

Burde, D., J. Middleton, and C. Samii. 2017. *Assessment of Learning Outcomes and Social Effects of Community-Based Education: A Randomized Field Experiment in Afghanistan*. NYU ALSE Community Leader Survey Training Manual. New York: Steinhardt School, New York University.

NYU ALSE COMMUNITY LEADER SURVEY TRAINING MANUAL Wave 4, 2017

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

Cornelia Sage

Project Director

Mohammad Amin Sadiqi

Deputy Research Director

Otgonjargal Okhidoi

Senior Research Consultant

Ahmad Saeed Mahmoodi

Table of Contents

Introduction	5
Before you begin	6
Selecting respondents.....	6
Reading and recording answers	6
Informed consent	10
Important instructions	11
Figure one: Implementation Process for the Community Leader survey	
Survey Management Information	13
Part 1: Survey Data	13
Part 2: Greetings and Introductions	17
Part 3: Consent	20
Interview Questions	22
Section I: Village Demographics	22
Section II: Change in Village Situation.....	25
Section III: Attitude Toward Education	27
Section IV: CBE Class and Sustainability.....	29
Section V: Community Institutions and Management Structure	39
Section VI: Government Legitimacy and Trust	47
Section VII: Demographics	51
Annex 1: Education Shura Definitions	57

_____: This manual belongs to

_____: Interviewer Code

_____: Name of supervisor

Introduction

This training manual is for the Community Leader Survey of the wave four data collection 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 2017 from villages in 6 provinces: Bamiyan, Daykundi, Ghor, Herat, Kapisa, and Parwan. One Community Leader will be interviewed for the Community Leader Survey in each village. One interviewer will conduct each Community Leader Survey. Each survey should take approximately 1 hour to conduct.

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. In early 2014, CARE and CRS established community based schools (CBS) in 131 villages. They also established CBS in other 44 villages in 2016. Additionally, there are 6 villages in the sample where a CBS has been established by another NGO. You will conduct the Community Leader Survey in villages where there is an already established CBS.

ALSE/NYU facilitated the transfer of 69 CBS classes in 62 villages to local community institutions (Community Development Councils, Education Shura (School Shura)/Education Subcommittees, and School Management Shuras) in March 2017. While these three institutions are supporting the management and administration of these classes, ALSE/NYU is providing some financial support. This transfer was done in order to test whether local community managed CBS is a sustainable option for the continuation of CBS at the village level.

The village breakdown by organization:

ALSE/ NYU	CARE	CRS	Other NGO
62 Villages	50 Village	63 Villages	6 Villages

In some villages, there will be more than one community leader. In these cases, ALSE, with assistance from the NGOs will determine which community leader will be interviewed. A list of names of community leaders to be interviewed in each village will be developed prior the start of data collection. Before visiting each village, you will be given the community leaders' names and contact information. If you do not know, you must ask your supervisor.

These interviews must be conducted professionally and according to the guidelines outlined in this manual. **Research Officers 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 Research Officers 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.**

Please make sure that villages know that you do not work for either ALSE/NYU, CRS or CARE and that the answers that they give to your questions will not affect the NGO's support for the school in their community.

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 exactly who or which community leader you will interview in each village, their names and their contact information
- Make sure interviewees feel comfortable and know that you will not share their answers with anyone

Before you begin

Selecting respondents

In Herat, Bamiyan, Ghor and Daykundi, Community Leader interviews will be conducted with the individuals identified by ALSE team with assistance from CRS. In Parwan and Kapisa, the interviews will be conducted with the individuals identified by ALSE team with the assistance from CARE. The NGOs or ALSE will help ACSOR to contact the individuals in each village to conduct the Community Leader survey interviews. The individuals to be interviewed in villages where other NGOs manage CBS classes, will be identified by ALSE with assistance from ACSOR. There will not be planned replacements for the Community Leader interviews; if the identified person was not available, multiple re-contact attempts will be made on the day of fieldwork and on days following.






Reading and recording answers

You will complete a survey questionnaire with each Community Leader. 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.

Important Guidelines




- When reading the questions, you should read all response options out loud unless it specifically says **DO NOT** read responses, in which case you must not, under any circumstance, read the response options out loud.
- For each question, circle only **ONE** response, unless directed to **select all that apply** in which case you must circle all the responses the respondent mentions.

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> <div data-bbox="516 714 1177 1039"><p>Q10- آیا گفته می‌توانید که مردم این قریه نسبت به دو سال گذشته اکتراوقات، گاه گاه، و یا به همان اندازه پسران خود را به مکتب میرسانند چون در مورد امنیت آنها نگران می‌باشند؟</p><table border="1"><tr><td>1</td><td>اکتراوقات</td></tr><tr><td>2</td><td>گاه گاه</td></tr><tr><td>3</td><td>به همان اندازه</td></tr><tr><td>98</td><td>انکار</td></tr><tr><td>99</td><td>نمیدانم</td></tr></table></div> <p>*This is the most common type of question on the survey*</p>	1	اکتراوقات	2	گاه گاه	3	به همان اندازه	98	انکار	99	نمیدانم
1	اکتراوقات										
2	گاه گاه										
3	به همان اندازه										
98	انکار										
99	نمیدانم										
	<p>OPEN ENDED QUESTION: Write down the respondent's answer.</p> <p>If the respondent refuses to provide an answer, then <u>you should still mark the appropriate code</u> (97, 98 or 99 – see below).</p>										
	<p>OPINION SCALE: Read <u>all</u> answer options (e.g. strongly agree / agree / disagree / strongly disagree) or (highly satisfied, satisfied, dissatisfied, highly dissatisfied). 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>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>										


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>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> <ol style="list-style-type: none"> 1. Yes (Go to Q28) 2. No (Skip to Q29) <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 (Part 2 of Survey Management Information) and ask the respondent to participate (Part 3 of Survey Management). 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 Part 2 of Survey Management: Greetings and Introductions and Part 3 of Survey Management: 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

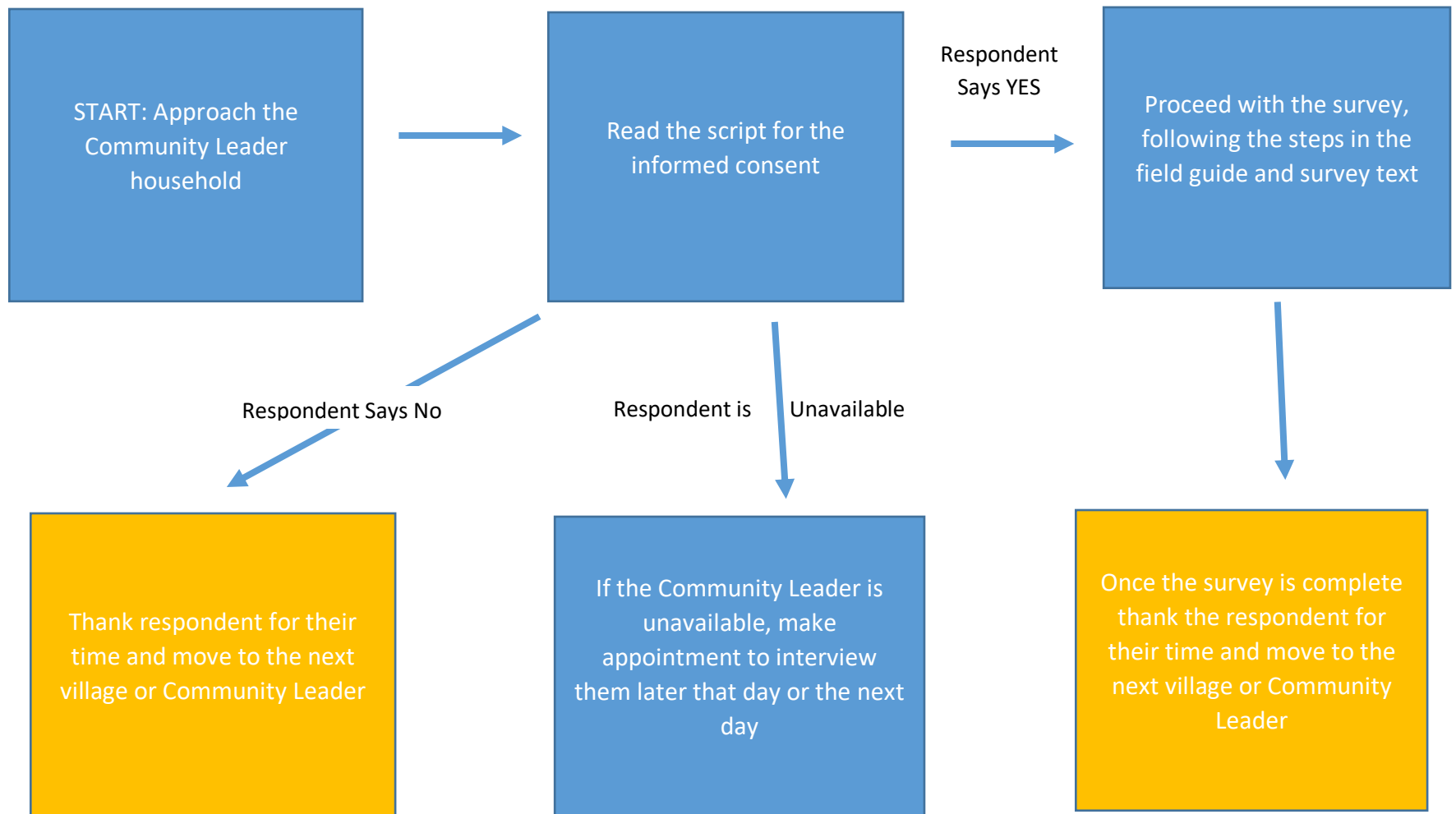
- **Pay attention to how respondents react to questions.** This includes not only verbal frustration but also their body language. If a respondent verbally or physically shows discomfort you should:
 - o Pause and reassure them about the purpose of the question
 - o Tell them that their answers will not be shared with anyone else
 - o 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 seven 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 Community Leader survey



Survey Management Information

Part 1: Survey Data

PART 1 AT A GLANCE...

This section of the survey includes 25 questions (M1 to M25). It collects management information on the sample and Community Leader being interviewed.

There is one multi-part question M12 (a, b and c).

- ⊘ All of the questions in this section should be answered by observation only!**
Questions M.1 to M.4, M.6 to M.12, M.14 and M.18 should be completed BEFORE you approach the household. Questions M.19 and M.21 should be completed AFTER you approach the household.

NOTES	INSTRUCTIONS	QUESTION
	<p>⓪ Observation only. Complete before approaching household.</p> <p>This number will be added after fieldwork is completed.</p>	M1. Respondent ID
	✖ To be completed by ACSOR prior to fieldwork.	M2. Wave Number
	<p>⓪ Observation only. Complete before approaching household.</p> <p>☑ Select response from list provided</p>	M3. Region
	✖ To be completed by ACSOR prior to fieldwork.	M4. Sampling Point/ District Where the Interview Was Completed
	<p>⓪ Observation only.</p> <p>✎ Write in the response provided.</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>	M5. Household GPS Coordinates
	<p>⓪ Observation only. Complete before approaching household.</p> <p>☑ Select response from list provided</p> <p><i>Mark only 1. Villages.</i></p>	M6. Geographic Code
	<p>⓪ Observation only. Complete before approaching household.</p> <p>☑ Select response from list provided</p> <p><i>Mark only the province where you are surveying: 2. Kapisa, 3. Parwan, 24. Herat, 31. Ghor, 32. Bamyan, or 34. Daykundi.</i></p>	M7. Province
	<p>Complete before approaching household.</p> <p><i>Please record the year (2017). Do not record the year according to the Afghan calendar.</i></p>	M8. Year of interview
	<p>⓪ Observation only. Complete before approaching household.</p> <p>☑ Select response from list provided.</p>	M9. Month of interview

	<input type="radio"/> Observation only. Complete before approaching household. <input type="checkbox"/> Write in the response provided.	M10. Date of interview
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.	M11. Day of week of interview
	<div> <div>a.</div> <div> <input type="radio"/> Observation only. Complete before approaching household. <input type="checkbox"/> Write in the response provided. </div> </div> <div> <div>b.</div> <div> <input type="radio"/> Observation only. Complete before approaching household. <input type="checkbox"/> Write in the response provided. </div> </div> <div> <div>c.</div> <div> <input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided. </div> </div>	M12. (multipart question – 3 parts)
	<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>	M13. Interview completed on the...
	<input type="radio"/> Observation only. Complete before approaching household.	M14. Supervisor code
	<input type="radio"/> Observation only. Fill in start time of interview. <input type="checkbox"/> Write in the response provided. <i>Record the time starting from when Q1 – the first question in Section 1 - is asked.</i>	M15. Record Time (using 24 hour clock) interview began
	<input type="radio"/> Observation only. Fill in end time of interview. <input type="checkbox"/> Write in the response provided. <i>After you finished the last question (D9), record the time. If the respondent ends the interview early, e 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>	M16. Record Time (using 24 hour clock) interview ended
	<input type="radio"/> Observation only	M17. Record the length of the

	✎ Write in the response provided.	interview in minutes
	✖ To be completed by ACSOR prior to fieldwork.	M18. Date Formatted Field.
	✖ To be completed by ACSOR after fieldwork.	M19. Keypuncher code
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	M20. Language of the interview
	✖ To be completed by ACSOR after fieldwork.	M21. Coder code
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	M22. Language of the Questionnaire
	<input type="radio"/> Observation only. Complete before approaching household. ✎ Write in the response provided.	M23. Name of Community Leader
	✎ Write in the response provided. <i>Fill in after the interview with information obtained from the Closing Statement</i>	M24. Community Leader Phone Number
	✎ Write in the response provided. <i>Explanation: Provide a unique description of the Community Leader's house including the location and landmarks nearby the house.</i>	M25. Description of the Community Leader's House Location and Landmarks around House


Part 2: Greetings and Introductions

PART 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 Community Leader (CL).

Once you meet the Community Leader, you should introduce yourself by reciting the script included the survey.

If no one answers the door or the Community Leader was not available to conduct the interview, indicate this on the contact sheet attached to your survey and mark the reason that you were not able to do the interview. Then try to re-contact the Community Leader and make two additional attempts on two different days.

NOTES	INSTRUCTIONS	SECTION
	<p> Read the script provided for the greeting</p> <p><i>[Please check with your supervisor and make sure that the village you are visiting has a community-based education class. The community-based education classes could be supported by either CARE, CRS, ALSE, MoE or another organization. If there is a CBE class use script 2a if there is no CBE class use script 2b.]</i></p> <p>2a. For villages with a CBE class. (To be read aloud)</p> <p><i>Assalam o Alakum, my name is _____. We work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), an independent research organization working in Afghanistan. We are studying community-based classes, also called CBE, in your village. You may remember that we visited your village two years ago 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 CBE that is here. As we mentioned last time, we do not work for the organizations that are administering the CBE class, 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. Please understand that your responses to this survey will have no effect on the CBE class in your village. However, we do hope that our research contributes to better education service delivery across Afghanistan.</i></p> <p><i>Your participation may help us understand the process of delivering better education services in</i></p> <p>[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. Your participation is purely voluntary. You are being very generous with your time.</p> <p>2b. For villages <u>without</u> a CBE class. (To be read aloud)</p>	<p>Greeting and Introduction</p>

	<p><i>Assalam o Alakum, my name is _____. We work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), an independent research organization working in Afghanistan. We are studying community-based classes, also called CBE, across Afghanistan. You may remember that we visited your village two years ago to ask questions about education in your village. We are here this year to follow up on those questions. Your participation may help us understand the process of delivering better education services in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] province.</i></p> <p><i>We would like to speak with you now. Our conversation will take approximately one hour to 75 minutes. 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. Please understand that your responses to this survey will not influence education in this village. However, we do hope that our research contributes to better education service delivery across Afghanistan.</i></p> <p>Notes to interviewer: Do not read instructions inside parentheses “(...)”. Only read answer choices if instructed to do so.</p>	
--	--	--

Part 3: Consent

PART 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 below.



You should read the script provided word for word.

NOTES	INSTRUCTIONS	CONSENT
<i>After approaching the Community Leader and introducing yourself (see part 1) you need to ask the respondent (CL) for their informed consent.</i>		
	<p> <input type="checkbox"/> Read the script provided out loud <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Mark only one answer.</i></p> <p><i>After reading the script your next steps should be based on the responses you receive.</i></p> <p>RESPONDENT DECLINES CONSENT: <i>If the respondent refuses to be interviewed, thank them for their time and leave.</i></p> <p>RESPONDENT AGREES: <i>If the respondent provides their consent to participate in the survey you should thank them and move on with the survey,</i></p> <p>RESPONDENT NOT PRESENT: <i>If the Community Leader was not present at the time of the interview, try to re-contact with the Community Leader on the day of the fieldwork or the following days.</i></p>	<p>Consent (Community Leader) Are you willing to let me talk to you?</p>

Interview Questions

Section I: Village Demographics

SECTION 1 AT A GLANCE...

This section includes seven questions (from Q1 to Q7). Questions 6 and 7 are multipart questions.



You should begin this section by reading the following script:

“I would first like to ask you a few questions about your 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	QUESTION
	<p> <input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. </p> <p><u>DO NOT</u> ask aloud. Record observation.</p>	Q1. Indicate the gender of the community leader. (Do not ask.)
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i><u>Explanation:</u> Make sure that the village leader understands what is meant by household. Household means a group of people from the same family who share the same dastarkhan. In other words, they are also called in Khanawada Dari. In Parwan and Kapisa it is also called Doodi.</i></p>	Q2. Approximately how many households live in this village? By Household, I mean a group of people who share the same dastarkan.
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i><u>Explanation:</u> We mean households who have relocated to another village, province or country and do not plan on returning to this village.</i></p>	Q3. Approximately how many households have left this village permanently in the past two years?
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i><u>Explanation:</u> We mean households who have come to reside in the village without any intention of leaving it. Households who come for a short period (e.g. three months) for seasonal work are NOT to be counted.</i></p>	Q4. Approximately how many households have come into this village permanently in the past two years?
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i><u>Explanation:</u> By “not enough to eat,” we mean households whose members go to sleep hungry often throughout the year.</i></p>	Q5. Approximately how many households in this village do not have enough to eat throughout the year? In other words, how many households often go hungry throughout the year?
	<p> <input type="checkbox"/> Write in the response provided. <input type="checkbox"/> Other answer choice </p> <p>Repeat the question for each reason listed from a to d and record the response.</p> <p><i><u>Explanation:</u> Ask the question for each of the items listed in a. to d. separately and record</i></p>	Q6. (Multipart question- 4 parts) In the past two years how many boys under age 18 have left the village to work, study, or get married outside the village or have left the village for any other reason?

	<i>the response.</i>	
	<p>✎ Write in the response provided.</p> <p>✎ Other Answer choice</p> <p>Repeat the question for each reason listed from a-d.</p> <p>If 0, write 0 under the “Number”</p> <p><u>Explanation:</u> <i>Ask the question for each of the items listed in a. to d. separately and record the response.</i></p>	<p>Q7. (Multipart question- 4 parts)</p> <p>In the past two years, how many girls under age 18 have left the village to work, study or get married outside the village or have left the village for any other reason?</p>

Section II: Change in Village Situation

SECTION 2 AT A GLANCE...

This section includes 5 questions (from Q8 to Q12).

Questions 8 is a multipart question.



You should begin this section by reading the following script:

“In this next section I will be asking you questions related to how things have changed in your village over the past year.”

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 checked="" type="checkbox"/> Select response from list provided.</p> <p>Repeat the question for each item listed from a to e and record the response.</p> <p><i>Explanation: If respondent is unsure, ask them to make a generalization about what they think. Ask them to think about the situation of each item two years ago, then ask them to think about its situation as of now. Then ask them to compare the two situations and make a general assessment on whether the situation has improved, remained the same or worsened.</i></p>	<p>Q8. (Multipart question – 5 parts) How has the status of the following changed in your village compared to two years ago? (Read the question as follows for each item.) Has the status of _____ (READ ITEM) improved, remained the same, or worsened?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: Concern about the security of the boys while at school refers to any worry that boys may be harmed because of harassment, crime, conflict, or any other threat of violence while physically present at the school.</i></p>	<p>Q9. Compared to two years ago, do people in the village believe that the security situation of their boys while at school has improved, remained the same, or worsened?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: “Security concerns” refers to any worry that the boys may be harmed because of harassment, crime, conflict, or any other type of threat or violence while on their way to or from school.</i></p>	<p>Q10. Would you say that people in this village walk their boys to school because of security concerns, more often, less often, or about the same as two years ago?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: Concern about the security of the girls while at school refers to any worry that girls may be harmed because of harassment, crime, conflict, or any other threat of violence while physically present at the school.</i></p>	<p>Q11. Compared to two years ago, do people in this village believe that the security situation of the girls while at school has improved, remained the same, or worsened?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: Explanation: “Security concerns” refers to any worry that the girls may be harmed because of harassment, crime, conflict, or any other type of threat or violence while on their way to or from school.</i></p>	<p>Q12. Would you say that people in this village walk their girls to school because of security concerns, more often, less often, or about the same amount as two years ago?</p>

Section III: Attitude Toward Education

SECTION 3 AT A GLANCE...

This section includes 2 multipart questions (from Q13 to Q14). Question types record information about respondents' perceptions of education.

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>☺ Opinion scale</p> <p>☑ Select response from list provided.</p> <p>🗨 Read the question and responses out loud for each sub- question</p> <p><i>Repeat the question for each item listed from a to c and record the opinion.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q13. (Multipart question – 3 parts) <i>(Read the question as follows for each statement).</i> To what extent do you agree or disagree with the following statements? Do you strongly agree, agree, disagree, or strongly disagree with _____ <i>(READ ITEM)?</i></p>
	<p>☺ Opinion scale</p> <p>☑ Select response from list provided.</p> <p>🗨 Read the question and responses out loud for each sub- question</p> <p><i>Repeat the question for each item listed from a to c and record the opinion.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q14. Multipart question – 3 parts <i>(Read the question as follows for each statement).</i> Considering children in your village who are between the ages of 6 and 13 years, how satisfied or dissatisfied are you with their access to _____ <i>[READ ITEM]</i>? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?</p>

Section IV: CBE Class and Sustainability

SECTION 4 AT A GLANCE...

This section includes 19 questions (from Q15 to Q33).

Many of the questions in this section have multiple parts (Q20, Q21, Q24, Q25, Q26, Q28, Q30 and Q33).

 This section includes skip patterns.



You should begin this section by reading the following script:

“Now, I’d like to ask you some questions about the community-based education (CBE) class that operates in your village. I’d like to remind you that your responses to these questions will not make any difference in the operation of any school in your village.”

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.




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>✎ Write in the responses provided.</p> <p><u>DO NOT</u> ask if there is only one CBE teacher in the village.</p> <p><i>Write the name of the CBE teacher in the space provided.</i></p> <p><i>Explanation:</i> Ask Q15 ONLY if the village has more than one community-based education (CBE) class. Reference the village sample list to see if the village has more than one CBE and therefore, more than one teacher. The respondent should name one of the two teachers listed for that village. Otherwise go to Q16.</p>	<p>Q15. (<i>Ask if more than one CBE teacher in village</i>) Please tell me more about the CBE class that you have more information about. Who teaches this CBE class?</p>
	<p>🔊 Read the script provided out loud for each sub-question.</p> <p>☑ Select response from list provided.</p> <p>⊗ Response causes skip pattern</p> <p><i>If response is 6, 98, or 99, skip to Q20</i></p> <p><i>Explanation:</i> If the respondent is unsure, ask them to estimate, including both formal and informal conversations.</p>	<p>Q16. ((ASK ALL) How often does someone who lives in this village talk to you about the CBE class? Would you say that someone talks to you _____ (READ ITEM)?</p>
	<p>🔊 Read the script provided out loud for each sub-question.</p> <p>☑ Select response from list provided.</p> <p><i>Ask if Code 1,2,3,4 or 5 in Q16.</i></p> <p>⊗ Response causes skip pattern</p> <p><i>If response is 2(Negative) skip to Q19</i></p> <p><i>If response is 3(Neutral), 97, 98 or 99, Skip to Q20</i></p> <p><i>Explanation:</i> Below we give a few examples of positive, negative or neutral statements:</p> <p><i>Positive statement:</i> “We are happy with the quality of CBE class.”</p> <p><i>Negative statement:</i> “The CBE teacher is incompetent.”</p> <p><i>Neutral statement:</i> “There is a CBE class in the village.”</p>	<p>Q17. (<i>Ask if code 1-5 in Q16</i>) Do they usually say something positive, negative, or neutral about the CBE class?</p>

	<p>✎ Write in the responses provided.</p> <p><i>Ask if Code 1 in Q17.</i> <i>Write the response in the space provided.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q18. (<i>Ask if code 1 in Q17</i>) What is the most common positive comment that you hear about the CBE class?</p>								
	<p>✎ Write in the responses provided.</p> <p><i>Ask if Code 2 in Q17.</i> <i>Write the response in the space provided.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q19. (<i>Ask if code 2 in Q17</i>) What is the most common negative comment that you hear about the CBE class?</p>								
	<table><tr><td colspan="2"><p> Read the script provided out loud for each sub-question.</p><p><input checked="" type="checkbox"/> Select response from list provided.</p><p><i>Repeat the question for each item listed from a to d and record the response.</i></p></td></tr><tr><td>A</td><td><p><input checked="" type="checkbox"/> Select only one.</p><p><u>Explanation:</u> Classroom facilities refers to the classroom’s physical space and equipment (e.g. the room, desks, chair, chalkboard, etc.)</p></td></tr><tr><td>B.</td><td><p><input checked="" type="checkbox"/> Select only one.</p><p><u>Explanation:</u> Classroom materials refers to textbooks, notebooks, pens, pencils, or other instructional materials used by the teacher.</p></td></tr><tr><td>C.</td><td><p><input checked="" type="checkbox"/> Select only one.</p><p><u>Explanation:</u> Learning environment refers to the conditions that either have direct or indirect impact on children’s ability to learn. For example, a classroom filled with sunlight and stimulating</p></td></tr></table>	<p> Read the script provided out loud for each sub-question.</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Repeat the question for each item listed from a to d and record the response.</i></p>		A	<p><input checked="" type="checkbox"/> Select only one.</p> <p><u>Explanation:</u> Classroom facilities refers to the classroom’s physical space and equipment (e.g. the room, desks, chair, chalkboard, etc.)</p>	B.	<p><input checked="" type="checkbox"/> Select only one.</p> <p><u>Explanation:</u> Classroom materials refers to textbooks, notebooks, pens, pencils, or other instructional materials used by the teacher.</p>	C.	<p><input checked="" type="checkbox"/> Select only one.</p> <p><u>Explanation:</u> Learning environment refers to the conditions that either have direct or indirect impact on children’s ability to learn. For example, a classroom filled with sunlight and stimulating</p>	<p>Q20. (Multipart question- 4 parts) (<i>Read the question as follows for each item</i>) During the past year, have people in your community reported any problems with the CBE class related to _____ (READ ITEM)?</p>
<p> Read the script provided out loud for each sub-question.</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Repeat the question for each item listed from a to d and record the response.</i></p>										
A	<p><input checked="" type="checkbox"/> Select only one.</p> <p><u>Explanation:</u> Classroom facilities refers to the classroom’s physical space and equipment (e.g. the room, desks, chair, chalkboard, etc.)</p>									
B.	<p><input checked="" type="checkbox"/> Select only one.</p> <p><u>Explanation:</u> Classroom materials refers to textbooks, notebooks, pens, pencils, or other instructional materials used by the teacher.</p>									
C.	<p><input checked="" type="checkbox"/> Select only one.</p> <p><u>Explanation:</u> Learning environment refers to the conditions that either have direct or indirect impact on children’s ability to learn. For example, a classroom filled with sunlight and stimulating</p>									

		<i>educational materials is more conducive to learning than classrooms without windows. Children are likely able to concentrate better in a classroom that is solely used for educational purposes rather than a classroom that has concurrent multi-purpose function.</i>	
	D.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> Security refers to a child's sense of physical and emotional safety from harassment, crime, conflict, or any other type of threat or violence	
	<input checked="" type="checkbox"/> Read the script provided out loud for each sub-question. <input checked="" type="checkbox"/> Select response from list provided. Repeat the question for each item listed from a to f and record the response.		Q21. (Multipart question- 6 parts) <i>(Read the question as follow for each item)</i> During the past year, have people in your community reported any problems with the CBE class related to _____ (READ ITEM)?
	A.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to how many years of schooling the teacher has.	
	B.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to what extent does the respondent know the teacher well and trust him or her with their children?	
	C.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to the perceived level of excellence of the teacher's performance.	
	D.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to how teacher keeps order in the classroom and makes sure that children behave.	
	E.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to the way that the teacher behaves towards and interacts with the children.	
	F.	<input checked="" type="checkbox"/> Select only one.	

		<i>Explanation: N/A</i>	
	<p>  Read the script provided out loud for each sub-question. <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Explanation: If the respondent is unsure, ask them to estimate.</i></p>		Q22. How often, if at all, do you visit the CBE class?
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: By this question we mean to ask whether the respondent was a part of the process or decision to select the teacher.</i></p>		Q23. Were you involved in selecting the teacher for the CBE class?
	<p>  Opinion scale <input checked="" type="checkbox"/> Select response from list provided.  Read the question and responses out loud for each sub- question </p> <p><i>Repeat the question for each item listed from a to f and record the opinion.</i></p>		Q24. (Multipart question – 6 parts). <i>(Read the question as follow for each item)</i> Overall, how satisfied or dissatisfied are you with the following aspects of the teacher at the community-based school in your village? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied with _____? (READ ITEM)
	A.	<p><input checked="" type="checkbox"/> Select only one.</p> <p><i>Explanation: This refers to how many years of schooling the teacher has.</i></p>	
	B.	<p><input checked="" type="checkbox"/> Select only one.</p> <p><i>Explanation: This refers to what extent does the respondent know the teacher well and trust him or her with their children?</i></p>	
	C	<p><input checked="" type="checkbox"/> Select only one.</p> <p><i>Explanation: This refers to the perceived level of excellence of the teacher's performance.</i></p>	

	D.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to how teacher keeps order in the classroom and makes sure that children behave.	
	E.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> This refers to the way that the teacher behaves towards and interacts with the children.	
	F.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> N/A	
	<input type="book"/> Read the question and responses out loud for each sub-question. <input checked="" type="checkbox"/> Select response from list provided. <i>Repeat the question for each item listed from a to f and each time read the time frequencies. Select the response for each item.</i>		Q25 (Multipart question – 7 parts). <i>(Read the question as follows for each item.)</i> In the past year, how often have you discussed or interacted with the following groups in relation to the CBE class? Have you interacted with _____ (READ ITEM) weekly, monthly, less than monthly (or about once a quarter), yearly, or never?
	A.	<input checked="" type="checkbox"/> Select only one <u>Explanation:</u> Staff from any NGO, not limited to CRS or CARE	
	B.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> A government hub-school is the nearest government school to CBE class. The CBE students' registration numbers are issued by this government school. The hub-school staff are responsible for monitoring the CBE class.	
	C.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> Any staff who works at the District Education Department.	
	D.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> Any staff who works at the Provincial Education Department.	
	E.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> The Community Development Council (CDC) is an elected institution at the community level that was originally established during the National Solidarity Program (NSP).	

	<p>F.</p> <p><u>Explanation:</u> The Education Shura (sometimes also called School Shura)/ Education Subcommittee is the group of community members often established by the CBE implementing NGO to support the CBE class at the village level. The NGOs have likely trained them in these responsibilities.</p>	
	<p>G.</p> <p><u>Explanation:</u> The School Management Shura refers to the shuras that were established at the hub school level and its members consist of parents, teachers, and school administrators of the hub school. They often function at the hub school level and are managed by the Ministry of Education's Directorate of Social Mobilization and Shuras (DSMS).</p>	
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>DO NOT</u> read out options. Select all answers that apply.</p> <p><i>Ask each question listed from a to i and select the responses. Do NOT read the name of the individual/group options.</i></p> <p><i>Explanation: N/A</i></p>	<p>Q26. (Multipart question – 7 parts). Read the question as follows for each item.) Can you tell me who is currently responsible for _____ (READ ITEM)? If more than one individual group is responsible for each item please tell us each individual or group who takes responsibility.</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>Explanation:</u> The communication may include formal meetings and informal conversations.</p>	<p>Q27. Have you communicated with the other residents of your village about what is going to happen to the CBE class next year?</p>
	<p> Read the question and responses out loud for each sub- question</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>When reading this question, fill in the blank with each group a to g and select the response.</i></p>	<p>Q28. (Multipart question- 7 parts). (Read the question as follows for each item.) Have you attended any meetings with _____ (READ ITEM) which discussed issues in relation to what is going to happen to the CBE class in your village next year?</p>
	<p>A.</p> <p><input checked="" type="checkbox"/> Select only one</p> <p><u>Explanation:</u> Staff from any NGO, not limited to CRS or CARE</p>	
	<p>B.</p> <p><input checked="" type="checkbox"/> Select only one</p> <p><u>Explanation:</u> Teachers or principal of the nearest hub school.</p>	

	C.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> The staff of the District Education Department are responsible for education at the district level.	
	D	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> The staff of the Provincial Education Department are responsible for education at the provincial level.	
	E.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> The Community Development Council (CDC) is an elected institution at the community level that was originally established during the National Solidarity Program (NSP).	
	F.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> The Education Shura (sometimes also called School Shura)/ Education Subcommittee is the group of community members often established by the CBE implementing NGO to support the CBE class at the village level. The NGOs have likely trained them in these responsibilities.	
	G.	<input checked="" type="checkbox"/> Select only one. <u>Explanation:</u> The School Management Shura refers to the shuras that were established at the hub school level and its members consist of parents, teachers, and school administrators of the hub school. They often function at the hub school level and are managed by the Ministry of Education's Directorate of Social Mobilization and Shuras (DSMS).	
	<input checked="" type="checkbox"/> Select response from list provided. <u>Explanation:</u> By operate, we mean that all the necessary conditions are met in order for teachers and students to regularly attend class. For example, the CBE teacher will continue to receive a salary and teaching facilities and materials will be available so that the classes can occur regularly. By close, we mean cease operation permanently. If 3, 98, or 99 go to Q31.		Q29. In the next school year do you think that the CBE class will continue to operate or will it close?

	<input checked="" type="checkbox"/> Select response from list provided. <i>When asking questions, DO NOT read out options. Select all answers that apply.</i> <i>Ask each question listed from a to i and select the responses. Do NOT read the name of the individual/group options.</i>	Q30. (Multipart question- 9 parts). <i>Read the question as follows for each item.)</i> Can you tell me who has agreed to take the responsibility for _____ (READ ITEM) for the CBE in the next school year? If more than one individual or group have agreed to take responsibility for each item, please tell us each individual or group who is committed to take the responsibility?
	<input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: By manage, we mean control the operations, maintenance and supervision of the CBE classrooms.</i>	Q31. Of the following people and organizations, which do you think would be best suited to manage the CBE class in your village next school year?
	<input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: By manage, we mean control the operations, maintenance and supervision of the CBE classrooms.</i>	Q32. Of the following people and organizations, which would be best suited to manage the CBE class in your village in the long term?
	<input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. <i>When reading this question, fill in the blank with each item a-g and select the response.</i>	Q33. (Multipart question – 7 parts). <i>(Read the question as follows for each item.)</i> Now I would like to ask about what kinds of contributions were made, if any, by the residents of your village to support the CBE class in the past year? In the past year, has there been any contribution made by the residents
	A. <i>Explanation: By providing a space for the CBE class we mean directly providing a space or room in either someone's house, or mosque or in other building structure to use for the classes to take place in.</i>	

	B.	<i><u>Explanation:</u> By supporting teaching and learning materials for the CBE class we mean donating or helping to find materials for the teacher to use to support student learning.</i>	of your village toward _____ (READ ITEM)?
	C.	<i><u>Explanation:</u> By supporting the classroom environment/ classroom condition of the CBE class we mean helping with the facilities of the classroom, for example, tools and equipment, desks and chairs, blackboards, windows and doors, etc.)</i>	
	D.	<i><u>Explanation:</u> By supporting the CBE teacher's salary we mean making donations or contributions to the salary of the teacher for the CBE class.</i>	
	E.	<i><u>Explanation:</u> By monitoring the CBE student attendance, we mean assisting with keeping records on the student attendance.</i>	
	F.	<i><u>Explanation:</u> By monitoring the CBE teacher attendance, we mean assisting with keeping records on the teacher attendance.</i>	
	G.	<i><u>Explanation:</u> By monitoring the CBE teacher performance, we mean evaluating the quality of the teacher's instruction in the classroom and other duties the teacher should be fulfilling including student performance evaluation, student attendance record keeping and communication with the parents when/ if necessary.</i>	

SECTION 5 AT A GLANCE...

This section includes 18 questions (from Q34 to Q51).

There are two multipart question (Q41 and Q46).

 This section includes skip patterns.



After Q34 and before reading Q35 you stop to read a statement out loud to the respondent, giving descriptions of the different shuras that may exist in the village.



After Q40 and before reading out Q41 you stop to read the following statement out loud to the respondent:

“Now I would like to ask you a number of questions about activities and impact of community organizations.”

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. <i>Explanation: By community organization or council, we are referring to a formal group of village community members.</i>	Q34. Is there a community organization/council in your village for a joint organization/council with another village, or is there no organization/council at all?
<p style="text-align: center;">Remember! Read statement out loud to interviewee</p> <p>“Now I would like to ask you about some of the specific shuras or councils that may exist in your village. So we are clear about the terms I will use, I want to provide you a few definitions of shuras that may exist.</p> <p>When I say Community Development Council, I mean the shuras that were established during the National Solidarity Program (NSP), which began in 2003 and ended in 2016. CDCs members were elected at the village level and were tasked with carrying out local development projects. Although NSP ended, most CDC continue to exist.</p> <p>When I say Education Shura or Education Subcommittee, which is also sometimes called School Shura, I mean the shuras that were often established by the CBE implementing NGOs to support CBE classes at the village level.</p> <p>Last, when I say School Management Shura, I mean the shuras that were established at the hub school level and its members consist of parents, teachers, and school administrators of the hub school. They often function at the hub school level and are managed by the Ministry of Education’s Directorate of Social Mobilization and Shuras.</p>		
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the full and responses out loud. <i>Repeat the question for each item a to d and record the response.</i> <input checked="" type="checkbox"/> Response causes skip pattern <i>If response to 35a is 1 (Yes), go to Q36</i>	Q35. Please tell me if your village has the following shuras or has these shuras jointly with another village. Is there a <i>[READ ITEMS]</i> either in the village or jointly with another village?

	<p><i>If response to 35a is 2 (No), 99, or 98, mark Q36 to Q37 '97, Not asked' and skip to Q38.</i></p> <p><i>If response to 35b is 1 (Yes), ask Q38 and Q39.</i></p> <p><i>If response to 35b is 2 (No), 99, or 98, mark Q38 and Q39 '97, Not asked'.</i></p> <p><i>If response to 35c is 1 (Yes), ask Q40.</i></p> <p><i>If response to Q35c is 2 (No), mark Q40 '97, Not asked'.</i></p> <p><u>Explanation:</u> Please see the definitions of the three community institutions – Community Development Council, Education Shura (sometimes also called School Shura)/ Education Subcommittee, and School Management Schura in Annex 1 of this Manual.</p>	
	<p>✎ Write in the responses provided.</p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> If the respondent has trouble remembering the number of times the CDC has met, you can help guide them by asking the number of times the CDC has met for trainings, workshops, or general meetings. You can then add up the total number of times.</p>	<p>Q36. (<u>ASK IF VILLAGE HAS CDC - CODE 1 IN Q35a</u>). Can you tell me, approximately how many times did the village community development council (CDC) hold a meeting in the past?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q37. (<u>ASK IF VILLAGE HAS CDC - CODE 1 IN Q35a</u>). Are you a member of the Community Development Council (CDC) in this village?</p>
	<p>✎ Write in the responses provided.</p> <p><i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> 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.</p>	<p>Q38. (<u>ASK IF VILLAGE HAS EDUCATION SHURA (SCHOOL SHURA)/ EDUCATION SUBCOMMITTEE- CODE 1 IN Q35b</u>). Can you tell me, approximately, how many times did the Education Shura (sometimes called 'School Shura')/ Education Subcommittee held a meeting in the</p>

		past year?
	<input checked="" type="checkbox"/> Select response from list provided. <i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i> <u>Explanation:</u> N/A	Q39. (<u>ASK IF VILLAGE HAS EDUCATION SHURA (SCHOOL SHURA/EDUCATION SUBCOMMITTEE)- CODE 1 IN Q35b</u>). Are you a member of the Education Shura (sometimes it is also called the School Shura) in this village?
	<input checked="" type="checkbox"/> Select response from list provided. <i>Ask ONLY if the village has an School Management Shura/Hub School Shura code 1 in 35c. Otherwise mark '97 Not asked'.</i> <u>Explanation:</u> N/A	Q40. <u>ASK IF SCHOOL MANAGEMENT SHURACODE 1 IN Q35c</u>. Are you a member of the School Management Shura of the hub school, which you share with other villages?
<p style="text-align: center;">Remember! Read statement out loud to interviewee</p> <p style="text-align: center;">“Now I would like to ask you a number of questions about activities of these shura organizations”.</p> <p><input checked="" type="checkbox"/> Response causes skip pattern</p> <p><i>If village has a Community Development Council (answer to Q35a is 1) ask Q41-Q47. Otherwise mark Q41-Q47 '97, Not asked' and skip to Q48.</i></p>		
	<input checked="" type="checkbox"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Opinion scale <i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i> <i>When reading this question, fill in the blank with each group a to d, and each time read the options. Select the response for each group.</i> <u>Explanation:</u> N/A	Q41. (Multipart question – 4 parts). (<i>Read the question as follows for each item.</i>) In the past year, how active has the village Community Development Council been in the following areas in your village? Has it been very active, moderately active, not very active or not active at all in the area of _____ (<u>READ ITEM</u>)?

	<p> <input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> If the respondent is unsure, ask them to make a generalization</p>	<p>Q42. Overall how satisfied or unsatisfied are people in this village with the Community Development Council (CDC)? Are they highly satisfied, satisfied, unsatisfied, or not satisfied?</p>
	<p> <input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q43. In your view, do the people on the Community Development Council (CDC) work for the benefit of all the people in the village, for the benefit of some, or only for their own benefit?</p>
	<p> <input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. <input type="smiley"/> Opinion </p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q44. Are you happy, indifferent or unhappy with the performance of the Community Development Council (CDC) of your village in general?</p>
	<p> <input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. <input type="smiley"/> Opinion </p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q45. Are you happy, indifferent or unhappy with the performance of the Community Development Council (CDC) of your village on education for the children of your village?</p>
	<p> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern </p> <p><i>Ask ONLY if the village has a CDC, code 1 in 35a. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q46. Has the Community Development Council (CDC) of your village or that your village shares with other villages done anything or made any decisions that you think were unjust, unjustifiable or inappropriate or that you did not agree with?</p>

	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Ask ONLY if code 1 in Q46.</i></p> <p><u>DO NOT</u> read out responses. Select all answers that apply.</p> <p><u>Explanation:</u> Listen to the answer of the respondent. Then check an option(s) from the response options listed on the survey that is (are) most applicable to the answer. If the respondent's answer does not fit into any of the nine (9) options listed, write the answer in option 10 – Other.</p>	<p>Q47. What were the unjust, unjustifiable or inappropriate work or decisions made by the Community Development Council (CDC)?</p>
	<p><i>(If the village has an Education Shura/ Education Subcommittee code 1 in Q35b, ask Q48-Q53. If not, skip to Q54)</i></p> <p> <input type="book"/> Read the question and responses out loud for each item <input checked="" type="checkbox"/> Select response from list provided. <input type="smiley"/> Opinion scale <input type="mouse"/> Other answer choice. </p> <p><i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i></p> <p><i>When reading this question, fill in the blank with each item a to k, and each time read the options. Select the response for each group.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q48. Read the question as follows for each item.) In the past year, how active has the Education Shura (sometimes called the School Shura)/ Education Subcommittee been in the following areas related to CBE management and administration in your village? /Has it been active, moderately active, not very active or not active at all in _____ (READ ITEM)?</p>
	<p> <input type="book"/> Read the question and responses out loud for each sub- question <input checked="" type="checkbox"/> Select response from list provided. </p> <p><i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i></p>	<p>Q49. Overall, how satisfied or unsatisfied are people in this village with the Education Shura (sometimes called School shura)/ Education Subcommittee? Are they very satisfied, somewhat satisfied,</p>

	<u>Explanation:</u> N/A	somewhat unsatisfied, or not satisfied at all?
	<p> Read the question and responses out loud for each sub- question</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	Q50. In your view, do the people on the Education Shura (sometimes called School Shura)/ Education Subcommittee work for the benefit of all the people in the village, for the benefit of some, or only for their own benefit?
	<p> Read the question and responses out loud for each sub- question</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p> Opinion</p> <p><i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	Q51. Are you happy, indifferent or unhappy with the performance of the Education Shura (School Shura)/ Education Subcommittee of your village on education for the children in your village?
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><input checked="" type="checkbox"/> Response causes skip pattern</p> <p><i>Ask ONLY if the village has an Education Shura/Education Subcommittee, code 1 in 35b. Otherwise mark '97 Not asked'.</i></p> <p><u>Explanation:</u> N/A</p>	Q52. Has the Education shura (or sometimes it is also called School Shura/Education Subcommittee of your village or your village shares with other villages done anything or made any decisions that you think were unjust, unjustifiable or inappropriate or you did not agree with?
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Ask ONLY if code 1 in Q52. Otherwise mark '97 Not asked'.</i></p> <p><u>DO NOT</u> read out responses. Select all answers that apply.</p> <p><u>Explanation:</u> Listen to the answer of the respondent. Then check an option(s) from the response options listed on the survey that is (are) most applicable to the answer. If the respondent's answer does not fit into any of the nine (9) options listed, write the answer in</p>	Q53. What were the unjust, unjustifiable or inappropriate work or decisions made by the Education Shura/ Education Subcommittee in your village?

	<i>option 10 – Other.</i>	
--	---------------------------	--

Section VI: Government Legitimacy and Trust

SECTION 6 AT A GLANCE...

This section includes 8 questions (from Q54 to Q61). There are 5 multipart questions (Q54, Q56, Q57, Q60, and Q61).



You should begin this section by reading the following script:




“Now I would like to get your opinions about the current national unity government.”

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> <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><i>When reading this question, fill in the blank with each item a-j. Each time, repeat the options and record the opinion.</i></p> <p><u>Explanation:</u> By the performance of the government, we mean how good or bad of a job the current national government is doing in the areas listed in a, b, c, d, and e.</p>	<p>Q54. (Multipart question – 10 parts). (<u>ASK ALL</u>).</p> <p><i>(Read the question as follows for each item.)</i></p> <p>How satisfied or dissatisfied are you with the performance of the present government in the following areas? You can answer, “highly satisfied”, “satisfied”, “dissatisfied”, or “highly dissatisfied”. If you don’t know enough to say, you may respond, “I don’t know”. How satisfied or dissatisfied are you with the performance of the present government in _____ (READ ITEM)?</p>
	<p> <input type="checkbox"/> Read the question and responses out loud for each sub-question <input checked="" type="checkbox"/> Write in the response provided </p> <p><i>Read all of these items out loud and have the respondent choose their top three priorities. Ask the respondent to wait to answer until you finish reading all the items below. Record the top three priorities in the spaces provided.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q55. (<u>ASK ALL</u>) In your opinion, what are the three most important services that the government must prioritize in providing to the people? Choose from the list below.</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><u>DO NOT</u> ask this question in Parwan, Kapisa, and Herat. Instead, mark each option as ‘97 Not asked’.</p> <p><i>When reading this question, fill in the blank with each item a-e. Each time, repeat the options and record the opinion.</i></p>	<p>Q56. (Multipart question- 4 parts). (<u>DO NOT ASK THIS QUESTION IN PARWAN, KAPISA, AND HERAT</u>).</p> <p><i>(Read the question as follows for each item.)</i></p> <p>Are you satisfied or dissatisfied with the way the people have done their jobs over the past year? You many</p>

	<p><u>Explanation:</u> N/A</p>	<p>answer “highly satisfied”, “satisfied”, “dissatisfied”, “highly dissatisfied”. If you don’t know enough to say, you may respond, “I don’t know”. How satisfied or dissatisfied are you with _____(READ ITEM)?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Read the question and responses out loud for each sub-question</p> <p><u>DO NOT</u> ask this question in Parwan, Kapisa, and Herat. Instead, mark each option as ‘97 Not asked’.</p> <p><i>When reading this question, fill in the blank with each group a to d, and each time read the level of caring. Select the response for each group.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q57. (Multipart question- 4 parts). (DO NOT ASK THIS QUESTION IN PARWAN, KAPISA, AND HERAT). <i>(Read the question as follows for each item.)</i> How much do you think the following cares about what ordinary people like you have to say? You can answer, “cares a lot”, “cares somewhat”, “does not care much”, or “does not care at all”. If you don’t know enough to say, you may respond, “I don’t know”. How much do you think _____ (READ ITEM) cares about what ordinary people like you have to say?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided</p> <p><u>DO NOT</u> ask this question in Parwan, Kapisa, and Herat. Instead, mark response as ‘97 Not asked’.</p> <p><i>Do NOT read out responses. Select all answers that apply.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q58. (DO NOT ASK THIS QUESTION IN PARWAN, KAPISA, AND HERAT). How do you get information about development programs in your area?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided</p> <p><u>DO NOT</u> ask this question in Parwan, Kapisa, and Herat. Instead, mark response as ‘97 Not asked’.</p>	<p>Q59. (DO NOT ASK THIS QUESTION IN PARWAN, KAPISA, AND HERAT). Do you</p>

	<p><i>Select all answers that apply.</i></p> <p><u>Explanation:</u> N/A</p>	<p>have the following government documentations?</p>
	<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><u>DO NOT</u> ask this question in Parwan, Kapisa, and Herat. Instead, mark each option as '97 Not asked'.</p> <p><i>When reading this question, fill in the blank with each group a-d, and each time read the options. Select the response for each group.</i></p> <p><u>Explanation:</u> If the respondent is unsure, ask them to make an estimation.</p>	<p>Q60. (Multipart question- 4 parts). <u>(DO NOT ASK THIS QUESTION IN PARWAN, KAPISA, AND HERAT).</u>) Can you tell me how frequently you did any of the following over the past year? You can answer, “often”, “several times”, “once or twice”, “never”. If you don’t know enough to say, you may respond, “I don’t know”. How often did you _____ (READ ITEM) over the past year?</p>
	<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><u>DO NOT</u> ask this question in Parwan, Kapisa, and Herat. Instead, mark each option as '97 Not asked'.</p> <p><i>When reading this question, fill in the blank with each group a-c, and each time read the options. Select the response for each group.</i></p> <p><u>Explanation:</u> N/A</p>	<p>Q61. (Multipart question- 3 parts). <u>(DO NOT ASK THIS QUESTION IN PARWAN, KAPISA, AND HERAT).</u> To what extent would you say the following has changed in the past year in your village? Would you say that _____(READ ITEM) has improved “significantly”, “improved somewhat”, “did not change”, “worsened somewhat”, “worsened significantly”? If you don’t know you may respond, “I don’t know”.</p>

Section VII: Demographics

SECTION 7 AT A GLANCE...

This section collects additional important demographic information.

This section includes 19 questions (from D1 to D19). Question D3 is a multipart question.

This section also includes the closing statement which must be read to the respondent after the interview has been completed and the end of the interview has been recorded.



After asking question D9 you should read the Closing Statement out loud:

“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	QUESTIONS
	<input checked="" type="checkbox"/> Select response from list provided.	D1. What is your marital status? Are you...
	<input type="checkbox"/> Write in the response provided <i>Explanation: If the response is provided, write down the respondent's age. If the respondent refuses to answer, circle 98. If the respondent doesn't know, circle 99.</i>	D2. How old are you?
	<input type="book"/> Read the question and responses out loud for each sub-question <input checked="" type="checkbox"/> Select response from list provided.	D3. (Multipart question- 2 parts). I am going to read a list of places where you may or may not have studied. Please tell me if you have studied in each of these places. If you do not know, please tell me that. For each location where you studied, please tell me for how many years you studied in each.
	<div> D3a. <input type="book"/> Read the question and responses out loud for each sub-question <input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Other answer choice <i>When reading this question, fill in the blank with each school type a to f and select the response.</i> <input checked="" type="checkbox"/> Response causes skip pattern <i>If answer YES (code 1) continue to D3b.</i> <i>If answer is NO (code 2), 98 or 99, skip to next school type.</i> </div>	D3a. Please tell me if you have studied at _____ [SCHOOL TYPE]?
	<div> D3b. <input type="checkbox"/> Write in the response provided <i>Fill in the number of years the respondent attended the type of school in the space provided.</i> <i>Answer only if responded YES (code 1) to D3a.</i> </div>	D3b. For how many years did you study at a _____ [SCHOOL TYPE]?

	<input checked="" type="checkbox"/> Select response from list provided	D4. What is the highest level of school that you have attended?
	<input checked="" type="checkbox"/> Select response from list provided <input type="checkbox"/> Other answer choice	D5. What is your main occupation?
	<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>	D6. What is your household's total monthly income from all sources; that is all types of income for all the people living in this household? As a reminder, by household I mean the number of people who share the same dastarkham with you.
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern <i>If answer is <u>YES</u> (code 1) go to D8.</i> <i>If answer is <u>NO</u> (code 2) skip to D9.</i>	D7. Have you previously participated in a public opinion survey?
	<input checked="" type="checkbox"/> Select response from list provided.	D9. Would you be willing to participate in another of our surveys next year?

**RECORD THE TIME (USING 24 HOUR CLOCK) INTERVIEW WAS COMPLETED AND THE LENGTH OF THE INTERVIEW
M16 AND M17.**

 Read the question and responses out loud for each sub-question

Read Closing Statement to the Respondent:

“Thank you again for participating in this survey. We are extremely grateful for your time. Do you have any questions about this survey? As a reminder, we **work for ACSOR-Surveys**, a survey company hired by independent researchers conducting a study on education in your village. We are not employed by any of the organizations that are managing the community-based class in your village. But we are studying community based classes with their permission. Your answers will not impact the community based class in your village. Thank you again for your time.

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?

~~Write~~ Write in the response provided

Respondent Information:

Name: _____

Address: _____

Telephone: _____

⓪ Observation only

Interviewer Certification:

I certify that I have completed this interview according to the instructions provided me by the Afghan Center for Socio-economic and Opinion Research.

Signed

Date _____

- ☐ Observation only
- ☒ Select response from list provided.

D10. SES Level: 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. 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.
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Write in the response provided	D11. How many people were present for the interview?
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. <i>Use your own judgment.</i>	D12. Which of the following statements do you think best describes the level of comprehension of the survey questionnaire by the respondent?
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided. <i>Use your own judgment.</i>	D13. Which of the following statements best describes the level of comfort or unease that the respondent had with the survey questionnaire?
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Write in the response provided <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>	D14. 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>	D15. Has the respondent seemed comfortable with the length of the survey?
	<input checked="" type="checkbox"/> To be completed by you field supervisor <input checked="" type="checkbox"/> Select response from list provided.	D16. Was the sampling point validated by the client?
	<input checked="" type="checkbox"/> To be completed by you field supervisor <input checked="" type="checkbox"/> Select response from list provided.	D17. Was the interview subject to ACSOR quality control/back-check?

	✖ To be completed by you field supervisor <input checked="" type="checkbox"/> Select response from list provided.	D18. Method of quality control/back-check
	✖ To be completed by you field supervisor <input checked="" type="checkbox"/> Select response from list provided.	D19. (If 1 ‘Yes’ in D17) Back-checker ID:

Annex 1: Education Shura Definitions

ACSOR surveyors should review these definitions before entering into the field. The Teacher, Community Leader, and Household surveys use this terminology in questions throughout the surveys. If respondents do not recognize the shura terms used in the questions, the surveyor can describe the shuras using the definitions below. Additionally, the surveyor should be mindful and aware if the interviewees do not refer to these terms correctly in their responses. If this occurs, the surveyor should stop the interviewee and explain the definitions.

1. Community Development Councils (CDCs)
CDC shuras were established during the National Solidarity Program (NSP), which began in 2003 and ended in 2016. CDCs members were elected at the village level and were tasked with carrying out local development projects. Although NSP ended most CDC continue to exist and will continue to operate under the Citizen Charter National Priority Program.
2. Education Shura/ Education Subcommittee (ES) (sometimes referred to as School Shuras or School Management Councils)
These education shuras were often established by the CBE implementing NGO to support the CBE class at the local level.
3. School Management Shuras (SMS)
SMS refers to the shuras that were established at the hub school level and its members consist of parents, teachers, and school administrators of the hub school. They often function at the hub school level and are managed by the Ministry of Education's Directorate of Social Mobilization and Shuras (DSMS).

Annex 2: School Term Definitions

ACSOR surveyors should review these definitions before entering into the field. The Teacher, Community Leader, and Household surveys use these terms in questions throughout the surveys. If needed, the surveyor can read these definitions to the interviewees if they do not recognize the terms. Additionally, the surveyor should be mindful and aware if the interviewees do not refer to these terms correctly in their responses. If this occurs, the surveyor should stop the interviewee and explain the definitions.

1. Community- Based Education (CBE) Classes
This is typically a single class taught by one teacher and is located in a home or mosque. It teaches the government curriculum, but is typically started by an NGO. It may be supported by an NGO, local community shuras, or the Ministry of Education. Generally it only contains one grade level and does not have multiple grades. The students are also registered with the nearest government school.
2. 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. These schools have multiple grades. A government school is also referred to as a hub school.
3. Formal School (Maktab)
When this term is used it refers to both Community Based-Education and government schools. Both of these forms of education are recognized by the Ministry of Education.

[illegible]