location in which you have observed curriculum project materials and textbooks being used for instruction.

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<th>Name of School</th>
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</table>

Which grades? (Only circle the number.)

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<thead>
<tr>
<th>Subject</th>
<th>Name Textbook</th>
<th>Name Author</th>
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<tr>
<td>Language Arts</td>
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<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Second Language</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Religion</td>
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<td>1 2 3 4 5 6</td>
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<td>Social Studies</td>
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<td>1 2 3 4 5 6</td>
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<td>Practical Arts</td>
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<td>1 2 3 4 5 6</td>
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<tr>
<td>Physical Education</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
6. What is your opinion about the new textbooks?
NOTE: If you have no opinion, please write - no opinion.

Language of Instruction
Second Language
Language Arts
Mathematics
Religion
Health
Science
Social Studies
Practical Arts
Physical Education
Other

7. What is your opinion about the teacher's guides for the following new textbooks?

Language of Instruction
Second Language
Language Arts
Mathematics
Religion
Health
Science
Social Studies
Practical Works
Physical Education
Other
1. Have you supervised and inspected schools using Curriculum and Textbook Project material or have you supervised and inspected teachers using Project materials?

2. If you answered yes, please answer the questions below regarding Project materials.

Subject_________ Grade______ Student Text____________

Teacher's Guide______ Name Book______ Name Author______

Name Book______ Name Author______

According to your observations, what things did you like regarding the following points?

a. The use of the textbooks by the students.

b. The methods of teaching the book.

c. The materials used in instruction.

3. According to your observations what things did you dislike about the following points?

a. The use of the textbooks by the students.

b. The methods of teaching the book.

c. The materials used in instruction.

4. Regarding the following points what learning difficulties did the students have?

a. Method of teaching.

b. The materials used in instruction.

5. Regarding the following points what difficulties did the teachers have?

a. Students.

b. Teaching materials.
APPENDIX B

INSPECTOR/SUPERVISOR INTERVIEW WORKSHOP GROUP
FEBRUARY 1973

Name_________________________ Date____________________

1. In which Afghan province do you supervise and inspect?

2. With what administrative unit for school supervision in the province do you work (e.g. Provincial Director, etc.)?

3. How many inspectors/supervisors are also affiliated and administered from this unit?

4. Are there other inspectors/supervisors who work in the same geographical area you do? If yes, who?

5. On this map of Afghanistan mark the area supervised by the administrative unit with which you are affiliated.

6. On this map circle the area that you personally supervise.

7. This supervisory unit supervises how many:
   (a) village schools
   (b) elementary (country)
   (c) elementary (in city)
   (d) middle schools
   (e) lycees
   (f) mosque schools
   (g) other (explain)

8. You are personally responsible for supervising how many:
   (a) village schools
   (b) elementary (country)
   (c) elementary (in city)
   (d) middle schools
   (e) lycees
   (f) mosque schools
   (g) other (explain)

9. From whom do you take orders on a day to day basis?

10. By what process were you chosen as an inspector/supervisor?
11. (a) How much of your time per year is spent in travel to the schools that you inspect and supervise?

(b) What is the distance from your center to the farthest school that you inspect and supervise?

(c) What travel arrangements and travel facilities are available to you when you visit such schools?

12. (a) In a school year, you will work with how many teachers?

(b) They are located in about how many separate school buildings/sites?

13. (a) About how many days of inspection time do you give to each school?

(b) About how many days of supervision time do you give to each school?

14. When you inspect a school, do you visit each classroom in the school? (If no, how do you select the classrooms you do inspect, and who do you go to these particular classrooms?)

15. When you supervise the teachers in a school, do you supervise all/each of the teachers in the school? (If no, how do you select the teachers you do supervise and why do you go to these particular teachers?)

16. (a) About how much time do you spend with each teacher when you inspect him?

(b) About how much time do you spend with each teacher when you supervise him?

(c) Normally how many times do you inspect a teacher?

(d) And how many times do you supervise him each year?

17. Are you able to inspect and supervise each year all the schools that you are responsible for? (If no, how do you select which schools you go to, and why do you go to these particular schools?)

18. In view of the difficulty of travel and working out the schedule when schools are ready for your inspection and supervision,
(a) what is the average number of visits you make to a school?

(b) what is the range in the number of visits to different schools? _______ to _______

19. How often do you test students?

20. What do you do when you test them?

21. Would a set of prepared test items and regular procedures for scoring be of help to you? Give your reasons for saying this.

22. Here is an evaluation form that supervisors use for rating teachers.

(a) Have you seen this form?

(b) Do you use this form?

(c) If you do not use this form, what guide do you use for rating teachers?

(d) If you do use the form, how do you judge if your rating will be 1 or 2 or 3, etc.?

(e) Do you use some other evaluation form? (If yes, describe this other form of evaluation.)

23. (a) Are you able to evaluate each teacher each year?

(b) If no, what percent are you able to evaluate each year?

24. Do you personally have your own copy of:

(a) the Inspector's Manual
(b) the Primary School Manual
(c) the Village School Manual
(d) the Secondary School Manual
(e) the Vocation School Manual
(f) the Physical Education Manual
(g) the new Health V Teacher's Guide
(h) other (explain)
25. Do you have access to a copy of:

(a) the Inspector's Manual
(b) the Primary School Manual
(c) the Village School Manual
(d) the Secondary School Manual
(e) the Vocation School Manual
(f) the Physical Education Manual
(g) the new Health V Teacher's Guide
(h) other (explain)

26. Does each school administrator in your area have access to these manuals? If yes, which ones?

(a) (b) (c) (d) (e) (f) (g) (h)

27. If they are available to the administrators, where are they located?

28. Would these same manuals also be accessible to their teachers?

29. Are you able to fulfill all your responsibilities as an inspector/supervisor as called for in the Inspector's Manual?

30. As called for in the Primary School Manual?

31. As called for in the Village School Manual?

32. In the Supervisor's Seminar you have been informed about the new materials and methods of the Curriculum and Textbook Project.

(a) Can you give some examples where there may be inconsistencies between the requirements of the manuals you use and the new textbook materials and methods?

(b) Examples.

33. In what ways, if any, did your experience as a teacher help you as an inspector/supervisor?

34. (a) What would you consider to be your three major problems regarding your job as inspector/supervisor of schools?

(b) In what ways are village schools easier or harder to supervise than the regular primary schools?
35. What do you think ought to be required in the educational background and program of professional preparation for Afghanistan's inspectors/supervisors?

36. Do you feel that you had this type of preparation?

37. What personal qualities do you think are necessary in the personality of an inspector/supervisor for him to be highly effective?

38. What suggestions do you have for the Curriculum and Textbook Project so as to help get the best use of the new curriculum and textbook materials?
APPENDIX C

TEACHER EVALUATION PROCEDURES

Translation from Manual of Inspection for Provincial Inspectors, by A. Q. Safi, November, 1972

Article 26. For obtaining information about the progress in the learning quality of the students and the teachers qualification, the inspector should act according to the following advice:

A. Progress in the students' learning which indicated the teacher's success.

B. Qualification of the teacher.

The inspector should observe all of the above factors, and then make a decision about the teacher.

ACADEMIC CONDITIONS OF STUDENTS, SCORE OF TEACHER'S SUCCESS:

The inspector should consider the number of students, schools, and time, and arrange the progress of the exam as follows:

A. Identifying the teacher's qualification and the self-contained class method from the view-point of students' progress and the score of the teacher's success in the class he is teaching. Groups of five students are selected for each subject he is teaching, and tested orally. The blackboard is used when it is necessary for testing the students on writing abilities (dictations, and writing styles). Since the self-contained class method is used in grades 1, 2, and 3, the students are tested orally in these grade levels. The inspector makes a group of five students for each subject to be tested; the scores of all the students in a group are added and then the total is divided by the number of students, the score obtained is the score of the teacher's success.

Since the self-contained class method is not used in the second level (grades 4, 5, and 6) of the primary schools, the inspector should make groups of five students on the basis of given subjects to the teachers. He should keep in mind that if he has one or two subjects he should select groups of ten.
students to be tested in each subject. If a teacher teaches two or three subjects in various grade levels, it is necessary that all of his three subjects should be observed. It is the responsibility of the inspector to make questions from that part of the subjects (history, geography, Ma' lumati Tabi'i 'nature information') which had been taught, and prepare his questions in a test form. A sample of the test should be given to the inspectors. After that, the total score is divided by the number of students and the average is considered the teacher's score of success.

Comment: In the schools where the self-contained class method is not used in the first level (grades 1, 2, and 3), it is necessary that the above explanation and order is observed and the questions are asked orally.

B. Teacher's qualification score:

Determining the average score of the examinations

1. Average score of the 3 months tests 5-1/4
   Average score of the 6 months tests 7-1/2
   
   Result: 13/2 = 6-1/2
   
   3/4 before finding the general average is considered one.

2. Average score of the 3 months test 3-1/2
   Average score of the 6 months test 3-1/4
   
   \[
   \frac{6-3/4 + 1/4}{2} = 3-1/2
   \]

Conditions harmful to the students

1. Average of the two tests 4-1/2 general average
   Final Exam score 6 5-1/4 considered 5

2. Average of the two tests 3-1/2
   Final Exam score 5 \[
   \frac{8-1/2}{2} = 4-1/4,
   \]
   which is considered 4

Teacher's qualification score

In order to determine the teacher's qualification score, the inspector should observe the teacher while teaching and give his opinion on the basis of his teaching quality, and choose a score between zero and ten. In scoring the teacher, the inspector should keep in mind the following points:
(a) identifying the teacher's information on the basis of the day's lesson
(b) lesson preparation
(c) conformity to the program
(d) having the attention of the students
(e) student's understanding of the lesson and the way they express it.

The inspector investigates all of the above attributes of the teacher, and determines his qualification on the basis of them. Appraising the teacher's qualification, and scoring him, is the responsibility of the inspector. In scoring the teacher, the inspector should give two points for each of the above attributes. If there is no score for one or more of these attributes, the teachers should be given a score of zero on that attribute. Then the scores are added and the score for the teacher's qualification is determined.

Rewarding score

This score is the average of the above two scores (qualification and success of the teacher). For determining the rewarding score, the score of success is added to the score of qualification and the total is divided by 2.

REWARDS AND PUNISHMENTS FOR THE TEACHERS ON THE BASIS OF THE REWARDING SCORE:

(Score 9-10): One month's salary as a gift; it is in the authority of the Ministry. If he obtains this score for 3 times consecutively he will be rewarded with the third degree letter of appreciation. The Minister and the Governor of the Province should approve the giving of the letter.

(Score 8): Letter of Commendation. According to the rules of education, if he gets this score three consecutive years, he will be rewarded one month's salary as a gift.

(Scores of 7, 6, and 5): Job fulfillment score; it neither merits reward nor punishment.

(Score of 4): Warning.

(Score of 3): Three Days' salary withheld.

(Score of 2): No promotion in rank for 3 months.
(Score of 1): No promotion in rank for 6 months.

(Score of 0): Dismissal from job.

A fraction of score more than 1/2 should be regarded as a complete score for helping the teachers. If a punishment is repeated for three times, the teacher will be punished one degree heavier for that.
### APPENDIX D

(Provincial) Director of Education ( )

Instructional Inspection Sheet  School ( )

Teacher's Name__________________  Inspector's Name________
Son of___________________________
Teacher School__________________  Date____________________

A. Subjects taught
   (by the teacher)  Subjects selected (by inspector to be evaluated)

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B. Biography and Details of Teacher's Lesson

1. Teacher's rank

2. Degree of Education (completed)

3. Permanent or part-time teacher

4. Place of birth

5. (date) Employed by (Ministry) Educ.

6. (date) Employed in this school

7. (date) First employed as teacher

8. Does he have textbooks or not

9. Amount of lessons given by teacher (number of pages taught)

10. Does he have lesson plan book

11. Does he have pupil register

12. Does he give homework to the pupils

13. Does he use available (teaching) materials
C. Merit of Teacher in Regards to his Pupils (achievement)

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<th>Grade ( ) Subject</th>
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Total Score of Students

Average Score of Students
D. Merit of Teacher Regarding Methods of Classroom Instruction

1. Teacher's knowledge
2. Lesson plan
3. Timely distribution of materials
4. Correspondence (comparison) to (instruction) program
5. Reality and value of lesson
6. Attracts pupils' attention
7. Pupils' understanding of this lesson
8. Clearness of lesson
9. Lesson aim and attainment during the lesson
10. Teacher's enthusiasm for lesson

TOTAL TEACHER SCORE

Results of Teacher's Reward and Punishment

<table>
<thead>
<tr>
<th>Student Merit Score</th>
<th>Teacher Merit Score</th>
<th>Two Score Average</th>
<th>Retribution and Punishment</th>
<th>Signature of Inspector</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>D</td>
<td>(\frac{C+D}{2})</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX E

### DATA ON THE FUNCTIONS OF THE AFGHAN PROVINCIAL SCHOOL INSPECTOR

<table>
<thead>
<tr>
<th>Inspector</th>
<th>Days Spent in Schools</th>
<th>Days Spent in Travel</th>
<th>Total Days (Columns 1 and 2)</th>
<th>Conversion Column 3 to Months</th>
<th>Hours Per Classroom Visit</th>
<th>Number Schools Inspected</th>
<th>Number Teachers Inspected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>66</td>
<td>5</td>
<td>71</td>
<td>3</td>
<td>0.5</td>
<td>10</td>
<td>200</td>
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<td>65</td>
<td>4</td>
<td>69</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>126</td>
<td>27</td>
<td>153</td>
<td>6</td>
<td>2</td>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>108</td>
<td>9</td>
<td>117</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>132</td>
<td>24</td>
<td>156</td>
<td>6.5</td>
<td>1.5</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
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<td>104</td>
<td>24</td>
<td>128</td>
<td>5</td>
<td>1</td>
<td>8</td>
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<td>181</td>
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<td>1</td>
<td>8</td>
<td>50</td>
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<td>20</td>
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<tr>
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<td>112</td>
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<td>136</td>
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<td>1</td>
<td>7</td>
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<td>1,404</td>
<td>58</td>
<td>18.5</td>
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<td>798</td>
</tr>
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<td>128</td>
<td>5.2</td>
<td>1.7</td>
<td>12.1</td>
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