

**DRAFT Competency Assessment Questionnaire**  
**Developed by the NYU/ALSE Project Team**

**Instructions:** Please complete the questionnaire taking no more than 3 hours.

## Area I: General Research Knowledge and Experience

### Competency 1: Qualitative vs. Quantitative Research

**1. Would a researcher use qualitative or quantitative research methods to analyze the following examples?**

Example	Qualitative or Quantitative Research Methods?
A. A researcher wants to explain how parents save their money to send their children to school using data from in-depth interviews.	
B. A researcher wants to know the effect of an additional year of schooling on the households' earnings.	
C. A researcher wants to analyze findings about on the relationship between socio-economic status and parents' decisions about education. The data has been collected using a questionnaire administered to 20,000 randomly selected households from 13 provinces, and the researcher wants to generalize the findings to the populations in those provinces.	

### Competency 2: Monitoring, and Evaluation

**1. Below is a set of activities that MoE staff might do. Is it a monitoring or evaluation activity?**

Activity	Monitoring or Evaluation
A. Staff observe whether teachers are present in primary and secondary school classrooms. The classrooms are randomly selected by the staff's supervisor.	

B. Staff collect data on test scores to determine whether a teacher training program is increasing children's learning	
C. Staff visit a classroom to verify that the teacher is using the government's math curriculum.	
D. Staff collect attendance records to understand whether a new bussing policy is increasing children's attendance	

**2. Which of the following is an example of an impact evaluation?**

- a. A study that defines how many school aged children are out of school
- b. A study that examines whether a project's resources were used as intended and whether the project activities were implemented as designed
- c. A study that answers how a program to distribute anti-diarrhea medicine effects school attendance
- d. A study that examines how much it would cost to increase school age children's test scores by one standard deviation in one province

**3. Which of the following can the Ministry of Education use EMIS data for?**

- a. To identify geographic areas where there is a deficiency of schools
- b. To identify geographic areas where teachers are regularly absent
- c. To help them revise the national strategic education plans
- d. To inform their education policies
- e. All of the above
- f. None of the above
- g. Some combination of the above. What combination? \_\_\_\_\_

### Competency 3: Reliability and Validity

**1. A strong study is based on data that is both reliable and valid. Connect each of these concepts to its definition.**

A. Reliable	1. An indicator measures what it is intended to measure.
B. Valid	2. An indicator is consistent with the measurements it gives.

**Choose the best answer. Only one answer is correct**

- 2. If a child takes the same math test multiple times within a short-time span and receives the same score three times, does this indicate that the test is valid, reliable or both?**
  - a. Valid
  - b. Reliable
  - c. Both
  
- 3. Imagine a researcher administers a math test to a group of children who perform very highly on their math assignments at school. These children however do not perform well on the researcher's math assessment, even though the assessment supposedly asks questions of equal difficulty as the children's normal assessments. The children take the researcher's test again a month later and receive similar scores as they received the first time. Is the researcher's test valid, reliable, both, or neither?**
  - a. Valid
  - b. Reliable
  - c. Both
  - d. Neither

#### **Competency 4: Generalizability in Qualitative and Quantitative Research**

**Choose the best answer. Only one answer is correct**

- 1. True or false: One goal of quantitative research is to understand the characteristics of a larger population.**
  - a. True
  - b. False
  
- 2. If a researcher is interested in designing a study whose findings can be generalized to a larger population, which of the following respondent selection methods should s/he use in selecting the respondents?**
  - a. Convenience sampling
  - b. Snowball sampling
  - c. Random sampling
  
- 3. True or false: Qualitative research findings can be generalized to a population.**
  - a. True
  - b. False

## Competency 5: Triangulation

Choose the best answer. Only one answer is correct

1. **Can qualitative data be used to triangulate quantitative data?**
  - a. Yes
  - b. No
  
2. **Does triangulation ensure that the research data is valid, generalizable, neither or both?**
  - a. Valid
  - b. Generalizable
  - c. Neither
  - d. Both
  
3. **The MoE's Education Management Information System (EMIS) system includes teacher attendance records. Which of the following is an example of how the MoE could triangulate this data in one province?**
  - a. Conducting focus group discussions with the school shuras and hub-school principals to discuss the teacher's attendance.
  - b. Monitoring the teachers' attendance in another, similar province to see how it compares.
  - c. Comparing the attendance records of this province to the other provinces.
  - d. None of the above.
  - e. All of the above.

## Area II: Research/Evaluation Experience

### Competency 7: Research Ethics

1. **If you are conducting a survey and a research participant does not want to answer a particular question, which of the following actions should you take:**
  - a. Tell the research participant that, if they don't answer, you will be in trouble with your supervisors because you will not have all the data that they want.
  - b. Move on to the next question.
  - c. Politely encourage the research participant to participate by reminding him or her that their answers will be kept confidential and anonymous and that you'd really like to hear his or her answer. If he or she continues to refuse to answer, move on to the next question.
  
2. **In order to conduct research with a child, whose assent should you get?**
  - a. Parent or Guardian's assent
  - b. Child's assent
  - c. Both parent or guardian's and child's assent
  - d. No one's assent

3. **“Informed consent” is the principle that all research participants should have the information necessary to be able to make a well-informed decision about whether or not to participate in a research study. Which of the following pieces of information must research participants be informed of in order to be able to provide “informed consent” (circle all that apply)?**
- a. The risks of participating in the study
  - b. The negative impact that their refusal to participate in the study would have
  - c. The purpose of the research
  - d. The fact that their participation is voluntary and can be withdrawn at any time
4. **One requirement of ethical research is that data either be kept “confidential” or “anonymous.” Match each of these terms to its definition.**

A. Confidential

1. The researchers are able to identify which research participants provided what data, but they store that data in such a way that no one else can link that data to individual respondents. They do not reveal the identities of research participants to anyone.

B. Anonymous

2. Data is collected in such a way that the researchers have no way of linking it to particular respondents.

## Area III: Developing/Commissioning a Research Project

### Competency 8: Key Steps in Research/Evaluation

1. **A research topic differs from a research question. Please provide an example of each:**

1) Research Topic:

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2) Research Question:

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**2. Below are several of the key steps in the research/evaluation process. Please list them in the order in which they should be carried out.**

- |                                  |          |
|----------------------------------|----------|
| A. Pilot test                    | 1) _____ |
| B. Disseminate results           | 2) _____ |
| C. Formulate research questions  | 3) _____ |
| D. Analyze data                  | 4) _____ |
| E. Develop data collection tools | 5) _____ |
| F. Sample selection              | 6) _____ |
| G. Adjust data collection tools  | 7) _____ |
| H. Data collection               | 8) _____ |

**3. Evaluations of programs are often designed after program implementation has already started. However, it is often beneficial to design an evaluation at the same time that the program is designed. Please describe two advantages of designing an evaluation at the same time as the program.**

- 1) You can design the program in order to order to answer specific research question
- 2) You can plan to collect the data you need from the beginning, rather than realizing later on that you haven't collected data that you should.

### Competency 9: Analyzing Assumptions and Gaps in Evidence

**1. During which of the key steps in the research process do you identify assumptions and gaps in existing evidence?**

- A. Developing research questions
- B. Literature review
- C. Data analysis

**2. Label the following excerpts as either assumptions or gaps in existing knowledge:**

Excerpt	Assumption or Gap?
A. Existing educational infrastructure may be better suited to meet the needs of boys than girls	
B. In urban areas, boys and girls attend school at similar rates on average. However, in rural areas gender disparities persist. The major challenge is to determine whether these figures reflect a supply-side or a demand-side challenge.	
C. Additionally, the return to girls' education may not be as high as that of boys'. Girls may marry early and be engaged solely in managing the family, limiting the returns to education to the rearing of children	

3. Which of the following are reasons for why it is important to identify assumptions and gaps in the evidence in research or how different programs work (circle all that apply)?
- A. To make sure that the study contributes new information
  - B. To help formulate research questions
  - C. To develop hypotheses that the study can test

## Competency 10: Translating Policy Questions into Research or Evaluation Questions

**1. What kind of policy could each of the following research questions inform?**

- |   |                               |
|---|-------------------------------|
| A. What are the reasons for teacher non-attendance in rural areas?                            | 1. Teacher training policy    |
| B. How does student attendance vary based on the activeness of a school management committee? | 2. Decentralization policy    |
| C. To what extent do teacher practices adhere to the national teaching standards              | 3. Education personnel policy |

**2. The Ministry of Education is revising its policies on teacher hiring, and it wants to develop practices that help ensure distribution of qualified teachers across the country, including in more rural and remote areas. Which of the following is a research or evaluation question that could inform the policy revisions?**

- a. What is the current distribution of teachers across Afghanistan?
- b. Do salary increases work to incentivize teachers to teach in rural and remote areas?
- c. Do the locations of teacher community colleges impact the number of qualified teachers in a particular province?
- d. All of the above
- e. Some combination of the above: \_\_\_\_\_
- f. None of the above

**3. The Ministry of Education is revising the handover options in its community-based education policy to ensure that child continue to be able to access education following handover. What is one research question that could inform these policy revisions?**

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## Competency 12: Research/Evaluation Designs

- 1. You are managing a pilot teacher training program and you want to make sure that teacher trainers are using the training materials correctly and that the target number of teachers are attending the courses. What type of study do you want to conduct?**
  - a. Process evaluation
  - b. Ethnography
  - c. Impact evaluation
  
- 2. You want to analyze the predictors of health and educational outcomes in all 34 provinces of Afghanistan. What kind of study do you want to conduct?**
  - a. Survey
  - b. Pre-post test
  - c. Both
  
- 2. You want to conduct a study to understand how teachers in three schools teach the history curriculum. You are interested in teachers' perspectives on the aspects of history that are most important to highlight and why. What kind of study do you want to conduct?**
  - a. Ethnography
  - b. Comparative case study
  - c. Randomized controlled trial
  - d. A & B
  - e. B & C
  - f. A & C

### **3. Match the following types of evaluation designs to their description.**

- |                                |   |
|--------------------------------|---|
| A. Statistical Matching        | 1. You compare individuals who do not receive the program to similar individuals in a group that did receive the program  |
| B. Pre-Post Test               | 2. You conduct focus group discussions or interviews with program participants in order to understand their perspective on program success  |
| C. Simple Difference           | 3. You measure how much program participants changed over time  |
| D. Randomized Controlled Trial | 4. You compare program participants and non-participants after the program has ended  |
| F. Qualitative evaluation      | 5. You divide program beneficiaries randomly into two groups. One group receives the program before the other one. After a period of time, you compare the group receiving the program to the group that did not receive the program. |



## Competency 13: Selecting Data Collection Tools

### 1. Match the following data collection tools to their description.

- |                               |   |
|-------------------------------|---|
| 1. Standardized survey        | A. The researcher collects data on daily life and interactions by taking part in those activities             |
| 2. Focus Group Discussion     | B. The researcher engages a group of people in a discussion on a set of questions                             |
| 3. Semi-structured interviews | C. The researcher interviews individuals, asking them multiple choice and short answer questions              |
| 4. Participant Observation    | D. The researcher interviews individuals, with the goal of gaining in-depth information on their perspectives |

### 2. You want to understand the degree to which parents prioritize education for their children and why? Which of the following data collection tools could you use?

- Survey
- Focus Group Discussion
- Semi-structured interviews
- A & B
- A & C
- All of the above

### 3. You want to be able to understand whether, on average, children's attendance is related to their families' income levels for the population you are studying. Which of the following data collection tools is best for this type of analysis?

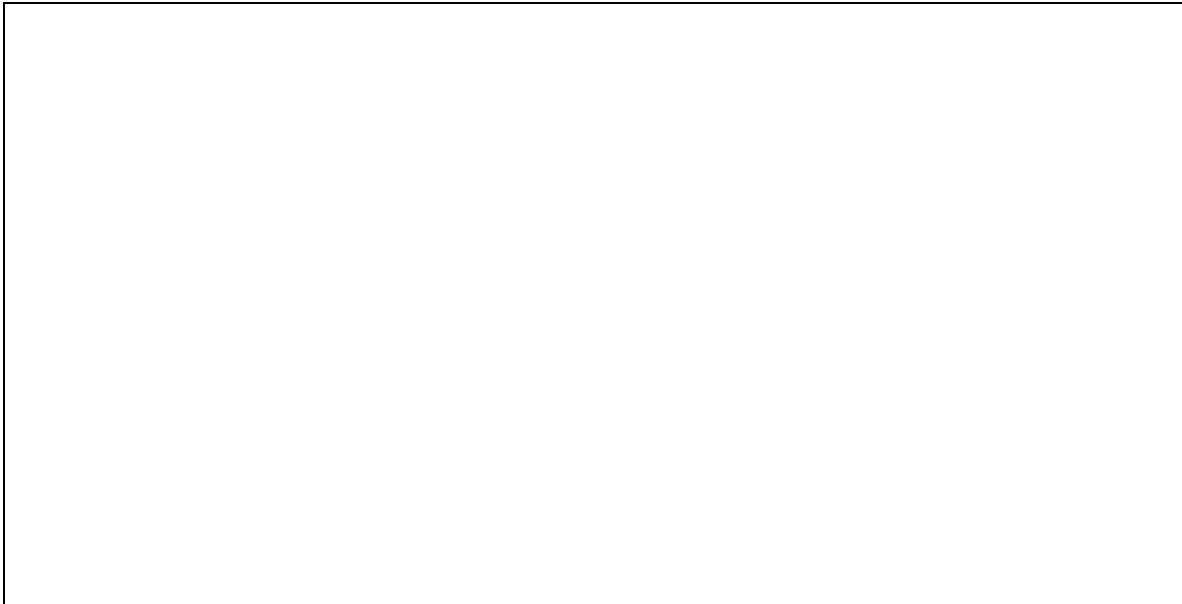
- Survey
- Focus Group Discussion
- Semi-structured interviews
- A & B
- A & C

## Area IV: Measurement & Tools

### Competence 17: Theory of Change

1. **Why is it important to have a theory of change when designing a program evaluation? (circle all that apply)**
  - a. A theory of change helps you develop the indicators that you need to measure
  - b. A theory of change helps you develop hypotheses about how the program will work
  - c. A theory of change ensures that program outcomes will be achieved
  
2. **You are evaluating a project intended to increase girls' enrollment in school by engaging religious leaders to educate their communities on the importance of girls' education in Islam. You plan to conduct workshops with the religious leaders to train them on working with their communities. Each religious leader will then be required to hold a minimum of 3 meetings with parents in the community. Which of the following statements accurately describes the overall theory of change for this project?**
  - a. Increasing parent's awareness of Islam's perspective on girls' education will increase female enrollment
  - b. Workshops with religious leaders will help them realize the importance of girls' education according to Islam
  - c. Parents do not know about Islam's perspective on girls' education
  
3. **Which of the following are components of a theory of change? (circle all that apply)**
  - a. Ultimate (or long term) goals and outcomes
  - b. Intermediate outcomes
  - c. Need
  - d. Input
  - e. Program assessment

4. You are developing a new community-based education project for grades 6-9. You think that these community-based classes will help girls access school at higher grade levels because they will be able to attend school inside their village instead of having to travel outside of the village for class. As part of the intervention, and in order to encourage girls' enrollment in the classes you plan to hold community workshops emphasizing the importance of girls' education. You think that these workshops will increase demand for girls' education in the village. Please diagram this program's theory of change, labeling the different components of the theory of change (e.g. needs, outcomes, etc.).



## Competency 18: Developing Indicators

1. What is an "indicator"?
  - a. The outcome of a project
  - b. A variable measuring the outcome of the project
  - c. A quotation from a program beneficiary obtained from a focus group discussion
  
2. You want to understand children's learning achievement. What is one indicator that you could use to assess this?
  - a. School attendance records
  - b. Parent's opinions on their children's education
  - c. Test scores

3. The theory of change that you drew above (Competency 17, Question 3) should include different intermediate outputs and ultimate outcomes. For each of these, list one indicator that could be used to measure that output or outcome?

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## Competency 19: Developing Data Collection Tools

1. Qualitative interviews may include several different types of questions. Match the types of questions listed below to their definition:

- |                        |  |
|------------------------|--|
| A. Main Questions      | 1. These questions help your interviewer elaborate on his or her answers, and they allow for nuance and detail in your interview |
| B. Follow Up Questions | 2. These questions are the backbone of the interview and are usually included in your protocol                                   |
| C. Probes              | 3. These questions are used to keep the interview focused and to encourage the interviewee to keep talking                       |

2. What is a “leading” question?

- a. A question that encourages the interviewee to keep talking
- b. A question that biases the interviewee towards giving a certain answer

3. When is it okay to ask “yes or no” questions during a qualitative interview?

- a. Always
- b. Never
- c. Only when you follow the “yes or no” question with another question asking the interviewee to explain his or her answer.

4. You are developing data collection tools to understand how important parents think education is for their children. You want to develop a survey and you also want to conduct qualitative interviews on the subject. Indicate whether each of the following questions is more appropriate for a survey or qualitative interview:

Question	Survey or Interview?
A. How important is education for girls? Very important, Important, not very important, or Not important at all	
B. Does your son, Reza, attend school?	

C. What are some of the reasons that you are unable to send your children to school?	
D. Do you consider distance when making decisions about whether to send your children to school?	
E. Does the quality of the school nearest to you influence your decisions about whether or not to send your children to school? Why or why not?	

**5. Which of the following questions is most likely to give you the information you want:**

- a. How many people live in this household?
- b. Do more than 5 people live in this household?
- c. How many people live in this household? By household, I mean anyone who has regularly eaten at the same dastarkan for the past 6 months or more.

**6. Which of the following factors may affect the accuracy of respondents' answers during standardized surveys (circle all that apply)?**

- a. Surveyors' personal judgments
- b. Respondent fatigue
- c. Framing of questions
- d. Poor translation
- e. None of the above

**7. "Framing effects" and "anchoring bias" are two problems that may occur when designing survey questions. Below are two questions. Indicate whether each might have a framing effect or anchoring bias.**

<b>Question</b>	<b>Framing Effects or Anchoring Bias?</b>
A. How many times did you miss school in the past month? Two? Three?	
B. Do you think that not sending your children to school is a mistake?	

## Area V: Data Collection

### Competency 20: Conducting Data Collection

1. **True/False: One way of assuring the quality of a survey is to conduct monitoring in the field while data collection is ongoing**
  - a. True
  - b. False
  
2. **When conducting a standardized survey, which of the following should an interviewer do?**
  - a. If an interviewee seems unsure of an answer, offer his own opinion as a way of encouraging the interviewee to answer
  - b. Provide a significant amount of personal information so that the interviewee feels comfortable with the interviewer
  - c. If the interviewee does not give a clear answer, circle the answer that the interviewer thinks is closest to what the interviewee thinks
  - d. All of the above
  - e. None of the above
  
3. **True/False: When conducting a standardized survey for an evaluation that compares program recipients to non-recipients, using one surveyor to all interview program recipients and a second surveyor to interview all non-recipients can bias the findings?**
  - a. True
  - b. False

### Competency 21: Sampling Strategies

1. **A sample frame is:**
  - a. The rules for determining the universe of all possible respondents
  - b. The list of respondents who you will survey or interview
  - c. Other: \_\_\_\_\_
  
2. **Snowball sampling is a respondent selection technique where you:**
  - a. Randomly select respondents from a list
  - b. Select respondents on the basis of certain characteristics
  - c. Ask those you've already interviewed to recommend others to speak to

3. **True or False: Convenience sampling is a useful technique for selecting research participants in both qualitative and quantitative research.**
  - a. True
  - b. False
  
4. **You can be most confident that random sampling will allow you generalize your results to a population when (circle all that apply):**
  - a. The sample is large
  - b. When the population is large
  - c. When there is a high response rate among those sampled
  - d. When the geographic area in which you are sampling is large

## Area VI: Data Entry

### Competency 23: Quantitative Database Development

1. **(Database in statistical software). The text box below shows a question that was cut and pasted from a survey. The respondent answer 'A. Yes' (bolded). When you enter the respondent's answer ('A. Yes') into a statistical database, do you enter it as a value, variable or neither?**
  - a. Value
  - b. Variable
  - c. Neither

***Does this household always have enough money for fuel?***

***a. Yes***

*b. No*

\_\_\_\_\_

*98. Refused (vol)*

*99. Don't Know (vol)*

2. **(Excel database): Which of the following can be answered by looking at the codebook?**
  - a. A respondent's answer to questionnaire.
  - b. The code given to missing response.
  - c. The names of the respondent.
  - d. A and B
  - e. B and C

3. **(Excel database) True or false:** A record can contain data from multiple respondents
- True
  - False
4. **(Excel database) Which figure below shows a better way of organizing your database?**
- Figure A
  - Figure B
  - Neither
  - Both are equally good

**Figure A**

Q1							
Q1.A.1	Q1.A.2	Q1.A.3	Q1.A.4	Q1.A.5	Q1.A.5b	Q1.B	Q1.C

**Figure B**

Q1.A.1	Q1.A.2	Q1.A.3	Q1.A.4	Q1.A.5	Q1.A.5b	Q1.B	Q1.C
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5. **Imagine you have a survey with 25 questions. Some of the surveys have missing data. Which of the following are best practices for entering the incomplete surveys into a database?**
- Discarding the incomplete surveys and not enter them into the database.
  - Removing questions that were not answered.
  - Imputing the values for the missing variables.
  - Creating a code for missing data and enter in the database.
  - C or D

## Competency 24: Quantitative Data Entry

1. **Which of the following is a method to reduce human error when entering data?**
- Double-checking your key-punching or coding of observations
  - Investigate outliers
  - Verifying random samples of the entered data to the original data
  - All of the above
  - None of the above



2. What are the data entry mistakes in the table below?
- The values in the age column should be numeric values.
  - The values in the occupation column should be coded.
  - The respondent IDs should be at least two digits.
  - B and C
  - A and B

Respondent ID	Age	Occupation
1	23	1
2	34	Farmer
3	Twenty-one	Teacher
4	32	3

3. Explain the reason for your answer to question 2:

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## Competency 25: Transcription

- True/False: During transcription, it is okay if a transcriber summarizes what the interviewee says.**
  - True
  - False
- True/False: A transcriber should note non-verbal communication in the transcript in parentheses. For example, if the interviewee laughs before responding to a question. The transcriber should write [laughs] before writing the respondent's response.**
  - True
  - False
- Which of the following are best practices for transcription? (select all that apply)**
  - Marking the time in the recording every couple of minutes
  - Including explanations in parentheses or brackets if what the person is saying may not be clear to the person analyzing the interview
  - Skipping sections that are not relevant to the research question
  - None of the above

## Competency 26: Data Quality Assurance

1. **Does data quality assurance refer to checking for completeness or accuracy of data?**
  - a. Completeness
  - b. Accuracy
  - c. Both
  - d. Neither
  
2. **Which of the following could be a reason for why a data audit is performed?**
  - a. To ensure that the researcher's methodology for treating missing values is logical.
  - b. To ensure that that the data is relevant to the indicators in the program's log frame.
  - c. To ensure that the data does not have any outliers and if it does to fix them.
  - d. A and B
  - e. B and C
  
3. **Which of the following is not a common source of data entry error?**
  - a. Transposition
  - b. Coding error
  - c. Routing error
  - d. All are a common source of data entry error
  - e. A combination of some of them. What is the combination? \_\_\_\_\_
  - f. None

## Area VII: Data Analysis

### Competency 27: Quantitative Data Preparation

1. **Which of the following is an example of recoding?**
  - a. A researcher makes a continuous variable into a categorical variable.
  - b. A researcher enters "refused" answers as "99."
  - c. A or B
  - d. Neither A or B
  
2. **Which of the following is a reason why it is a best practice to label variables?**
  - a. It makes it easy for you and others to understand what the variable represents.
  - b. It makes your data easier for others to use, including re-running your analysis.
  - c. This is a trick question. It is superfluous to label your variables.
  - d. A and B

- 3. Which of the following is NOT an example of activities you might do to prepare data for analysis?**
- a. Recoding variables in a manner which makes sense for you to analyze it.
  - b. Changing the value an outlier that is NOT plausible value.
  - c. Creating a new variable.
  - d. A and C
  - e. All of the above.

## Competency 28: Statistical Analysis

- 1. What is the range of the following series 3, 5, 5, 5, 5, 7, 7, 9, 11?**
- a. 5
  - b. 8
  - c. 7
  - d. None of the above
- 2. In any normal distribution, what is the approximate percentage of observations that are within 1 standard deviations of the mean?**
- a. 5%
  - b. 95%
  - c. 68%
  - d. 99%
  - e. None of the above
- 3. If you wanted to determine whether the test scores of one class are significantly different from test scores of another class which statistical analysis would you preform?**
- a. Inter-rater reliability
  - b. Correlation
  - c. T-test
  - d. None of the above
- 4. If your sample size decreases, does the standard error of the mean increase, stay the same, decrease, or none of these?**
- a. Increases
  - b. Stays the same
  - c. Decreases
  - d. None of these

Note: Questions 5 to 7 are adapted from NYU Wagner Midterm Fall 2008 Exam.

5. A random sample of volunteers at community-based schools showed this age distribution. What proportion of respondents were between 40 to 49 years of age? \_\_\_\_\_

<u>Age range</u>	<u>Number of volunteers</u>
< = 17	0
18 - 24	30
25 - 29	40
30 - 39	15
40 - 49	15
50 - 65	20
66 and above	10

6. In 2007, 1.3% of all homes in Afghanistan were still being constructed. This year, a random sample of 1000 homes showed that 16 were in some stage of being constructed. Can you assume that the number of homes being constructed increased since 2007? (You are not expected to do the five step hypothesis test.)

- a. Yes
- b. No
- c. Don't know / not sure

7. The SPSS output that is printed on the next page comes from a study of the factors that predict the likelihood of dropping out of high school. A random sample of Kabul public school children was surveyed in 2001. The same students were followed during subsequent years to see whether they completed high school or dropped out.

- a. How many children are included in the sample for this study? \_\_\_\_\_
- b. Is there a negative, positive, or neutral relationship between GPA and dropout rates?
  - a. Positive
  - b. Negative
  - c. Neutral

- c. How do you know? What are you looking at?

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**d. Are children who attend schools on the North side of the city significantly more likely to drop out of school than those who attend schools that are not on the North side of the city?**

- a. Yes
- b. No

NORTH	School located in the North side of city? 0 = no, 1 = yes
DROPOUT	Dropped out of high school? 0 = no 1 = yes
GPA	9 <sup>th</sup> grade point average (a continuous variable)

		NORTH	DROPOUT	GPA
NORTH	Pearson Correlation	1.000	.384	-.281
	Sig. (2-tailed)		.000	.000
	N	216	216	216
DROPOUT	Pearson Correlation	.384	1.000	-.323
	Sig. (2-tailed)	.000		.000
	N	216	216.000	216
GPA	Pearson Correlation	-.281	???	1.000
	Sig. (2-tailed)	.000	.000	
	N	216	216	216

### Competency 30: Coding/Analyzing Qualitative Data

**1. What does a “code” refer to in terms of qualitative data analysis?**

- a. It is a label that helps group different sets of interviews into categories (e.g. teachers, parents, school shura members)
- b. It is a label—a word or short phrase—given to a piece of data (e.g. an excerpt) that captures the summarizes what that piece of data says in relation to a research theme or question
- c. Both
- d. None of the above

**2. Please match each of the following two coding concepts with its definition:**

- |              |  |
|--------------|--|
| A. Inductive | 1. Codes are developed based on a pre-existing theoretical framework   |
| B. Deductive | 2. Code are developed based on the content of the interview and draw on what the interviewee considers significant |

**3. Individual codes may be categorized into larger themes to facilitate analysis. Below is a list of codes. Group the codes into two themes. Make sure to name your themes:**

Poverty, secondary school, insecurity, distance, primary school, lack of infrastructure, university

- a. Category 1
  - i. Name: \_\_\_\_\_
  - ii. Codes:  
\_\_\_\_\_  
\_\_\_\_\_
  
- b. Category 2:
  - i. Name: \_\_\_\_\_
  - ii. Codes:  
\_\_\_\_\_  
\_\_\_\_\_