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ALSE HOUSEHOLD AND COMMUNITY LEADER SURVEY TRAINING MANUAL

Principal Investigator

Dana Burde, Steinhardt School, New York University

Co-Principal Investigators

Joel Middleton, Steinhardt School, University of California, Berkeley

Cyrus Samii, Department of Politics, New York University

Research Director

Amy Kapit

Senior Research Manager

Mohammad Amin Sadiqi

Research Manager

Vedrana Misic

Senior Research Consultant

Ahmad Saeed Mahmoodi

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_____: This manual belongs to

_____: Interviewer Code

_____: Name of supervisor

Introduction

This training manual is for the household and community leader questionnaires of the wave two survey for the Assessment of Learning Outcomes and Social Effects of Community-Based Education in Afghanistan (ALSE): A Randomized Field Experiment. Data will be collected from September to November 2015 from villages in 6 provinces: Bamiyan, Daykundi, Ghor, Herat, Kapisa, and Parwan. Thirty-five households will be interviewed for the Household Survey in each village. One community leader will be interviewed for the Community Leader Survey in each village. One interviewer will conduct each household survey and community leader survey. Each survey should take approximately 1 to 1.5 hours to conduct.

These interviews must be conducted professionally and according to the guidelines outlined in this manual. **Project Associates hired by NYU will randomly accompany teams of surveyors to villages to ensure that all are adhering to these guidelines. These visits will occur randomly so you will not know in advance when the Project Associates will come to observe your work. If it is found that you are not adhering to the guidelines set forth in this manual, you may be withdrawn from working on the survey and barred from future work on the ALSE project.**

This research is being done in partnership with two NGOs—CARE and CRS—who are establishing and supporting community-based schools in all communities. CARE is supporting schools in Parwan and Kapisa provinces; CRS is supporting schools in Bamiyan, Daykundi, Ghor, and Herat provinces. **Please make sure that villages know that you do not work for either CRS or CARE and that the answers that they give to your questions not affect the NGO's support for the school in their community.**

You will visit some villages where CARE and CRS established schools in 2014. These villages will be known in the sample plan as 'A' villages. In other villages, CARE and CRS will establish schools in 2016. These villages will be known in the sample plan as 'B' villages. 'A' villages will be administered Version A of the Household and Community Leader surveys, while 'B' villages will be administered Version B of the Household and Community Leader surveys. The only difference between the versions is that Version A will include some additional questions that are not asked in Version B. Before visiting each village, you should make sure you know whether it is an A or a B village. If you do not know, you must ask your supervisor.

Finally, you should try to receive truthful responses from respondents interviewed. To do this, make sure to have a good relationship with those you interview and to make sure that they trust you. They should know that their answers will not be shared with anyone and that there are no right or wrong answers to any question.

IMPORTANT GUIDELINES

- Know and follow all guidelines in this manual
- Do not represent yourself as working for either CRS or CARE
- Make sure your behaviour reflects well on ACSOR, CRS/CARE, and NYU
- Know whether each village you visit does or does not have a community-based school (Version A or B)
- Make sure interviewees feel comfortable and know that you will not share their answers with anyone

Before you begin

The first section of this manual will discuss the Household Survey. The Community Leader survey will be discussed thoroughly later in this manual.

Selecting respondents

The household survey should be completed with the head of household (HoH): the **primary decision-maker** for the household. If the HoH is unavailable, you should make an appointment to return to the house to interview the HoH later.

If you are in the village for just one day, you should return to the household at least once that day to try to conduct the interview. If you are in the village for more than one day, you should also return to the household at least once more on each subsequent day.

If the HoH will be unavailable for the entire time you are in the village, you should interview another adult decision-maker from the household. If multiple adults are available and willing to be interviewed, you should interview the person who is responsible for making decisions in the absence of the HoH. This person should be knowledgeable about the education status of the children in the household.

If no adult member of the household is available to be interviewed on any of the attempts to visit the household, you should replace that household following the instructions in the *Enumeration and Sampling Guidelines*.

IMPORTANT GUIDELINES








- You should interview the head of household (the primary decision maker)
- If you cannot interview the head of household, interview the person who is responsible for making decisions when the head of household is not there.

Reading and recording answers

You will complete a survey questionnaire with each head of household. The survey has different types of questions with different instructions for completing the answers. Below are the main types of questions. Each question has a different symbol associated with it throughout this guide. Every time you see that symbol, you should follow the instructions for that type of question.




Read all questions aloud word-for-word. Do not read the answer choices aloud unless you are instructed to do so.

Types of Questions

	<p>SELECT RESPONSE: Circle the numeric code associated with the response option that the respondent chooses, using the picture below as an example:</p> <p>Q7- آیا رئیس فامیل میتواند تا به زبان مادری خود یک مقاله روزنامه را بخواند یا خیر؟</p> <table border="1" data-bbox="493 594 1218 747"> <tr> <td>1</td><td>بلی</td></tr> <tr> <td>2</td><td>نخیر</td></tr> <tr> <td>98</td><td>انکار (نخوانید)</td></tr> <tr> <td>99</td><td>نمیدانم (نخوانید)</td></tr> </table> <p>*This is the most common type of question on the survey*</p>	1	بلی	2	نخیر	98	انکار (نخوانید)	99	نمیدانم (نخوانید)
1	بلی								
2	نخیر								
98	انکار (نخوانید)								
99	نمیدانم (نخوانید)								
	<p>OPEN ENDED QUESTION: Write down the respondent's answer.</p> <p>If the respondent refuses to provide an answer, then <u>you</u> should still mark the appropriate code (97, 98 or 99 – see below).</p>								
	<p>OPINION SCALE: Read <u>all</u> answer options (e.g. strongly agree / agree / disagree / strongly disagree). Make sure to capture the respondent's degree of agreement. For example, such as "I sort of disagree," ask for clarification by saying "so, would you say that you strongly agree, agree, disagree, or strongly disagree? Please pick the one that is closest to your own opinion." Do not indicate what your opinion is or whether you think that there is one answer that is better than others.</p> <p>For battery style questions that have this type of opinion scale, make sure to read all response options for each battery portion. Do not just read the scale once at the beginning of the question.</p>								
	<p>STOP AND OBSERVE: Do NOT ask this question to the respondent directly. <u>Observe</u> the answer and circle the appropriate response on the survey.</p>								
	<p>ROSTER: These questions track information for the same boys or girls. List all boys or all girls first. Then ask all questions on that page for one child before moving on the next child. This will help make sure that you do not get confused about which child you are discussing.</p>								
	<p>TO BE COMPLETED BY YOUR SUPERVISOR: There are a few questions on your survey that are to be completed by your supervisor, or by ACSOR either before or after the survey is conducted. You do not need to mark a response for these questions.</p>								
	<p>VERSION A ONLY: Several questions are only asked in Version A of the survey. These questions are marked with this icon.</p>								


Common Instructions

Some questions have instructions about how they should be read. Below are the most common instructions in the survey. Do not read these instructions to the respondent.

	READ ALOUD: Read all questions aloud to respondents. In addition, you should read some passages of text word-for-word.
	<p>SKIP PATTERN: Some questions will be skipped depending on the answer to a previous question. For example,</p> <p style="padding-left: 40px;">Q27. Are there any boys aged 17 and younger who were born in this household but who now live outside the village to work or study, or because they got married? By this I mean any boy who is part of this household but has not been here on a daily basis for the past six months and is living outside the village</p> <p style="padding-left: 80px;">1. Yes (Go to Q28) 2. No (Skip to Q29)</p> <p>If the respondent answers “yes” then you continue with the next question in the sequence (Q28). However if the respondent answers “No” then you will follow the instructions and skip ahead to Q29.</p>
	FOLLOW UP ACTION IS REQUIRED: Some questions require additional action on your part. For example, you may need to verify the information provided by the respondent against existing records or previous responses.

Standard Answer choices

Some answer choices are standard throughout the survey and should be used when the respondent does not provide an answer. You should never read these answer choices out loud.

97	Use this code for questions that have not been asked—for example, if you follow a skip pattern, use this code for the questions that you skip.
98	Use this code if the respondent says that they refuse to answer the question. You should use this code rarely. If the respondent refuses to answer a question, you should encourage (but not pressure) the respondent to answer by telling him that his answers will not be shared with anyone and that his answers will have no effect on education in his community. (See also guidance note 2 on asking sensitive questions).
99	Use this code in cases when the respondent does not know the answer to a question. If the respondent is confused about a question, you can re-explain the question using different words. This code should almost never be used in relation to an opinion question.
	‘OTHER’ ANSWER CHOICE: Some questions have an answer choice that allows you to write down the respondent’s answer if it is not included in the numeric list of answer choices. If this happens, you should circle the number associated with “other” and write the respondent’s answer on the blank line.

Interviewers should never suggest to an interview respondent that there is any correct answer. Respondents should feel free to give the answer that they think is most appropriate. If a project monitor finds that an enumerator is suggesting a correct answer to a respondent or pressuring a respondent to answer a certain way, she or he may not be paid for his or her work, and may be removed from working on this project.

GUIDANCE NOTE 1: CONSISTENCY AND OBJECTIVITY

It may be tempting to give respondents your opinion on a topic as you ask questions or try to guess what the respondent would say. However, this reduces the quality of the data collected, since the respondents may want to say they agree with you even if they do not. Even if you explain a question, it is important that you do not provide your opinion.

To get the best quality data, you should:

- Read the questions exactly as worded
- Provide all answer choices every time you ask a question, unless other instructions are given
- If the respondent does not understand a question, reword or rephrase according the guidelines provided in this manual.
- **Never provide your own opinion.** If the respondent is uncertain about a question, ask him or her to estimate his opinion and/or remind him that there is no correct answer.
- Record respondent's answers precisely, even if you do not agree with them.

Informed consent

Informed consent is a very important part of any research. It is an agreement established between you—the surveyor—and the respondents, and it must be respected at all times. Informed consent requires that you discuss the purpose and goals of the research with the respondents and that the respondents **voluntarily** agree to participate in the research. Informed consent is taken at the beginning of the interview, when you read the consent script (Section 2 below) and ask the respondent to participate (Section 3 below). Informed consent also means that at any point during the interview, a respondent may decide to end the interview.

If this happens, you should reiterate that no information the respondent gives will be traceable back to her or him. You can also indicate approximately how much time the remaining portion of the interview will take. If the respondent still refuses to continue the interview, you should thank her or him for their time, and leave the home. This guide and the survey include all the information you need to ensure that informed consent is respected (see also Section 2: Greetings and Introductions and Section 2: Consent, below).

GUIDANCE NOTE 2: ASKING QUESTIONS ABOUT SENSITIVE TOPICS

Certain parts of this survey ask people about their cultural and social context. These questions may touch upon sensitive topics, particularly in the context of insecurity and conflict in Afghanistan. A question that is sensitive may generate an emotional response from respondents. This may occur even in cases where you yourself do not believe a question to be of a sensitive nature since reactions can depend on the personal biographies of respondents and thus cannot be predicted. Emotional responses may include: anger, upset, discomfort, anxiety, or stress. A respondent may have an emotional response to the question even if they do not show that response verbally or physically. These responses may occur for different reasons, including the fact that they feel judged, misrepresented, or endangered. For your safety as well, as the safety of the respondent, it is important to be aware of these possibilities and to be able to respond appropriately.

The following advice can minimise problems:

When asking questions

- **Ask questions exactly as worded.** All questions have been designed to avoid emotional responses as much as possible. If you need to re-explain a question using different wording then you should do so in a way that avoids bias or presenting your opinion.
- **At all times, respect a respondent's decision not to answer a question.** You can encourage a respondent to answer but never pressure a respondent to answer a question or give the impression that you are unhappy with their response. Pushing someone to answer questions they do not understand or forcing them to answer in cases where they claim not to have an answer or opinion can generate frustration and undermines the trust between yourself and the respondent.

When observing responses

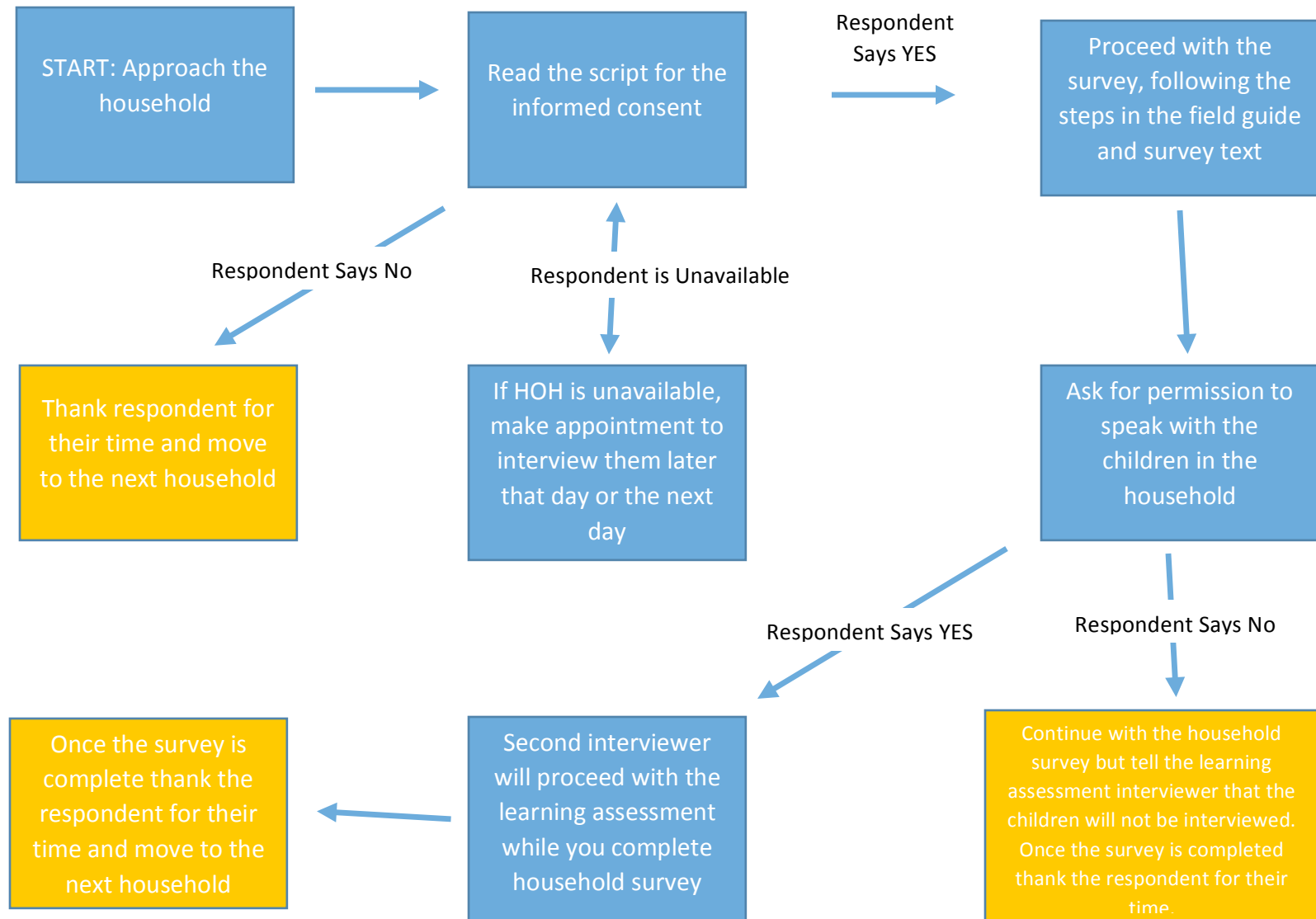
- **Pay attention to how respondents react to questions.** This includes not only verbal frustration but also their body language. If a respondent verbally or physically shows discomfort you should:

- Pause and reassure them about the purpose of the question
 - Tell them that their answers will not be shared with anyone else
 - Tell them that they do not have to respond if they are uncomfortable doing so.
- **Be careful how you react to the responses provided.** Your behaviour may convey shock or surprise that could offend or upset the respondent. This includes visibly expressing your disagreement (eye rolls, frowning and other expressions of surprise).

Important instructions

The survey includes twelve sections in total. Each section collects information on a different topic. The following sections in this manual provide an overview of each section. This is followed by more detailed information and instructions about each question. In each section, space is provided for you to take notes during the training.

Figure one: implementation process for the household survey



Section 1: Survey management

SECTION 1 AT A GLANCE...

This section of the survey includes 25 questions (H.1, E.1 and M.1 to M.23). It collects management information on the sample, community, and household family being interviewed.

There is one multi-part question (Question 11).

- ⊘ All of the questions in this section should be answered by observation only! Questions E.1 and M.2 to M.13 should be completed BEFORE you approach the household.

NOTES	INSTRUCTIONS	QUESTION
	✘ To be completed by your supervisor after the interview.	H1. Household Packet Number
	<p>⊖ Observation only. Complete before approaching household.</p> <p>The enumeration ID is the number written on the house door by the enumeration team.</p>	E1. Enumeration ID
	✘ To be completed by ACSOR prior to fieldwork.	M1a. Wave Number
	<p>✘ To be completed by ACSOR prior to fieldwork.</p> <p>This will be either A or B, depending on the village you are working.</p>	M1b. Survey Version
	<p>⊖ Observation only. Complete before approaching household.</p> <p><input checked="" type="checkbox"/> Select response from list provided</p>	M2. Region
	✘ To be completed by ACSOR prior to fieldwork.	M3. Sampling Point/ District Where the Interview Was Completed
	<p>⊖ Observation only.</p> <p><i>You will use your phone to take a picture of the house. Record the GPS coordinates of the house at a time that is convenient and in a manner that is discrete.</i></p>	M4. Household GPS Coordinates
	<p>⊖ Observation only. Complete before approaching household.</p> <p><input checked="" type="checkbox"/> Select response from list provided</p> <p>Mark only 1. Villages.</p>	M5. Geographic Code
	<p>⊖ Observation only. Complete before approaching household.</p> <p><input checked="" type="checkbox"/> Select response from list provided</p>	M6. Province

	<i>Mark only the province where you are surveying: 2. Kapisa, 3. Parwan, 24. Herat, 31. Ghor, 32. Bamyan, or 34. Daykundi.</i>							
	<input type="radio"/> Observation only. Complete before approaching household. <i>Please record the year (2015). Do not record the year according to the Afghan calendar.</i>	M7. Year of interview						
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.	M8. Month of interview						
	<input type="radio"/> Observation only. Complete before approaching household.	M9. Date of interview						
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.	M10. Day of week of interview						
	<table><tr><td>a.</td><td><input type="radio"/> Observation only. Complete before approaching household.</td></tr><tr><td>b.</td><td><input type="radio"/> Observation only. Complete before approaching household.</td></tr><tr><td>c.</td><td><input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.</td></tr></table>	a.	<input type="radio"/> Observation only. Complete before approaching household.	b.	<input type="radio"/> Observation only. Complete before approaching household.	c.	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.	M11. (multipart question – 3 parts)
a.	<input type="radio"/> Observation only. Complete before approaching household.							
b.	<input type="radio"/> Observation only. Complete before approaching household.							
c.	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.							
	<input type="radio"/> Observation only. <input checked="" type="checkbox"/> Select response from list provided. <i>Select whether you had to visit the household 1, 2 or 3 times in order to complete the interview.</i>	M12. Interview completed on the...						
	<input type="radio"/> Observation only. Complete before approaching household.	M13. Supervisor code						
	<input type="radio"/> Observation only.	M14. Record Time (using 24 hour						

	<i>Record the time starting from when Q1 – the first question in Section 4 - is asked.</i>	clock) interview began
	<p><input type="radio"/> Observation only.</p> <p><i>After you finished the last question (D9), record the time. If the respondent ends the interview early, record the time it is when the respondent stated that s/he no longer wished to continue. You should fill in all four data positions.</i></p>	M15. Record Time (using 24 hour clock) interview ended
	<input type="radio"/> Observation only	M16. Record the length of the interview in minutes
	<input checked="" type="checkbox"/> To be completed by ACSOR prior to fieldwork.	M17. Date Formatted Field.
	<input checked="" type="checkbox"/> To be completed by ACSOR after fieldwork.	M18. Keypuncher code
	<p><input type="radio"/> Observation only</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p>	M19. Language of the interview
	<input checked="" type="checkbox"/> To be completed by ACSOR after fieldwork.	M20. Coder code
	<p><input type="radio"/> Observation only</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p>	M21. Language of the Questionnaire
	<p><input type="checkbox"/> Write in the response provided.</p> <p><input checked="" type="checkbox"/> Response causes skip pattern</p>	M22. Name of Head of Household
	<p><input type="checkbox"/> Write in the response provided.</p> <p><input checked="" type="checkbox"/> To be completed by ACSOR after fieldwork.</p> <p><i>If the respondent <u>is</u> the head of household, leave this answer blank.</i></p>	M23. Name of Respondent

Section 2: Greetings and introductions

SECTION 2 AT A GLANCE...

This section sets the tone for the rest of the interview and for gaining informed consent. You should approach the selected dwelling and ask to speak with the head of household (HoH). If the HoH is not there, you should ask to speak with another adult who is knowledgeable about the household and decision-making. If there are multiple appropriate adults available and willing to be interviewed, please ask to speak with whichever individual is responsible for making decisions for the household when the HoH is not there.




If no one answers the door or if no one is available at this household, indicate this on the contact sheet attached to your questionnaire and mark the reason that you were not able to do the interview. Then, proceed to the replacement household following the sampling plan.

IMPORTANT NOTE: Once this person is identified, you should introduce yourself by reciting a consent script. There are three different greetings and introductions (2A, 2B, and 2C). Greetings and Introduction 2A and 2B only appear in Survey Version A. Greeting and Introduction 2C only appear in Survey Version B. (see also Annex 1 below).

There are a few villages that will not be receiving an NGO school. A different introductory script will be read in those villages. Make sure that you know whether the village is receiving a school, and read the correct version.



You must read the script provided in Annex 1 (greetings and instructions) word for word. Make sure that you know whether the village is receiving a school, and read the correct version.

NOTES	INSTRUCTIONS	SECTION
	 Read the script provided for 2A out loud (see Annex 1) <i>THIS INTRODUCTION APPEARS IN VERSION A ONLY. This is the standard consent Introduction Script that will be used in most villages. These villages ARE RECEIVING CARE OR CRS classes.</i>	2A
	 Read the script provided for 2B out loud (see Annex 1) <i>THIS INTRODUCTION APPEARS IN VERSION A ONLY. It is an alternative introduction that should be used FOR VILLAGES THAT CARE OR CRS IS NOT WORKING IN. Another organization or the MoE may have established a class in this village, but CARE/CRS has not.</i>	2B
	 Read the script provided for 2C out loud (see Annex 1) <i>THIS INTRODUCTION APPEARS IN VERSION B ONLY</i>	2C

Section 3: Consent



SECTION 3 AT A GLANCE...

This section of the survey relates to the script you need to read in order to obtain informed consent. The script itself is provided in Annex 2.



You should read the script provided in Annex 2 word for word. Note that you are required to ask for two types of consent from the respondent.

- 1. Is the respondent/HoH willing to participate in the survey?**
- 2. Will the respondent allow the team to talk to children in the household?**

NOTES	INSTRUCTIONS	CONSENT
<i>After approaching the household and introducing yourself (see section 2) you need to ask the respondent for their informed consent. There are two levels of informed consent to ask for. The first is for the head of household. The second is for informed consent to speak with the children of the household.</i>		
	<p> Read the script provided out loud (see Annex 2)</p> <p><i>After reading the script your next steps should be based on the responses you receive.</i></p> <p>RESPONDENT DECLINES CONSENT: If the respondent disagrees thank them for their time and move on to the next household.</p> <p>RESPONDENT AGREES: If the respondent provides their consent to participate in the survey you should thank them and also ask for their permission to speak with children in the household (see consent 2 below).</p>	<p>Consent 1 (head of household). Are you willing to let me talk to you? (see Annex 2)</p>
	<p> Read the script provided out loud (see Annex 2)</p> <p>Only ask for this consent if the respondent has agreed to consent 1. After reading the script your next steps should be based on the responses you receive.</p> <p>RESPONDANT DECLINES THAT CHILDREN PARTICIPATE: In this case you should proceed with the questions included in the household survey only.</p> <p>RESPONDANT AGREES THAT CHILDREN PARTICIPATE: Thank the respondent and explain that your colleague will be following up with the children separately</p>	<p>Consent 2 (children). Are you willing to let me speak with the children aged 6 to 11 in this household? (see Annex 2)</p>

Section 4: Head of Household Information

SECTION 4 AT A GLANCE...

This section includes ten questions (from Q1 to Q10). Question 8 is a multipart question.



This section includes skip patterns.



You should begin this section by reading the following script:

“I would first like to ask you a few questions about yourself and your household.”




REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern IF YES OR '98 REFUSED' SKIP TO Q3 IF NO ASK Q2.	Q1. Are you the head of the household?...
	<input checked="" type="checkbox"/> Select response from list provided. IF YES OR '98 REFUSED' Q1, MARK 97 'NOT ASKED' FOR Q2 <i>You should not read aloud this list.</i> <i>Explanation: Make sure to record the respondent's relationship to the head of household, NOT the head of household's relationship to the respondent. If you are speaking to the HOH's wife, the correct code is 2 Wife, not 1 Husband. If you are speaking to the nephew of the HOH, the correct code is 14 Nephew, not 17/18 Uncle.</i>	Q2. What is your relationship to the head of household?
	<input checked="" type="checkbox"/> Write in the response provided. ASK ALL <i>This question asks for the name of the HoH. This information will not be used for any purpose other than to help us track which households were interviewed.</i> <i>Explanation: Q3-Q8 ask for information about the HOH. These questions should be asked of ALL respondent. If you are speaking with the HOH, he should answer these questions about himself. If you are not speaking with the HOH, the respondent should answer these questions about the head of household.</i>	Q3. What is the head of household's name?
	<input checked="" type="checkbox"/> Observation only (based on name of HoH) <input checked="" type="checkbox"/> Select response from list provided. ASK ALL <i>Use the HOH's name to determine the HoH's gender.</i>	Q4. Enumerator: indicate gender of head of household.

	<p> Write in the response provided.</p> <p>ASK ALL</p> <p><i>If the respondent does not know the HoH's age, ask him/her to give you an approximate age.</i></p>	Q5. How old is the head of household?
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>ASK ALL</p>	Q6. What is the head of household's main occupation?
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>ASK ALL</p> <p><i>Explanation: This question asks whether the respondent can write a letter (e.g. to a family member or friend) in his native language.</i></p>	Q7a. Can the head of household write a letter in his native language, or not?
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>ASK ALL</p>	Q7b. Can the head of household read a paragraph in a book in his native language, or not?
a - f	<div> <div> <input checked="" type="checkbox"/> Select response from list provided (part a).  Write in the response provided (part b).  Read the question and responses aloud for each sub-question. </div> <div> <p>FOR ALL SCHOOL TYPES A-F, ASK Q8A. IF 'YES' FOR Q8A, ASK Q8B. IF 'NO', 'REFUSED' OR 'DON'T KNOW' FOR Q8A, GO TO NEXT SCHOOL TYPE.</p> <p><i>Ask about all types of schools, including "other," even if the respondent continues to answer that s/he does not know. If the respondent answers that the Head of Household did attend a particular school then you should follow up by asking part b (for how many years did the head of household study there).</i></p> </div> </div>	Q8. (multipart question – 6 parts). I am going to read a list of places where the head of household may or may not have studied...

	<p><i>Explanation: The different educational options in this question can be defined as:</i></p> <ul style="list-style-type: none"> • <i>Mosque: Studies in a mosque, typically with a mullah, focused on studying the Holy Qur'an and other religious texts.</i> • <i>Madrassa: An institution for religious education after studying for some years in a mosque or without any prior religious study. Depending on the capacity of the madrassa, it might take up to ten years for a student to complete the studies.</i> • <i>Community-based school: Typically a single class taught by one teacher and is located in a home or mosque. It teaches the government curriculum, but is typically supported by an NGO. Typically, children from only one village attend the class—although sometimes children from villages located very close by also attend.</i> • <i>Government school: A school that is located in a centralized building and is often attended by children from multiple villages. Classes are taught by government-supported teachers and are managed by the government.</i> • <i>University: An educational institution from which students earn a graduate degree like a Bachelors.</i> 	
	<p><input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern</p> <p>ASK ALL</p> <p>IF RESPONSE 1, 2, 3, 4 OR 5 ASK Q9b IF RESPONSE IS 95, 98 OR 99 SKIP TO SECTION Q10a</p>	<p>Q9a. Please think for a moment about the education status of the men and boys in your household...</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: Make sure to record the man's relationship to the head of household, NOT the head of household's relationship to the man. If the man with the highest level of</i></p>	<p>Q9b. What is the relationship of this male to the head of household?</p>

	<i>education is the HOH's son, the correct code is 4 Son, not 3 Father.</i>	
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern ASK ALL IF RESPONSE 1, 2, 3, 4 OR 5 ASK Q10b IF RESPONSE IS 95, 98 OR 99 SKIP TO SECTION 5	Q10a. Please think for a moment about the education status of the women and girls in your household...
	<input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: Make sure to record the woman's relationship to the head of household, NOT the head of household's relationship to the woman. If the woman with the highest level of education is the HOH's wife, the correct code is 2 Wife, not 1 Husband.</i>	Q10b. What is the relationship of this female to the head of household?

Section 5: Collection of Information for Child Learning Assessment Participants

SECTION 5 AT A GLANCE...

You are required to collect the names and ages of all children between the ages 6 and 11 in the household. This is to allow the Child Learning Assessments interviewer to conduct the assessment with these children while you proceed with the rest of the survey.

This section includes 4 questions (from Q11 to Q14). Q12 and Q14 appear in roster format. This means that you should follow these steps in order:

1. Write the names of all boys or all girls in order, from oldest to youngest
2. Ask all questions on that page about a single child before moving on to the next child.

Q11 is repeated for girls in Q13 and Q12 is repeated for girls in Q14.













Questions 12 and 14 are multipart questions.

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p>  Response causes skip pattern  Write in the response provided.  Roster question </p> <p>IF NO BOYS AGED 17 AND YOUNGER SKIP TO Q13 AND MARK 97 DOWN FOR Q12.</p>	Q11. How many boys aged 17 and younger currently live in this household?...
	<p> a - b <div>  Write in the response provided.  Follow up action is required.  Roster question </div> </p> <p><i>Check that the number of children listed here matches Q11.</i> <i>Explanation: For Q12b, if the child's age is less than 1 year, do not leave it blank. Code the age as 0.</i></p>	Q12. (multipart question – 2 parts)
	<p>  Response causes skip pattern  Write in the response provided.  Roster question </p> <p>IF NO GIRLS AGED 17 AND YOUNGER SKIP TO Q15 AND MARK 97 DOWN FOR Q14.</p>	Q13. How many girls aged 17 and younger currently live in this household?...
	<p> a- b <div>  Write in the response provided.  Follow up action is required.  Roster question </div> </p> <p><i>Check that the number of children listed here matches Q13.</i> <i>Explanation: For Q14b, if the child's age is less than 1 year, do not leave it blank. Code the age as 0.</i></p>	Q14. (multipart question – 2 parts)

Section 6: Household demographics Part II

SECTION 6 AT A GLANCE...

This section includes 7 questions (from Q15 to Q21). Question types record factual information about school attendance and respondent's perceptions of education.

Questions 19 and 20 are multipart questions.



You should begin this section by reading the following script:

"Now, I would like to ask you a few questions about this household in general"




REMEMBER!


97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p><input type="text"/> Write in the response provided.</p> <p><i>Explanation: This is the number of people who share the same dastarkan. It includes:</i></p> <ul style="list-style-type: none"> <i>All family members related to the HoH who eat their meals at the dastarkan on most days</i> <i>Individuals who are not related to the HoH, but who eat their meals at the dastarkan on most days.</i> <p><i>It does <u>not</u> include:</i></p> <ul style="list-style-type: none"> <i>Individuals who have lived outside the household for six months or longer.</i> <i>Members of another family living in the same dwelling, but who take their meals at separate dastarkan</i> <p><i>If the respondent is unsure, ask him/her to estimate, based on the guidelines above.</i></p> <p>ASK ALL</p>	<p>Q15. How many people currently live in this household? ...</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Do <u>not</u> read out answer choices. Mark only one response.</i></p> <p><i>If the respondent answers an ethnic group that is not on the list, please mark 10 'Other' and write in the answer in the space provided.</i></p> <p><i>Explanation: Ethnicity is the group of people in Afghanistan s/he belongs to.</i></p>	<p>Q16. How do you describe this household's ethnicity?</p>
	<p><input type="text"/> Write in the response provided.</p> <p><input checked="" type="checkbox"/> Response causes skip pattern</p>	<p>Q17. How many jeribs of irrigated land does this household own or rent, lease, or sharecrop?...</p>

	<p>IF LESS THAN 1 JERIB BUT MORE THAN 0 RECORD 1. IF 0 Jeribs, 998 or 999 SKIP TO Q19.</p> <p><u>Explanation:</u></p> <ul style="list-style-type: none"> • <u>Own</u>: The household has previously purchased the land. • <u>Rent</u>: Someone else has purchased and owns the land, and the household periodically pays for use of this land. • <u>Lease</u>: Person A owns land that he gives to Person B for one year in return for a specific amount of money. At the end of the year, the landowner returns the money and takes back the land. During the period of the lease, the landowner does not have any rights to anything produced on the land. • <u>Sharecrop</u>: Person A, who owns land, and Person B, who does not own land, make an agreement for Person B to work on Person A's land. The two share the crops in a proportion that they agree upon. <p>Please note that jerib is not a common measurement in all areas of the country. If you are in Ghor, Bamiyan, or Daykundi, and your respondent cannot provide the amount of land in jeribs, then you can ask the respondent to provide the land in sir. You should then calculate how many jerib that amount is equivalent to. One jerib is equal to five sir. For example, if a respondent says that s/he owns/rents/leases/sharecrops 60 sir, you should record that the respondent has 12 jerib ($60 \div 5 = 12$ jerib).</p>	
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Do not read the response options aloud.</i></p>	Q18. Does this household rent or own this land?
a - f	<p> Write in the responses provided.</p> <p> Read the full question out loud each time.</p> <p>ASK ALL</p>	Q19. (multipart question – 4 parts). Please tell me how many of each of the following types of animal does this household currently own....
a - j	<p> Write in the responses provided.</p>	Q20. (multipart question – 11

	 Read the full question out loud each time.	parts). How many of the following does this household currently own?
	<input checked="" type="checkbox"/> Select response from list provided. <u><i>Explanation: Generally, we want to know whether the family's economic situation was better in the past or is better now.</i></u>	Q21. Please think for a moment about your family's economic situation. Overall, which period was better for your family economically: this year, last year, or was there no difference between the two?

Section 7: Attitudes toward education

SECTION 7 AT A GLANCE...

This section includes 17 questions (from Q22 to Q38).

Many of the questions in this section have multiple parts (Q22, Q24, Q25, Q26, Q28, Q29, Q31, Q32, Q33, Q35, Q36, Q37, Q38).

This section also contains multiple skip patterns.

In order to avoid confusion and to be sure that you ask all question components as indicated in the survey you are strongly advised to familiarize yourself with these questions in advance of implementation.









Please also refer to Annex 3 for an example of how to complete the survey for multipart questions in tables



REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.



99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).


NOTES	INSTRUCTIONS		QUESTION
		 Read the script provided out loud for each sub-question.  Opinion scale  Select response from list provided. <i>Explanation: These questions are about opinions on education generally, not about formal schooling.</i>	Q22. (multipart question – 5 parts). Now, I am going to ask your opinion on educating boys. Do you strongly agree, agree, disagree, or strongly disagree that...
	a	n/a	
	b	n/a	
	c	<i>Explanation: Harm includes injury, kidnapping, etc. Harassment includes teasing or more serious psychological harm. This harm might happen anywhere on the way to school or at school itself.</i>	
	d	<i>Explanation: If the respondent has to pick one or the other, it is better for boys to help it is better for boys to help out in the house or to attend school.</i>	
	e	<i>Explanation: If the respondent has to pick one or the other, it is better for boys to help by earning an income or to attend formal school?</i>	
	 Read the script provided out loud.  Opinion scale  Select response from list provided.		Q23. How important or not important do you think it is that boys attend secondary school if the school is located outside the village?...
		Roster questions (similar to Q31 for girls)	Q24. (multipart question – 4 parts). I'd like to ask you about the education of the boys aged 17 and younger who currently live in this household...
	a	 Observation only <i>Do not ask this question. Copy all names provided in Q12a in the same order. Names should be written in the same order and have the same line number (B11-B16) as what was assigned in Q12a.</i>	






	<p><i>If there are no boys in this household then you should code 97 for question Q24a.</i></p> <p><i>For each name written down you should then proceed to ask questions b, c and d (explained below).</i></p> <p><i><u>Explanation:</u> A child is considered to be living in the household if he has lived within the household within the past six months. This includes children who live outside of the household during the week and only come home on the weekend. A child is only considered to be living outside of the household if he has been living apart from it for more than six months.</i></p>	
b	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Use code 96 if the relationship is not one of those listed. In the case of "other" you should also write in the relationship that the respondent provides (e.g. cousin).</i></p>	
c	<p><input checked="" type="checkbox"/> Select response from list provided.</p>	
d	<p><input type="text"/> Write in the responses provided.</p> <p><i>If less than one year enter 0 in the space provided.</i></p> <p><i><u>Explanation:</u> This is the number of years during which the boy has studied. If the boy has studied at two places of education (e.g. a mosque and government school) during a single year, that should still be counted just as one year.</i></p>	
	<p> Roster question (similar to Q32 for girls)</p> <p> Observation only</p> <p><i>Copy all names from Q12a into the survey, in the same order that they are written down in Q12a. If there are no boys in this household then you should</i></p>	<p>Q25 (multipart question – 10 parts). I'd now like to ask you about where each of the boys in this household are studying...</p>

	<p>code 97 for question Q25a.</p> <p><i>All sub-questions Q25a through Q25j should be asked for each boy living in the household who currently studies. To prevent confusion, please ask all sub-questions for one boy, before moving on to Q25a – Q25j for the next boy.</i></p>	
a	<p><input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern</p> <p>IF 5 (“NO FORMAL SCHOOL”) SKIP TO Q25E FOR SAME CHILD, WHICH ASKS ABOUT MOSQUE SCHOOLING. IF 1, 2, 3 OR 4 GO TO Q25B FOLLOWED BY Q25C, Q25D.</p> <p><i>Explanation: This question should be asked for all boys, even if years of education was reported as 0 in Q24d.</i></p>	
b	<p><input checked="" type="checkbox"/> Select response from list provided.</p>	
c	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>Explanation:</u></p> <ul style="list-style-type: none"> • <i>Community-based school: Typically a single class taught by one teacher and is located in a home or mosque. It teaches the government curriculum, but is typically supported by an NGO. Typically, children from only one village attend the class—although sometimes children from villages located very close by also attend.</i> • <i>Government school: A school that is located in a centralized building and is often attended by children from multiple villages. Classes are taught by government-supported teachers and are managed by the government.</i> 	

	<p>d <input type="checkbox"/> Write in the responses provided.</p> <p><i>If less than one day per week enter 0.</i></p>	
	<p>e <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern</p> <p>This question should be asked of all children, even if they did not attend a formal school.</p> <p>IF YES ASK Q25F AND Q25G IF NO SKIP TO Q25H</p> <p><i><u>Explanation:</u> Studies in a mosque, typically with a mullah, focused on studying holy Kuran and other religious texts</i></p>	
	<p>f <input checked="" type="checkbox"/> Select response from list provided.</p>	
	<p>g <input type="checkbox"/> Write in the response provided.</p> <p><i>If less than one day per week enter 0.</i></p>	
	<p>h <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern</p> <p>This question should be asked of all children, even if they did not attend a formal school or a mosque.</p> <p>IF YES ASK Q25I AND Q25J IF NO SKIP TO NEXT BOY. IF NO OTHER BOYS, GO TO</p>	

	<p>Q26</p> <hr/> <p>i <input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: A madrassa is an institution for religious education. Students may attend after some years of studying in a mosque or without any prior religious studying. Depending on the capacity of madrassa, it might take up to 10 years for a student to complete studies</i></p> <hr/> <p>j <input type="checkbox"/> Write in the response provided.</p> <p><i>If less than one day per week enter 0.</i></p>	
	<p> Roster question (similar to Q33 for girls)</p> <p> Observation only</p> <p><i>Copy all names from Q12a in the same order into the column labelled "NAME." Next, circle the number (e.g. B11, B12, B13, etc.) associated with each boy who is not currently studying at a formal school. You should ask Q26a through Q26c only for those boys whose numbers are circled.</i></p> <p><i>Ask all questions for one boy, starting with the oldest, before moving on to the next boy.</i></p> <p><i>Explanation: In this and all other questions, "formal school" relates to any school that uses the government curriculum, including a government school or community-based class.</i></p>	<p>Q26. (multipart question – 3 parts). Now I'd like to ask you about the boys aged 17 and younger who have been living in this household for the past 6 months or longer and who do not currently attend a formal school.</p>

	a	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern IF YES ASK Q26B AND SKIP Q26C IF NO SKIP Q26B AND ASK Q26C	
	b	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question <i>Record up to 3 mentions by the respondent.</i>	
	c	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question <i>Record up to 3 mentions by the respondent.</i>	
		<input checked="" type="checkbox"/> Select response from list provided (Q34 for girls) <input checked="" type="checkbox"/> Response causes skip pattern IF NO OR 98 SKIP TO Q29 IF YES ASK Q28	Q27. Are there any boys aged 17 and younger who were born in this household but who now live outside the village to work or study, or because they got married?...
	 Roster question (see Q35 for girls) <i>List the names of all boys living outside the village, from oldest to youngest. Ask all questions Q28a – Q28f for each boy before moving to the next.</i>		Q28. (multipart question – 6 parts). Please give me the names of all boys aged 17 and younger who were born to this household but have been living outside the village for more than 6 months to work or study or because they got married...
	a	<input checked="" type="checkbox"/> Write in the response provided.	

	b	<input checked="" type="checkbox"/> Select response from list provided. <i>If less than one year enter 0</i>	
	c	<input checked="" type="checkbox"/> Select response from list provided.	
	d	<input checked="" type="checkbox"/> Select response from list provided.	
	e	 Read the question and responses out loud for each sub-question	
	f	<input checked="" type="checkbox"/> Select response from list provided.	
<p><i>Q29-Q35 repeat all questions that were asked about boys (in Q22 – Q28), but this time asks about girls aged 17 and under currently living in the household or outside the village. Please use the instructions that were provided for Q29-Q35, but replace references to boy children with references to girl children. If respondents are hesitant to give the names of female children, you can ask them to list the ages of the girl children instead.</i></p>			
	a – h	 Read the question and responses out loud for each sub-question ASK ALL <u>Explanation:</u> <i>In this set of questions, “concern about the security situation” refers to any worry that your girls or boys may be harmed because of harassment, crime, conflict, or any other type of threat or violence.</i> <i>If household has 0 children, use code 3 Not Applicable.</i>	Q36. (multipart question – 5 parts). In the previous year, have you or somebody else in your family ever [Read Item]?...
	a - c	 Read the question and responses out loud for each sub-question  Opinion scale	Q37 (multipart question – 2 parts). To what extent do you agree or disagree with the following statements?...
		 Read the question and responses out loud for each sub-	Q38. (multipart question – 4

	a - d	<p>question</p> <p>☹ Opinion scale</p> <p><i>When reading this question, fill in the blank [READ ITEM] with the component of the school that is mentioned in sub-question a-d (e.g. "a. A good quality teacher").</i></p>	<p>parts). How satisfied or dissatisfied are you with your children's access to [READ ITEM]?...</p>
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Section 8: Parental involvement in education

SECTION 8 AT A GLANCE...

This section includes 8 questions (from Q39 to Q47). There is one multipart question (Q45).













After Q44 and before reading out Q45 you stop to read the following statement out loud to the respondent:

“Often when an NGO starts a school in villages like yours, the NGO also requests some support from the village. Support can include things like a salary for the teacher, a room to hold the class, desks and chairs, or school supplies such as books. I’d like to talk about the support that your household can give to a village school. Please understand that we are not asking you to contribute anything and your answers will have no impact on the school that [CARE/CRS] or any other organization is supporting or plans to support in your community.”

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<input checked="" type="checkbox"/> Select response from list provided.  Read the full question and responses out loud  Opinion scale <i>Explanation: Does the respondent feel like she or he has the information and capability to make decisions about where to send her or his children to school?</i>	Q39. How confident do you feel making decisions about your children's education?
	<input checked="" type="checkbox"/> Select response from list provided.  Read the full question and responses out loud.  Opinion scale <i>Explanation: Does the respondent feel like she or he has the information and capability to make decisions to understand whether the quality of teaching is good or bad at different schools?</i>	Q40. How confident do you feel assessing the quality of the teaching at the different schools near this village?
	<input checked="" type="checkbox"/> Select response from list provided.  Read the full question and responses out loud.	Q41. Of the following, who is best able to say what is best for children's education?
	<input checked="" type="checkbox"/> Select response from list provided.  Read the full question and responses out loud.	Q42. How frequently, if at all, do you help your children with their schoolwork?
	<input checked="" type="checkbox"/> Select response from list provided.  Read the full question and responses out loud.  Opinion scale <i>Explanation: Does the respondent feel like s/he has the knowledge and capability to help his or her children with their schoolwork?</i>	Q43. How confident do you feel helping your children with their schoolwork?
	<input checked="" type="checkbox"/> Select response from list provided.  Read the full question and responses out loud.  Write in the response provided	Q44. Which of the following, if any, other educational activities do you do with your children at home?

Remember! Read statement out loud to interviewee		
	<div>a – h</div> <div> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question </div>	Q45. (multipart question – 8 parts). If an NGO or the government were to ask you, which of the following would YOUR HOUSEHOLD be willing to contribute to support a village school?...
	<div> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the full question and responses out loud. <input checked="" type="checkbox"/> Opinion scale </div>	Q46. How willing would someone in your household be to participate in a school management committee?...
	<div> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the full question and responses out loud. <input checked="" type="checkbox"/> Opinion scale </div>	Q47. How willing would someone in your household be to contribute to school management by monitoring the class to make sure it is functioning properly?

Section 9: State and Educational Authorities

SECTION 9 AT A GLANCE...

This section includes 9 questions (from Q48 to Q59). There are 6 multipart questions (Q48, Q55, Q56, Q57, Q58, Q59).



You should begin this section by reading the following script:

“Thank you very much for answering my questions about your household’s educational decisions. Now, I want to ask you about your local leaders and the role that they play in children’s education. The purpose of this section is to understand how decisions about education are made in the village.”

REMEMBER!

97: Use this code for questions that have not been asked.




98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTIONS
	<p>a – d</p> <p><input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Read the question and responses out loud for each sub-question <input type="checkbox"/> Opinion scale</p> <p>DO NOT ASK THIS QUESTION IN KAPISA OR PARWAN</p> <p><i>Explanation: How satisfied is the respondent with how each individual listed in sub-questions a-d is doing their job?</i></p>	<p>Q48. (multipart question – 4 parts). How satisfied or dissatisfied are you with the performance of the [READ ITEM]?...</p>
	<p><input type="checkbox"/> Write in the response provided <input type="checkbox"/> Follow up action required</p> <p><i>Write the name provided. Please make sure you write the name accurately. You do not need to mark whether the response is correct or incorrect. That response will be coded after data collection.</i></p>	<p>Q49. What is the name of the principal of the government primary school closest to your village?</p>
	<p><input type="checkbox"/> Write in the response provided <input type="checkbox"/> Follow up action required</p> <p><i>Follow instructions for Q49.</i></p>	<p>Q50. What is the name of the District Education Director for this district?</p>
	<p><input type="checkbox"/> Write in the response provided <input type="checkbox"/> Follow up action required</p> <p><i>Follow instructions for Q49.</i></p>	<p>Q51. What is the name of the Provincial Education Director for this province?</p>
	<p><input type="checkbox"/> Write in the response provided</p> <p>DO NOT ASK THIS QUESTION IN KAPISA OR PARWAN</p>	<p>Q52. What is the name of the head of the Community Development Council in your village?</p>

	<i>Follow instructions for Q49.</i>		
	<p>✍ Write in the response provided</p> <p>DO NOT ASK THIS QUESTION IN KAPISA OR PARWAN</p> <p><i>Follow instructions for Q49.</i></p>		Q53. What is the name of the district governor?
	<p>✍ Write in the response provided</p> <p>DO NOT ASK THIS QUESTION IN KAPISA OR PARWAN</p> <p><i>Follow instructions for Q49.</i></p>		Q54. What is the name of the governor of this province?
	a – g	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question <input checked="" type="checkbox"/> Opinion scale	Q55. (multipart question – 7 parts). How important a role do you think each of the following play in children’s education in this village?...
	a - g	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question <input checked="" type="checkbox"/> Opinion scale	Q56. (multipart question – 7 parts). How satisfied or dissatisfied are you with the job that [READ GROUP] is/are doing in relation to children’s education in your village.
	a – e	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question <input checked="" type="checkbox"/> Opinion scale <p><i>Ask each sub-question by saying, “Do you think _____ would help improve the education situation in your village a lot, a little, not very much, or not at all?”</i></p>	Q57. (multipart question – 5 parts). If you see any problems with the education of children in your household, there are some things that you might be able to do to make things better.

aa	<input type="checkbox"/> Write in the response provided	Q58. (multipart question – 6 parts).
ab	<input checked="" type="checkbox"/> Select response from list provided. <i>Read aloud the list of positions and ask the respondent to tell you the position that the decision-maker holds. If the respondent does not give you the name in Q58aa, you can still ask Q58ab. Only one position should be selected.</i> <i>If the decision maker's position is not included in the list, you can ask whether the decision-maker holds any other position. If s/he does, please mark 9 'other' and fill in the answer in the space provided.</i>	
ac	<input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Write in the response provided <i>This has several sub-questions to help determine how the individual makes decisions. For each, you can ask "Does [Name in Q58aa] listen to [source of decision]?"</i> <i>This question may be particularly sensitive. You should make sure you have built a good rapport with the respondent throughout the rest of the interview before asking it. You should assure the respondent that you are only asking this information because you want to understand how decisions are made in the community. If the respondent still does not want to answer the question, do not push him/her to answer and mark 98 'Refused (vol)'</i>	

	ba	<p> Write in the response provided</p> <p><i>You should only answer the next several sub-questions if the respondent answers that there is another individual in addition to the first who make decisions on education in the community. Otherwise, mark 96 'No other person' or Q58ba, and 97 'Not asked' for and Q58bb and Q58bc. If the respondent has trouble deciding who is second most responsible, you can tell him/her that s/he should answer the question according to his/her own opinion.</i></p>	
	bb	<input checked="" type="checkbox"/> Select response from list provided.	
	bc	<input checked="" type="checkbox"/> Select response from list provided.	
	a - m	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p> Read the question and responses out loud for each sub-question</p> <p> Opinion scale</p> <p>DO NOT ASK THIS QUESTION IN KAPISA OR PARWAN</p> <p><i>Ask, "Are [group of people listed in Q59a to Q59m] very concerned, somewhat concerned, not very concerned, or not at all concerned about people like you?"</i></p>	<p>Q59. (multipart question – 13 parts). Please tell me how concerned the following people are about people like you...</p>

Section 10: Perspectives on CBE

SECTION 10 AT A GLANCE...


A These questions are only asked in Version A of the survey, in villages where either CARE or CRS established schools in 2014. It is an additional module to understand respondents' perspectives on CBE.

If you are working in a B village, you should use Version B of the survey, which skips to Section 12 on Demographics.

This section includes 10 questions (from Q60 to Q70). There are three multipart questions (Q64, Q65 and Q70).

 You should read the following statement out loud at the beginning of this section:

“Now I’d like to ask you some questions about the community based school that opened in your village one year ago and how the school operates. I’d like to remind you that your responses to these questions will not make any difference in the NGO’s support for the school in your village.”

 After Q63 and before beginning Q64 you should read out the following statement:

“I’m going to ask you several questions about the CBE class in your village. I know that there is more than one CBE class in your village, so I’d like you to answer these questions in relation to the CBE class that you feel like you have more information about.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTIONS
	<input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: The school shura is the group of community members who have agreed to supervise the school and monitor how it is operating. The NGOs have likely trained them in these responsibilities.</i>	Q60. Are you a member of the school shura or not?
	<input type="checkbox"/> Write in the response provided <i>Explanation: If the respondent has trouble remembering the number of times the school shura has met, you can help guide them by asking the number of times the shura has met for trainings, workshops, or general meetings. You can then add up the total number of times.</i>	Q61. Do you happen to know how many times in the past school year has the school shura met?
	<input type="checkbox"/> Write in the response provided	Q62. How many school shura meetings did you attend in the past school year, if any?
<p><input checked="" type="checkbox"/> SKIP PATTERN: ONLY READ STATEMENT BEFORE Q63 AND ASK Q63 IF MORE THAN ONE CBE CLASS IN THE VILLAGE; OTHERWISE SKIP TO Q64</p> <p>If you do not know whether there is more than one class in the village, please ask your supervisor.</p> <p>Remember! Read statement provided if there is more than one class in the village.</p>		
	<input type="checkbox"/> Write in the response provided Please reference the separate list of teacher names for villages that have two teachers. The respondent should name one of the two teachers whose name appears listed for that village.	Q63. Please tell me about the CBE class that you have more information about. Who is the teacher who teaches this CBE class?
	<input type="checkbox"/> Write in the response provided ASK ALL This question should be asked of all respondents, even if Q63 was skipped.	Q64. Were you involved in selecting the teacher for the CBE class, or not?

	a - i	<input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Write in the response provided Read the full question for each item mentioned. ASK ALL If there is a person responsible for the item being discussed that is different from the options provided, write that response in option 6 Other.	Q65. (multipart question – 9 parts). Can you tell me who is currently responsible for [READ ITEM]?...
	<input type="book"/> Read the question and responses out loud <input checked="" type="checkbox"/> Select response from list provided.		Q66. How often, if at all, do you visit the CBE class?
	<input type="book"/> Read the question and responses out loud <input checked="" type="checkbox"/> Select response from list provided.		Q67. How often, if at all, do you interact with the teacher of the CBE class?
	<input type="checkbox"/> Write in the response provided <i>Explanation: The teacher might miss class for many different reasons, including temporary sickness or other reasons. This question asks about the number of times the teacher misses class, regardless of the reason.</i>		Q68. In a typical week, the CBE class should meet about 6 times. Out of these 6 times, how many times does the CBE teacher typically miss class?
	<input checked="" type="checkbox"/> Select response from list provided.		Q69. In a typical week, how many times does the teacher help children with schoolwork outside of classroom hours?
	<input checked="" type="checkbox"/> Select response from list provided. <input type="book"/> Read the question and responses out loud for each sub-question <input type="smiley"/> Opinion scale		Q70. (multipart question – 6 parts). Overall, how satisfied or dissatisfied are you with the following aspects of the teacher at the community-based school in your village?
	a	<i>Explanation: This refers to how many years of schooling the teacher has</i>	
	b	<i>Explanation: To what extent does the respondent or other community members know the teacher well and trust him or her with their children?</i>	

	c	<i>n/a</i>	
	d	<i><u>Explanation:</u> This refers to how teacher keep order in the classroom and makes sure that children behave</i>	
	e	<i>n/a</i>	
	f	<i>n/a</i>	

Section 11: Additional module (enhancements)

SECTION 11 AT A GLANCE...



This section only appears in Version A of the questionnaire. Like Section 10, it should only be asked in villages that received schools from CRS or CARE in 2014 and are marked as A villages in the sample plan. If you are working in a B village, the Version B questionnaire skips straight to Section 12 on Demographics.

This section includes 7 questions (from Q71 to Q78).

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. </p> <p>If interview does not take place in the household, please use code 95.</p>	Q71. Interviewer: Indicate whether you have noticed a poster listing Qur'anic messages relating to education hung anywhere in the house.
	<p> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern </p> <p>IF "YES" PROCEED TO Q73. IF "NO" OR 98 OR 99 SKIP TO Q74.</p> <p><i><u>Explanation:</u> A community library is typically located in a home, the mosque, or another community building. It has a set of books that community members can borrow and return from the library. A librarian cares for the books and keeps track of whether specific books are in the library or being borrowed.</i></p>	Q72. Is there a community library in your village?
	<p><input type="checkbox"/> Write in the response provided</p> <p><u>Explanation:</u> If the respondent has never visited the community library, record 0.</p>	Q73. How many times have you visited the community library in the past month?
	<p> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern </p> <p>IF "YES" PROCEED TO Q75. IF "NO" OR 98 OR 99 SKIP TO Q77.</p> <p><i><u>Explanation:</u> Adult learning groups are typically led by the librarian. These are periodic meetings when parents and other adults in the village get together in the community library. During the meeting, they might discuss a story and then talk about how they can share that story with their children.</i></p>	Q74. Does any NGO support adult learning groups in your village?
	<input type="checkbox"/> Write in the response provided	Q75. How many times have you attended

	<p><input checked="" type="checkbox"/> Response causes skip pattern</p> <p>IF 1 OR MORE PROCEED TO Q76 IF 0 OR 97, 98 OR 99 SKIP TO Q77</p> <p><u>Explanation:</u> If the respondent has never attended the adult learning group, record 0.</p>	the adult learning group?
	<p><input type="checkbox"/> Write in the response provided</p> <p><u>Explanation:</u> If the respondent has never done these activities, record 0.</p>	Q76. During each adult learning group meeting, you have probably read a story and discussed activities that you could do with your children...
	<p><input checked="" type="checkbox"/> Select response from list provided.</p>	Q77. Have there been any meetings to discuss what Islam says about education?
	<p><input type="checkbox"/> Write in the response provided</p> <p><i><u>Explanation:</u> Ask the respondent to recite or paraphrase as many verses as s/he can remember that are from the Holy Qur'an or Hadith and talk about education. Paraphrased verses or Hadith can counted but please do not count general statements or ideas. Fill in the number of verses that the respondent was able to recite.</i></p>	Q78. I'd like to ask you about what Islam says about education...

Section 12: Demographics

SECTION 12 AT A GLANCE...

This section collects additional important demographic information.

This section includes 6 questions (from D1 to D6).



After asking question D6 you should read the following statement out loud (see also Annex 3):

“Thank you for participating in our survey. Do you have any questions? In the next few days my supervisor may contact you to evaluate the quality of my work and answer any other questions you may have. To help him do that, could I have your telephone number?”

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<input checked="" type="checkbox"/> Select response from list provided.	D1. What is the head of household's marital status? Is he/she...
	<input checked="" type="checkbox"/> Select response from list provided. <i>Do not read any answers aloud. Allow the respondent to mention his/her religious affiliation. If the respondent answers Muslim, you can follow up by asking whether s/he is Sunni or Shia. If the respondent does not want to answer, please do not push the question. Rather, mark 98 'Refused (vol).'</i>	D2. What is the head of household's religious affiliation?
	<input checked="" type="checkbox"/> Select response from list provided. <i>Do not read aloud the answers to this question. Allow the respondent to mention the household's monthly income on his/her own, and mark the code that corresponds with the range that the household's income falls within. If the respondent is unsure of the household's monthly income, please assure him/her that the answer does not need to be precise and ask him/her to give his/her best estimate.</i>	D3. What is this household's total monthly income from all sources, that is all types of income for all the people living in this household?...
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern IF YES ASK D5 IF NO SKIP TO D6	D4. Have you previously participated in a public opinion survey?
	<input checked="" type="checkbox"/> Select response from list provided.	D5. How long ago did you participate in the survey?
	<input checked="" type="checkbox"/> Select response from list provided.	D6. Would you be willing to participate in another of our surveys next year?

<p>READ THE CLOSING STATEMENT AND RECORD THE TIME (USING 24 HOUR CLOCK) INTERVIEW WAS COMPLETED AND THE LENGTH OF THE INTERVIEW (here you will need to return to Section 1 and M-14 AND M-15)</p> <p>Then continue to complete the remaining questions in the section through your own observation (see table below)</p>		
NOTES	INSTRUCTIONS	QUESTIONS
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Select the code that is closest to the appearance and situation of the household. Code 1 represents the highest household economic situation and Code 5 the lowest household economic situation.</i></p>	D7. Try to ask participant about access to water and electricity (for electricity it can be either municipal electricity or a generator). Make your own decision about quality of the road....
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Write in the response provided </p>	D8. How many people were present for the interview?
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Use your own judgment.</i></p>	D9. Which of the following statements do you think best describes the level of comprehension of the survey questionnaire by the respondent?
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Use your own judgment.</i></p>	D10. Which of the following statements best describes the level of comfort or unease that the respondent had with the survey questionnaire?
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Write in the response provided </p> <p><i>Mention up to three questions that the respondent seemed most uncomfortable with, and/or which make the respondent seem less willing to answer your questions. If the respondent decided to end the interview after a particular question, please make sure you fill in that question.</i></p>	D11. Please indicate which, if any, of the questions caused this respondent any uneasiness or decreased cooperation during the interview. (Write down no more than three question numbers, in order of mention).

	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. <i>Use your own judgment.</i>	D12. Interviewer: Has the respondent seemed comfortable with the length of the survey?
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. <i>Please mark whether New York University's Project Associates were present in the village and monitoring data collection.</i>	D13. Was this sampling point validated by the client?
	<input checked="" type="checkbox"/> To be completed by you field supervisor	D14. Was the interview subject to ACSOR quality control/back-check?
	<input checked="" type="checkbox"/> To be completed by you field supervisor	D15. Method of quality control/back-check
	<input checked="" type="checkbox"/> To be completed by you field supervisor	D16. (If 1 'Yes' in D15) Back-checker ID:

Community Leader Survey

The community leader survey is extremely similar to the Household Survey. However, you will notice that it includes questions that, like the household survey, are labeled “Q”, as well as other questions that are labeled “CL”.

The community leader survey should be conducted with one community leader in each surveyed village. Your supervisor will be given the name of the community leader that will be targeted for this survey.

All questions labeled “Q” are numbered the same as those included in the household survey. For those, you should follow the instructions above. All questions labeled “CL” are specific to the community leader survey. These vary from the HH survey questions either because

- a) They are questions included in the HH survey but have been moved from a different location; or
- b) They are questions only asked in the CL survey.

COMMUNITY LEADER SURVEY AT A GLANCE...



Large portions of the CL section only appear in Version A of the survey. CL1-CL27 and CL32-CL39 only appear in survey Version A. In Version B, the CL section only includes 4 questions: CL28, CL29, CL30 and CL31. Version A of the Community Leader survey should be used in A villages only. These are villages that received schools from CRS or CARE in 2014. If you are working in a B village, Version B of the Community Leader survey should be used.

The section below explains only the CL questions, which make up Section 7 and Section 8 of the Community Leader Survey.

These sections include 39 questions (from CL1 to CL39). Section 7 includes CL1 to CL31. Section 8 includes CL32 to CL 39.



Prior to reading CL1 you should read the statement out loud:

Now, I'd like to ask you some questions about the community-based school that opened in your village one year ago and how the school operates. I'd like to remind you that your responses to these questions will not make any difference in the NGO's support for the school in your village.



Prior to reading CL4 you should read the statement out loud:




I'm going to ask you several questions about the CBE classes in your village. I





know that there is more than one CBE class in your village, and I'd like to know about both classes. I'll ask you about one class first, and then I'll ask you the same questions about the other class. You can choose which class you would like to tell me about first

REMEMBER!








- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTIONS
CL Section 7		
	<input checked="" type="checkbox"/> Select response from list provided. A Question included Version A of the CL Survey only <i>Explanation: The school shura is the group of community members who have agreed to supervise the school and monitor how it is operating. The NGOs have likely trained them in these responsibilities.</i>	CL1. Are you a member of the school shura or not?
	<input type="checkbox"/> Write in the response provided A Question included Version A of the CL Survey only	CL2. Do you happen to know how many times in the past school year has the school shura met?
	<input type="checkbox"/> Write in the response provided A Question included Version A of the CL Survey only	CL3. How many school shura meetings did you attend in the past school year, if any?
ONLY READ THE STATEMENT BEFORE CL4 IF THERE IS MORE THAN ONE CBE CLASS IN THE VILLAGE; OTHERWISE SKIP TO CL5 If you do not know whether there is more than one class in the village, please ask your supervisor.		
	<input type="checkbox"/> Write in the response provided A Question included Version A of the CL Survey only Similar to CL16 Please reference the separate list of teacher names for villages that have two teachers. The respondent should name one of the two teachers whose name appears listed for that village.	CL4. Please tell me about the first CBE class in this village. Who is the teacher who teaches this CBE class?

	a - f	<p> Write in the response provided</p> <p>A Question included Version A of the CL Survey only</p> <p>ASK ALL</p> <p>Same as CL17</p> <p>Explanation: CL5-CL15 should all be asked in reference to the CBE class taught by the teacher referenced in CL4.</p>	CL5. (multipart question – 6 parts). Who was involved in selecting the teacher for the CBE class? (READ GROUP)
	a - i	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>A Question included Version A of the CL Survey only</p> <p>Same as CL18</p> <p>Do not read answers aloud. Select all answers that apply. If there is another group that is responsible, record that response in 6. Other</p>	CL6. (multipart question – 9 parts). Can you tell me who is currently responsible for [READ ITEM]?...
		<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>A Question included Version A of the CL Survey only</p>	CL7. How often, if at all, do you visit the CBE class?
		<p> Read the question and responses out loud</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>A Question included Version A of the CL Survey only</p> <p>Same as CL20</p>	CL8. How often, if at all, do you interact with the teacher of the CBE class?
		<p> Write in the response provided</p> <p>A Question included Version A of the CL Survey only</p> <p>Same as CL21</p>	CL9. In a typical week, the CBE class should meet about 6 times. Out of these 6 times, how many times does the CBE teacher typically miss class?

	<i>Explanation: The teacher might miss class for many different reasons. This question asks about the number of times the teacher misses class, regardless of the reason.</i>		
	<input checked="" type="checkbox"/> Select response from list provided. A Question included Version A of the CL Survey only Same as CL22		CL10. In a typical week, how many times does the teacher help children with schoolwork outside of classroom hours?
	<input checked="" type="checkbox"/> Select response from list provided.  Read the question and responses out loud for each sub-question  Opinion scale A Question included Version A of the CL Survey only Same as CL23		CL11. (multipart question – 6 parts). Overall, how satisfied or dissatisfied are you with the following aspects of the teacher at the community-based school in your village?
	a	<i>Explanation: This refers to how many years of schooling the teacher has</i>	
	b	<i>Explanation: To what extent does the respondent know the teacher well and trust him or her with their children?</i>	
	c	<i>n/a</i>	
	d	<i>Explanation: This refers to how teacher keep order in the classroom and makes sure that children behave</i>	
	e	<i>n/a</i>	
	f	<i>n/a</i>	
	<input checked="" type="checkbox"/> Select response from list provided.  Read the question and responses out loud for each sub-question  Opinion scale		CL12. (multipart question – 6 parts). Overall, how satisfied or dissatisfied are PEOPLE IN YOUR VILLAGE with the following aspects of the teacher at the

	<p>A Question included Version A of the CL Survey only</p> <p>Same as CL11, but asking about the opinion of <u>the people in the village</u> instead of the community leader.</p> <p>Same as CL24</p>	community-based school in your village?
	<p><input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Read the question and responses out loud <input type="radio"/> Opinion scale A Question included Version A of the CL Survey only</p> <p>Same as CL25</p> <p><i>Explanation: This refers to whether people in the village are interested in how the class is functioning, whether they actively participate in monitoring the class and teacher, and whether they work at solving any problems that arise.</i></p>	CL13. How engaged are the people in this village in the management of this class? Would you say that they are very engaged, somewhat engaged, somewhat disengaged, or very disengaged?
	<p><input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Read the question and responses out loud A Question included Version A of the CL Survey only</p> <p>Same as CL26</p>	CL14. How often, if at all, do people in this village speak with you about the CBE class?
	<p><input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Read the question and responses out loud A Question included Version A of the CL Survey only</p> <p>Same as CL27</p>	CL15. In general, how many people in this village speak with you about the CBE class, if any?

CL16 to CL27 ARE ONLY ASKED IF THERE IS MORE ONE CBE CLASS IN THE VILLAGE; OTHERWISE SKIP TO CL28					
You can refer to CL4 to CL15 for explanations of CL16 to CL27.					
	<input checked="" type="checkbox"/> Select response from list provided.  Read the question and responses out loud for each subquestion			CL28. If an NGO or the government were to ask you, which of the following would YOUR VILLAGE be willing to contribute to support a village school...?	
	<input checked="" type="checkbox"/> Select response from list provided.  Read the question and responses out loud  Opinion scale			CL29. How willing would someone in your village be to participate in a school management committee? ...	
	<input checked="" type="checkbox"/> Select response from list provided.  Read the question and responses out loud  Opinion scale			CL30. How willing would someone in your village be to contribute to school management by monitoring the class to make sure it is functioning properly? ...	
	<input checked="" type="checkbox"/> Select response from list provided.  Read all sub questions out loud			CL31. What types of programs, if any, do other NGO(s) implement in this village? Do other NGOs implement [READ ITEM)...	
	a.	<i>Accelerated learning classes are classes that teach more than one grade in a single school year.</i>			
	b.	<i>Non formal recreational or educational activities are educational or play activities for children that are outside of the normal school curriculum</i>			
	c.	<i>Adult education are classes that are taught for adults instead of children.</i>			
	d.	<i>Livelihood activities are any NGO programs that help people in your village earn an income—such as support for farming.</i>			
	e.	<i>Health activities are any activities that help prevent people from becoming sick or treat people who are sick. They can include medical treatment or informational activities that teach people how to prevent sickness.</i>			
	f.	<i>Infrastructure activities involve construction, such as of roads or buildings.</i>			
CL Section 8					
	 Observation only			CL32. Interviewer: Indicate whether	

	<input checked="" type="checkbox"/> Select response from list provided. A Question included Version A of the CL Survey only If interview does not take place in the household, please code 95 “Interview did not take place inside house”	you have noticed a poster listing Qur’anic messages relating to education hung anywhere in the house.
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern A Question included Version A of the CL Survey only IF “YES” PROCEED TO CL34. IF “NO” SKIP TO CL35. <i>Explanation: A community library is typically located in a home, the mosque, or another community building. It has a set of books that community members can borrow and return from the library. A librarian cares for the books and keeps track of whether specific books that are in the library or being borrowed.</i>	CL33. Does any NGO support a community library in your village?
	<input checked="" type="checkbox"/> Write in the response provided A Question included Version A of the CL Survey only	CL34. How many times have you visited the community library in the past month?
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern A Question included Version A of the CL Survey only ASK ALL IF “YES” PROCEED TO CL36. IF “NO” OR 98 OR 99 SKIP TO CL38. <i>Explanation: Adult learning groups are typically led by the</i>	CL35. Does any NGO support adult learning groups in your village?

	<i>librarian. These are periodic meetings when parents and other adults in the village get together in the community library. During the meeting, they might discuss a story and then talk about how they can share that story with their children.</i>	
	<p> <input type="checkbox"/> Write in the response provided <input checked="" type="checkbox"/> Response causes skip pattern A Question included Version A of the CL Survey only </p> <p> IF 1 OR MORE PROCEED TO CL37 IF 0 OR 97, 98 OR 99 SKIP TO CL38 </p>	CL36. How many times have you attended the adult learning group?
	<p> <input type="checkbox"/> Write in the response provided A Question included Version A of the CL Survey only </p>	CL37. During each adult learning group meeting, you have probably read a story and discussed activities that you could do with your children...
	<p> <input checked="" type="checkbox"/> Select response from list provided. A Question included Version A of the CL Survey only </p>	CL38. Have there been any meetings to discuss what Islam says about education?
	<p> <input type="checkbox"/> Write in the response provided A Question included Version A of the CL Survey only </p> <p> <i>Explanation: Ask the respondent to recite or paraphrase as many verses as s/he can remember that from the Holy Qur'an or Hadith and talk about education. Paraphrased verses or Hadith can be counted but please do not count general statements or ideas. Fill in the number of verses that the respondent was able to recite.</i> </p>	CL39. I'd like to ask you about what Islam says about education...

Annex 1: script for greetings and introductions

Section 2a: Greetings and Introduction FOR SURVEY VERSION A *(Please check with your supervisor if you are not sure whether the village you are visiting is receiving a class from CARE/CRS or from another organization. If the village has a class from another organization or the MoE, or no class at all, please read introduction 2b.)*

(To be read aloud.)

Assalam o Alakum, my name is _____ (and this is _____). We work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), a research organization working in Afghanistan. We are studying community-based schools, also called CBS, in **your village**. You may remember that we visited your village last year to ask questions about education in your village. We are here this year to follow up on those questions and also to find out a little bit about the CBS that is being operated by [CARE/CRS] here. As we mentioned last time, we do not work for [CARE/CRS], but do some work in partnership with them. We would like to speak with you now. Our conversation will take approximately one hour to 75 minutes. We may also return two more times: once next year and once the year after. Please understand that your responses to this survey will have no effect on [CARE/CRS]'s work with your village and the CBS.

I'd like to ask you some questions about your household and your children's education. In addition, while you and I talk, my colleague, I would like to give the children who are between the ages of 6 to 11 years old a short math and Dari or Pashto test. I'd like to speak with each child individually, if that is okay with you. I have a short form for the assessment that I can show you. The test will take 20 minutes per child.

Your participation may help us understand the process of delivering better education services in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] province. You may end the survey at any time, or refuse to answer any questions that you do not want to answer. We very much appreciate your participation. You are being very generous with your time.

Section 2b: Greetings and Introduction FOR VILLAGES NOT RECEIVING CARE/CRS SCHOOLS *(This is an alternative greetings and introductions script that should be read aloud in villages that are not receiving CARE/CRS schools. This applies for villages that have no school, or they may have a school from another organization or the MoE)*

Assalam o Alakum, my name is _____ (and this is _____). We work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), a research organization working in Afghanistan. We are studying education in your village. We would like to survey your household to learn more about education in this village. We would like to speak with you now, and we may return to speak with you again next year and the year after.

To understand more about children's learning, I'd like to talk with you about your household and your school-age children. In addition, while you and I talk, my colleague would like to give the children ages 6 to 11 years a short math and Dari or Pashto test individually, if that is ok with you. I have an interview form that I will show you. It will take about 20 minutes per child.

Your participation may help us understand the process of delivering better education services in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] province. We very much appreciate your participation. Your participation is purely voluntary; you are being very generous with your time.

Section 2c: Greetings and Introduction FOR SURVEY VERSION A (will receive schools in 2016)

(To be read aloud.)

Assalam o Alakum, my name is _____ (and this is _____). We work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), a research organization working in Afghanistan. We are studying community-based schools, also called CBS, in this village. We understand that an NGO called [CARE/CRS] is planning to establish a community-based school in your village next school year, in March 2016. We do not work for [CARE/CRS], but do some work in partnership with them. Related to this, we would like to survey your household to learn more about education in this village. We would like to speak with you now, and we may return to speak with you again next year and the year after. Please understand that your responses to this survey will have no effect on [CARE/CRS]'s decision about whether or not to help your village establish a school.

To understand more about children's learning, I'd like to talk with you about your household and your school-age children. In addition, while you and I talk, my colleague would like to give the children ages 6 to 11 years a short math and Dari/Pashto test individually, if that is ok with you. I have an interview form that I will show you. It will take about 20 minutes per child.

Your participation may help us understand the process of delivering better education services in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] province. We very much appreciate your participation. Your participation is purely voluntary; you are being very generous with your time.

Annex 2: consent

Consent 1: Are you willing to let me talk to you?

Consent 1: Are you willing to let me talk to you? (Mark only one answer.)

- a. The head of household or another appropriate adult was available and willing to be interviewed.
- b. The head of household or another appropriate adult was at home, but refused to be interviewed (**Say thank you and end the interview**)
- c. Neither the head of household nor another appropriate adult were present at the household at the time of interview.
- d. No one lives in house.

If the respondent says “yes,” mark the answer and move on to Consent 2. If the respondent says “no,” record this on the household contact sheet and also record the reason, then thank her or him for her or his time, leave the house and mark the corresponding answer. Please move on to the next household that you are assigned to interview. This interview will not be included in one of the 35 to be conducted in the village.

Consent 2: Are you willing to let me speak with the children in this household?
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Consent 2: (If children aged 6-11 in the Household) Are you willing to let me speak with the children aged 6 to 11 in this household?

- a. The adult was willing to allow the children to be interviewed
- b. The adult was willing to allow the children to be interviewed, but no child was available (**Schedule a later time to speak with the child/children**)
- c. The adult was not willing to allow the children to be interviewed (**Interview the adult and indicate that no consent was given for the children to be interviewed**)

Thank you very much for agreeing to participate.

If the respondent says “yes,” mark the corresponding answer and begin the survey with Section 3: Household Demographics. If the respondent says “no,” then proceed with the household interview. If the respondent says yes, but no child is available to be interviewed at that time then proceed with the household interview and schedule a time to return to interview the children.

Annex 3: completing multipart questions

Q25d. (If 1-4 in Q25a) How many days in a week does [NAME] study at this school? (If less than once per week, code 0) [Was Q26d in W1]	Q25c. (If 1-4 in Q25a) How many minutes does it take [NAME] to walk to this school? [Was Q26c in W1]	Q25b. (If 1-4 in Q25a) Is this school a government school, a community-based school, or some other type of school? [Was Q26b in W1]	Q25a. Does [NAME] currently study at a formal primary, secondary school, high school or university? [Was Q26a in W1]	NAME [Interviewer: Copy all names from Q12a in the same order. The line number should be the same for each boy listed] (If no boys in household Code 97 for Q25a)	Line No.
97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Less than 15 minutes 2. 15-30 minutes 3. 31-60 minutes 4. 61 to 90 minutes 5. 91 minutes to 2 hours 6. More than 2 hours 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Government 2. Community-based 3. Other (Specify) 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Primary school 2. Secondary school 3. High school 4. University 5. No formal school (skip to Q25e for same child) 97. Not Asked 98. Ref (vol) 99. DK (vol)		write down the names of the children
___ 4 ___ Days	4	1	2	Mohammed Zadrán	B11
___ 5 ___ Days	2	2	1	Amir Zadrán	B12
___ 5 ___ Days	2	2	1	Atif Zadrán	B13
___ 5 ___ Days	2	2	1	Faqir Zadrán	B14
___ Days					B15

answer each sub question using the appropriate code

Annex 4: answers to quiz 1

1. A question that includes the following instruction symbol ☺ in this training manual means:
 - ~~a. You should not ask the question out loud but should observe the response only.~~
 - ~~b. You need to follow a skip pattern~~
 - c. You need to record the respondent's opinion regarding a question or statement.**
2. You have asked a question to a respondent and they appear confused and unable to answer the question. How should you proceed?
 - ~~a. You should mark down the code 98 and move onto the next question.~~
 - b. You should repeat the question using alternative language that maintains the meaning of the question. If the respondent still does not have an answer you should record the code 98.**
 - ~~c. You mark the question down as 97 and move onto the next question.~~
3. If a question should be observed only, rather than asked of a participant, it will include which of the following symbols in this training manual?
 - ~~a. ☺~~
 - ~~b. ✎~~
 - c. Ⓢ**
4. You are asking a respondent about a question that includes an opinion scale response (strongly agree / agree / disagree / strongly disagree). The question has several parts to it (marked a, b, c and d). In narrating the question which of the following actions must you remember to do?
 - a. Read the response options out each time you ask one of the different parts (a, b, c and d) to the question.**
 - ~~b. Read the response options out only once at the beginning of the first question (a)~~
 - ~~c. Don't read out any of the response options and instead wait and see what response the respondent provides on their own.~~

Annex 5: answers to quiz 2

1. Select the appropriate response: You should use the response code 97 for questions:
 - a) ~~That the respondent refused to answer~~
 - b) ~~That the respondent does not know the answer to~~
 - c) **For questions that have not been asked**
2. True or False: Section 1 of the survey is predominately questions that you should answer through observation only
3. True or False: Informed consent requires that we discuss the purpose and goals of the research with the respondents and that the respondents voluntarily agree to participate in the research.
4. Select the appropriate response: If the head of household is not present when you arrive at a house then you should:
 - a) ~~Walk away~~
 - b) ~~Continue the survey with the person who answers the door~~
 - c) **Ask to speak with whichever individual is responsible for making decisions for the household when the HoH is not there.**
5. True or False: If a respondent does not have an answer to a question or seems confused you should help them by providing your opinion on the question being asked.
6. Identify the problem with the following scenario and explain what should happen instead:
You are asking a multipart question in which the respondent is required to provide their opinion regarding a statement. You read the statement and response options for part a. Since the response options are the same for parts b and c you read only the statement to the respondent.

This is incorrect because you should read the statement and all response options for all parts of multipart questions.
7. True or False: There are three children in a household. You have asked questions about two of the children. The answers provided by the respondent were identical each time. To save time and ask fewer questions it is ok to assume that the answers will be the same for the third child.
8. Please define **community-based school**.

Typically a single class taught by one teacher and is located in a home or mosque. It teaches the government curriculum, but is typically supported by an NGO. Typically, children from only one village attend the class—although sometimes children from villages located very close by also attend.

9. Select the appropriate response: Questions about children must be asked for all children

- a) **Under the age of 18**
- b) ~~Only for children aged 6 to 11 years old~~
- c) ~~Only for children who attend school~~

10. Select the appropriate response: You are asking a question and you notice that the respondent looks uncomfortable and upset. Should you:

- a) ~~Tell the respondent not to answer and move immediately onto the next question~~
- b) ~~Keep asking the question: it's only a problem if the respondent verbally expresses displeasure at the situation.~~
- c) **Take a moment to explain to the participant the purpose of the question and to reassure them that there is no right or wrong answer, that they are free to refuse to answer the question but that there will be no repercussions based on any response they provide.**

[illegible]