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NYU ALSE HOUSEHOLD SURVEY TRAINING MANUAL

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_____: This manual belongs to

_____: Interviewer Code

_____: Name of supervisor

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Introduction

This training manual is for the household and community leader questionnaires 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 181 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 interviewer will conduct each household survey. Each survey should take approximately 1 to 1.5 hours 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 (CBE) in 131 villages. They also established CBE in 44 other villages in 2016. Additionally, there are 6 villages in the sample where a CBE has been established by another NGO. You will conduct the Household Survey in villages where there is already an established CBE.

ALSE/NYU facilitated the transfer of 69 CBE 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 CBE is a sustainable option for the continuation of CBE at the village level.

The village breakdown by organization:

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

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.**

Please make sure that villages know that you <u>do not</u> 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.

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

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
- Make sure interviewees feel comfortable and know that you will not share their answers with anyone

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should know that their answers will not be shared with anyone and that there are no right or wrong answers to any question.

Before you begin

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.

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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

☑	**SELECT RESPONSE:** Circle the numeric code associated with the response option that the respondent chooses, using the picture below as an example: **Q7**- آیا رئیس فامیل میتواند تا به زبان مادری خود یک مقاله روزنامه را بخواند یا خیر؟ 1 بلی 2 نخیر 98 انکار (نخوانید) 99 نمیدانم (نخوانید) ***This is the most common type of question on the survey***
✎	**OPEN ENDED QUESTION**: Write down the respondent's answer. If the respondent refuses to provide an answer, then you should still mark the appropriate code (97, 98 or 99 – see below).
😐	**OPINION SCALE: Read all 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. 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.
⊘	**STOP AND OBSERVE:** Do NOT ask this question to the respondent directly. Observe the answer and circle the appropriate response on the survey.
👫	**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.
✖	**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

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	conducted. You do not need to mark a response for these questions.

Common Instructions

Some questions have instructions about how they should be read. Below are the most common instructions in the survey. Do <u>not</u> 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.
	SKIP PATTERN: Some questions will be skipped depending on the answer to a previous question. For example, **Q22a. Does [NAME] currently study at a community based class?** 1. Yes (Skip to Q22c) 2. No (Skip to Q22b) If the respondent answers "yes" then you continue, follow the instructions and skip ahead to Q22c. If the respondent answers "no" continue with the next question in the sequence (Q22b).
	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 <u>never read these answer choices out loud</u>.

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.

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Interviewers should never suggest to a 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.

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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) 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:

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    - 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.

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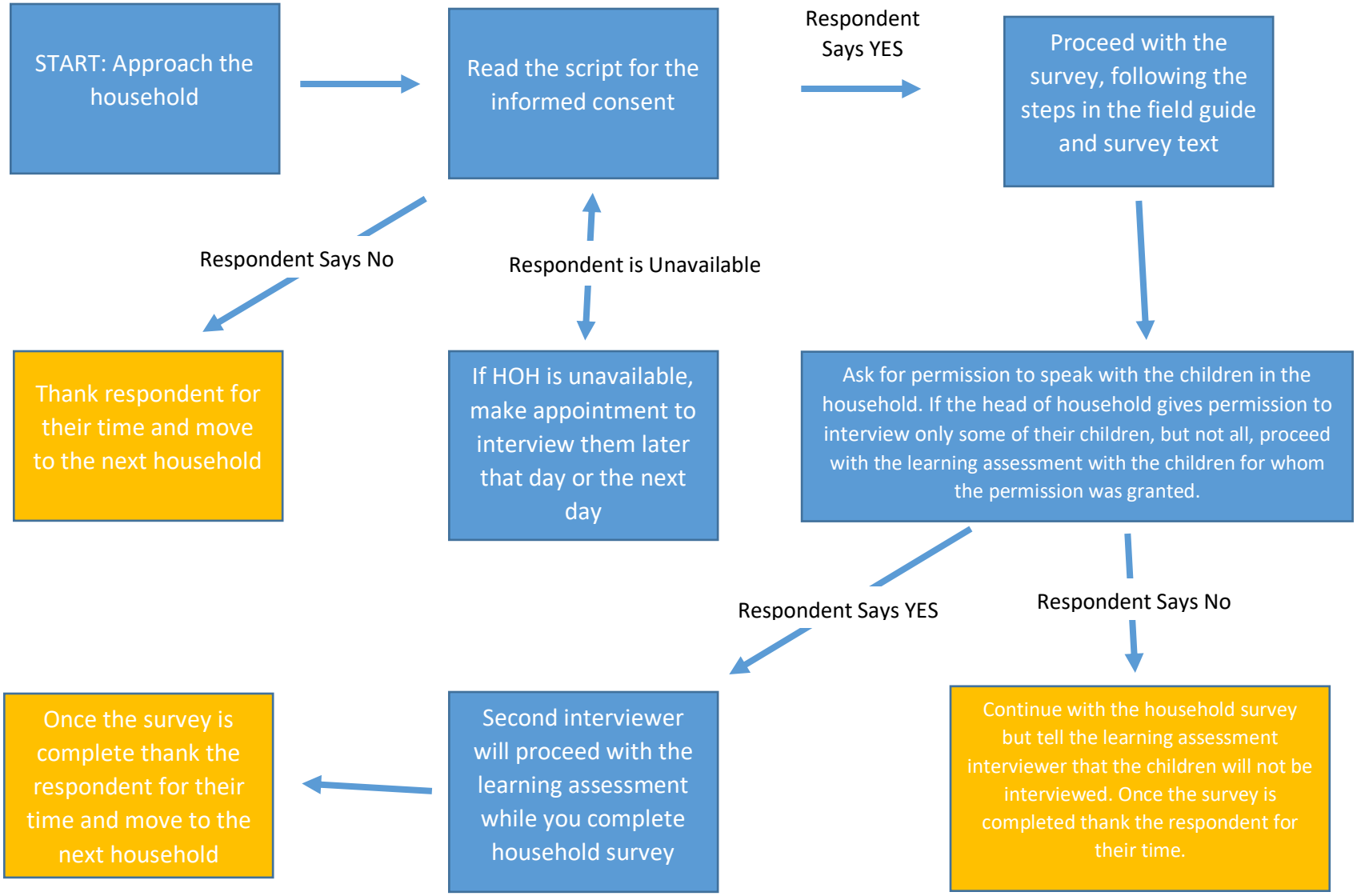
Figure one: implementation process for the household survey



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Survey Management Information

Part 1: Survey Data

SECTION 1 AT A GLANCE…

This section of the survey includes 26 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.**

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NOTES	INSTRUCTIONS	QUESTION
	✖ To be completed by your supervisor after the interview.	**H1.** Household Packet Number
	⊘ Observation only. Complete before approaching household. **The enumeration ID is the number written on the house door by the enumeration team.**	**E1.** Enumeration ID
	✖ To be completed by ACSOR prior to fieldwork.	**M1.** Wave Number
	⊘ Observation only. Complete before approaching household. ☑ Select response from list provided	**M2.** Region
	✖ To be completed by ACSOR prior to fieldwork.	**M3.** Sampling Point/ District Where the Interview Was Completed
	⊘ Observation only. ✍ Write in the response provided. *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.*	**M4.** Household GPS Coordinates
	⊘ Observation only. Complete before approaching household. ☑ Select response from list provided *Mark only 1. Villages.*	**M5.** Geographic Code
	⊘ Observation only. Complete before approaching household. ☑ Select response from list provided *Mark only the province where you are surveying: 2. Kapisa, 3. Parwan, 24. Herat, 31. Ghor, 32. Bamyan, or 34. Daykundi.*	**M6.** Province
	⊘ Observation only. Complete before approaching household.	**M7.** Year of interview

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	Please record the year (2017). Do not record the year according to the Afghan calendar.	
	⊘ Observation only. Complete before approaching household. ☑ Select response from list provided.	**M8.** Month of interview
	⊘ Observation only. Complete before approaching household. ✍ Write in the response provided.	**M9.** Date of interview
	⊘ Observation only. Complete before approaching household. ☑ Select response from list provided.	**M10.** Day of week of interview
	a. ⊘ Observation only. Complete before approaching household. ✍ Write in the response provided. b. ⊘ Observation only. Complete before approaching household. ✍ Write in the response provided. c. ⊘ Observation only. Complete before approaching household. ☑ Select response from list provided.	**M11. (Multipart question – 3 parts)**
	⊘ Observation only. ☑ Select response from list provided. *Select whether you had to visit the household 1, 2 or 3 times in order to complete the interview.*	**M12.** Interview completed on the…
	⊘ Observation only. Complete before approaching household.	**M13.** Supervisor code
	⊘ Observation only. Fill in the start time of the interview. ✍ Write in the response provided. *Record the time starting from when Q1 – the first question in Section 1 - is asked.*	**M14.** Record Time (using 24 hour clock) interview began
	⊘ Observation only. Fill in the end time of the interview	**M15.** Record Time (using 24 hour

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	✍ Write in the response provided. *After you finished the last question (D11), 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.*	clock) interview ended
	⃠ Observation only ✍ Write in the response provided.	**M16.** Record the length of the interview in minutes
	✖ To be completed by ACSOR prior to fieldwork.	**M17.** Date Formatted Field.
	✖ To be completed by ACSOR after fieldwork.	**M18.** Keypuncher code
	⃠ Observation only ☑ Select response from list provided.	**M19.** Language of the interview
	✖ To be completed by ACSOR after fieldwork.	**M20.** Coder code
	⃠ Observation only ☑ Select response from list provided.	**M21.** Language of the Questionnaire
	✍ Write in the response provided. ⌦ Response causes skip pattern	**M22.** Name of Head of Household
	✍ Write in the response provided. ✖ To be completed by ACSOR after fieldwork. *If the respondent is the head of household, leave this answer blank.*	**M23.** Name of Respondent

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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 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 the head of the household or another adult who is knowledgeable about the household is identified, you should introduce yourself by reciting a consent script included in the survey and provided below.

You must read the script provided in Part 2 (Greetings and Introductions) word for word. Make sure that the village has a CBE school.

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NOTES	INSTRUCTIONS	SECTION
	🕮 Read the script provided for Part 2 out loud *(Greetings and Introduction.* ***[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.]*** ***2a. For villages with a CBE class.*** *(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), 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'd like to ask you some questions about your household and your children's education. In addition, while you and I talk, my colleague would like to give the children who are between the ages of 6 to 13 years old a short math and Dari/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.*	**Part 2**

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2b. For villages <u>without</u> a CBE class. *(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), 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.*

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'd like to ask you some questions about your household and your children's education. In addition, while you and I talk, my colleague would like to give the children who are between the ages of 6 to 13 years old a short math and Dari/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. 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.

Notes to interviewer: Do not read instructions inside parentheses "***(…)***" or brackets "[…]". Read all questions aloud word for word. **Read all answer choices aloud unless you are instructed not to do so.**

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Part 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 included in the survey and provided below.

📖 **You should read the script provided 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? Will the respondent allow the team to talk to all of their 6 – 13 years old children?**

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NOTES	INSTRUCTIONS	CONSENT
After approaching the household and introducing yourself (see Part 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.		
	🕮 Read the script provided out loud. **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. *After reading the script your next steps should be based on the responses you receive.* **RESPONDENT DECLINES CONSENT:** If the respondent disagrees thank them for their time and move on to the next household. **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*).	**Consent 1** *(head of household)***.** Are you willing to let me talk to you?
	🕮 Read the script provided out loud. Only ask for this consent if the respondent has agreed to consent 1. After reading	**Consent 2** *(children)***.** Are you willing to let me

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	the script your next steps should be based on the responses you receive. **Consent 2: (If children aged 6-13 in the Household)** Are you willing to let me speak with the children aged 6 to 13 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)** d. The adult was willing to allow some of the children to be interviewed. (Interview the children for whom the adult granted a permission) Thank you very much for agreeing to participate. **RESPONDANT DECLINES THAT CHILDREN PARTICIPATE:** In this case you should proceed with the questions included in the household survey only. **RESPONDANT AGREES THAT CHILDREN PARTICIPATE:** Thank the respondent and explain that your colleague will be following up with the children separately	speak with the children aged 6 to 13 in this household?

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Section I: Head of Household Information

SECTION 4 AT A GLANCE…

This section includes ten questions (from Q1 to Q10). Question 8, 9, and 10 are multipart questions.

⌦ **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. Use this code for questions that were skipped.
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).

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NOTES	INSTRUCTIONS	QUESTION
	☑ Select response from list provided. ⌦ Response causes skip pattern **IF YES OR '98 REFUSED' SKIP TO Q3** **IF NO ASK Q2.**	**Q1.** Are you the head of the household? By head of household I mean the person who is the primary decision-maker for this household. By household I mean the number of people who share the same dastarkhan with you.
	☑ Select response from list provided. **ASK IF YES OR '98 REFUSED' Q1, MARK 97 'NOT ASKED' FOR Q2** *DO NOT read list aloud.* *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 16 Nephew, not 17/18 Uncle.*	**Q2.** What is your relationship to the head of household?
	✍ Write in the response provided. **ASK ALL** **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.** *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 or she should answer these questions about him or herself. If you are not speaking with the HOH, the respondent should answer these questions about the head of household.*	**Q3.** What is the head of household's name?

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	⃠ Observation only (*based on name of HoH*) ☑ Select response from list provided. **<u>DO NOT</u> ask aloud.** **Use the HoH's name to determine the HoH's gender.**	**Q4.** Interviewer: indicate gender of head of household.
	✍ Write in the response provided. *Explanation: If the respondent does not know the HoH's age, ask him/her to give you an approximate age.*	**Q5.** How old is the head of household?
	☑ Select response from list provided. *Explanation: If the respondent lists more than one occupation, ask them to name the job that serves as the primary source income.*	**Q6.** What is the head of household's main occupation?
	☑ Select response from list provided. *<u>Explanation</u>: This question asks whether the respondent can write a letter (e.g. to a family member or friend) in his native language.*	**Q7a.** Can the head of household write a letter in his native language, or not?
	☑ Select response from list provided.	**Q7b.** Can the head of household read a simple printed text in ***[his/her]*** native language, or not?
	🕮 Read the question and responses aloud for each sub-question. **Ask question 8a for all school types a-f. 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).**	**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. Please tell me if [he/she] has studied in each of these places. If you do not know, please tell me that. For each location where the head of house hold studied, please tell me for how many years ***[he/she]*** studied in each.

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	a - f	☑ Select response from list provided. ✍ Other answer choice ⌦ Response causes skip pattern **IF 'YES' FOR Q8A, ASK Q8B.** **IF 'NO', 'REFUSED' OR 'DON'T KNOW' FOR Q8A, GO TO NEXT SCHOOL TYPE.** *Explanation: The different educational options in this question can be defined as:* • *Mosque: Studies in a mosque, typically with a mullah, focused on studying the Holy Qur'an and other religious texts.* • *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.* • *Community-based class: 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.* • *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.* • *University: An educational institution from which students earn a graduate degree like a Bachelors.*	**Q8a.** Please tell me if the head of household has studied at *[SCHOOL TYPE]?*
	a-f	✍ Write in the response provided.	**Q8b.** For how many years did the head of household study at a *[SCHOOL TYPE]?*

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	☑ Select response from list provided. ⌦ Response causes skip pattern **IF RESPONSE 1, 2, 3, 4 OR 5 ASK Q9b** **IF RESPONSE IS 95, 98 OR 99 SKIP TO SECTION Q10a**	**Q9a.** Please think for a moment about the education status of the men in your household. What is the highest level of formal school that an adult male member of your household has attended?
	☑ Select response from list provided. <u>*Explanation:*</u> • *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 education is the HOH's son, the correct code is 5 Son, not 4 Father.* • *"Self" refers to the head of household, meaning that that most highly educated man in the household is the head of the household.*	**Q9b.** What is the relationship of this male to the head of household?
	☑ Select response from list provided. ⌦ Response causes skip pattern **IF RESPONSE 1, 2, 3, 4 OR 5 ASK Q10b** **IF RESPONSE IS 95, 98 OR 99 SKIP TO Q11**	**Q10a.** Please think for a moment about the education status of the women in your household. What is the highest level of formal school that an adult female member of your household has attended?
	☑ Select response from list provided. <u>*Explanation:*</u> • *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.* • *"Self" refers to the head of household, meaning that that most highly educated woman in the household is the head of the household.*	**Q10b.** What is the relationship of this female to the head of household?

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Section II: Collection of Information for Child Learning Assessment Participants

SECTION 2 AT A GLANCE…

You are required to collect the names and ages of all children between the ages 6 and 13 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 each 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.

You should begin this section by reading the following script:

Read: I would like to ask you about the education of the children who live in this household. I am first going to ask about the boys and then I will ask about the girls. Let's start with the boys.

Once you have completed this section, the Learning Assessment Interviewer can start the Learning Assessments with eligible children. The Household interviewer will continue with the Household Survey.

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).

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NOTES	INSTRUCTIONS	QUESTION
	⌦ Response causes skip pattern ✎ Write in the response provided. Roster question **IF NO BOYS AGED 17 AND YOUNGER SKIP TO Q13 AND MARK 97 DOWN FOR Q12.**	**Q11a.** How many boys aged 17 and younger currently live in this household? By household I mean the people who share the same dastarkhan with you. Please do not include anyone who lives outside the village and has not been here on a daily basis for the past six months. **Q11b.**How many boys aged 13 and younger currently live in this household? By household I mean the people who share the same dastarkhan with you. Please do not include anyone who lives outside the village and has not been here on a daily basis for the past six months.
	? Follow up action is required. Roster question *Check that the number of children listed here matches Q11.* *Explanation: For Q12b, if the child's age is less than 1 year, do not leave it blank. Code the age as 0.*	**Q12. (Multipart question – 2 parts)**

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	✍ Write in the response provided.	**Q12a.** Please give me the names of all boys aged 13 and younger who currently live in this household, starting with the oldest and moving down to the youngest.
	✍ Write in the response provided.	**Q12b.** How old is *[NAME]?*
	⌦ Response causes skip pattern ✍ Write in the response provided. 👪 Roster question **IF NO GIRLS AGED 17 AND YOUNGER SKIP TO Q15 AND MARK 97 DOWN FOR Q14.**	**Q13a.** How many girls aged 17 and younger currently live in this household? By household I mean the people who share the same dastarkhan with you. Please do not include anyone who lives outside the village and has not been here on a daily basis for the past six months. Q13b.How many girls aged 13 and younger currently live in this household? By household I mean the people who share the same dastarkhan with you. Please do not include anyone who lives outside the village and has not been here on a daily basis for the past six months**.**
	? Follow up action is required. 👪 Roster question *Check that the number of children listed here matches Q13.* *Explanation: For Q14b, if the child's age is less than 1 year, do not leave it blank. Code*	**Q14. (Multipart question – 2 parts)**

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	the age as 0. After listing all girls aged 13 and younger, check if the number listed matches the number given in Q13b. If numbers don't match, ask for clarification	
	✍ Write in the response provided.	**Q14a.** Please give me the names of all boys aged 13 and younger who currently live in this household, starting with the oldest and moving down to the youngest.
	✍ Write in the response provided.	**Q14b.** How old is *[NAME]?*

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Section III: Household demographics

SECTION 3 AT A GLANCE…

This section includes 6 questions (from Q15 to Q20). Question types record factual information about household characteristics.

Questions 17, 18 and 19 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).

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NOTES	INSTRUCTIONS	QUESTION
	✍ Write in the response provided. *<u>Explanation</u>: This is the number of people who share the same dastarkan. It includes:* • *All family members related to the HoH who eat their meals at the dastarkan on most days* • *Individuals who are not related to the HoH, but who eat their meals at the dastarkan on most days.* *It does <u>not</u> include:* • *Individuals who have lived outside the household for six months or longer.* • *Members of another family living in the same dwelling, but who take their meals at separate dastarkan* *If the respondent is unsure, ask him/her to estimate, based on the guidelines above.*	**Q15.** How many people currently live in this household? To remind you, by household I mean the number of people who share the same dastarkan with you. Please do not include anyone who lives outside the village and has not been here on a daily basis for the past six months.
	☑ Select response from list provided. ✍ Other answer choices. ***DO <u>NOT</u> read out answer choices. Mark only one response.*** ***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.*** *<u>Explanation</u>: Ethnicity is the group of people in Afghanistan s/he belongs to.*	**Q16.** How do you describe this household's ethnicity?
	✍ Write in the response provided. ⌧ Response causes skip pattern	**Q17.** How many _____ ***[Jeribs/Mans/Sirs]*** of irrigated land does this household own or rent, lease, or sharecrop? Please include only land

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	When reading this question, fill in the blank with the appropriate unit of measurement *[Jeribs/Mans/Sirs]*. Be sure to ask for options a-d but ONLY fill in the number that corresponds to the unit of measurement used in the area. Leave the other units of measurement blank. **If family rents or owns less than 1 unit but more than 0, record 1.** *Explanation:* • *Own: The household has previous purchased the land.* • *Rent: Someone else has purchased and owns the land, and the household periodically pays for use of this land.* • *Lease: Person A owns land that he gives to Person B for one year in return for load of 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.* • *Sharecrop: 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.* ***Please note that "jerib" is not a common measurement in all areas of the country. "Jerib" may be commonly used in Herat, Kapisa, or Parwan. However, "man" or "sir" are used in Daykundi. In Ghor or Bamiyan, respondents may use "sir" to measure their land. Therefore, pay attention to the term the respondent is using to answer to Q17 and fill in the blank with the term the respondent uses in answering to the questions Q17a, Q17b, Q17c, and Q17d.***		that is irrigated.
	a - f	✍ Write in the responses provided. 🕮 Read the full question out loud each time. **Repeat the question for each animal listed from a to e and record the response.**	**Q18. (Multipart question – 6 parts).** Please tell me how many of each of the following types of animal does this household currently own.
	a - j	✍ Write in the responses provided. 🕮 Read the full question out loud each time. ***Repeat the question for each item listed from a to j and record the response.***	**Q19. (Multipart question – 10 parts).** How many of the following does this household currently own?
	☑	Select response from list provided.	**Q20.** Please think for a moment about

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	<u>Explanation</u>: Generally, we want to know whether the family's economic situation was better in the past or is better now.	your family's economic situation. Overall, which period was better for your family economically: this year (1396), last year (1395), or was there no difference between the two?

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Section IV: Education of Boys

SECTION 4 AT A GLANCE

This section includes 3 questions (from Q21 to Q23). All questions have multiple parts.

⌦ This section includes skip patterns.

All questions in this section are in roster format. This means that you should follow these steps in order:

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

<u>IMPORTANT NOTE</u>:

The roster number of each child MUST be the same as in Q12 and MUST remain the same throughout the survey.

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

Where words appear in *[brackets]*, select the appropriate word for the child you are asking the questions about. For example, where it says [NAME], you should read the name of the child.

REMEMBER!

- **READ ALL RESPONSE OPTIONS IN THIS SECTION!**
- **ALL RESPONSE OPTIONS OF Q23A – Q23F SHOULD BE ASKED AS 'YES' OR 'NO' QUESTIONS!**
- **CIRCLE ALL RESPONSES THAT APPLY FOR Q23A, Q23C, AND Q23E.**

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NOTES	INSTRUCTIONS		QUESTION
	Roster question (similar to Q24 for girls) Response causes skip pattern **Copy all names from Q12a into the survey, in the same order that they are written down in Q12a. The line number should remain the same for each boy listed. CIRCLE the line number of all boys aged 6-13.** **If there are no boys in this household then you should code 97 for question Q21a and SKIP to question 24.** **All sub-questions Q21a through Q21c should be asked for each 6-13 year-old boy living in the household who currently studies. To prevent confusion, please ask all sub-questions for one boy, before moving on to the next boy for Q21a – Q21c.**		**Q21.** I'd like to ask you about the education of the boys aged 6-13 who currently live in the household, starting with the oldest and moving down to the youngest.
	a.	☑ Select response from list provided.	**Q21a.** What is the relationship of *[NAME]* to the head of household?
	b.	☑ Select response from list provided.	**Q21b.** Has *[NAME]* lived in this village since he was born?
	c.	Write in the responses provided.	**Q21c.** How many years of study, if any, has *[NAME]* completed? This includes studies at a community based class and government school.

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		Roster question (similar to Q25 for girls) **SKIP IF '97' for Q21** **Copy all names from Q12a into the survey, in the same order that they are written down in Q12a. The line number should remain the same for each boy listed. If there are no boys in this household then you should code 97 for question Q22a. CIRCLE the line number of all boys aged 6-13.** **All sub-questions Q22a through Q22e should be asked for each 6 - 13 year-old boy living in the household who currently studies. To prevent confusion, please ask all sub-questions for one boy, before moving on to the next boy for Q22a – Q22e.** *(Q22a-22e will only be asked for boys with their line number circled)*	**Q22.** I'd now like to ask you about where each of the 6-13 year old boys in the household are studying. Specifically, I will ask about whether the boys study in a community based class or government school. A community based class is typically a single class taught by one teacher and is located in a home or mosque inside the village. It teaches the government curriculum, but is typically started by an NGO. Classes are taught by government supported teachers and are managed by the government. These schools have multiple grades.
	a.	☑ Select response from list provided. ⌦ Response causes skip pattern **IF YES SKIP TO Q22C** **IF NO, 98, OR 99, GO TO Q22B**	**Q22a.** Does *[NAME]* currently study at a community based class?
	b.	☑ Select response from list provided. ⌦ Response causes skip pattern **ONLY ASK if 2, 98, or 99 in 22A** **IF NO, 98, OR 99, SKIP TO Q23** **IF 1 GO TO Q22C**	**Q22b.** Does *[NAME]* currently study at a government school?
	c.	☑ Select response from list provided. **ONLY ASK IF 1 IN Q22A OR 1 IN Q22B**	**Q22c.** How many minutes does it take for *[NAME]* to walk to this school?
	d.	☑ Select response from list provided. **ONLY ASK IF 1 IN Q22A OR 1 IN Q22B**	**Q22d.** In a typical week, how many days does *[NAME]* study at this school?

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	e.	☑ Select response from list provided. **ONLY ASK IF 1 IN Q22A**	**Q22e.** If there was not a community based school in this village, would *[NAME]* go to the nearest government hub school or would *[NAME]* not go to school at all?
		Roster question (similar to Q26 for girls) ⌦ Response causes skip pattern **SKIP IF '97' for Q21** **Copy all names from Q12a into the survey, in the same order that they are written down in Q12a. The line number should remain the same for each boy listed. Circle the line numbers and ask Q23a-Q23g for each boy whom:** • **Q22a = 1 (boy studies at a community-based class)** • **Q22b = 2 (boy does not study at a community based class OR government school)** **IF Q22b = 1 (boy studies at a government school) SKIP TO Q24.** **<u>INTERVIEWER:</u> If Q22a =1 use the term "government school" in Q23a-23g. If Q22b =2 use the term "government school or community based class" in Q23a-Q23g for type of school in [brackets].**	**Q23.** Now I'd like to ask you about the boys aged 6-13, who have been living in this household for the past 6 months or longer and who <u>DO NOT</u> CURRENTLY ATTEND a government school or a community based class.

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	a.	☑ Select response from list provided. ⌦ Response causes skip pattern **Circle the response option if it is "yes". Mark all responses that apply.** **If respondent lists <u>ONLY ONE</u> response, SKIP TO Q23c.** **If respondent lists <u>MORE THAN ONE</u> response GO TO Q23b.**	**Q23a.** Now I would like to ask you a series of questions to understand why *[NAME]* does not attend a ***[government school/ community based class].*** There could be many different reasons. Let's first talk about the ***<u>social</u>*** reasons. I am going to read a list of reasons that many have contributed to why he is not attending a ***[government school/ community based class]*** If it is a reason, say "yes". If it is not, say "no".
	b.	☑ Select response from list provided. **Ask if respondent said YES for two (2) or more responses in Q23a.**	**Q23b.** For *[NAME]* you said "yes" to _____ *(READ the selected responses given in Q23a).* Of these responses, what was the one (1) most influential reason for *[NAME]* not currently attending a ***[government school/ community based class]?***
	c.	☑ Select response from list provided. ⌦ Response causes skip pattern **Circle the response option if it is "yes". Mark all responses that apply.** **If respondent lists <u>ONLY ONE</u> response, SKIP TO Q23e.** **If respondent lists <u>MORE THAN ONE</u> response GO TO Q23d.**	**Q23c.** Let's now talk about the ***<u>economic reasons</u>***. I am going to read a list of reasons that may have contributed to why *[NAME]* is not attending a ***[government school /community based class]***. If it is a reason, say "yes". I fit is not, say "no".
	d.	☑ Select response from list provided. **Ask if respondent said YES for two (2) or more responses in Q23c.**	**Q23d.** For *[NAME]* you said "yes" to _____ *(READ the selected responses given in Q23c).* Of these responses, what was the one (1) most influential

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			reason for *[NAME]* not currently attending a ***[government school/ community based class]?***
	e.	☑ Select response from list provided. ⌦ Response causes skip pattern **Circle the response option if it is "yes". Mark all responses that apply.** **If respondent lists <u>ONLY ONE</u> response, SKIP TO Q23g.** **If respondent lists <u>MORE THAN ONE</u> response GO TO Q23f.**	**Q23e.** Let's now talk about the ***<u>school-related reasons</u>***. I am going to read a list of reasons that may have contributed to why *[NAME]* is not attending a ***[government school/ community based class]***. If it is a reason, say "yes". If it is not, say "no".
	f.	☑ Select response from list provided. **Ask if respondent said YES for two (2) or more responses in Q23e.**	**Q23f.** For *[NAME]* you said "yes" to _____ *(READ the selected responses given in Q23e)*. Of these responses, what was the one (1) most influential reason for *[NAME]* not currently attending a ***[government school/ community based class]?***
	g.	✍ Write in the response provided If respondent states no other reason, leave blank. If respondent states another reason, WRITE the response for each boy.	**Q23g.** Please tell me if there is any other reason for *[NAME]* not currently attending ***[government school/ community based class]*** that I may not have mentioned.

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Section V: Education of Girls

SECTION 5 AT A GLANCE

This section includes 3 questions (from Q24 to Q26). All questions have multiple parts.

⌦ This section includes skip patterns.

All questions in this section are in roster format. This means that you should follow these steps in order:

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

<u>IMPORTANT NOTE</u>: The roster number of each child MUST be the same as in Q14 and MUST remain the same throughout the survey.

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.

Where it says words appear in *[brackets]*, select the appropriate word for the child you are asking the questions about. For example, where it says [NAME], you should read the name of the child.

REMEMBER!

- **READ ALL RESPONSE OPTIONS IN THIS SECTION!**
- **ALL RESPONSE OPTIONS OF Q26A – Q26F SHOULD BE ASKED AS 'YES' OR 'NO' QUESTIONS!**
- **CIRCLE ALL RESPONSES THAT APPLY FOR Q26A, Q26C, AND Q26E.**

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NOTES	INSTRUCTIONS		QUESTION
	Roster question (similar to Q21 for boys) ⌦ Response causes skip pattern **Copy all names from Q14a into the survey, in the same order that they are written down in Q14a. The line number should remain the same for each girl listed. CIRCLE the line number of all girls aged 6-13.** **If there are no girls in this household then you should code 97 for question Q24a and SKIP to question 27.** **All sub-questions Q24a through Q24c should be asked for each 6 – 13 year-old girl living in the household who currently studies. To prevent confusion, please ask all sub-questions for one girl, before moving on to the next girl for Q24a – Q24c.**		**Q24.** I'd like to ask you about the education of the girls aged 6-13 who currently live in the household, starting with the oldest and moving down to the youngest.
	a.	☑ Select response from list provided.	**Q24a.** What is the relationship of *[NAME]* to the head of household?
	b.	☑ Select response from list provided.	**Q24b.** Has *[NAME]* lived in this village since she was born?
	c.	✍ Write in the responses provided.	**Q24c.** How many years of study, if any, has *[NAME]* completed? This includes studies at a community based class and government school.

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		Roster question (similar to Q22 for boys) Observation only **SKIP IF '97' for Q24** **Copy all names from Q14a into the survey, in the same order that they are written down in Q14a. The line number should remain the same for each girl listed. If there are no girls in this household then you should code 97 for question Q25a. CIRCLE the line number of all girls aged 6-13.** **All sub-questions Q25a through Q25e should be asked for each 6 – 13 year old girl living in the household who currently studies. To prevent confusion, please ask all sub-questions for one girl, before moving on to the next girl for Q25a – Q25e.** *(Q25a-25e will only be asked for girls with their line number circled)*	**Q25.** I'd now like to ask you about where each of the 6-13 year old girls in the household are studying. Specifically, I will ask about whether the girls study in a community based class or government school. A community based class is typically a single class taught by one teacher and is located in a home or mosque inside the village. It teaches the government curriculum, but is typically started by an NGO. Classes are taught by government supported teachers and are managed by the government. These schools have multiple grades.
	a.	☑ Select response from list provided. ⌦ Response causes skip pattern **IF YES SKIP TO Q25C** **IF NO, 98, OR 99, GO TO Q25B**	**Q25a.** Does *[NAME]* currently study at a community based class?
	b.	☑ Select response from list provided. ⌦ Response causes skip pattern **ONLY ASK if 2, 98, or 99 in 25A** **IF NO, 98, OR 99, SKIP TO Q26** **IF 1 GO TO Q25C**	**Q25b.** Does *[NAME]* currently study at a government school?
	c.	☑ Select response from list provided. **ONLY ASK IF 1 IN Q25A OR 1 IN Q25B**	**Q25c.** How many minutes does it take for *[NAME]* to walk to this school?
	d.	☑ Select response from list provided. **ONLY ASK IF 1 IN Q25A OR 1 IN Q25B**	**Q25d.** In a typical week, how many days does *[NAME]* study at this school?

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	e.	☑ Select response from list provided. **ONLY ASK IF 1 IN Q25A**	**Q25e.** If there was not a community based school in this village, would *[NAME]* go to the nearest government hub school or would *[NAME]* not go to school at all?
		Roster question (similar to Q23 for boys) ⌦ Response causes skip pattern **SKIP IF '97' for Q24** **Copy all names from Q14a into the survey, in the same order that they are written down in Q14a. The line number should remain the same for each girl listed. Circle the line numbers and ask Q26a-Q26g for each girl whom:** • **Q25a = 1 (girl studies at a community-based class)** • **Q25b = 2 (girl does not study at a community based class OR government school)** **IF Q25b = 1 (girl studies at a government school) SKIP TO Q27.** **<u>INTERVIEWER:</u> If Q25a =1 use the term "government school" in Q26a-26g. If Q25b =2 use the term "government school or community based class" in Q26a-Q26g for type of school in [brackets].**	**Q26.** Now I'd like to ask you about the girls aged 6-13, who have been living in this household for the past 6 months or longer and who <u>DO NOT</u> CURRENTLY ATTEND a government school or a community based class.

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	f.	☑ Select response from list provided. ⌦ Response causes skip pattern **Circle the response option if it is "yes". Mark all responses that apply.** **If respondent lists <u>ONLY ONE</u> response, SKIP TO Q26c.** **If respondent lists <u>MORE THAN ONE</u> response GO TO Q26b.**	**Q26a.** Now I would like to ask you a series of questions to understand why *[NAME]* does not attend a ***[government school/ community based class].*** There could be many different reasons. Let's first talk about the ***<u>social</u>*** reasons. I am going to read a list of reasons that many have contributed to why he is not attending a ***[government school/ community based class]*** If it is a reason, say "yes". If it is not, say "no".
	g.	☑ Select response from list provided. **Ask if respondent said YES for two (2) or more responses in Q26a.**	**Q26b.** For *[NAME]* you said "yes" to _____ *(READ the selected responses given in Q26a).* Of these responses, what was the one (1) most influential reason for *[NAME]* not currently attending a ***[government school/ community based class]?***
	h.	☑ Select response from list provided. ⌦ Response causes skip pattern **Circle the response option if it is "yes". Mark all responses that apply.** **If respondent lists <u>ONLY ONE</u> response, SKIP TO Q26e.** **If respondent lists <u>MORE THAN ONE</u> response GO TO Q26d.**	**Q26c.** Let's now talk about the ***<u>economic reasons</u>***. I am going to read a list of reasons that may have contributed to why *[NAME]* is not attending a ***[government school /community based class]***. If it is a reason, say "yes". I fit is not, say "no".
	i.	☑ Select response from list provided. **Ask if respondent said YES for two (2) or more responses in Q26c.**	**Q26d.** For *[NAME]* you said "yes" to _____ *(READ the selected responses given in Q26c).* Of these responses, what was the one (1) most influential

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			reason for *[NAME]* not currently attending a ***[government school/ community based class]?***
	j.	☑ Select response from list provided. ⌦ Response causes skip pattern **Circle the response option if it is "yes". Mark all responses that apply.** **If respondent lists <u>ONLY ONE</u> response, SKIP TO Q26g.** **If respondent lists <u>MORE THAN ONE</u> response GO TO Q26f.**	**Q26e.** Let's now talk about the ***<u>school-related reasons</u>***. I am going to read a list of reasons that may have contributed to why *[NAME]* is not attending a ***[government school/ community based class]***. If it is a reason, say "yes". If it is not, say "no".
	k.	☑ Select response from list provided. **Ask if respondent said YES for two (2) or more responses in Q26e.**	**Q26f.** For *[NAME]* you said "yes" to _____ *(READ the selected responses given in Q26e)*. Of these responses, what was the one (1) most influential reason for *[NAME]* not currently attending a ***[government school/ community based class]?***
	l.	✍ Write in the response provided If respondent states no other reason, leave blank. If respondent states another reason, WRITE the response for each boy.	**Q26g.** Please tell me if there is any other reason for *[NAME]* not currently attending ***[government school/ community based class]*** that I may not have mentioned.

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Section VI: Attitudes Toward Education

SECTION 6 AT A GLANCE…

This section includes 7 questions (from Q27 to Q33).

Many of the questions in this section have multiple parts (Q27, Q29, Q31, Q32, and Q33).

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 1 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).

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NOTES	INSTRUCTIONS	QUESTION
	☑ Select response from list provided. 🕮 Read the full question and responses out loud for each sub-question. 😐 Opinion scale **Repeat the question for each statement listed from a to e and record the response.**	**Q27.** Now I am going to ask your opinion on educating boys. Do you strongly agree, agree disagree, or strongly disagree that *[READ STATEMENT]*?
	☑ Select response from list provided. 😐 Opinion scale	**Q28.** How important or not important do you think it is that boys attend secondary school if the school is located outside the village? Is it very important, somewhat important, not very important, or not important at all?
	☑ Select response from list provided. 🕮 Read the full question and responses out loud for each sub-question. 😐 Opinion scale **Repeat the question for each statement listed from a to e and record the response.**	**Q29.** Now I am going to ask your opinion on educating girls. Can you tell me if you strongly agree, agree, disagree, or strongly disagree that *[READ STATEMENT]*?
	☑ Select response from list provided. 😐 Opinion scale	**Q30.** How important or not important do you think it is that girls attend secondary school if the school is outside the village? Is it very important, somewhat important, not very important, or not important at all?
	☑ Select response from list provided. 🕮 Read the full question and responses out loud for each sub-question. 😐 Opinion scale **Repeat the question for each statement listed from a to c and record the response.**	**Q31.** To What extent do you agree or disagree with the following statements? Do you strongly agree, agree, disagree, or strongly disagree that *[READ STATEMENT]*?
	☑ Select response from list provided.	**Q32.** During this school year, have you or

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	🕮 Read the full question and responses out loud for each sub-question. **Repeat the question for each item listed from a to h and record the response.**	somebody else in your family ever *[READ ITEM]*?
	☑ Select response from list provided. 🕮 Read the full question and responses out loud for each sub-question. 😐 Opinion scale **Repeat the question for each item listed from a to d and record the response.**	**Q33.** How satisfied or dissatisfied are you with your children's access to *[READ ITEM]*. Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?

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Section VII: Parental Involvement in Education

SECTION 7 AT A GLANCE…

This section includes 11 questions (from Q34 to Q44).

Q40, Q41, and Q42 have multiple parts.

📖 **After Q39 and before reading out Q40 please stop to read the following statement out loud to the respondent:**

> ***"Sometimes households like yours are asked to support the CBE class in 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 provides and/or is able to provide to the CBE class. Please understand that we are not asking you to contribute anything and that your answers will have no impact on the school."***

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).

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NOTES	INSTRUCTIONS	QUESTION
	☑ Select response from list provided. 😐 Opinion scale *<u>Explanation</u>: 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?*	**Q34.** How confident do you feel making decisions about your children's education?
	☑ Select response from list provided. 😐 Opinion scale *<u>Explanation</u>: 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?*	**Q35.** How confident do you feel assessing the quality of the teaching at the different schools near this village?
	☑ Select response from list provided.	**Q36.** Of the following, who is best able to say what is best for children's education?
	☑ Select response from list provided.	**Q37.** How frequently, if at all, do you help your children with their schoolwork?
	☑ Select response from list provided. 😐 Opinion scale *<u>Explanation</u>: Does the respondent feel like s/ he has the knowledge and capability to help his or her children with their schoolwork?*	**Q38.** How confident do you feel helping your children with their schoolwork?
	☑ Select response from list provided. ✍ Other answer choice. **Select all responses that apply.**	**Q39.** Which of the following other educational activities, if any, do you do with your children at home?

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Remember! Read statement out loud to interviewee

ONLY READ THE BELOW SCRIPT AND ASK Q40, Q41, AND Q44 IF THERE IS A CBE CLASS IN THE VILLAGE.

"Sometimes households like yours are asked to support the CBE class in 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 provides and/or is able to provide to the CBE class. Please understand that we are not asking you to contribute anything and that your answers will have no impact on the school."

	☑ Select response from list provided. 🕮 Read the question and responses out loud for each sub-question **Repeat the question for each item a to h and record the response.**	**Q40. (Only ask if there is a CBE class in the village) (Multipart question – 8 parts).** In the past year, 1396, have you or your household contributed the following items to support the community based class in your village? Did you or your household contribute *[READ ITEM]*?
	☑ Select response from list provided. 🕮 Read the question and responses out loud for each sub-question. **Repeat the question for each item a to j and record the response.**	**Q41. (Only ask if there is a CBE class in the village) (Multipart question – 11 parts).** If asked, which of the following would YOUR HOUSEHOLD be willing to contribute to support a CBE class? Would your household be willing to contribute *[READ ITEM]*?
	☑ Select response from list provided. 🕮 Read the question and responses out loud for each sub-question. **Repeat the question for each item a to c and record the response.** *Explanation:* • *The Education Shura (School Shura) or Education Subcommittees were established by the NGO implementing the CBE to support the CBE class at the local level*	**Q42. (ASK ALL) (Multipart question – 3 parts).** Are you or a member of your household a member of *[READ ITEM]*?

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	• *Community Development Council Shuras were established during the National Solidarity Program (NSP) which began in 2003 and ended in 2016. CDC members were elected at the village level and were tasked with carrying out local development projects.* • *School Management Shuras 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).*	
	☑ Select response from list provided. 😐 Opinion scale	**Q43 (ASK ALL).** How willing would someone in your household be to participate in the Education Shura (School Shura)/Education Subcommittee? Would they be very willing, somewhat willing, somewhat unwilling, or very unwilling?
	☑ Select response from list provided. 😐 Opinion scale	**Q44. (Only ask if there is a CBE class in the village)** How willing would someone in your household be to contribute to the management of the CBE class by monitoring the class to make sure it is functioning properly? Would they be very willing, somewhat willing, somewhat unwilling, or very unwilling?

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Section VIII: Children with Disabilities

SECTION 8 AT A GLANCE…

This section includes two multipart questions (Q45 to Q46).

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).

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NOTES	INSTRUCTIONS		QUESTION
		🕮 Read the question and responses out loud for each sub-question.	**Q45. (Multipart question- 2 parts**). I'd like to ask you a few questions about the health of the children aged 13 and younger who live in this household and about their behavior**.**
	a.	☑ Select response from list provided. ⌦ Response causes skip pattern **Repeat the question for each item a to d and record the response.** **If response is 1 (YES) ASK 45b FOR SAME ITEM** **If the response is 2 (NO), 97, 98 or 99 SKIP TO NEXT ITEM**	**Q45a.** Are there any children aged 13 or younger who *[READ ITEM]*?
	b.	✍ Write in the responses provided. **ASK IF Q45a is 1** **Fill in the code from Q12 (boys) or Q14 (girls) that corresponds with the child's name.**	**Q45b.** What is the name of child/children?
		🕮 Read the question and responses out loud for each sub-question.	**Q46. (Multipart question – 2 parts). For the following items, I'd like to know if any children aged 13 or younger in this household exhibit any of the following behaviors <u>frequently and consistently</u>.**
	a.	☑ Select response from list provided. ⌦ Response causes skip pattern **Repeat the question for each item a to e and record the response.** **If response is 1 (YES) ASK 45b FOR SAME ITEM** **If the response is 2 (NO), 97, 98 or 99 SKIP TO NEXT ITEM**	**Q46a.** Are there any children aged 13 or younger who *[READ ITEM]*?
	b.	✍ Write in the responses provided. **ASK IF Q46a is 1** **Fill in the code from Q12 (boys) or Q14 (girls) that corresponds with the child's name.**	**Q46B.** What is the name of the child/children?

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Section IX: Perceptions of CBE

SECTION 9 AT A GLANCE…

ONLY ASK THIS SECTION (Q47 to Q56) IF THERE IS A CBE CLASS IN THE VILLAGE. DO NOT ASK IF THERE IS NOT A CBE CLASS

This section includes 10 questions (from Q47 to Q56). There are 2 multipart questions (Q51 and Q56).

📖 **You should begin this section by reading the following script:**

> **"Now, I'd like to ask you some questions about the community-based class in your village. I'd like to remind you that your responses to these questions will not make any difference in the support provided for the class in your village."**

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NOTES	INSTRUCTIONS	QUESTIONS
	(*ONLY ASK THIS SECTION (Q47 to Q56) IF THERE IS A CBE CLASS IN THE VILLAGE. DO NOT ASK IF THERE IS NOT A CBE CLASS)* ***(READ):*** "Now, I'd like to ask you some questions about the community-based class in your village. I'd like to remind you that your responses to these questions will not make any difference in the support provided for the class in your village." ☑ Select response from list provided. *Explanation:* These education shuras were often established by the CBE implementing NGOs to support the CBE classes at the village level. Please refer to the shura definitions provided in the survey instrument packet for the ACSOR team.	**Q47.** Do you happen to know how many times in this school year (1396) The education Shura/Education Subcommittee (sometimes called the School Shura) met?
	✍ Write in the response provided *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.*	**Q48.** How many Education Shura/Education Subcommittee (sometimes called the School Shura) meetings did you attend in this school year (1396), if any?
⌦ SKIP PATTERN: **ONLY READ STATEMENT BEFORE Q49 AND ASK Q49 IF THERE IS MORE THAN ONE CBE CLASS IN THE VILLAGE; OTHERWISE SKIP TO Q50** **If you do not know whether there is more than one class in the village, please ask your supervisor.** **Remember! Read statement provided if there is more than one class in the village.**		

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	✍ Write in the response provided **Please reference the 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.**	**Q49.** Please tell me about the CBE class that you have more information about. Who is the teacher who teaches this CBE class?
	☑ Select response from list provided. **ASK ALL** This question should be asked of all respondents, even if Q49 was skipped.	**Q50.** Did you participate in the meetings where the teacher was selected for the CBE class, or not?
	🕮 Read the question and responses out loud for each sub-question. ☑ Select response from list provided. ✍ Other response option. **Repeat the question for each item a to i and record the response.** *Explanation: 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.*	**Q51. (Multipart question – 9 parts).** Can you tell me who is currently responsible for *[READ ITEM]*?
	☑ Select response from list provided.	**Q52.** How often, if at all, do you visit the CBE class?
	☑ Select response from list provided.	**Q53.** How often, if at all, do you interact with the teacher of the CBE class?
	✍ Write in the response provided *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.*	**Q54.** 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?
	☑ Select response from list provided.	**Q55.** In a typical week, how many times does the teacher help children with schoolwork outside of classroom hours?
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided.	**Q56. (Multipart question – 6 parts).** Overall, how satisfied or dissatisfied are

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	😐 Opinion scale **Repeat the question for each item a to f and record the response.**		you with the following aspects of the teacher at the community-based class in your village? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied with *[READ ITEM]*?
	a	*Explanation: This refers to how many years of schooling the teacher has*	
	b	*Explanation: To what extent does the respondent or other community members know the teacher well and trust him or her with their children?*	
	c	*Explanation: This refers to the perceived level of excellence of the teacher's performance.*	
	d	*Explanation: This refers to how teacher keep order in the classroom and makes sure that children behave*	
	e	*Explanation: This refers to the way that the teacher behaves towards and interacts with the children.*	
	f	*n/a*	

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Section X: Educational Authorities

SECTION 10 AT A GLANCE…

This section includes 6 questions (from Q57 to Q60c). There are 4 multipart questions (Q57, Q58, Q59 and Q60c).

📖 **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).

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NOTES	INSTRUCTIONS	QUESTIONS
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale **Repeat the question for each group a to g and record the response.**	**Q57. (Multipart question – 7 parts).** How important a role do you think each of the following play in children's education in this village? Please tell me if *[READ GROUP]* has a very important, somewhat important, not very important, or not at all important role in children's education?
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale **Repeat the question for each group a to g and record the response.**	**Q58. (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? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale **Repeat the question for each statement a to f and record the response.**	**Q59.** 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. I will read out a list of actions that you could take to try to change the education situation in your village. For each one, I would like you to tell me how much you think these actions would help. Would *[READ STATEMENT]* help a lot, a little, not very much or not at all?
	✍ Write in the response provided	**Q60a.** Who is the person most responsible for making decisions on education on behalf of the community?
	☑ Select response from list provided.	**Q60b.** What position or title does

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		[Name in Q60a] hold?
	✍ Write in the response provided	**Q60c.** Who does *[Name in Q60a]* listen to when making decisions about education? Does *[NAME]* listen to *[READ GROUP]*?

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Section XI: State Authorities

SECTION 11 AT A GLANCE…

This section includes 15 questions (from Q61 to Q75). There are several multipart questions in this section (Q61, Q62, Q63, Q64, Q73, and Q74).

IMPORTANT NOTE: Several of the questions in this section must NOT be read in the provinces Kapisa, Parwan, and Herat. These questions are flagged but you must be careful to skip these questions in those provinces. The questions that can be read in Kapisa, Parwan and Herat are marked with ASK ALL.

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

"Now I'd like to ask you some questions about your leaders.

📖 **You should read the following statement out loud after Q64 and before Q65:**

"Now I'm going to ask you a few questions about the name of leaders you may have heard of."

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).

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NOTES	INSTRUCTIONS	QUESTIONS
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT* ***When reading this question, fill in the blank with each item a to m and select the response.***	**Q61. (Multipart question- 13 parts).** *(<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT).* How much do you think the following cares about ordinary people like you? Do _____ ***[READ ITEM]*** care a lot, care somewhat, not care much, or not care at all about people like you?
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT* ***Repeat the question for each item a to e and select the response.***	**Q62. (Multipart question- 4 parts).** *(<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT).* How satisfied or dissatisfied are you with the performance of ***[READ ITEM]***? Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied?
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale *<u>ASK ALL</u>* ***When reading this question, fill in the blank with each item a to j and select the response.***	**Q63. (Multipart question – 10 parts).** *<u>(ASK ALL)</u>.* How satisfied or dissatisfied are you with how the present government is doing 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."
	☑ Select response from list provided. 😐 Opinion scale *<u>ASK ALL</u>* **Read the question and then the options from the list. Ask the respondent to wait answering until you finish reading all items. Ask the respondent to identify the most important service and write in the code from the list provided. Next ask the respondent to identify the second most important service and write in the code from the list provided. Finally ask the respondent to identify the third most important service and write in the code from the list provided.**	**Q64. (Multipart question – 8 parts).** *<u>(ASK ALL)</u>.* In your opinion, what are the most important three services that government must prioritize in providing to the people? Choose from the list below.

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🕮 **READ STATEMENT BEFORE Q65** **"Now I'm going to ask you a few questions about the name of leaders you may have heard of."**		
	✍ Write in the response provided **ASK ALL** **Once the respondent provides the name, circle whether or not he/she gave the correct answer.**	**Q65.** *(ASK ALL)* What is the name of the principal or head master of the government hub school closest to your village?
	✍ Write in the response provided **ASK ALL** **Once the respondent provides the name, circle whether or not he/she gave the correct answer.**	**Q66**. *(ASK ALL)* What is the name of the District Education Director for this district?
	✍ Write in the response provided **ASK ALL** **Once the respondent provides the name, circle whether or not he/she gave the correct answer.**	**Q67**. *(ASK ALL)* What is the name of the Provincial Director of this province
	✍ Write in the response provided **ASK ALL** **Once the respondent provides the name, circle whether or not he/she gave the correct answer.**	**Q68.** *(ASK ALL)* What is the name of the head of the Community Development Council in your village?
	✍ Write in the response provided **ASK ALL** **Once the respondent provides the name, circle whether or not he/she gave the correct answer.**	**Q69.** *(ASK ALL)* What is the name of the district governor?
	✍ Write in the response provided **ASK ALL** **Once the respondent provides the name, circle whether or not he/she gave the correct answer.**	**Q70.** *(ASK ALL)* What is the name of the governor of this province?
	☑ Select response from list provided. *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT* **Select all responses that apply.**	**Q71.** *(<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT)* Do you have the following government documentations?

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	☑ Select response from list provided. *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT* **<u>DO NOT</u> READ ANSWERS OUT LOUD.** **Select all responses that apply.**	**Q72.** *(<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT).* How do you get information about development programs in your area? *(DO <u>NOT</u> READ ANSWERS)*
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT* **Repeat the question for each item a to d and record the response.**	**Q73. (Multipart question – 4 parts).** *(<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT).* 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," or "don't know." How often did you _____ *[READ ITEM]*?
	🕮 Read the question and responses out loud for each sub-question ☑ Select response from list provided. 😐 Opinion scale *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT* **Repeat the question for each item a to c and record the response.**	**Q74. (Multipart question – 3 parts).** *(<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT).* To what extent would you say the following has changed in the past year? Would you say that _____ [READ ITEM] has "improved significantly," "improved somewhat," "did not change," or "worsened significantly"? If you don't know enough to say, you may respond, "I don't know".
	☑ Select response from list provided. *<u>DO NOT</u> ASK IN KAPISA, PARWAN, or HERAT*	**Q75.** *(<u>ASK ALL</u>).* In the planned parliamentary election that is scheduled to be held next year, how likely are you to vote? Very likely or not likely?

Section XII: Demographics

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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 Closing Statement A out loud for villages with CBE classes and read Closing Statement B out loud for villages without CBE classes :**

Statement A (Villages with CBE classes): "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.

Statement B (Villages WITHOUT CBE classes): "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. Your answers will not impact education in your village. Thank you again for your time.

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).

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NOTES	INTRUCTIONS	QUESTION
	☑ Select response from list provided.	**D1.** What is the head of household's marital status? Is he/she…
	☑ Select response from list provided. **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.**	**D2.** 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? As a reminder, by household I mean the number of people who share the same dastarkhan with you. *(DO NOT READ THE RESPONSE OPTIONS)*
	☑ Select response from list provided. ⌦ Response causes skip pattern **IF YES ASK D4** **IF NO SKIP TO D5**	**D3.** Have you previously participated in a public opinion survey?
	☑ Select response from list provided. **ASK IF YES TO D3**	**D4.** How long ago did you participate in the survey?
	☑ Select response from list provided.	**D5.** Would you be willing to participate in another of our surveys next year?
READ THE CLOSING STATEMENT A FOR VILLAGES WITH CBE CLASSES AND CLOSING STATEMENT B FOR VILLAGES WITHOUT CBE CLASSES 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) **Then continue to complete the remaining questions in the section through your own observation (see table below)**		

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NOTES	INSTRUCTIONS	QUESTIONS
	⊘ Observation only ☑ Select response from list provided. *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.*	**D6.** 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.
	⊘ Observation only ✍ Write in the response provided	**D7.** How many people were present for the interview?
	⊘ Observation only ☑ Select response from list provided. *Use your own judgment.*	**D8.** Which of the following statements do you think best describes the level of comprehension of the survey questionnaire by the respondent?
	⊘ Observation only ☑ Select response from list provided. *Use your own judgment.*	**D9.** Which of the following statements best describes the level of comfort or unease that the respondent had with the survey questionnaire?
	⊘ Observation only ✍ Write in the response provided *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.*	**D10.** 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).

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	⃠ Observation only ☑ Select response from list provided. *Use your own judgment.*	**D11.** Interviewer: Has the respondent seemed comfortable with the length of the survey?
	✖ To be completed by you field supervisor *Please mark whether New York University's Project Associates were present in the village and monitoring data collection.*	**D12.** Was this sampling point validated by the client?
	✖ To be completed by you field supervisor	**D13.** Was the interview subject to ACSOR quality control/back-check?
	✖ To be completed by you field supervisor	**D14.** Method of quality control/back-check
	✖ To be completed by you field supervisor	**D15.** (If 1 'Yes' in D14) Back-checker ID:

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Annex 1: Completing Multipart Questions

Q25d.	Q25c.	Q25b.	Q25a.	NAME	Line No.
(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]	**(If 1-4 in Q25a)** How many minutes does it take [NAME] to walk to this school? [Was Q26c in W1]	**(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]	Does [NAME] currently study at a formal primary, secondary school, high school or university? [Was Q26a in W1]	[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)**	
___ 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 Zadran	B11
____5___ Days	2	2	1	Amir Zadran	B12
____5___ Days	2	2	1	Atif Zadran	B13
___5____ Days	2	2	1	Faqir Zadran	B14
_____ Days					B15

answer each sub question using the appropriate code

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Annex 2: 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 administers 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).

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Annex 3: 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.

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