

The Assessment of Learning Outcomes and Social Effects of Community-Based Education:

A young girl wearing a white headscarf is reading a book. She is positioned in front of a chalkboard filled with Urdu text. The text on the board includes phrases like 'کیونکہ ہم سب کو پانی کی ضرورت ہے' (Because we all need water) and 'پانی کی ضرورت ہے' (Water is needed).

A Randomized Field Experiment in Afghanistan

Baseline Report

Photo by Nikki Gamer (CRS)

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Acknowledgments and Disclaimer

Financial support for the Assessment of Learning Outcomes and Social Effects (ALSE) project in Afghanistan comes from the United States Agency for International Development (USAID) through a grant issued to the Steinhardt School at New York University (NYU). The project is led by principal investigators Dana Burde (NYU), Joel Middleton (University of California, Berkeley), and Cyrus Samii (NYU). The report is a team effort based on input from ALSE research director Amy Kapit (data instrument development and data collection management), research manager Vedrana Misic (data instrument development and data collection management), data manager Matthew Lisiecki (data analysis and drafting of report), senior research manager Mohammad Amin Sadiqi (data collection management), doctoral student Jo Kelcey (review and quality assurance), and program assistant Susana Toro Isaza. The research is being carried out in close cooperation with the implementing partners, CRS and CARE International. The household survey was implemented by ACSOR/D3 Systems, and is based on instruments and a sampling design developed by the ALSE team. The findings and interpretations in this report, as well as any errors or omissions, are entirely the responsibility of the ALSE principal investigators. They do not necessarily reflect the views of any of the above-named organizations, affiliated entities, or other individuals.

Executive Summary

The Assessment of Learning Outcomes and Social Effects (ALSE) is a multi-year (2014-2017) study of community-based education (CBE) in Afghanistan, funded by USAID. ALSE has two research components. The first focuses on *maximizing* learning and educational access via CBE and evaluates various CBE approaches, including variations in teacher recruitment and community engagement. The second focuses on *sustaining* the gains made in learning and access as an integral component of the Afghan Ministry of Education (MoE) strategy to expand access to education. ALSE operates as a randomized control trial using mixed quantitative and qualitative outcome assessments and measurements. ALSE assesses a CBE program implemented by CARE and CRS (funded by Canada) in 180 villages in the six central Afghan provinces of Bamiyan, Daykundi, Ghor, Herat, Kapisa, and Parwan. The evidence produced by the comprehensive multi-year impact evaluation provides ongoing information that enables policymakers to ensure that both girls and boys across Afghanistan have lasting access to a good-quality primary education.

This report presents the results of the **baseline survey** that was undertaken in 129 of the 180 villages at the start of the first year of the program in which CBE classes were provided. It is important to note that the baseline survey was carried out before the program took effect, thus these findings provide descriptive correlations and associations rather than impact assessments. The next round of data was collected in 2015, 1.5 years after the program was implemented. These data took advantage of our experimental randomized control trial design, and, once analyzed, will offer a robust assessment of the program's effects. This Executive Summary provides an overview of the findings from the baseline data.

Access to education

Formal school attendance rates for children between 6 and 11 years of age (the study's target range) were 59.8% for boys and 45.3% for girls. This is substantially higher than attendance rates from a survey undertaken in 2007 by Burde and Linden (2013). Even when we restrict our comparison to similar communities in the same province as the Burde and Linden study, the current evidence indicates marked gains in access to education outside of major urban areas; nevertheless, there is still quite a way to go to reach the goal of universal access. Although the current survey reflects large gender gaps in many places, we do see that what used to be a large gender gap in Ghor, one place for which we have comparison data from the previous study, seems to have disappeared. Differences between the ethnic majority population in the areas of Ghor from the previous study and the areas covered in this baseline study could contribute to this difference. Nevertheless, these are intriguing improvements that warrant further investigation.

As for religious schools, we had two notable findings regarding attendance at *madrassas* and mosques schools. First, a negligible number of children attend *madrassas* in four of the six provinces studied, and only a small number do so in the other two. Moreover, it appears that the majority of those who do attend *madrassas* are adolescent boys and that religious education tends to complement their formal education, as a large share attend both types of school. For girls we see that mosque and formal schools operate more as substitutes, with girls attending either one or the other. This is likely because of the distance they must walk to get to government schools,

which are typically located outside the village, whereas classes in mosques are held within the village.

Factors explaining attendance

The primary reason households gave for their children not attending school was that the schools were too far from home; this applied to about 40% of the boys and nearly 60% of the girls who were not attending. Insecurity and concern for the children's safety was another reason reported, although about half as often as distance, and not in a way that distinguished it from other considerations such as cost, the need for the children to contribute to the household income, or the perception that the children were not old enough. This may reflect the relative security of our study communities.

In regression analyses, the most robust positive predictors of both boys' and girls' attendance at formal schools is whether the household head attended a formal school. This relationship holds up even after accounting for income and other socioeconomic factors. Wealth predicts school attendance for boys but not girls, while having more children predicts a lower likelihood of attendance for girls but not boys. Female heads of household were more likely than male heads of household to have their girls attend school, but there was no such relationship to boys' attendance. Security and a family history of displacement (e.g. internally, or to Iran or Pakistan) did not predict boys' attendance, although families that experienced more displacement were less likely to have their girls in school. These asymmetries indicate that households treat boys and girls differently when deciding which children should attend school.

Demand for education

Despite the significant social and economic diversity in our sample households and the variation in school attendance, they displayed an almost universally high demand for education. This demand was strongest among households that were relatively well off, at least in terms of their subjective assessment of whether they had enough money to cover their needs. These households also conveyed a sense that science and technology are important for improving lives. These findings are important, as they clearly highlight the fact that a lack of access to education in these areas represents an important gap between the types of services people genuinely desire and what they are able to access. We also found that almost the entire sample believes the next generation will have better opportunities because of science and technology, a factor that could be related to the high demand for schooling that we observed. Our overall findings make it clear that variations in attendance are driven primarily by variations in the supply of accessible schools, rather than by the demand for education.

Learning assessments

We conducted oral assessments in language and mathematics with school-aged children in the sample. These assessments proved reliable, as detailed below, and therefore will serve as a primary outcome measure for future rounds of the survey. Many of the demographic variables that have a positive association with school attendance also have a significant positive association with assessments of learning performance. Higher scores could be the result of attending school, or the consequence of other ways the households that promote attendance also promote their children's learning. Demographic predictors of higher scores include the household head having attended a formal school, being literate, or having a military occupation,

along with indicators of material wellbeing, such as the ability to purchase enough food or having access to communication technologies. The children of household heads who attended community schools and who were older also had higher assessment scores. Surprisingly, respondents reporting a greater feeling of security actually had lower assessment scores. Finally, assessment scores were positively correlated with the measure of satisfaction with the quality of school services provided.

Context

The baseline survey data show that the ALSE communities are located in relatively secure areas of Afghanistan, although many are remote and underserved by public services and infrastructure. Afghanistan's national poverty rate is 37%, according to the 2011-2012 National Risk and Vulnerability Assessment (NRVA). Comparisons between ALSE households and NRVA households suggest that poverty is even more prevalent in the ALSE communities.

Since communities were selected to participate in ALSE based on characteristics related to poor accessibility generally and a lack of public services, it is important to note that the villages described in this report are not necessarily representative of the province overall. For instance, Herat Province is predominantly Tajik, but most of the ALSE communities in Herat are predominantly Pashtun. Thus, when we refer to province-wide statistics from the baseline data, we refer specifically to ALSE communities, not to province-wide averages.

Table of Contents

1 Introduction	9
1.1 Why CBE?.....	9
1.2 Motivating Our Research	9
1.2.1 Teacher hiring practices.....	10
1.2.2 Community participation.....	10
1.2.3 Assessing sustainability.....	10
1.3 This Report.....	11
2 Research Design	12
3 Context	16
3.1 Geographic Context	16
3.1.1 CARE: Kapisa and Parwan Provinces.....	16
3.1.2 CRS: Central Highlands (Bamiyan, Daykundi and Ghor).....	18
3.1.3 CRS: Herat Province	20
3.2 Demographics	21
3.2.1 Economic demographics	21
3.2.2 Social demographics	23
3.2.3 Education demographics	24
3.2.4 Technology demographics	24
3.2.5 Comparisons of sample to national statistics.....	25
3.2.6 Security conditions	27
4 School Attendance	32
4.1 Descriptive Attendance Statistics.....	32
4.2 Correlational Analysis of Attendance	36
4.2.1 Attendance and demographics.....	36
4.2.2 Attendance and security.....	39
4.2.3 Attendance and satisfaction	40
4.2.4 Attendance and risk	42
5 Demand for Education	45
5.1 Variation in Demand across Regions	45
5.2 Correlational Analysis of Demand	48
6 Learning Assessment	51
6.1 Learning Assessment Results	51
6.2 Correlational Analysis of Learning Assessment Performance.....	52
6.2.1 Learning assessment performance and demographics	52
6.2.2 Learning assessment performance and security.....	53
6.2.3 Learning assessment performance and satisfaction.....	53
6.2.4 Learning assessment performance and risk.....	54
Conclusion	56
References	57
Appendix A: Index Construction and Full Regression Tables	59
A1 Wealth—all households	59
A2 Wealth—farmers.....	60
A3 Wealth—non-farmers.....	62

A4 Security.....	64
A5 Satisfaction with primary schools	66
A6 Satisfaction with secondary schools.....	67
A7 Attendance and demographics.....	69
A8 Attendance and security	72
A9 Attendance and satisfaction	75
A10 Attendance and risk	77
A11 Demand for education.....	79
A11 Demographics and demand	81
A12 Demographics and learning assessment score	81
A13 Security and learning assessment score	83
A14 Satisfaction and learning assessment score	84
A15 Risk and learning assessment score	85
A16 Learning assessment scores—math and language.....	86
A17 Learning assessment performance—full test.....	88
A18 Learning assessment performance—math section.....	90
A19 Learning assessment performance—language section	92
Appendix B: Baseline Household/Roster Survey	95
Section 1: Survey Management Information	95
Section 2: Greetings and Introduction (<i>To be read aloud</i>)	97
Section 3: Household Demographics.....	98
Section 4: Collection of Information for Child Learning Assessment Participants	100
Section 5: Education and Parental Decision-Making.....	106
Section 6: Attitudes toward the State	138
Section 7: Modernization.....	142
Section 8: Conflict	144
Section 9: Demographics	146

1



Introduction

Introduction

This report presents the findings of baseline data collection for the Assessment of Learning Outcomes and Social Effects (ALSE) project in Afghanistan. ALSE is a comprehensive multi-year impact evaluation that aims to expand and deepen our understanding of ways (1) to maximize primary school *learning* and *access* through community-based education (CBE), and (2) to *sustain* these gains in learning and access into the future. The evidence produced by this impact evaluation will provide information that policy-makers can use to ensure that girls and boys across Afghanistan have lasting access to a good-quality primary education. This cutting-edge knowledge also will help USAID lead innovations in Afghanistan's education policy arena and in other countries facing structural constraints related to conflict, high poverty levels, and other challenges to public services access.

In this baseline data report we describe the geographic, demographic, and educational context of the communities we are studying. We also characterize some key patterns in access to education, demand for education, and children's verbal and mathematical aptitude. The data collection for this report, which was undertaken in the summer and fall of 2014, will help set the stage for future data collection.

1.1 Why CBE?

Previous research shows that offering CBE in remote Afghan villages dramatically increases school enrollment and achievement, and eliminates disparities in attendance between boys and girls (Burde and Linden 2013). This research also provides insight into the mechanism behind the effectiveness of CBE, finding that distance is a key factor in driving down school attendance, with girls especially unlikely to attend school far from home. CBE situates schools directly in the villages they serve, thus driving up attendance, especially among girls.

1.2 Motivating Our Research

Even with the demonstrable gains resulting from CBE, there is room for improvement for two key reasons. First, there is evidence that educational attainment might be improved further. Although we know that CBE is very effective at increasing school enrollment for the country's overwhelmingly rural population and at improving student achievement, many students (54.4%) still do not achieve reading fluency after two years' participation in CBE (PACE-A 2008). Moreover, although community-based schools eliminate disparate attendance between boys and girls, girls' achievement levels still lag behind those of boys (Burde and Linden 2013).

Second, although community-based schools are known to enhance achievement and access, their long-term sustainability is in question. A recent study examining sustained access to education found that only 42% of villages still had access to primary education four years after a standard NGO's CBE program had ended (Burde et al. 2015).

ALSE is designed to build on findings from previous studies to determine which CBE models are most effective and which have resulted in CBE being integrated into the government education system. ALSE uses a mixed-methods randomized control trial to examine the impact

of programmatic variations that are hypothesized to affect CBE’s effectiveness and sustainability. ALSE’s key programmatic variations are (1) teacher hiring practices and (2) enhancements aimed at improving community participation in CBE. The study also evaluates different types of partnerships between the Ministry of Education (MoE) and the implementing partners, CARE and CRS, by extending NGO administration of the schools in some communities with CBE. This will help us understand which model of collaboration is most likely to sustain children’s future access to school and learning.

1.2.1 Teacher hiring practices

One key challenge in making CBE a sustainable component of the Afghan MoE’s strategy for expanding access to primary education is hiring qualified teachers to work in remote rural areas. There often is a trade-off between hiring a teacher familiar to the community and hiring one who meets the MoE’s minimum qualifications. Parents may be more comfortable sending their children to be taught by people they know and teachers from the village are likely to have fewer absences. However, local teachers may not meet the minimum teaching qualifications set by the MoE, in which case they are barred under the current CBE policy from becoming part of the civil service.¹ Because the villages where community-based schools are established are so remote, it is not always possible to hire teachers who meet both criteria—i.e., they are familiar to the community and meet MoE standards. We seek to understand the differential impact each of these criteria has on sustained access and learning in the villages where such a choice must be made.

1.2.2 Community participation

Supporting “community participation” to enhance educational outcomes is among the most common interventions in NGO-administered programs. It is widely assumed to boost the quality of children’s learning, especially girls’, and the sustainability of social services. However, evidence of its effects are mixed (Pradhan et al. 2007; Bold et al. 2012). Greater community engagement in making decisions about local development (e.g., via village referenda) aligns development programs more closely with the preferences of regular community members (and not just community elites) and increases local satisfaction with programming, which could improve sustainability (Beath et al. 2012). Our research will add to the literature and inform policy by examining whether boosting community engagement can help sustain access to schools and learning after the transition is made from NGO to MoE administration.

The study examines the effects of community participation through the following program features: (1) community libraries, (2) parent reading groups, and (3) a poster campaign that includes messages from the Qur’an and hadiths that express the importance of education for both boys and girls.

1.2.3 Assessing sustainability

To deepen our understanding of sustained access and learning for incoming cohorts of school-aged children, we will examine different models of partnership between the state (MoE) and non-state (NGO) actors for administering education. By comparing community-based schools for

¹ Note that the CBE policy is currently being revised.

which administrative responsibility has been transferred from NGOs to the MoE to community-based schools that remain administered by the NGOs in partnership with the MoE, we intend to advance understanding of effective strategies for administering CBE as a strategy for expanding access to education. This component of the study will contribute to our understanding of the material, political, and institutional challenges to providing essential public services in conflict-affected environments (Besley and Persson 2011), and help to reveal ways to improve this capacity. Indeed, understanding the subtle differences between models of NGO-MoE collaboration in administering classes is crucial for assessing the sustainability of social interventions.

1.3 This Report

The report provides a backdrop for the impact analysis that will be possible following future rounds of data collection. Here we describe the recipient communities in detail by reporting on the baseline survey data.

The structure of the report is as follows. In Section 2 we provide a more detailed account of our overall research design. Sections 3, 4, and 5 present results from the baseline survey: Section 3 presents geographic and demographic information about the recipient communities; Section 4 describes the current educational context and examines the correlates of school attendance; Section 5 looks at the nature and degree of demand for education in the recipient communities.

2



Research Design

Research Design

Our impact evaluation is based on a randomized control trial (RCT). It is being carried out in collaboration with two NGO implementing partners, CARE and CRS, and in coordination with the Ministry of Education of the Government of the Islamic Republic of Afghanistan. The evaluation is designed to assess the effects community-based schools have on learning outcomes and the effects different models of NGO and MoE partnership have on sustained access and learning. RCTs are a rigorous form of impact evaluation, and the methodology enables us to isolate the effects of different program variations. These variations relate to (1) activities focused on boosting community support for education through community libraries, adult reading groups, and religious messaging workshops, and (2) teacher selection methods.

The study design included 180 villages, all of which will eventually receive community-based schools through a randomized phase-in design. To analyze the general impact of community-based education, we have assigned 129 villages to a “treatment” condition, whereby they began receiving community-based schools (CBS) at the beginning of the project in 2014, and 51 to a “waitlist” (control) condition, whereby they will receive community-based schools in 2016.² This will allow us to measure learning outcomes and other community improvements resulting from CBE over two academic cycles.

The high number of treatment villages provides the flexibility we need to study program variations related to community engagement and teacher selection practices. The treatment villages have been assigned different variations of CBE, as follows:

1. *Community Participation*: The first variation includes activities to boost community involvement in children’s learning. In 67 randomly selected communities, CARE and CRS are implementing their standard program to engage community members in children’s education. This includes establishing school management committees (SMCs), facilitating links between the SMCs, other CBS (or MoE outreach classes), MoE hub schools,³ village *shuras* (community councils), Community Development Committees, and other relevant stakeholders; support for social audits (which look at how well the school is functioning) and other public accountability measures; and making grants for school improvement. In 62 other communities, CARE and CRS are implementing all of their standard activities, as well as enhanced programming to bolster community members’ capacity to support their children’s learning. This includes establishing community libraries and parent reading groups, and disseminating Qur’anic messages that emphasize the importance of education for girls and boys.
2. *Teacher Selection*: The second variation assesses practices for recruiting and hiring

² It is possible to create a waitlist of villages because there are not enough resources to cover all villages at once. It is important to note that the waitlisted villages will receive supplemental accelerated learning programs in addition to the standard programming.

³ Hub school is the term used for a centralized government school that education for a certain geographic area. Each CBE class is affiliated with its nearest hub school and the students are officially registered there. CBE classes are also called “outreach classes” for this reason, since they are envisioned a mechanism for the hub school to reach out to more remote villages to provide access to education.

teachers. Where possible, CARE and CRS have recruited teachers from within each target village who meet the current MoE qualification of having graduated from grade 12. In villages with no accredited teachers, we are studying one of two recruiting processes. In the first variation, teachers have been recruited from outside the community, either from a nearby village, the district center, or the provincial center. Teachers with credentials that satisfying the MoE standards—i.e., they have at least a grade 12 education but ideally are a graduate of a Teacher Training Center (equivalent to grade 14)—will be hired. These teachers receive financial incentives (a 40% increase over the civil servant salary scale) to encourage them to live and work in remote communities. This has occurred in 17 villages, from among the group of classes randomly assigned to receive this variation. In the second variation, teachers have been recruited from within the village based on their skill level and personal capabilities. These teachers are given training in the MoE curriculum and in pedagogy. This has occurred in 27 villages, randomly assigned.

We also will evaluate the effects of transitioning the administration of these schools from NGOs to the MoE. To do so, we have randomly assigned 63 villages in the treatment group to be transitioned to MoE administration after Year 2, while the rest will remain under NGO administration for another two years. The MoE will either upgrade these 63 to an MoE primary school or continue to support them as a community-based or “outreach” class (see footnote 3) of the MoE hub school, continuing to provide access education to future cohorts of children as they become school-aged. Comparing the schools directly administered by the MoE to those administered by the NGOs allows us to evaluate the sustainability of these different models of education administration. Furthermore, because the different CBE models will cut across those schools assigned MoE administration and those with continued NGO administration, the overall design will allow us to assess how enhanced community engagement interacts with these different forms of administrative partnership to impact children’s learning, and to determine whether different teacher recruitment practices affect sustainability.⁴

The timeline and design require that the NGOs will administer new schools in 129 villages for the first three academic years. At the start of the fourth academic year, 63 of the 129 schools will have transitioned to the MoE, while the NGOs will administer the remaining 66. These remaining 66 schools will be transitioned to the MoE after the fifth year. The end line data will then be collected and the research operation will conclude.

At the start of the third year, the NGOs will establish and administer the 51 schools in the waitlisted villages, which they will manage for three years. The decision of when to transition these 51 schools to MoE administration will be decided by the NGOs and MoE independent of the research project.

During each phase of implementation, the project team will conduct a round of data collection by administering surveys in the treatment communities. The first round of data collection (the baseline) was conducted in fall 2014 in the 131 villages assigned to the four treatment RCT

⁴ The details of the handover process are currently being discussed by the MoE, the NGOs, and the ALSE team. Potential revisions are possible.

conditions.⁵ Security concerns prevented us from collecting a full set of data in four villages in the Adraskan District of Herat (see section three for more detail) and led us to cancel data collection in nine other villages. We intentionally did not collect baseline data in the 51 villages assigned to the waitlist conditions. Our NGO partners asked to have a limited presence in those villages until they were ready to establish classes to avoid raising expectations or fostering resentment. However, because villages were randomly assigned to the treatment and waitlist conditions, the villages included in the baseline provide a representative picture of all the ALSE communities.

We surveyed up to 35 households in most of the villages. In those with 35 or fewer households we interviewed all of them. In villages with more than 35 households, we used a systematic walking pattern to enumerate up to 70 households. The enumerators began their walk at the mosque in a randomly assigned direction. The systematic walking pattern involved instructions for walking through the village to number houses, including setting off from the largest mosque in a randomly assigned direction, numbering houses on their right-hand side, and turning in specific directions at the intersections of roads or walking paths or at dead-ends. We conducted a standardized survey with each head of household, or with a primary decision-maker if the head of household was unavailable. The survey questions related to household demographics, perspectives on education, educational decision-making, access to and perspectives on technology, and the household's past experience with conflict. We also conducted a short learning assessment with all the children in a household between the ages of 6 and 10—the age range of children eligible to attend first grade in a community-based school. The oral learning assessment tool, which included sections on literacy and numeracy, was adapted from the Early Grade Reading Assessment and Early Grade Math Assessment tools originally developed by RTI International. Overall response rates for the household survey were quite high at 93.92%, and the response rate for the learning assessments was 82.26%. The remainder of this report presents the findings of this baseline data collection.

⁵ This number is slightly higher than the 129 villages where the NGOs are implementing CBE classes assigned to the different treatment conditions because they were unable to open classes in some of the villages originally selected for the study. To preserve the randomization, we have kept these villages in the study where possible.

3



Context

Context

3.1 Geographic Context

The ALSE study is being conducted in six Afghan provinces, as shown in Figure 1: Bamiyan, Daykundi, Ghor, Herat, Kapisa, and Parwan. CARE and CRS Afghanistan, our implementing partners, selected these areas, where they already have an established organizational presence. Like much of Afghanistan, all six provinces are predominantly rural and contain villages that meet the MoE criteria for establishing CBE classes. CARE works in Kapisa and Parwan provinces, which lie north of Kabul. CRS works in Bamiyan, Daykundi, Ghor, and Herat, which are located in the central highlands west of Kabul. In this section, we describe the geographic context of both organizations' programmatic area. This includes a security assessment, as the security conditions impact our ability to collect data and the NGOs' ability to implement their programs.

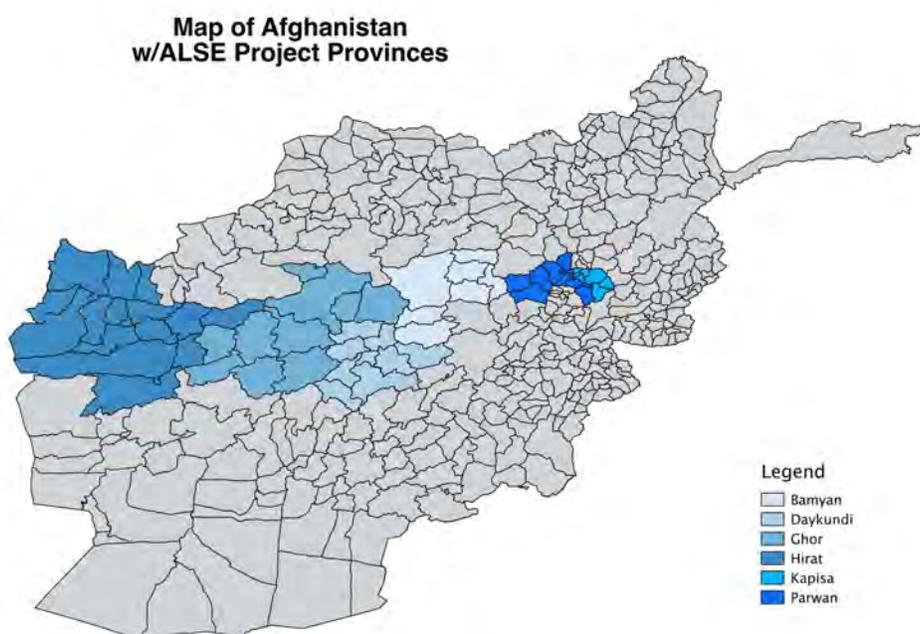


Figure 1: Afghanistan's districts, with the six ALSE provinces highlighted

3.1.1 CARE: Kapisa and Parwan Provinces

Parwan and Kapisa lie north of Kabul. According to the Ministry of Rural Rehabilitation and Development (MRRD), approximately half of Kapisa's terrain is mountainous or semi-mountainous. Ninety-nine percent of its population live in the rural areas where community-based schools are established. CARE implements CBE classes that are part of ALSE in four of Kapisa's seven districts. These four districts—Mahmud Raqi, Hesa-e-Dawn, Hesa-e-Awli, and Kohband—are relatively more secure than the other three—Tagab, Alasai, and Najrab. However, security-related tensions prevented us from collecting baseline data in the four study locations in Kohband.

More than two-thirds of Parwan Province is mountainous or semi-mountainous, while the remaining areas are flatlands. Parwan is slightly less rural than Kapisa, with approximately 75% of the population living in rural areas and 25% in urban areas. CARE works in five of the ten districts in Parwan—Charikar, Syed Khel, Jabulsarraaj, Salang, and Bagram—which are located in the central east region of the province. We faced no security challenges when conducting the baseline survey.

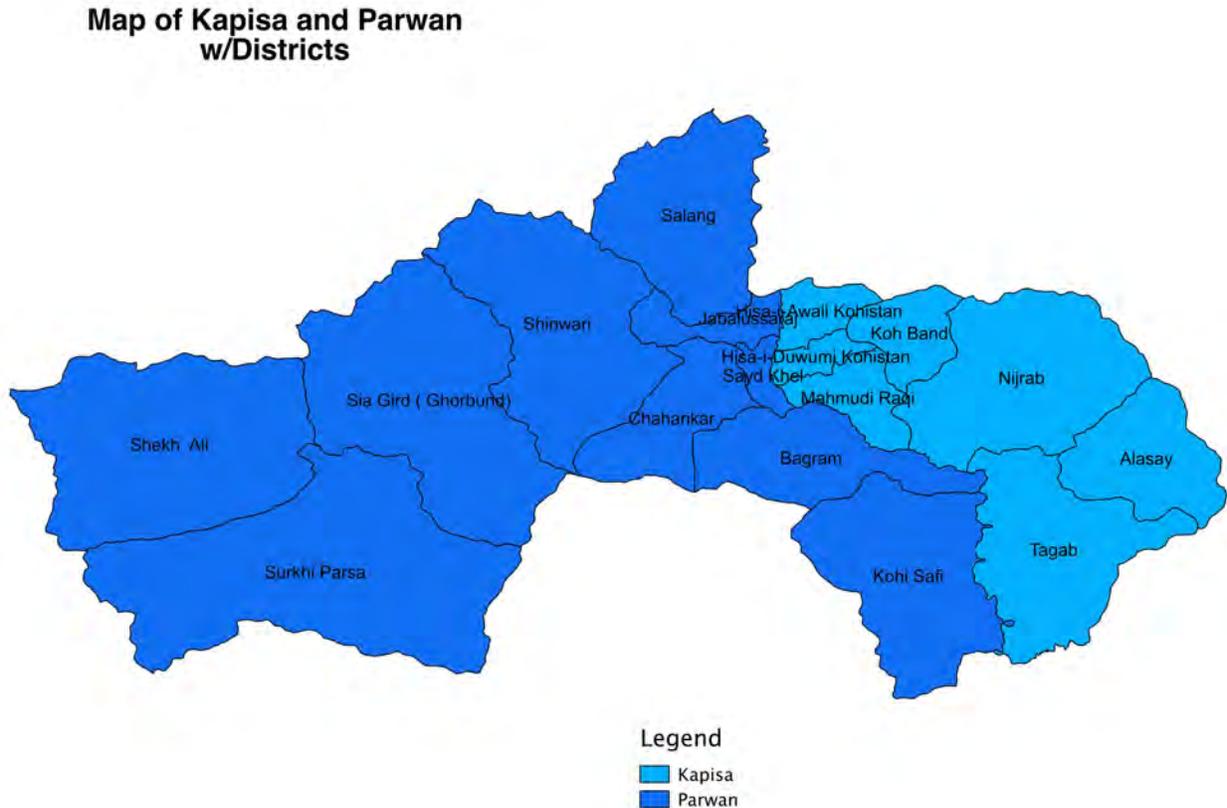


Figure 2: Districts in Kapisa and Parwan

Table 1 presents summary statistics on the districts of Parwan and Kapisa that are included in the ALSE study. The figures are taken from a district mapping exercise commissioned by the MoE and conducted by CARE. The figures show how the districts vary by population density and overall access to primary education. As the table makes clear, there is significant variability in geographical context between districts. Parwan’s central district, Charikar, and Syed Khel are relatively densely populated, whereas other districts, such as Hesa-e-Awli in Kapisa and Salang in Parwan, have relatively low population density. There is also significant variability in terms of access to both government and community-based educational services.

Province	District	Geographic Area (square km)	Population Density (people per square km)	No. of Villages	No. of MoE Primary Schools	No. of CBE Classes (all providers)
Kapisa	Mahmud Raqi	136	57.3	114	13	78
	Hesa-e-Dawm	237	188.3	91	1	38
	Hesa-e-Awli	1,908	30.8	98	3	61
	Kohband	149	157.4	195	10	18
Parwan	Charikar	191	933.7	117	11	84
	Syed Khel	47	1,352.5	136	4	45
	Jabulsarraj	485	166.3	99	6	61
	Salang	657	37.9	124	8	5
	Bagram	345	365.1	121	12	44

Table 1: Summary statistics on districts of Parwan and Kapisa included in ALSE study

3.1.2 CRS: Central Highlands (Bamiyan, Daykundi, and Ghor)

CRS implements community-based education in coordination with the ALSE project in one or two districts in each of the three provinces in the Central Highlands region: the Yakawlang district of Bamiyan, the Ashterlay and Sangi Takht districts of Daykundi, and the Lal wa Sarjangal district of Ghor. All three areas are mostly mountainous or semi-mountainous, and the vast majority of their populations live in rural areas. Of the three districts, Bamiyan has the greatest proportion of residents living in urban areas (20%). In both Ghor and Daykundi, 99% of the population lives in rural areas. Bamiyan's topography is differentiated from the two other provinces in that it has rivers. The climate in these regions is very dry and the winters are very cold, which is significant for our data collection efforts. We collected the data before the winter months, when many villages become inaccessible, especially in Daykundi and Ghor. The security incidents that occurred during the data collection were only sporadic petty crimes that did not affect our work.

Map of Bamyan, Daykundi, Ghor, & Herat w/Districts

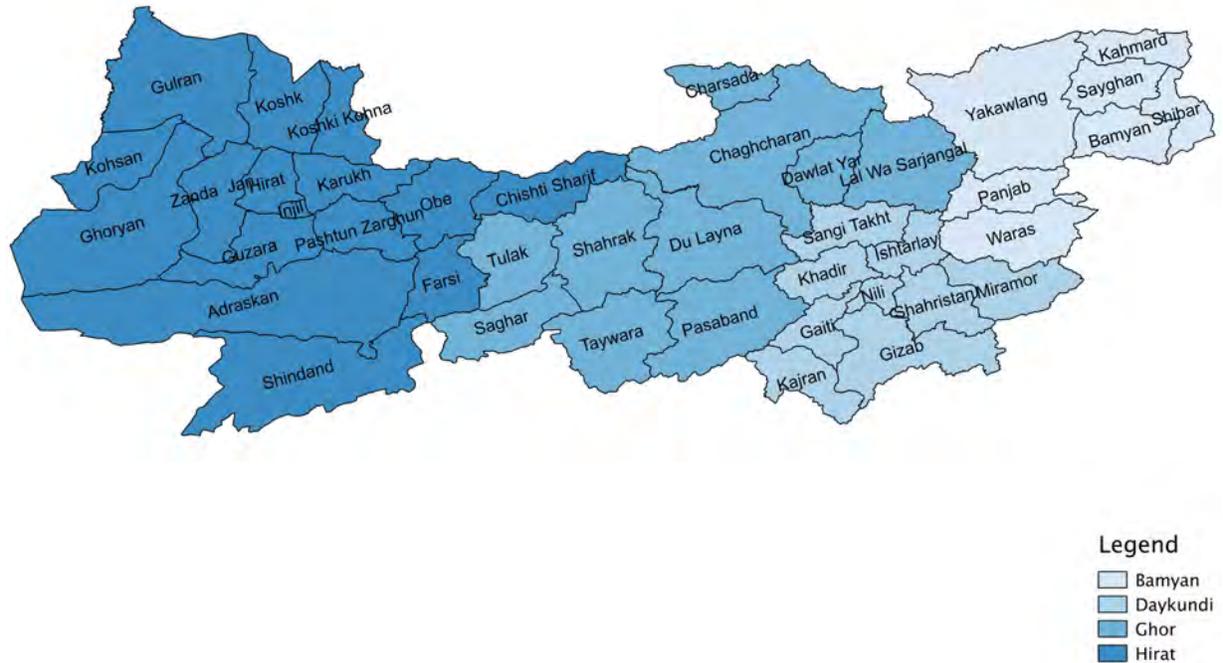


Figure 3: Districts in Bamiyan, Daykundi, Ghor, and Herat

Table 2 shows the population density (based on CRS and MRRD sources) and educational access (based on information from CRS) for all the Central Highlands districts included in ALSE. Although some information is missing, it shows that these districts are significantly less densely populated than those in Kapisa or Parwan and are spread over a much larger area (thousands of square kilometers rather than hundreds). There is a higher number of government schools in the Central Highlands than in Kapisa and Parwan; this likely reflects the lower population density and larger geographic area of the former, rather than greater access to education.

Province	District	Geographic area (square km)	Population Density (people per square km)	No. of Villages	No. of MoE Primary Schools	No. of CBE Classes (all providers)
Bamiyan	Yakawlang	6,704	6.9	325	8	58
Daykundi	Ashterlay	1,360	34	320	30	*
	Sangi Takht	1,945	25.3	*	*	*
Ghor	Lal wa Sarjantal	5,115	32.6	676	27	*
* No data available						

Table 2: Summary statistics on districts of Bamiyan, Daykundi, and Ghor included in ALSE study

3.1.3 CRS: Herat Province

Herat Province is located in the western part of Afghanistan; it borders with Iran on the west and Turkmenistan on the north. According to the MRRD, one-third of the province is mountainous or semi-mountainous, and more than half is flatland. The province, which is divided into 16 districts, is approximately 75% rural and 25% urban. CRS implements CBE in association with ALSE in just two districts, Adraskan and Gozara, which are both south of Herat City. Security was a significant challenge during the data collection in Herat: in Gozara we were able to collect all of our data despite security concerns, but we had to modify our survey methodology in Adraskan. Because of the armed opposition groups present in this district, the survey firm was only able to send a small team, and they spent just one day collecting data in each Adraskan village. As a result, we interviewed only four households in each of these villages.

Table 3, which is based on information gathered from MRRD sources and data provided by CRS, shows that the two districts in Herat differ in terms of population density, geographic area, and access to education. Overall, however, they more closely resemble the central highlands than Kapisa or Parwan.

Province	District	Geographic area (square km)	Population Density (people per square km)	No. of Villages	No. of MoE Primary Schools	No. of CBE Classes (all providers)
Herat	Adraskan	10,070	13.9	384	40	35
	Gozara	2,000	200	400	28	60

Table 3: Summary statistics on districts of Herat included in ALSE study

Province	Villages	Households
Bamiyan	11	290
Daykundi	29	864
Ghor	23	576
Herat	8	143
Kapisa	24	836
Parwan	40	1296
Total	135	4005

Table 4: Number of villages and households per province

3.2 Demographics

The following section details findings related to household-level demographics in the survey sample. We break these demographics down into four categories: economic characteristics, social characteristics, educational characteristics, and access to technology. Tables 5-8 show the breakdown for each demographic variable by province, and for the total sample. The demographic variables show wide diversity in overall household characteristics by province, especially in relation to occupation, income level, and the household head’s educational attainment.

3.2.1 Economic demographics

Table 5 contains economic information broken down by province, and for the total sample. The average economic conditions of the households in our sample differ substantially across the provinces. One chief area of diversity is the household head’s primary occupation: 81.4% of household heads from Bamiyan report farming as their primary occupation, as do 74.3% from Ghor. In comparison, only 29.5% in Kapisa and 11.2% in Herat cite farming as their primary occupation, which is much lower than the sample-wide average of 50%. Most household heads in Herat are employed as laborers. Some household heads in Kapisa (13%) and Parwan (7.1%) work in the military, which is much more common in these provinces than in the other four.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total
Household head occupation: farmer	%	81.4%	59.4%	74.3%	11.2%	29.5%	43.6%	50.0%
Household head occupation: shopkeeper	%	2.1%	2.2%	2.3%	4.2%	10.8%	6.3%	5.4%
Household head occupation: laborer	%	3.8%	20.7%	9.0%	51.0%	15.9%	16.1%	16.4%
Household head occupation: military	%	4.1%	1.5%	0.3%	2.1%	13.0%	7.1%	5.8%
Household head occupation: other	%	8.6%	16.1%	14.1%	31.5%	30.7%	26.9%	22.4%
Does the household own its land?	%	70.7%	75.7%	56.0%	6.3%	65.7%	61.8%	63.4%
Does the household have enough money for food every day?	%	37.2%	33.1%	13.9%	49.0%	75.0%	60.5%	48.9%
Does the household have enough money for fuel?	%	34.8%	41.1%	11.1%	36.4%	60.4%	50.3%	43.2%
Does the household have enough money for daily food, fuel, and children's education?	%	25.2%	6.1%	7.5%	10.5%	42.6%	40.8%	26.7%
Does the household have enough money for daily food, fuel, children's education, and occasional luxury items?	%	13.4%	1.6%	8.0%	2.8%	31.3%	16.0%	14.3%
Monthly household income: 2000 Afghanis or less	%	29.7%	79.1%	61.2%	29.4%	11.2%	13.1%	35.6%
Monthly household income: 2001-5000 Afghanis	%	45.5%	16.8%	16.9%	48.3%	34.6%	27.6%	27.2%
Monthly household income: 5001-10000 Afghanis	%	16.9%	2.1%	6.1%	14.7%	32.8%	37.4%	22.0%
Monthly household income: 10001-15000 Afghanis	%	1.7%	0.2%	1.0%	2.1%	14.6%	14.3%	8.1%
Monthly household income: 15001 Afghanis or more	%	3.1%	0.1%	0.5%	2.1%	6.7%	6.2%	3.8%
	<i>n</i>	290	864	576	143	836	1296	4005
Wealth index: all households	<i>mean</i>	-0.328	-0.380	-0.612	-0.476	0.487	0.276	0.000
Wealth index: household head primary occupation = farming	<i>mean</i>	-0.231	-0.280	-0.551	-0.394	0.630	0.422	0.119
Wealth index: household head primary occupation = not farming	<i>mean</i>	-0.378	-0.421	-0.656	-0.618	0.354	0.155	-0.092
	<i>n</i>	278	829	434	134	818	1221	3714

Table 5: Household demographics—economic

Despite having diverse occupations, the household heads in all six provinces predominantly report having a low income. The monthly income levels with the most responses in all the provinces are “less than 2000 Afghanis” and “2001-5000 Afghanis” (less than approximately USD 30 and approximately USD 30-75, respectively). The 2011-2012 National Risk and Vulnerability Assessment (NRVA), a nationwide project carried out by the Afghan government’s Central Statistics Office, set the nominal cost-of-needs national poverty line at 1,710 Afghanis per person per month.⁶ Since most ALSE households have more than one person, this puts a large share of ALSE households below the poverty line. The NRVA reports a national poverty rate of 37%, but we have reason to believe that an even greater share of ALSE households are impoverished. In Table 9, we compare income levels from the ALSE sample with those from the NRVA sample. Roughly 36% of ALSE households earn less than 2000 Afghanis per month, compared to only 7% of NRVA households. In contrast, roughly 4% of ALSE households earn more than 15,000 Afghanis per month, compared to 10% from the NRVA sample. Since income averages are considerable lower in the ALSE sample, we can infer that the poverty rate within the sample is higher than 37%.

⁶ Central Statistics Organization, 2014, p. 177.

Only 49% of the overall ALSE sample reported that they had enough money for food every day. This high percentage of families without money for food raises questions of priorities. Will families that cannot afford to feed themselves prioritize sending their children to school over other material needs? We examine this question in further detail below.

To succinctly investigate the association between wealth and attitudes toward education and educational outcomes, we created index variables to provide a wealth score for each household. The final three rows of Table 5 present the means of these index variables for each province. There are three different wealth index variables: one formed by calculating the first factor score for all wealth variables for the entire sample; one formed by calculating the first factor score for the same variables for households where the household head’s primary occupation is farming; and one formed by calculating the first factor score for households where the household head’s primary occupation is anything but farming. Details on creating the wealth index variables can be found in Appendix A1, Appendix A2, and Appendix A3. While the wealth index scores presented in Table 5 are not informative in an absolute sense, they reveal quite a bit when compared to each other. For example, all three wealth index variables have a higher average in Kapisa and Parwan than in the other four other provinces, and they provide a useful summary of the degree of wealth disparity between these districts and the others.

3.2.2 Social demographics

Like the economic demographics, the social demographics (see Table 6) underscore differences between the provinces. Each community in which CARE and CRS work has a predominant ethnicity: Hazara is the dominant ethnic group in Bamiyan, Daykundi, and Ghor, Pashtun in Herat, and Tajik in Kapisa and Parwan.⁷

There are 242 households in the sample that report having a female household head. While this demographic is by no means a majority in any province, it is a large enough percentage (6%) of the total sample to include as a variable of interest when examining school attendance and attitudes toward education in the sections below.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total
Household ethnicity: Hazara	%	82.8%	97.8%	94.1%	2.1%	0.1%	0.0%	40.7%
Household ethnicity: Pashtun	%	0.0%	0.0%	0.3%	72.0%	16.1%	18.2%	11.9%
Household ethnicity: Tajik	%	0.3%	0.0%	0.0%	7.0%	80.1%	79.5%	42.7%
Household ethnicity: other	%	16.9%	2.2%	5.6%	18.9%	3.6%	2.3%	4.7%
Household head age	mean	46.7	42.3	44.4	43.9	43.3	43.6	43.6
Number of children in household	mean	3.6	3.8	4.3	3.7	3.2	3.7	3.7
Is the household head Shia?	%	99.7%	97.6%	97.9%	2.1%	0.4%	0.2%	42.6%
Is the household head Sunni?	%	0.0%	0.1%	0.5%	97.9%	98.7%	96.2%	55.3%
Is the household head female?	%	2.4%	5.9%	5.7%	2.8%	5.4%	7.9%	6.0%
	n	290	864	576	143	836	1296	4005

Table 6: Household demographics—social

⁷ Note that these are not necessarily the dominant ethnic groups in those provinces or even in the districts; they are dominant solely within our sample.

3.2.3 Education demographics

There are significant differences between the districts in terms of educational demographics. For example, 45.2% and 43.1% of household heads in Daykundi communities can read and write, respectively, compared to only 21.0% and 18.9% in Herat communities—a difference of more than 20 percentage points.

In addition, the data on household heads' educational attainment show historic levels of access to education [**across the board? not clear which are the historic levels**]. Communities in Kapisa and Parwan, the two most urban provinces in the study, have by far the highest percentage of household heads who have attended a government school (46.3% for Kapisa, 33.1% for Parwan). No other province shows more than 15%. Moreover, 9.3% of household heads in Kapisa have attended university, as have 3.7% in Parwan. Heads of households in the other four provinces attended only madrassas and community schools at similar rates as their counterparts in Kapisa and Parwan; these percentages are especially high in Daykundi and Herat.

There are also interesting connections between household heads' education and ethnicity. Although attendance at mosque schools is fairly high in all six provinces, it is noticeably higher in areas where the Hazara are not the primary ethnic group (i.e., Herat, Kapisa, and Parwan). Madrassa attendance is higher in Hazara villages than in non-Hazara villages.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total
Can the household head write?	%	41.7%	43.1%	40.5%	21.0%	46.3%	30.5%	38.4%
Can the household head read?	%	44.1%	45.2%	41.4%	18.9%	46.9%	29.6%	38.9%
Household head education: mosque	%	30.7%	36.7%	48.0%	65.0%	86.1%	78.5%	62.8%
Household head education: madrassa	%	25.2%	19.9%	19.5%	16.8%	6.6%	6.0%	12.8%
Household head education: community school	%	2.4%	14.3%	8.3%	12.6%	4.3%	3.7%	7.0%
Household head education: government school	%	14.1%	10.3%	11.7%	9.1%	46.3%	33.1%	25.6%
Household head education: university	%	1.0%	0.6%	0.5%	0.0%	9.3%	3.7%	3.4%
	<i>n</i>	290	864	576	143	836	1296	4005

Table 7: Household demographics—educational

3.2.4 Technology demographics

Finally, the responses to questions about access to technology illustrate differences between the provinces. In general, Kapisa and Parwan have greater access to radios, mobile phones, the Internet, and cars. No province has a high average access to landlines, but access to mobile phones is high in all six provinces, with a low of 45.5% (Bamiyan) and a high of 86.3% (Kapisa). Daykundi and Ghor have higher than average access to motorcycles, which reflects the remote and rugged terrain of these provinces.

In terms of access to television, a minority of households in all six provinces report having access to television, but only Herat reports an average of less than 30%. However, access may be higher than reported in Kapisa and Parwan, considering that strict customs in those provinces make talking about television a sensitive issue.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total
% of households with access to...								
Radio	%	27.6%	23.9%	24.4%	35.0%	73.4%	65.6%	48.5%
	<i>n</i>	290	856	570	143	836	1286	3981
TV	%	33.4%	34.2%	49.6%	18.2%	48.8%	31.6%	38.0%
	<i>n</i>	290	856	570	143	836	1287	3982
Computer	%	3.1%	1.6%	2.5%	0.0%	5.6%	2.8%	3.0%
	<i>n</i>	290	855	569	143	835	1283	3975
Fixed phone line	%	0.3%	0.6%	1.1%	2.8%	1.6%	1.6%	1.3%
	<i>n</i>	289	856	570	143	834	1283	3975
Mobile phone	%	45.5%	64.6%	61.2%	58.2%	86.3%	78.1%	71.4%
	<i>n</i>	290	855	570	141	835	1281	3972
Satellite phone	%	0.3%	0.1%	0.2%	0.7%	0.8%	0.5%	0.5%
	<i>n</i>	290	855	568	143	835	1277	3968
Internet connection	%	0.0%	0.0%	0.2%	0.0%	1.9%	0.7%	0.7%
	<i>n</i>	290	855	569	143	830	1281	3968
Motorcycle	%	22.1%	39.0%	45.8%	23.1%	29.8%	22.5%	30.9%
	<i>n</i>	290	856	570	143	835	1282	3976
Car	%	2.8%	1.8%	3.0%	0.7%	12.9%	10.0%	7.0%
	<i>n</i>	290	856	567	143	835	1281	3972

Table 8: Access to technology

3.2.5 Comparisons of sample to national statistics

To put the data for the households and villages from the ALSE sample in context, we compared them with household data for the same six provinces from the 2011-2012 National Risk Vulnerability Assessment. The NRVA provides an opportunity to learn how the ALSE sample resembles and differs from national averages.

Given that the ALSE study selected communities that are relatively underserved by education services, it is not surprising that the ALSE sample demographics differ from those of the NRVA sample. One key difference is income. For example, in Table 9, we compare the percentage of the ALSE sample that falls into the five income categories used in Table 5 with the percentage of the NRVA sample that does so. In the ALSE sample, the modal income category is “less than 2000 Afghanis” (35.6% of the sample), while only 7% of the NRVA sample falls within that category. In the NRVA sample, the modal income categories are “2001-5000 Afghanis” and “5001-10000 Afghanis,” which includes more than 70% of the sample. In addition, more than 20% of the NRVA sample falls within the top two categories, compared to only 12% of the ALSE households.

Income levels in the 6 ALSE provinces

	<i>ALSE sample</i>	<i>NRVA</i>
<2000 Afs	35.6%	7.0%
2001-5000 Afs	27.2%	37.3%
5001-10000 Afs	22.0%	35.2%
10001-15000 Afs	8.1%	10.3%
>15001 Afs	3.8%	10.3%

Table 9: Comparison of ALSE sample with NRVA data from the same provinces—income levels

In other areas of comparison, ALSE households exhibit trends similar to households from the NRVA sample in the same six provinces. For instance, Table 10 shows the percentage of household heads in both samples that have attended a formal school. The same general patterns appear in both: Kapisa and Parwan have the highest percentage of educated household heads, while the percentages in Daykundi and Ghor are considerably lower. Although the trends are similar, the comparison supports our argument that the ALSE project involves underserved areas, as the average in every province is lower in the ALSE sample than in the NRVA sample.

Household head has attended formal school

	<i>ALSE sample</i>	<i>NRVA</i>
Total (all provinces)	25.6%	25.1%
Bamiyan	14.1%	26.7%
Daykundi	10.3%	18.1%
Ghor	11.7%	12.6%
Herat	9.1%	20.8%
Kapisa	46.3%	47.0%
Parwan	33.1%	40.4%

Table 10: Comparison of ALSE sample with NRVA data from the same provinces—household head formal school attendance

Table 11 compares the percentage of households in the NRVA and ALSE samples that rely on farming as the primary source of income. Again, the same general trends appear in both samples: Ghor and Bamiyan have the highest percentage of farming households, whereas Herat and Kapisa have lower percentages. Moreover, the gap between the ALSE and NRVA projects is again apparent, as nearly every province in the ALSE sample has a higher percentage of farming households than those in the NRVA sample.

**Household's primary income source is
farming**

	<i>ALSE sample</i>	<i>NRVA</i>
Total (all provinces)	50.0%	22.8%
Bamiyan	81.4%	43.5%
Daykundi	59.4%	36.5%
Ghor	74.3%	39.6%
Herat	11.2%	14.6%
Kapisa	29.5%	15.4%
Parwan	43.6%	13.8%

Table 11: Comparison of ALSE sample with NRVA data from the same provinces—household head primary occupation is farming

3.2.6 Security conditions

When asked about security issues in their villages, most households responded that they feel quite secure. We asked household heads to estimate their feeling of security on a scale of 1-4, with 1 as the most secure and 4 as the least. The average for the whole sample was 1.32 (Table 12). There is some fluctuation between the provinces, but no province has a household average above 2. As mentioned above, although the regions where we work have security concerns, they are not ranked among the most unstable areas. Because we were unable to work in regions with significant security concerns, this finding is not entirely surprising; however, it does show that security is not currently considered a major issue in the ALSE communities.

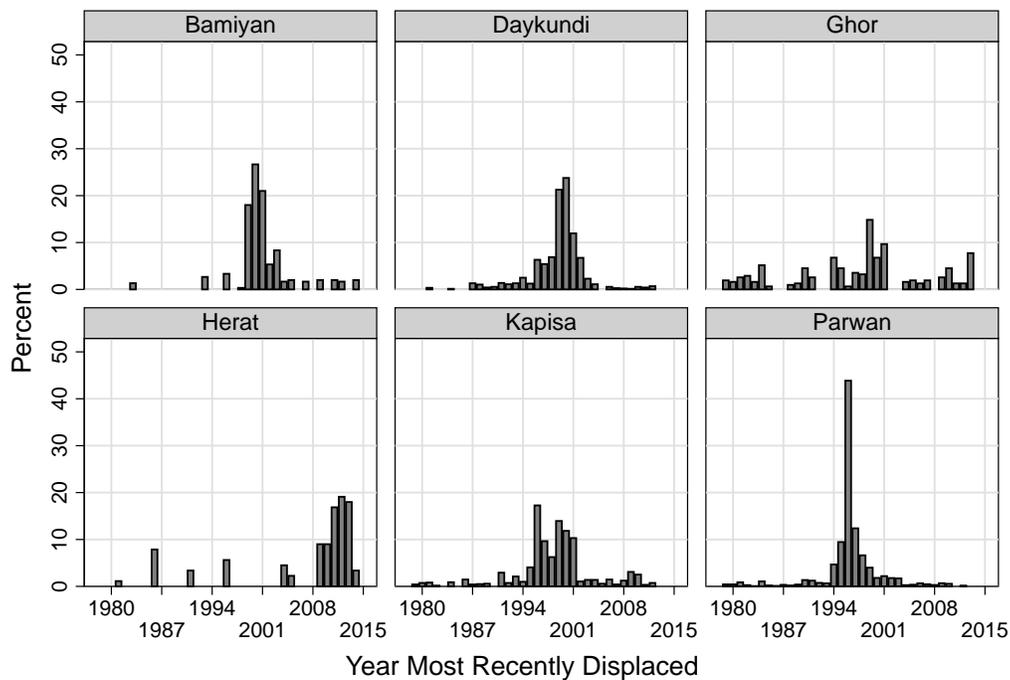
That said, responses to other survey items remind us that Afghanistan has a long experience of war and conflict. Almost half of the households surveyed have been displaced due to conflict at least once, and 15% reported that a household member had been injured during a war or conflict. The averages for having experienced violence in the last year are low (countrywide averages for all three relevant variables are less than 10%), but some households (7.6%) had experienced conflict in the last year.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total
Feeling of security in their community ¹	<i>mean</i>	1.09	1.17	1.46	1.91	1.30	1.37	1.32
	<i>n</i>	290	864	576	143	836	1296	4005
% that have ever been displaced due to war or conflict	%	33.8%	42.1%	14.8%	23.2%	40.6%	66.9%	44.7%
	<i>n</i>	290	856	567	142	835	1295	3985
% that have been displaced 1 time	%	11.0%	13.7%	6.1%	12.6%	16.4%	24.6%	16.4%
	<i>n</i>	290	863	575	143	836	1295	4002
% that have been displaced 2 times	%	9.3%	11.1%	4.3%	3.5%	11.6%	17.8%	12.0%
	<i>n</i>	290	863	575	143	836	1295	4002
% that have been displaced 3 times	%	7.6%	9.2%	2.8%	3.5%	6.0%	14.1%	8.9%
	<i>n</i>	290	863	575	143	836	1295	4002
% that have been displaced 4+ times	%	3.8%	7.4%	1.2%	2.8%	6.2%	9.9%	6.6%
	<i>n</i>	290	863	575	143	836	1295	4002
% that they or household member was injured due to war or conflict	%	8.0%	20.6%	7.0%	6.4%	13.5%	19.7%	15.5%
	<i>n</i>	290	855	569	141	836	1295	3985
% that suffered from armed violence in the last year	%	4.1%	4.7%	16.2%	13.4%	10.2%	4.3%	7.6%
	<i>n</i>	290	853	568	142	835	1290	3978
% that suffered from petty crime in the last year	%	3.1%	2.0%	14.4%	14.4%	9.1%	3.3%	6.2%
	<i>n</i>	290	855	568	139	836	1291	3979
% that have suffered from violent criminal activity in the last year	%	3.8%	1.9%	13.6%	14.9%	6.8%	2.9%	5.5%
	<i>n</i>	290	855	568	141	836	1289	3979
Security index: all households	<i>mean</i>	-0.120	-0.163	0.362	0.398	0.090	-0.126	0.000
	<i>n</i>	289	851	566	138	835	1284	3963

¹ This variable is on a scale from 1 to 4, with 1=respondent feels very secure and 4=respondent feels not secure at all

Table 12: Conflict and security

Figure 4 provides more details on displacement due to war or conflict. We asked each household that reported being displaced at least once to state the year of their most recent displacement. The displacement trends are different for each province. In Herat, there was a slight spike in displacements in the late 1990s/early 2000s, but in no single year did more than 20% of the total number of displacements occur. In contrast, over 40% of Parwan's displacements occurred in 1996. Of the six ALSE provinces, Herat reported the most recent peak in displacements, which occurred in the years 2011-2013.



Graphs by provinces

Figure 4: Year of most recent displacement (by province)

We also asked a set of three questions about respondents’ feelings of safety in an education-specific context, with separate answers for girls and boys. We asked each respondent to (1) agree or disagree that a child who attends school is at risk for being physically harmed, (2) agree or disagree that sending a child to school puts their family in danger, and (3) agree or disagree that it is risky to send a child to school. All of these questions are about feelings and opinions rather than concrete actions, although action-related questions were included and are discussed in later sections of this report.

We compiled the responses to these questions into a basic risk index, where each respondent scored between 0 and 6. A score of 0 meant that they disagreed with each question for both boys and girls, thus implying a sense of security in association with school attendance; a score of 6 meant they agreed with each question for both genders, which implied a high sense of insecurity. We then compared the responses with the general “feeling of security” question from section 3.2.2 above; the results are presented in Figure 5. The risk index is reported on the y-axis, and the security question is on the x-axis. This plotting produced some surprising results. The bar in the bottom-left corner of the figure, for instance, shows that 56% of the respondents with a risk score of 6 (i.e., the maximum risk score) also said they generally felt very secure in their community. Nevertheless, the bars in the 1 column (most secure) decrease as the risk score increases from 0 to 6, which means that responses are likely related—for example, feeling at high risk is associated with being less likely to report feelings of high security. The fact that those reported feeling at high risk also feel secure is likely an indication that there are legitimate concerns about safety and security, even in “very secure” areas, although the sources of insecurity may not be conflict-related.

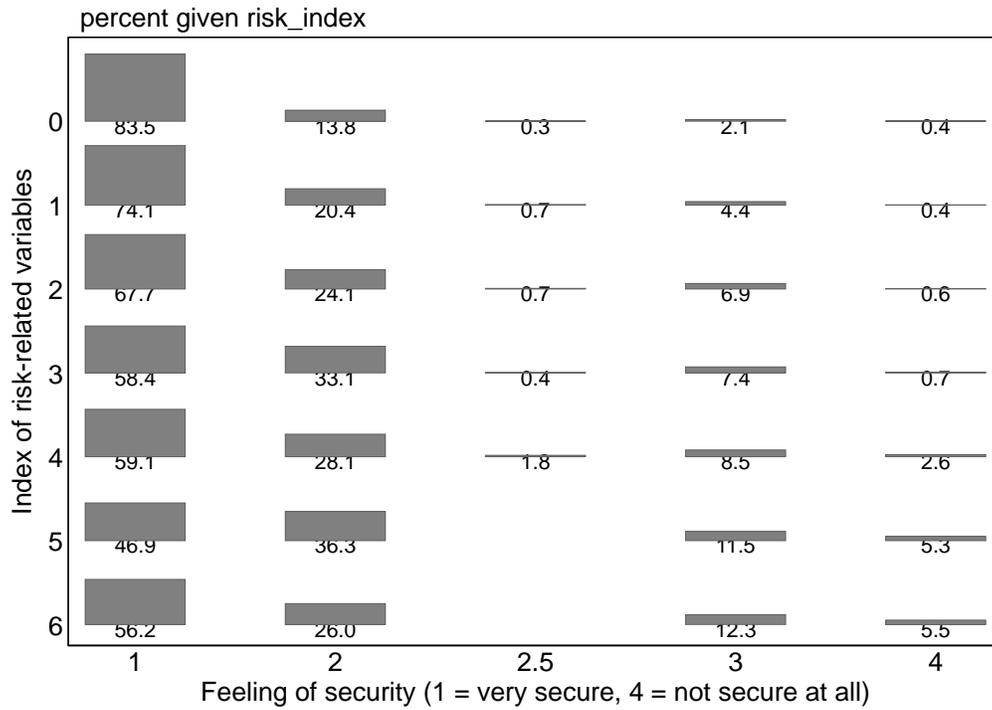


Figure 5: Relationship between respondents' feeling of security and feeling of risk surrounding education

4



School Attendance

School Attendance

4.1 Descriptive Attendance Statistics

In the next section of the survey, we collected roster information for each child age 17 and under living in a household that was part of the survey. We collected information for each child on school attendance, school characteristics and distance from home, and reasons for non-attendance (when relevant).

Using responses to the attendance information, Table 13 shows the average attendance by province and by school type (primary, secondary, mosque, etc.), by age category (0-5, 6-11, and 12-17) and gender. The table also presents the average years of schooling for both genders and each age category.

The overall picture these data present is that formal school attendance varies greatly by province and by gender. Looking at primary school attendance in the 6-11 age group (the relevant school type and age range for ALSE schools in the treatment group), the sample-wide average is 52% for boys and 40% for girls. On average, boys ages 6-11 have gone to school for 1.95 years, girls for 1.46 years. When looking at specific provinces, however, we see that primary school attendance in the same age group ranges from 29% for boys and 22% for girls in Herat to 69% for boys and 57% for girls in Kapisa (a difference of 40 and 35 percentage points, for boys and girls respectively).

		Boy - 0-5	Girl - 0-5	Boy - 6-11	Girl - 6-11	Boy - 12-17	Girl - 12-17	Total	
<i>All villages</i>		<i>n=</i>	2565	2484	2751	2546	2189	1841	14376
Does the child attend a government primary school?		0.5%	0.8%	51.6%	39.9%	30.7%	23.0%	24.8%	
Does the child attend a government secondary school?		0.0%	0.0%	5.0%	3.1%	29.3%	17.7%	8.3%	
Does the child attend a government high school?		0.0%	0.1%	3.2%	2.3%	17.8%	9.4%	5.0%	
Does the child attend any government school?		0.5%	0.9%	59.8%	45.3%	78.1%	50.1%	38.1%	
Does the child attend a mosque school?		10.6%	10.2%	45.2%	42.3%	45.4%	18.8%	29.1%	
Does the child attend a madrassa?		0.4%	0.0%	6.1%	1.8%	7.7%	1.2%	2.9%	
Average years of formal school attendance		0.04	0.03	1.95	1.46	6.02	3.89	2.06	
<i>Bamiyan</i>		<i>n=</i>	183	173	208	198	154	113	1029
Does the child attend a government primary school?		0.0%	0.0%	46.7%	34.0%	36.8%	25.9%	24.2%	
Does the child attend a government secondary school?		0.0%	0.0%	2.4%	2.5%	19.4%	15.5%	5.5%	
Does the child attend a government high school?		0.0%	0.0%	0.5%	1.0%	9.7%	7.8%	2.6%	
Does the child attend any government school?		0.0%	0.0%	49.5%	37.5%	66.5%	49.2%	32.4%	
Does the child attend a mosque school?		0.0%	0.0%	3.8%	0.5%	1.9%	1.7%	1.3%	
Does the child attend a madrassa?		0.0%	0.0%	1.4%	0.0%	1.9%	0.0%	0.6%	
Average years of school attendance		0.06	0.02	1.68	1.49	5.14	4.01	1.85	
<i>Daykundi</i>		<i>n=</i>	486	539	678	610	459	429	3201
Does the child attend a government primary school?		0.0%	0.7%	53.5%	47.1%	33.3%	27.3%	28.9%	
Does the child attend a government secondary school?		0.0%	0.0%	3.4%	2.0%	34.0%	23.4%	9.2%	
Does the child attend a government high school?		0.0%	0.0%	2.0%	1.3%	11.3%	8.5%	3.5%	
Does the child attend any government school?		0.0%	0.7%	58.9%	50.4%	78.6%	59.2%	41.5%	
Does the child attend a mosque school?		0.0%	0.0%	2.0%	1.1%	1.1%	1.2%	1.0%	
Does the child attend a madrassa?		0.0%	0.0%	0.0%	0.0%	1.3%	0.2%	0.2%	
Average years of school attendance		0.03	0.00	1.76	1.31	5.95	4.14	2.04	
<i>Ghor</i>		<i>n=</i>	390	349	512	454	348	383	2436
Does the child attend a government primary school?		0.3%	1.7%	46.9%	48.9%	30.9%	28.2%	28.1%	
Does the child attend a government secondary school?		0.0%	0.3%	3.7%	6.1%	22.6%	24.5%	9.0%	
Does the child attend a government high school?		0.0%	0.0%	5.7%	4.8%	20.3%	12.5%	7.0%	
Does the child attend any government school?		0.3%	2.0%	56.3%	59.9%	74.1%	65.2%	44.1%	
Does the child attend a mosque school?		0.5%	0.6%	6.3%	5.0%	4.6%	3.9%	3.7%	
Does the child attend a madrassa?		0.0%	0.0%	0.6%	0.2%	1.4%	0.5%	0.5%	
Average years of school attendance		0.01	0.07	1.46	1.53	5.31	4.44	2.06	
<i>Herat</i>		<i>n=</i>	109	92	106	107	54	22	490
Does the child attend a government primary school?		0.0%	0.0%	29.1%	22.2%	25.9%	15.4%	14.7%	
Does the child attend a government secondary school?		0.0%	0.0%	0.9%	1.7%	6.9%	0.0%	1.3%	
Does the child attend a government high school?		0.0%	0.0%	0.0%	0.0%	3.5%	0.0%	0.4%	
Does the child attend any government school?		0.0%	0.0%	30.0%	23.9%	36.3%	15.4%	16.4%	
Does the child attend a mosque school?		5.3%	6.1%	67.3%	52.1%	65.5%	38.5%	37.3%	
Does the child attend a madrassa?		0.9%	0.0%	0.9%	0.0%	15.5%	0.0%	2.1%	
Average years of school attendance		0.00	0.00	0.94	0.81	2.85	0.68	0.73	
<i>Kapisa</i>		<i>n=</i>	510	469	427	425	458	385	2674
Does the child attend a government primary school?		1.6%	1.1%	68.5%	57.3%	27.4%	29.8%	29.4%	
Does the child attend a government secondary school?		0.0%	0.0%	7.0%	4.7%	42.8%	22.6%	12.4%	
Does the child attend a government high school?		0.0%	0.0%	1.6%	1.4%	19.8%	11.8%	5.6%	
Does the child attend any government school?		1.6%	1.1%	77.2%	63.4%	90.4%	64.2%	47.4%	
Does the child attend a mosque school?		22.1%	22.6%	92.5%	88.7%	78.0%	35.0%	55.3%	
Does the child attend a madrassa?		0.4%	0.0%	6.8%	4.7%	6.7%	2.3%	3.4%	
Average years of school attendance		0.04	0.04	2.55	2.10	6.90	4.90	2.64	
<i>Parwan</i>		<i>n=</i>	887	862	820	752	716	509	4546
Does the child attend a government primary school?		0.4%	0.5%	48.4%	23.8%	30.1%	11.8%	18.8%	
Does the child attend a government secondary school?		0.1%	0.0%	7.2%	1.6%	24.9%	6.8%	6.3%	
Does the child attend a government high school?		0.0%	0.2%	4.7%	2.9%	22.3%	7.0%	5.7%	
Does the child attend any government school?		0.6%	0.7%	60.3%	28.4%	77.6%	25.8%	30.9%	
Does the child attend a mosque school?		17.1%	16.1%	88.1%	79.8%	80.3%	33.3%	51.7%	
Does the child attend a madrassa?		0.9%	0.1%	15.9%	3.2%	15.9%	1.9%	6.2%	
Average years of school attendance		0.06	0.04	2.29	1.26	6.27	2.60	1.92	

Table 13: Attendance by province, type of school, gender, and age range

Overall formal school attendance is highest for children ages 12-17: 78% of boys and 50% of girls in that age range attend either primary or secondary school (these figures are based on taking the sum of attendance rates for primary, secondary, and high school—the first three rows of the table). The average boy age 12-17 has gone to school for 6.02 years, the average girl for 3.89 years.

Another main takeaway from Table 13, along with variations by province, is a visible gender gap, with a smaller percentage of girls attending school than boys. Measured in both terms of average years completed and attendance rates, this gender gap increases as children age. Leaving aside the 0-5 age group (which was included to fully document attendance, but is not expected to be attending school yet), the nationwide gender gap in primary school attendance for children ages 6-11 is approximately 12 percentage points. That gap fluctuates at the provincial level, ranging from as large as 24 percentage points in Parwan to -2 percentage points (that is, a reverse gender gap) in Ghor, where girls are enrolled in slightly higher numbers than boys.

In the 12-17 age group, where we expect children to be attending either lower or upper secondary school, the sample-wide gender gap has increased to 20 percentage points. Again, there are different gaps in each province: in Parwan the secondary school gender gap for that age group is 35 percentage points, but in Ghor—which had no gender gap in primary school attendance for the 6-11 age group—there is a gap of just six percentage points. After factoring in the large percentage of children ages 12-17 who are still attending primary school, the sample-wide gender gap in formal school attendance for the whole age group is 28 percentage points. That the gap more than doubles for girls as they get older shows that one key challenge in girls' education is not just getting them into school but keeping them enrolled as long as their male counterparts.

To put these numbers in context, we attempted to compare them to the information provided by the MoE's National Education Strategic Plan (NESP) that was released in June 2014. Unfortunately, due to data collection issues, the specific comparable data we were looking for were not included in the NESP information; however, it did report that, "according to CSO and UNICEF (2011), net enrollment rates (NER) in 2010 were 55% and 32% for primary and secondary education respectively."⁸ The comparable figures from our survey are 51.6% for boys and 39.9% for girls in primary education, and 30.7% for boys and 23% for girls in secondary education.

The NESP also notes a large increase in school enrollment over the last decade, from 1.0 million in 2001 to 8.6 million in 2013. Like the results from Burde and Linden (2012), our results suggest an increase in enrollment. Burde and Linden's 2007 study in Ghor Province reported enrollment rates of 35% for boys and 17% for girls in the 6-11 age group. The current survey shows enrollment rates of 46.9% and 48.9% for girls and boys respectively in the most similar age group in our Ghor district. The district is not the same one studied by Burde and Linden, but to the extent that the two districts are comparable, given that the sets of villages included in both studies were selected based on similar background factors, such as socioeconomic status, the numbers suggest substantial improvements in access over an approximately seven-year period. Moreover, this provides evidence that the previously large gender gap in Ghor Province no

⁸ Islamic Republic of Afghanistan Ministry of Education, 2014.

longer exists, at least in the communities where our study is taking place. It is possible, however, that ethnic differences between the areas where the first and second studies took place contribute to these findings. The Burde and Linden study occurred in predominately Aimak areas of Ghor, whereas the district included in this study is majority Hazara. Nonetheless, our data show a substantial difference from seven years earlier. This is a remarkable finding that deserves more attention, since it is unlikely that the difference is solely attributable to ethnic diversity. Despite this finding and although attendance has increased greatly over the last decade, it is still far below 100% (especially in rural areas) and it still reflects a substantial gender gap in many locations.

Formal schools are not the only type available to children in our sample communities. Although the percentage of children who attend madrassas is strikingly small (at most only 15% in two provinces), a large percentage of children in the sample attend mosque schools. This leads to the question of whether religious schools function as a complement or an alternative to formal schools. Table 14 presents a breakdown of the percentage of boys and girls ages 6-17 who attend both formal and religious schools, only formal schools, only religious schools, or no school. Again we see a large gender gap—36% of girls do not attend either type of school, compared to 21% of boys. Moreover, the table shows that religious schooling for boys is likely a complement to formal schooling, since 35% attend both religious and formal schools, while only 12% attend religious schools alone. For girls, however, religious schools are more likely to replace formal schools, as only 16% of the sample attend both religious and formal schools. Each school type alone has a higher percentage attendance than the two together—32% for formal school and 17% for religious.

	Boys	Girls
Attends religious and formal school	34.5%	15.7%
Attends formal school only	33.4%	31.6%
Attends religious school only	11.6%	17.0%
Attends neither religious nor formal school	20.5%	35.6%
	100%	100%

Table 14: Overlap of formal and religious school attendance, ages 6-17

The household survey also asked about children who had never attended school, including the reasons for their non-attendance (Table 15). When looking at non-attendance, the first item of note is the raw numbers: almost twice as many girls as boys ages 6-17 have never attended school (1,182 girls, 655 boys). When asked why the girls in their household never attended school, the most popular response was that the school was too far to walk to: 687 of the 1,182 households (58%) cited distance as a reason for their girls never attending school. In comparison, 269 out of 655 households (41.1%) cited distance as a reason for their boys never attending

school. Another reason cited more for girls (22.6%) than boys (11.3%) was that they could not attend due to concerns over safety.

There also were reasons for never attending that were more common for boys than girls. Foremost was the need for children to contribute to the household income, which was cited more for boys than for girls by nine percentage points. Children being too young for school was cited more for boys than for girls by 15 percentage points.

Finally, the percentage of non-enrollment attributed to the cost of education is cited for 15% of boys and 16% of girls who have never attended school. Considering that over half of the households in the total sample do not have enough money to eat every day, it is remarkable these percentages are not higher; this may reflect the fact that families do not always bear the direct cost of school materials.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total	
<i>Boys</i>		<i>n</i>	42	137	181	74	59	162	655
Education is too expensive	%	23.8%	18.2%	5.5%	47.3%	3.4%	11.1%	15.3%	
School is too far to walk	%	19.0%	59.9%	28.7%	55.4%	27.1%	43.2%	41.1%	
It is unsafe or insecure	%	0.0%	6.6%	1.7%	47.3%	0.0%	16.7%	11.3%	
Marriage was arranged	%	0.0%	0.0%	0.0%	1.4%	0.0%	2.5%	0.8%	
Household needed them to earn income	%	40.5%	40.9%	27.6%	13.5%	11.9%	19.1%	26.1%	
Too young for school	%	26.2%	23.4%	35.9%	23.0%	37.3%	24.1%	28.4%	
<i>Girls</i>		<i>n</i>	61	244	207	84	147	439	1182
Education is too expensive	%	9.8%	23.4%	4.8%	48.8%	6.1%	15.9%	16.3%	
School is too far to walk	%	34.4%	65.2%	56.0%	78.6%	38.8%	61.0%	58.1%	
It is unsafe or insecure	%	3.3%	16.4%	5.3%	57.1%	9.5%	34.6%	22.6%	
Marriage was arranged	%	1.6%	0.8%	3.4%	4.8%	1.4%	2.5%	2.3%	
Household needed them to earn income	%	27.9%	48.0%	19.3%	2.4%	1.4%	5.9%	17.3%	
Too young for school	%	18.0%	13.9%	19.3%	15.5%	17.0%	7.7%	13.3%	

note: multiple reasons were collected per child, so province totals will not add up to 100%

Table 15: Reasons for not attending school for children ages 6-17, by gender and province

4.2 Correlational Analysis of Attendance

The following sections explore the extent to which demographic, security, satisfaction, and risk variables collected in the household survey are correlated with formal school attendance for children ages 6-17. To explore these relationships, we conducted bivariate OLS regressions of each variable for attendance, as well as a multivariate regression of all the variables from the attendance category. We conducted this process for all children, and by gender, which enables us to determine whether some variables relate to the attendance of girls but not of boys, or vice versa. The coefficient of each variable is presented in each of the tables in Appendices A7-A10.

4.2.1 Attendance and demographics

Tables 16-18 present the economic, social, and educational demographic variables; the technology access variables; and the wealth variables that had significant correlations with attendance. One can read these tables as indicating predictors of school attendance for our

sample, although such correlations do not generally imply causation. Table 16 presents the list of variables found to be significant in predicting school attendance for all children, Tables 17 and 18 the same information, but for boys and girls, respectively. The first and third columns of the tables present the significant variables from the bivariate regressions, while the second and fourth columns present the list of variables from the multivariate regressions.

The results suggest that the education level of the household head is related to boys' and girls' school attendance. For example, in all three tables, the household head's attendance at a formal government school significantly predicts children's attendance at a formal government school, according to both the bivariate and multivariate tests. The household head's attendance at a formal government school is the only type that predicts the next generation's attendance at a government school for both boys and girls in both the bivariate and multivariate tests, although other school types do appear in several instances (particularly mosques and universities).

Access to technology is also related to school attendance for both genders, and according to both tests. Household access to television specifically is the variable that appears in the positive column in all three tables and for both bivariate and multivariate tests.

Household head's employment is also related to school attendance. For example, those employed by the military are more likely than those employed in other professions to send their girls and boys to school. Meanwhile, laborers are less likely than those employed in other professions likely to send their children to school.

<i>Demographics - all children</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Household head occupation - military	Household head occupation - military	Household head occupation - laborer	Household head occupation - laborer
Household head can read	Household is Hazara	Household is Pashtun	Household is Pashtun
Household head can write	Household head age		Household is Shia
Household income is >15000 Afs	Household head attended gov't school		
Household owns land	Household has access to TV		
Household has enough money to buy food	Household has access to internet		
Household has enough money to buy all they need			
Household head attended school (mosque, madrassa, gov't, or university)			
Household has access to TV			
Household has access to computer			
Household has access to mobile phone			
Household has access to internet			
Household has access to motorcycle			
Household has access to car			
All 3 wealth indices			

Table 16: Significant variables from bivariate and multivariate regression tests of demographics variables on attendance—all children ages 6-17

Demographics - boys

Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Household head occupation - military Household head can read Household head can write Household head attended school (mosque, gov't, or university) Household is Tajik Household owns land Household has enough money to buy food Household has enough money to buy fuel Household has enough money to buy all they need Household is Sunni Household income is 10001-15000 Afs Household income is >15000 Afs Household has access to radio Household has access to TV Household has access to computer Household has access to mobile phone Household has access to internet Household has access to motorcycle Household has access to car All 3 wealth indices	Household head attended gov't school Household is Hazara Household has access to TV	Household head occupation - laborer Household is Pashtun Household is Shia Household income is <2000 Afs	Household is Pashtun Household is Shia

Table 17: Significant variables from bivariate and multivariate regression tests of demographics variables on attendance—boys ages 6-17

A major difference between Tables 16-17 and Table 18 concerns household wealth and consumption. The indicators of being able to buy food, fuel, and other necessities are significantly related to school attendance for all children and for boys, according to the bivariate tests, as are all three wealth indices, which means that greater household wealth corresponds to higher attendance for all families. For girls, however, none of the wealth variables makes an appearance on either positive effect list (Table 18). This could mean that financial resources are a factor only in deciding whether to send boys to school, and that the decision to send girls to school is based on concerns other than household income. This interpretation is consistent with the fact that “needed to earn income” was a reason given more commonly for boys not attending school than for girls, as seen in Table 12.

Interestingly, a significant correlate of attendance for girls but not for boys is the number of children in the family. The result suggests that girls’ education may be less of a priority in larger families.

Finally, we see that female-headed households are more likely to send their girls to school than non-female headed households. This variable was not significant for boys, however, which suggests that female-headed households and male-headed households are equally likely to send their boys to school.

<i>Demographics - girls</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Household head occupation - military Household head can read Household head can write Household is Hazara Household head attended school (gov't or university) Household is Shia Household has access to TV Household has access to computer Household has access to internet Household has access to motorcycle	Household head is female Household head occupation - military Household has access to TV Household has access to computer Household head attended school (mosque or gov't)	Number of children in household Household head occupation - laborer Household is Pashtun Household is Sunni Household income is 5001-10000 Afs Household has access to radio	Number of children in household Household is Pashtun Household is Tajik

Table 18: Significant variables from bivariate and multivariate regression tests of demographics variables on attendance—girls ages 6-17

4.2.2 Attendance and security

Tables 19-21 list the security and conflict variables that have significant positive or negative associations with attendance, according to both the bivariate and multivariate regression tests. These tests did not show a number of statistically significant effects on attendance. In fact, security variables had no effect, positive or negative, on boys' attendance (Table 17). Girls' attendance, however, was negatively associated with several displacement variables, according to the bivariate tests, which means that families who live in volatile areas or who have personal experience of conflict might be less likely to send their girls to school. However, none of these effects appears in the multivariate test.

<i>Security - all children</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Security index Suffered from violent criminal activity in the last year Suffered from petty crime in the last year		Displaced 1 time	

Table 19: Significant variables from bivariate and multivariate regression tests of security variables on attendance—all children ages 6-17

<i>Security - boys</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
no significant correlations			

Table 20: Significant variables from bivariate and multivariate regression tests of security variables on attendance—boys ages 6-17

<i>Security - girls</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
		Family has ever been displaced Displaced 1 time Displaced 3 times	

Table 21: Significant variables from bivariate and multivariate regression tests of security variables on attendance—girls ages 6-17

4.2.3 Attendance and satisfaction

Tables 22-24 list the satisfaction variables that have significant positive or negative associations with school attendance, according to both the bivariate and multivariate regression tests. As could be expected, almost all the satisfaction variables have a significant positive association with primary school attendance for both boys and girls. The higher the parental satisfaction with formal government primary and secondary schools, the more likely it is that their children will attend school. Satisfaction with their children’s wellbeing while at school appears to be a particularly important correlate with education, as it has a significant effect in the bivariate tests for all children, for boys, and for girls, and in the multivariate tests for all children and boys.

<i>Satisfaction - all children</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Satisfied with quality of teaching - primary school	Satisfied with learning environment - secondary		
Satisfied with teacher - primary	Satisfied with learning achievement - secondary		
Satisfied with classroom discipline - primary	Satisfied with availability of sports equipment - secondary		
Satisfied with learning environment - primary	Satisfied with wellbeing of children while at school - secondary		
Satisfied with learning achievement - primary			
Satisfied with provision of water - primary			
Satisfied with toilet facilities - primary			
Satisfied with availability of textbooks - primary			
Satisfied with availability of sports equipment - primary			
Satisfied with wellbeing of children while at school - primary			
Satisfied with quality of teaching - secondary school			
Satisfied with teacher - secondary			
Satisfied with classroom discipline - secondary			
Satisfied with learning environment - secondary			
Satisfied with learning achievement - secondary			
Satisfied with provision of water - secondary			
Satisfied with toilet facilities - secondary			
Satisfied with availability of textbooks - secondary			
Satisfied with availability of sports equipment - secondary			
Satisfied with wellbeing of children while at school - secondary			
Primary school satisfaction index			
Secondary school satisfaction index			

Table 22: Significant variables from bivariate and multivariate regression tests of satisfaction variables on attendance—all children ages 6-17

Satisfaction - boys

Significant positive correlation		Significant negative correlation		
Bivariate	Multivariate	Bivariate	Multivariate	
Satisfied with quality of teaching - primary school	Satisfied with wellbeing of children while at school - secondary			
Satisfied with teacher - primary				
Satisfied with classroom discipline - primary				
Satisfied with learning environment - primary				
Satisfied with learning achievement - primary				
Satisfied with provision of water - primary				
Satisfied with toilet facilities - primary				
Satisfied with availability of textbooks - primary				
Satisfied with availability of sports equipment - primary				
Satisfied with wellbeing of children while at school - primary				
Satisfied with quality of teaching - secondary school				
Satisfied with teacher - secondary				
Satisfied with classroom discipline - secondary				
Satisfied with learning environment - secondary				
Satisfied with learning achievement - secondary				
Satisfied with provision of water - secondary				
Satisfied with toilet facilities - secondary				
Satisfied with availability of textbooks - secondary				
Satisfied with availability of sports equipment - secondary				
Satisfied with wellbeing of children while at school - secondary				
Primary school satisfaction index				
Secondary school satisfaction index				

Table 23: Significant variables from bivariate and multivariate regression tests of satisfaction variables on attendance—boys ages 6-17

<i>Satisfaction - girls</i>			
Significant positive correlation		Significant negative correlation	
Bivariate	Multivariate	Bivariate	Multivariate
Satisfied with quality of teaching - primary school Satisfied with teacher - primary Satisfied with classroom discipline - primary Satisfied with learning environment - primary Satisfied with learning achievement - primary Satisfied with provision of water - primary Satisfied with toilet facilities - primary Satisfied with availability of sports equipment - primary Satisfied with wellbeing of children while at school - primary Satisfied with quality of teaching - secondary school Satisfied with teacher - secondary Satisfied with classroom discipline - secondary Satisfied with learning environment - secondary Satisfied with learning achievement - secondary Satisfied with provision of water - secondary Satisfied with toilet facilities - secondary Satisfied with availability of sports equipment - secondary Satisfied with wellbeing of children while at school - secondary Primary school satisfaction index Secondary school satisfaction index			Satisfied with availability of textbooks - primary

Table 24: Significant variables from bivariate and multivariate regression tests of satisfaction variables on attendance—girls ages 6-17

4.2.4 Attendance and risk

Tables 25-27 list the risk variables that have a significant positive or negative effect on attendance for all children, for boys, and for girls. For all children and for boys, neither the bivariate nor the multivariate regression tests result in any variables with statistically significant effects on school attendance. The only risk variable that has any relationship with attendance is a belief that sending boys to school will put a family in danger, which has a positive association with girls' attendance.

<i>Risk - all children</i>			
Significant positive correlation		Significant negative correlation	
Bivariate	Multivariate	Bivariate	Multivariate
no significant correlations			

Table 25: Significant variables from bivariate and multivariate regression tests of risk variables on attendance—all children ages 6-17

Significant positive correlation		<i>Risk - boys</i>	Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>		<i>Bivariate</i>	<i>Multivariate</i>
no significant correlations				

Table 26: Significant variables from bivariate and multivariate regression tests of risk variables on attendance—boys ages 6-17

Significant positive correlation		<i>Risk - girls</i>	Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>		<i>Bivariate</i>	<i>Multivariate</i>
Agree that sending boys to school will put their family in danger	Agree that sending boys to school will put their family in danger			

Table 27: Significant variables from bivariate and multivariate regression tests of risk variables on attendance—girls ages 6-17



Demand for Education

Demand for Education

5.1 Variation in Demand across Regions

In the survey we included sections designed to explore the issue of parents’ demand for education from a number of different angles. Since the educational gender gap is a significant part of the project, many of these questions also attempt to measure whether demand for education is different for boys and girls. The big picture takeaway from these survey sections is that demand for education is high for both boys and girls. We will look at the different aspects of this high demand presented in Tables 28-31.

Table 28 contains country- and province-wide percentages of affirmative responses to questions about their religion’s support for education for both boys and girls. Despite the economic and social diversity within and between the provinces, respondents were remarkably consistent in their belief that sending both boys and girls to school is in line with Qur’anic teaching. We still see a slight gender gap in some provinces, especially Herat, but the overwhelming majority of respondents believe religious texts are supportive of education.

		Bamiyan		Daykundi		Ghor		Herat		Kapisa		Parwan		Total	
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
Is sending _____ to formal schools considered to be doing what the Qur’an and Hadith teach? ¹	%	99.0%	98.3%	99.6%	98.6%	97.2%	97.0%	96.5%	92.3%	99.8%	95.7%	99.6%	98.0%	99.1%	97.3%
	n	290	287	857	857	569	572	142	142	835	833	1285	1277	3978	3968
% that agree or strongly agree that it is your religious duty to send _____ to formal schools	%	96.2%	92.4%	98.5%	96.6%	90.6%	86.3%	89.5%	77.6%	98.8%	92.5%	98.5%	88.3%	97.0%	90.6%
	n	290	290	864	864	576	576	143	143	836	836	1296	1296	4005	4005

¹ scale of 0-1 where 0=schooling in line with Qur’anic teaching and 1=schooling against Qur’anic teaching

Table 28: Demand for education—religious support

Table 29 presents country- and province-wide responses to questions designed to measure respondents’ views on the social costs of educating their children. Results show that sending children to formal schools is almost universally considered a good thing, and nearly all respondents agree that educating both boys and girls increases a household’s status. Responses to the question of whether parents consider their neighbors’ opinions when deciding to send their children to school are varied, but this does not necessarily mean that neighbors’ opinions prevent parents from sending their kids to school.

		Bamiyan		Daykundi		Ghor		Herat		Kapisa		Parwan		Total	
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
% that consider what their neighbors will think when deciding whether to educate _____	%	43.4%	43.8%	23.6%	16.7%	60.4%	53.6%	56.6%	53.1%	59.9%	64.1%	39.5%	42.5%	44.2%	43.5%
	n	290	290	864	864	576	576	143	143	836	836	1296	1296	4005	4005
% that think sending children to formal schools is good	%	97.6%		94.3%		95.4%		90.1%		97.8%		98.6%		96.7%	
	n	290		854		569		142		835		1278		3968	
% that agree that educating _____ increases a household’s status	%	94.1%	90.0%	93.3%	89.8%	92.2%	87.3%	86.7%	74.1%	97.8%	90.6%	98.1%	87.7%	95.5%	88.4%
	n	290	290	864	864	576	576	143	143	836	836	1296	1296	4005	4005

Table 29: Demand for education—social costs

Table 30 looks at questions related to the relative priority families give education. Nearly everyone surveyed said that both boys and girls should attend schools outside the village when that is the only option, although they note that the availability of a school in the village is an important factor in deciding whether they will educate their children.

A significant percentage of respondents—a majority in some provinces—believe that the only form of academic study offered should be religious education. This is especially interesting in light of the finding shown in Table 28 that respondents consider it their religious duty to send their boys and girls to formal schools. This finding on religious education needs to be investigated in future rounds of analysis.

	n=	Bamiyan		Daykundi		Ghor		Herat		Kapisa		Parwan		Total	
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
% that agree that _____ should attend school even if the school is outside the village	290	95.2%	86.9%	96.5%	85.8%	93.1%	89.4%	81.8%	73.4%	97.0%	76.3%	95.8%	60.7%	95.3%	75.9%
% that agree that it is more important for _____ to help with household chores than go to school	864	34.8%	40.0%	30.8%	31.5%	40.6%	45.0%	60.8%	60.8%	35.4%	42.7%	19.3%	34.3%	30.8%	38.3%
% that agree that it is more important for _____ to earn household income than go to school	576	34.5%	40.7%	27.9%	34.1%	44.1%	50.3%	56.6%	60.8%	36.6%	33.9%	18.5%	20.4%	30.5%	33.4%
% that consider availability of a school in the village an important factor in deciding to educate _____	143	97.2%	99.0%	98.1%	98.7%	97.9%	96.4%	99.3%	96.5%	97.2%	96.8%	99.1%	96.5%	98.2%	97.2%
% that think _____ should stop school when they reach adulthood	836	5.5%	3.4%	7.5%	7.5%	15.3%	14.2%	16.8%	16.1%	1.7%	8.0%	2.4%	2.6%	5.9%	7.0%
% that think _____ should stop school when they marry	1296	3.8%	17.2%	15.6%	34.0%	18.2%	30.2%	17.5%	29.4%	1.4%	8.1%	2.3%	13.8%	7.9%	20.1%
% that think _____ should stop school when they can read and write	4005	1.0%	2.1%	1.3%	2.2%	3.6%	6.1%	14.0%	20.3%	1.1%	5.0%	1.4%	12.3%	2.0%	7.3%
% that think _____ should stop school when they finish primary school		0.3%	0.3%	0.2%	0.1%	1.6%	2.3%	4.9%	4.2%	0.6%	1.7%	0.5%	2.6%	0.7%	1.7%
% that think _____ should stop school when they finish secondary school		0.0%	1.7%	0.5%	0.1%	1.7%	2.8%	3.5%	2.1%	2.6%	7.1%	1.4%	6.5%	1.5%	4.2%
% that think _____ should stop school when they finish high school		6.9%	13.8%	6.1%	9.8%	6.4%	8.2%	12.6%	10.5%	12.2%	22.8%	12.5%	25.9%	9.8%	17.8%
% that think _____ should stop school when they finish university		77.9%	60.0%	66.7%	44.7%	48.6%	35.1%	30.8%	12.6%	79.4%	44.9%	78.9%	32.9%	70.2%	39.5%
% that think _____ should never go to school		1.0%	0.3%	0.5%	0.2%	1.4%	0.3%	0.0%	4.9%	0.8%	2.3%	0.2%	2.5%	0.6%	1.6%
% that agree that it is more important to educate boys than girls		46.2%		30.9%		50.3%		74.1%		51.2%		45.8%		45.4%	
% that agree that religious education should be the only form of academic study available, and that math/science education is not necessary		46.9%		39.0%		51.9%		69.2%		51.7%		38.6%		45.0%	
% that agree that only men should be responsible for making educational decisions for their children		39.3%		35.9%		45.1%		69.2%		60.2%		37.5%		44.2%	
% that would send _____ to the closest government school if the school in their community only served grades 1-3		96.2%	96.2%	95.8%	96.3%	92.0%	93.1%	72.7%	74.1%	95.3%	96.9%	97.0%	91.7%	94.8%	93.7%
% that would support a community-based school for grades 4+ if the school in their community only served grades 1-3		96.9%		93.6%		92.4%		76.9%		97.6%		97.2%		95.1%	
% that would send _____ to the closest government school if the school in their community only served grades 1-6		98.3%	96.9%	95.9%	94.6%	92.4%	90.6%	78.3%	68.5%	97.6%	94.1%	98.8%	87.0%	96.2%	90.7%
% that would support a community-based school for grades 4+ if the school in their community only served grades 1-6		97.2%		92.2%		90.6%		72.0%		95.3%		95.8%		93.4%	

Table 30: Demand for education—education as a priority

Table 31 presents responses to questions about the risks surrounding education. In contrast to the questions about perceptions of risk presented in Figure 5 and section 4.2.4, this part of the survey looks at activities and behaviors. The responses paint a varied picture of the risks children and their families face as a result of pursuing education.

Overall, respondents say that girls and their families are at a slightly higher risk of being harmed for attending school: 27% believe that girls are at risk if they are sent to school, and 27% say there are risks for the families of girls sent to school. Meanwhile, 22% believe boys are at risk and 19% believe their families are at risk if boys are sent to school. However, respondents in Ghor and Herat are much more convinced that educating their children puts them in harm’s way—45% of respondents in Ghor say this is true for boys, 45% for girls; in Herat, 65% say this is true for boys, 66% for girls.

We also see that 58% of respondents in Daykundi worry about their children’s safety when they are at school, and 56% regularly visit the school to make sure their children are doing well.

	n=	Bamiyan		Daykundi		Ghor		Herat		Kapisa		Parwan		Total	
		boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
% that agree that _____ who attend school are at risk for being physically harmed	%	27.6%	35.5%	23.0%	24.3%	45.3%	44.6%	65.0%	66.4%	15.8%	25.5%	10.1%	18.5%	22.4%	27.9%
% that agree that sending _____ to school will put their family in danger	%	20.3%	32.1%	19.0%	20.8%	40.6%	44.6%	67.1%	62.2%	12.7%	24.9%	8.6%	20.1%	19.2%	27.1%
% that regularly walk _____ to and from school for safety	%	8.6%	13.4%	22.1%	29.6%	15.5%	17.5%	42.7%	52.4%	19.3%	19.5%	17.6%	18.5%	18.9%	21.8%
% that regularly visit the school to make sure children are well	%	23.8%		55.8%		26.4%		37.1%		32.2%		30.3%		35.4%	
% that regularly worry about children's safety when they are on their way to school	%	24.8%		58.0%		29.7%		33.6%		36.4%		31.0%		37.4%	
% that regularly worry about children's safety when they are at school	%	23.1%		36.6%		30.6%		36.4%		37.0%		31.4%		33.1%	
% that regularly think it is risky to send _____ to school	%	8.6%	8.6%	10.0%	13.1%	16.7%	15.3%	31.5%	37.8%	16.9%	20.6%	10.5%	16.1%	13.2%	16.5%

Table 31: Demand for education—risks surrounding education

In Table 32, we show results for access to information and respondents' perceptions of the role technology plays in their lives. One-third of respondents report that they regularly get information from TV news, which is the second most popular media source for news; the most popular is radio, at 42%. Mobile phones are also a common source of information, especially in Daykundi. However, the most accessible source of information is personal conversations: 49% say they get information from their Mullah, 60% from talking with friends and colleagues. An exception is in Bamiyan, where only 27% of respondents say they regularly get information from religious leaders; this is significantly below the average in our overall sample.

Overall, respondents view the role technology plays in their lives in a positive light. Although only half of respondents believe it is important for them to know about science in their daily lives, nearly everyone thinks science and technology are making the world better. Ninety-two percent of the total sample believes that the next generation will have better opportunities because of science and technology.

		Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan	Total
	<i>n=</i>	<i>290</i>	<i>864</i>	<i>576</i>	<i>143</i>	<i>836</i>	<i>1296</i>	<i>4005</i>
% that regularly watch TV	%	24.5%	29.5%	41.1%	8.4%	n/a	n/a	15.6%
% that regularly get information from a daily newspaper	%	1.0%	0.9%	5.4%	1.4%	7.7%	4.2%	4.1%
% that regularly get information from magazines	%	1.0%	1.2%	4.5%	0.7%	5.3%	2.9%	3.0%
% that regularly get information from the TV news	%	24.8%	34.4%	43.2%	15.4%	45.0%	25.6%	33.7%
% that regularly get information from the radio news	%	16.6%	27.0%	20.3%	24.5%	67.3%	54.2%	42.4%
% that regularly get information from a mobile phone	%	14.8%	44.0%	27.4%	14.7%	33.0%	26.7%	30.6%
% that regularly get information from email	%	0.7%	0.5%	1.9%	0.7%	1.7%	0.4%	0.9%
% that regularly get information from the internet	%	0.7%	0.1%	2.1%	0.7%	2.6%	0.8%	1.2%
% that regularly get information from talking with friends/colleagues	%	40.3%	74.4%	53.5%	59.4%	60.8%	57.1%	60.0%
% that regularly get information from the Mosque/Mullah	%	26.9%	59.0%	55.9%	58.0%	44.6%	46.5%	49.1%
% that agree that science & technology are making lives healthier, easier, and more comfortable	%	93.8%	97.0%	93.6%	84.6%	95.5%	92.8%	94.2%
% that agree that the next generation will have more opportunities because of science and technology	%	90.3%	96.2%	92.2%	67.1%	93.7%	91.0%	91.9%
% that agree that we depend too much on science and not enough on intuition	%	79.0%	63.2%	87.7%	55.9%	75.2%	73.1%	73.3%
% that agree that it is important for them to know about science in their daily life	%	57.9%	41.8%	55.0%	58.7%	68.3%	39.1%	50.1%
% that think science and technology is making the world better off	%	94.8%	97.1%	93.4%	81.8%	97.6%	92.7%	94.5%

Table 32: Access to information and attitudes toward technology

5.2 Correlational Analysis of Demand

Finally, we set out to examine the relationship between demographic characteristics and overall demand for education. To do this, we created an index of demand variables similar to the indices described above for wealth, security, and satisfaction. As with the other indices, the education demand index summarizes demand in a single number that gives a general sense of the level of demand for each respondent. Appendix A10 describes the method of index construction. Once the index of variables relating to demand was complete, we conducted a series of bivariate tests of the demographic variables to determine which demographic characteristics are significantly associated with the demand index. We also conducted a multivariate test, regressing the demand index on all the demographic variables at once. The list of variables that have a significant positive or negative association with demand is presented in Table 33.

The variables that have a positive association with demand is similar to those that have a positive association with attendance. Households where the head of household is literate, households with higher incomes, and households where the head of household has a formal government school education are all more likely to have a higher level of demand for education. Households with access to modern technology—TVs, computers, and mobile phones—also are more likely to be in favor of education for both boys and girls. Finally, households that subjectively assess that they have enough money to cover their basic needs demonstrate a stronger demand for education.

As for variables that have a negative association with demand for education, the list is again similar to the results for school attendance. According to the bivariate tests, the poorest households in the sample are the least likely to exhibit a high demand for education. Similarly, as the number of children in a household goes up, demand for education is likely to go down, according to the multivariate test. Finally, homes where the household head has attended a mosque or madrasa school are less likely to demand either formal or religious education for their children.

<i>Demographics and demand - all households</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Household head occupation - military	Household is Pashtun	Household head attended madrasa	Number of children in household
Household head can read	Household is Tajik	Household is Hazara	Household has access to radio
Household head can write	Household has access to mobile phone	Household is Shia	Household has access to landline
Household head attended school (gov't, university)	Household has enough money to buy all they need	Household has access to landline	Household head attended mosque school
Household has enough money to buy food	Household has enough money to buy fuel	Household income is <2000 Afs	
Household has enough money to buy fuel			
Household has enough money to buy all they need			
Household owns its land			
Household is Tajik			
Household is Sunni			
Household income is 10001-15000 Afs			
Household income is >15000 Afs			
Household has access to TV			
Household has access to computer			
Household has access to mobile phone			
Household has access to motorcycle			
Household has access to car			
All 3 wealth indices			

Table 33: Significant variables from bivariate and multivariate regression tests of demographic variables on demand for education—all households

6



Learning Assessment

Learning Assessment

In addition to the household survey, we conducted a learning assessment for 3,797 children in the ALSE communities. The assessment consisted of ten batteries of questions designed to evaluate the children’s math and language skills. This section presents summary results from the learning assessment, and the results of a correlational analysis relating demographic, security, satisfaction, and risk variables to learning assessment performance.

6.1 Learning Assessment Results

Table 34 presents summary results from the learning assessment. To determine each child’s overall performance and their performance on each section of the assessment, we constructed a first factor score index using methods similar to those we used for the wealth, security, satisfaction, and education demand indices discussed in previous sections. The test scores were standardized—that is, they were scaled such that the average score in the sample was zero and the standard deviation of the scores was 1. The provincial averages of this index are presented in Table 34. For instance, we see that Bamiyan, Ghor, Herat, and Parwan have average scores below zero, whereas Daykundi’s and Kapisa’s averages are above zero.

We also can compare the score for the full assessment with the scores for math and language to determine whether a province’s overall score is driven by performance on one of the two sections. For instance, Bamiyan’s low score appears to be driven by a particularly low performance on the language section, whereas Daykundi’s relatively high score is due to it having the highest performance on the math section of any of the six provinces.

	Province					
	Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan
<i># of villages =</i>	11	29	23	8	24	40
<i>avg. age =</i>	7.86	7.96	7.92	7.90	8.02	7.86
<i>avg. years of schooling =</i>	1.39	1.27	1.29	0.85	1.94	1.56
Learning Assessment Summary Index Means						
Full assessment	-0.26	0.28	-0.14	-0.51	0.21	-0.08
Math section only	-0.18	0.24	-0.10	-0.48	0.18	-0.10
Language section only	-0.28	0.16	-0.19	-0.39	0.28	0.00

Table 34: Learning assessment results by province—summary indices

For a breakdown of the results from each question and sub-question on the learning assessment, see Tables 69 and 70 in Appendix A16. These results are determined by collapsing the individual results to the village level and then calculating the average score (from 0-1) of all the villages in each province. For example, Bamiyan’s score of 0.48 on Q1A is an average of the collapsed village-level scores for each of the 11 villages in the province. Because these questions are the basis for the scores presented in Table 34, we would expect them to exhibit the same trends, and they do. Daykundi and Kapisa performed better overall than the other four provinces, and some provinces had better scores for math than language, or vice versa.

The other reason we present the results for each question instead of just presenting the score indices is to perform a reliability check. The questions were designed to be more difficult at each subsequent stage—Q4K is harder than Q4J, which is harder than Q4I, and so on. We would therefore expect scores to decrease with each section of the question, and Table 69 in Appendix A16 indicates that they do. This is a necessary confirmation that the learning assessment actually assesses learning, and therefore can be used in future stages of the research. Another reliability assessment included checking whether the index scores were positively correlated with children’s age and years of school completed; we did indeed find strong positive correlations.

6.2 Correlational Analysis of Learning Assessment Performance

6.2.1 Learning assessment performance and demographics

In addition to conducting correlational analyses on school attendance and demand for education, we ran bivariate and multivariate regressions of other variables on the overall learning assessment summary index. We specifically ran bivariate and multivariate regressions of the demographic, technology access, security, satisfaction, and risk variables on learning assessment performance. As with the other correlational analysis sections, we present the results from these tests in tables that show the variables were found to have a statistically significant association (positive or negative) in either the bivariate or multivariate tests.

Many of the demographic variables that have a positive association with attendance also have a significant positive association with learning assessment performance. This could be because attendance is the reason for the higher assessment scores, or because the ways households promote their children’s attendance also promote learning. A household head with a primary occupation in the military is correlated with a higher performance on the learning assessment, as are household head’s literacy, the ability to buy necessary food, household head’s attendance at a formal government school or university, and access to information technology (computers, mobile phones, and the Internet). As with attendance, all three wealth indices were found to have a significant positive association in the bivariate tests.

One variable that had a significant positive association with learning assessment performance but did not impact school attendance was the household head’s attendance at a community school. This variable had a positive association with performance in both the bivariate and multivariate tests, which bolsters the legitimacy of that finding. Age of the household head was also found to have a significant positive association in both tests.

As with attendance, a negative association with performance was found in households where the household head worked as a laborer and whose ethnicity was Pashtun. However, as discussed above, this is more likely indicative of relative poverty and a lack of public services in these communities than any underlying ethnic characteristics. The Herat communities in our sample from this region are the only ones that are majority Pashtun, and the only ones in which a majority of household heads work as laborers.

<i>Demographics</i>			
Significant positive correlation		Significant negative correlation	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Household head occupation - military Household head can read Household head can write Household owns land Household has enough money to buy food Household has enough money to buy fuel Household head attended school (community, gov't, university) Household head age Household has access to TV Household has access to computer Household has access to mobile phone Household has access to satellite phone Household has access to internet Household has access to motorcycle All 3 wealth indices	Household head age Household is Hazara Household is Shia Household has access to internet Household has enough money to buy food Household head attended community school	Household head occupation - laborer Household is Pashtun	

Table 35: Significant variables from bivariate and multivariate regression tests of demographic variables on learning assessment summary index

6.2.2 Learning assessment performance and security

Only one security variable—respondents’ feeling of security—was found to have a statistically significant association with learning assessment performance. Interestingly, this association was negative. This is not intuitive and will require further examination in future stages of the project.

<i>Security</i>			
Significant positive effect		Significant negative effect	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
		Feeling of security	Feeling of security

Table 36: Significant variables from bivariate and multivariate regression tests of security variables on learning assessment summary index

6.2.3 Learning assessment performance and satisfaction

As with attendance, most aspects of satisfaction with primary and secondary formal schools were found to have a significant association with learning assessment performance. A causal relationship plausibly explains this association: if families are satisfied with the local schools they are more likely to send their children to them, and the children are thus more likely to learn the material that the learning assessment tests.

Two variables were found to have a significant positive association with learning assessments in both the bivariate and multivariate tests: satisfaction with children’s wellbeing in primary school, and satisfaction with classroom discipline in secondary school.

<i>Satisfaction</i>			
Significant positive effect		Significant negative effect	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
Satisfied with quality of teaching - primary school	Satisfied with wellbeing of children while at school - primary		
Satisfied with teacher - primary	Satisfied with classroom discipline - secondary		
Satisfied with classroom discipline - primary	Satisfied with availability of sports equipment - secondary		
Satisfied with learning environment - primary			
Satisfied with learning achievement - primary			
Satisfied with provision of water - primary			
Satisfied with toilet facilities - primary			
Satisfied with wellbeing of children while at school - primary			
Satisfied with quality of teaching - secondary school			
Satisfied with teacher - secondary			
Satisfied with classroom discipline - secondary			
Satisfied with learning environment - secondary			
Satisfied with learning achievement - secondary			
Satisfied with wellbeing of children while at school - secondary			
Primary school satisfaction index			
Secondary school satisfaction index			

Table 37: Significant variables from bivariate and multivariate regression tests of satisfaction variables on learning assessment summary index

6.2.4 Learning assessment performance and risk

No risk variables were found to have a significant positive association with learning assessment performance in either test. The bivariate tests found two factors that have a negative effect on learning assessment performance: agreement that both boys and girls who go to school are at risk for harm, and that sending both boys and girls to school puts the family in danger. Again, this is plausibly due to a causal relationship: families that are afraid for their children or themselves because of sending the children to school will not do so, thus the children will not learn the math and language abilities that the assessment tests.

<i>Risk</i>			
Significant positive effect		Significant negative effect	
<i>Bivariate</i>	<i>Multivariate</i>	<i>Bivariate</i>	<i>Multivariate</i>
		Agree that boys who go to school are at risk for harm	
		Agree that sending boys to school will put their family in danger	
		Agree that girls who go to school are at risk for harm	
		Agree that sending girls to school will put their family in danger	

Table 38: Significant variables from bivariate and multivariate regression tests of risk variables on learning assessment summary index

7



Conclusion

Conclusion

Our conclusion focuses on the implications of two key findings. First, the nearly universal high demand for formal education means that variation in children's formal school attendance is *not* driven primarily by parents' lack of interest. To put it another way, these findings make it clear that variation in attendance is driven primarily by variation in the supply of accessible schools. We see little need for programming that cultivates demand for formal education in the ALSE communities, as that demand is already there. What is needed to achieve universal access is to expand the supply of schools. The most important factor in attendance, as indicated by our sample households, is that schools are located within a reasonable walking distance of home.

Second, we find that baseline rates of formal school attendance are substantially higher than those found in a comparable survey conducted in 2007 by Burde and Linden (2013). We also find that, in some cases, the gender gap that was quite pronounced at that time has disappeared. It is worth emphasizing that these changes are being measured in communities that have not been served by CBE classes. As such, they reflect changes due to some combination of an expanded supply of government schools and changes in the security, economic, or social context that allow for higher overall attendance rates and, in some places, fewer constraints on girls' attendance. It would be worth investigating the source of these changes in more detail to understand how CBE and other government programs might amplify these trends further.

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Appendix A

**Index Construction and Full
Regression Tables**

Appendix A: Index construction & full regression tables

A1 Wealth – all households

This section shows the steps taken in creating the first factor score wealth index for all households.

	hh_jerib	hh_land	hh_eat	hh_eno	ugh_fue	hh_acce	hh_acce	ss_com	ss_landl	ss_mobi	ss_satp	hh_acce	hh_acce	hh_acce	hh_total
	s_r	own	meat	ugh_eat	l	ss_radio	ss_tv	puter	ine	le	hone	net	rcycle	ss_car	income
hh_jeribs_r	1	0.6093	0.1513	0.0854	0.1386	0.1022	0.1132	0.1038	-0.017	0.1108	-0.003	0.05	0.1536	0.1256	0.114
hh_landown	0.6093	1	0.0966	0.091	0.1286	0.0718	0.0631	0.0639	-0.03	0.0887	0.0066	0.0466	0.0863	0.0768	0.0926
hh_eatmeat	0.1513	0.0966	1	0.3283	0.2895	0.249	0.1681	0.1845	0.0074	0.1846	0.0368	0.0817	0.0829	0.2385	0.4369
hh_enough_eat	0.0854	0.091	0.3283	1	0.69	0.2012	0.1191	0.0895	-0.029	0.1794	0.0234	0.0455	0.0442	0.1436	0.3494
hh_enough_fuel	0.1386	0.1286	0.2895	0.69	1	0.1484	0.1018	0.1084	-0.036	0.1326	0.0232	0.0487	0.0666	0.1417	0.2737
hh_access_radio	0.1022	0.0718	0.249	0.2012	0.1484	1	0.1393	0.0895	0.0288	0.2319	0.0257	0.0483	0.046	0.1259	0.2972
hh_access_tv	0.1132	0.0631	0.1681	0.1191	0.1018	0.1393	1	0.1632	-0.01	0.2189	0.0335	0.0687	0.2384	0.171	0.1455
hh_access_computer	0.1038	0.0639	0.1845	0.0895	0.1084	0.0895	0.1632	1	0.0509	0.0954	0.0827	0.2753	0.1393	0.1973	0.1556
hh_access_landline	-0.017	-0.03	0.0074	-0.029	-0.036	0.0288	-0.01	0.0509	1	-0.127	0.143	0.1139	0.0226	0.0268	0.0113
hh_access_mobile	0.1108	0.0887	0.1846	0.1794	0.1326	0.2319	0.2189	0.0954	-0.127	1	-0.023	0.0431	0.2347	0.1245	0.2138
hh_access_satphone	-0.003	0.0066	0.0368	0.0234	0.0232	0.0257	0.0335	0.0827	0.143	-0.023	1	0.1486	0.0098	0.0458	0.0422
hh_access_internet	0.05	0.0466	0.0817	0.0455	0.0487	0.0483	0.0687	0.2753	0.1139	0.0431	0.1486	1	0.0339	0.1608	0.0606
hh_access_motorcycle	0.1536	0.0863	0.0829	0.0442	0.0666	0.046	0.2384	0.1393	0.0226	0.2347	0.0098	0.0339	1	0.0891	0.053
hh_access_car	0.1256	0.0768	0.2385	0.1436	0.1417	0.1259	0.171	0.1973	0.0268	0.1245	0.0458	0.1608	0.0891	1	0.2851
hh_totalincome	0.114	0.0926	0.4369	0.3494	0.2737	0.2972	0.1455	0.1556	0.0113	0.2138	0.0422	0.0606	0.053	0.2851	1

Table 39: Correlation of wealth variables – all households



Fig. 6: Scree plot – factor analysis for wealth – all households

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7
hh_jeribs_r	0.376708	0.575749	-0.19235	0.051024	-0.03232	0.005194	-0.00856
hh_landown	0.324421	0.555208	-0.25134	0.082359	-0.04796	0.006389	0.012422
hh_eatmeat	0.544786	-0.09007	0.103118	-0.02619	-0.18206	-0.02052	-0.03107
hh_enough_eat	0.633179	-0.34402	-0.28797	0.07649	0.100466	0.019113	0.00732
hh_enough_fuel	0.601139	-0.27332	-0.32244	0.125226	0.16155	-0.00952	-0.00499
hh_access_radio	0.372012	-0.03947	0.104936	-0.12166	-0.15993	0.111752	0.055877
hh_access_tv	0.314876	0.079247	0.211837	-0.16297	0.160949	0.02941	-0.03239
hh_access_computer	0.299602	0.073226	0.298879	0.152207	0.108306	-0.0979	0.019177
hh_access_landline	-0.01103	-0.00227	0.159518	0.260033	-0.02305	0.15501	-0.0377
hh_access_mobile	0.363387	0.043043	0.113304	-0.31802	0.087536	0.026411	0.053192
hh_access_satphone	0.068121	-0.0039	0.160501	0.235707	0.025422	0.123158	0.011356
hh_access_internet	0.175667	0.057284	0.277285	0.275695	0.087399	-0.05083	0.054815
hh_access_motorcycle	0.223541	0.165815	0.157244	-0.17296	0.250799	0.059602	-0.04104
hh_access_car	0.368212	0.02774	0.224244	0.048296	-0.06313	-0.10639	-0.03696
hh_totalincome	0.555327	-0.12743	0.111513	-0.05328	-0.25104	-0.00401	-0.01658

Table 40: Factor scores for wealth variables – all households

A2 Wealth – farmers

This section shows the steps taken in creating the first factor score wealth index for households where the household head's primary occupation is farming.

	hh_jeri	hh_land	hh_eat	hh_eno	hh_acc	hh_acc	hh_tota								
	bs_r	own	meat	ugh_eat	el	io	ess_tv	mputer	dline	bile	phone	rnet	torcycle	ess_car	lincome
hh_jeribs_r	1	0.4981	0.2252	0.1286	0.1735	0.1255	0.0924	0.0733	-0.031	0.1595	-0.013	0.0278	0.1634	0.1016	0.1613
hh_landown	0.4981	1	0.1358	0.1256	0.1388	0.091	0.0238	0.0256	-0.054	0.1064	-0.014	0.0266	0.0764	0.045	0.1179
hh_eatmeat	0.2252	0.1358	1	0.309	0.2644	0.2534	0.0644	0.1292	0.0176	0.181	-0.002	0.0464	0.0105	0.1992	0.3802
hh_enough_eat	0.1286	0.1256	0.309	1	0.6532	0.1699	0.0462	0.0437	-0.018	0.158	-0.01	0.031	0.0206	0.1072	0.3103
hh_enough_fuel	0.1735	0.1388	0.2644	0.6532	1	0.0908	0.0308	0.0468	-0.01	0.1112	0.0127	0.0374	0.061	0.1028	0.2338
hh_access_radio	0.1255	0.091	0.2534	0.1699	0.0908	1	0.0798	0.0785	0.0164	0.2189	0.024	0.0628	0.0522	0.1183	0.2619
hh_access_tv	0.0924	0.0238	0.0644	0.0462	0.0308	0.0798	1	0.1053	-0.008	0.2082	0.0412	0.0832	0.2689	0.1433	0.0212
hh_access_computer	0.0733	0.0256	0.1292	0.0437	0.0468	0.0785	0.1053	1	0.1197	0.0541	0.1838	0.3539	0.0951	0.0852	0.0321
hh_access_landline	-0.031	-0.054	0.0176	-0.018	-0.01	0.0164	-0.008	0.1197	1	-0.08	0.1662	0.156	0.0089	0.0294	0.0061
hh_access_mobile	0.1595	0.1064	0.181	0.158	0.1112	0.2189	0.2082	0.0541	-0.08	1	-0.025	0.0484	0.2708	0.1006	0.1692
hh_access_satphone	-0.013	-0.014	-0.002	-0.01	0.0127	0.024	0.0412	0.1838	0.1662	-0.025	1	0.2321	0.0093	0.06	0.032
hh_access_internet	0.0278	0.0266	0.0464	0.031	0.0374	0.0628	0.0832	0.3539	0.156	0.0484	0.2321	1	0.0204	0.1971	0.0311
hh_access_motorcycle	0.1634	0.0764	0.0105	0.0206	0.061	0.0522	0.2689	0.0951	0.0089	0.2708	0.0093	0.0204	1	0.0599	-0.024
hh_access_car	0.1016	0.045	0.1992	0.1072	0.1028	0.1183	0.1433	0.0852	0.0294	0.1006	0.06	0.1971	0.0599	1	0.2472
hh_totalincome	0.1613	0.1179	0.3802	0.3103	0.2338	0.2619	0.0212	0.0321	0.0061	0.1692	0.032	0.0311	-0.024	0.2472	1

Table 41: Correlation of wealth variables – household head's primary occupation is farming

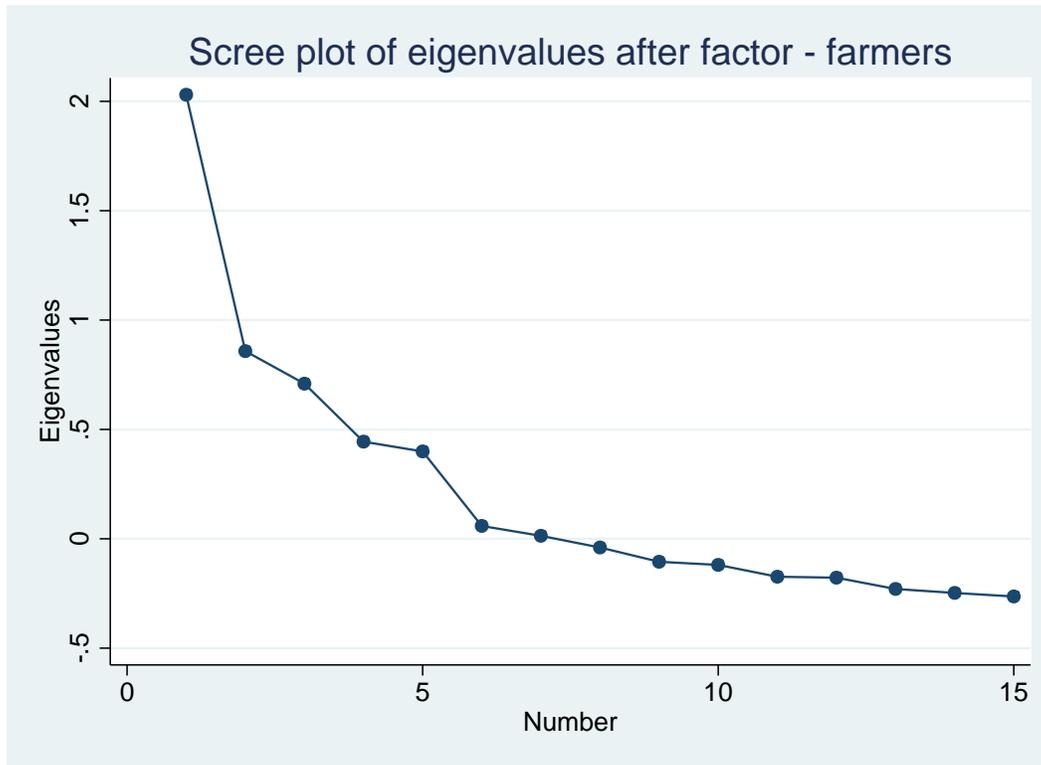


Fig. 7: Scree plot – factor analysis for wealth – household head’s primary occupation is farming

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7
hh_jeribs_r	0.433026	0.037978	-0.39653	0.270115	0.049684	-0.01033	0.010084
hh_landown	0.346255	-0.02198	-0.36377	0.329571	0.065005	-0.00306	-0.00263
hh_eatmeat	0.526688	-0.02101	0.053487	0.014013	-0.2275	0.026052	-0.0052
hh_enough_eat	0.619859	-0.29845	0.260341	-0.05682	0.180271	0.013902	-0.00525
hh_enough_fuel	0.578405	-0.27834	0.229421	-0.00255	0.277595	-0.01917	0.004501
hh_access_radio	0.353928	0.072856	-0.02289	-0.08404	-0.22556	0.111196	-0.00076
hh_access_tv	0.193688	0.243868	-0.15374	-0.26334	0.098116	-0.05903	0.012218
hh_access_computer	0.192071	0.417951	0.142916	0.076877	0.0883	0.056913	-0.04766
hh_access_landline	0.003633	0.223669	0.193321	0.101282	0.022058	0.045422	0.077318
hh_access_mobile	0.356064	0.104216	-0.2151	-0.27847	-0.0193	0.059851	-0.01578
hh_access_satphone	0.055249	0.310665	0.19427	0.107145	0.056947	0.024606	0.04262
hh_access_internet	0.164752	0.457556	0.212303	0.111601	0.06606	-0.02576	-0.03959
hh_access_motorcycle	0.184158	0.20582	-0.26903	-0.25054	0.197569	0.008701	0.029717
hh_access_car	0.304952	0.190564	0.064033	-0.04588	-0.15452	-0.17493	0.00291
hh_totalincome	0.492947	-0.06403	0.093394	-0.00237	-0.30255	-0.02316	0.020558

Table 42: Factor scores for wealth variables – household head’s primary occupation is farming

A3 Wealth – non-farmers

This section shows the steps taken in creating the first factor score wealth index for households where the household head’s primary occupation is not farming.

	hh_jerib	hh_land	hh_eat	hh_enu	ugh_fue	hh_acce	hh_acce	hh_acce	hh_acce	hh_acce	hh_acce	hh_acce	hh_acce	hh_acce	hh_total	
	s_r	own	meat	ugh_eat	l	ss_radio	ss_tv	puter	ss_com	ss_landl	ss_mobi	ss_satp	ss_inter	ss_moto	hh_acce	hh_income
hh_jeribs_r	1	0.6865	0.1616	0.0971	0.1463	0.1218	0.1753	0.1588	0.0015	0.1002	0.0063	0.0767	0.1465	0.1791	0.1787	
hh_landown	0.6865	1	0.1177	0.1024	0.1508	0.0862	0.1261	0.1089	-0.007	0.1029	0.0246	0.0668	0.0945	0.1219	0.1529	
hh_eatmeat	0.1616	0.1177	1	0.3246	0.2955	0.2302	0.2245	0.1981	-0.005	0.1726	0.0684	0.0999	0.1441	0.2483	0.4436	
hh_enough_eat	0.0971	0.1024	0.3246	1	0.7195	0.2139	0.1672	0.1063	-0.044	0.1849	0.0567	0.0537	0.07	0.159	0.3526	
hh_enough_fuel	0.1463	0.1508	0.2955	0.7195	1	0.1895	0.1521	0.1388	-0.059	0.142	0.0337	0.0551	0.0741	0.1619	0.2857	
hh_access_radio	0.1218	0.0862	0.2302	0.2139	0.1895	1	0.1797	0.0887	0.0347	0.2337	0.0278	0.0352	0.0421	0.1225	0.305	
hh_access_tv	0.1753	0.1261	0.2245	0.1672	0.1521	0.1797	1	0.1916	-0.016	0.2182	0.0267	0.0563	0.2139	0.182	0.2154	
hh_access_computer	0.1588	0.1089	0.1981	0.1063	0.1388	0.0887	0.1916	1	0.0157	0.1176	0.0252	0.2395	0.1742	0.2431	0.203	
hh_access_landline	0.0015	-0.007	-0.005	-0.044	-0.059	0.0347	-0.016	0.0157	1	-0.175	0.1269	0.0878	0.0338	0.0224	0.005	
hh_access_mobile	0.1002	0.1029	0.1726	0.1849	0.142	0.2337	0.2182	0.1176	-0.175	1	-0.02	0.0371	0.2004	0.1367	0.231	
hh_access_satphone	0.0063	0.0246	0.0684	0.0567	0.0337	0.0278	0.0267	0.0252	0.1269	-0.02	1	0.086	0.0104	0.0363	0.0542	
hh_access_internet	0.0767	0.0668	0.0999	0.0537	0.0551	0.0352	0.0563	0.2395	0.0878	0.0371	0.086	1	0.0451	0.1381	0.0763	
hh_access_motorcycle	0.1465	0.0945	0.1441	0.07	0.0741	0.0421	0.2139	0.1742	0.0338	0.2004	0.0104	0.0451	1	0.1139	0.1278	
hh_access_car	0.1791	0.1219	0.2483	0.159	0.1619	0.1225	0.182	0.2431	0.0224	0.1367	0.0363	0.1381	0.1139	1	0.2958	
hh_totalincome	0.1787	0.1529	0.4436	0.3526	0.2857	0.305	0.2154	0.203	0.005	0.231	0.0542	0.0763	0.1278	0.2958	1	

Table 43: Correlation of wealth variables – household head’s primary occupation is not farming

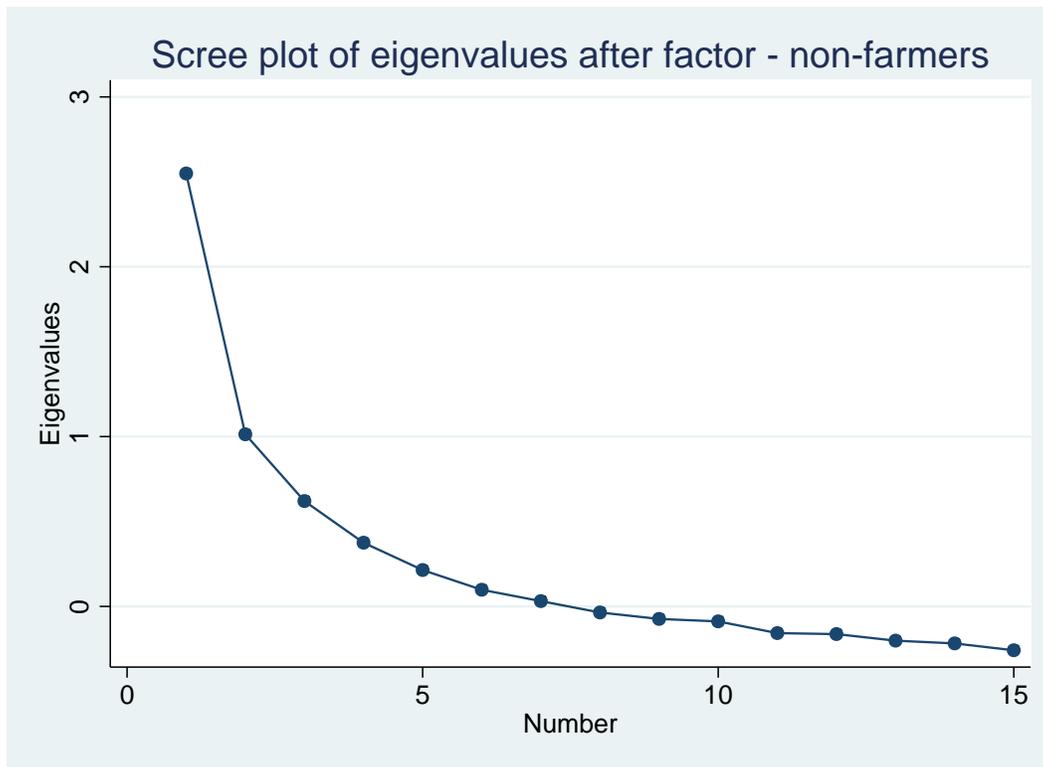


Fig. 8: Scree plot – factor analysis for wealth – household head’s primary occupation is not farming

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7
hh_jeribs_r	0.462397	0.593121	-0.18933	0.000669	-0.01688	-0.00295	-0.00879
hh_landown	0.416907	0.576729	-0.26071	-0.00114	-0.02953	-0.00223	0.013602
hh_eatmeat	0.535134	-0.10537	0.156773	0.031151	-0.12606	-0.04929	-0.06177
hh_enough_eat	0.622149	-0.40448	-0.30225	0.048932	0.044995	0.030382	0.003983
hh_enough_fuel	0.607081	-0.33818	-0.34721	0.06911	0.109206	0.009135	-0.00119
hh_access_radio	0.37054	-0.07198	0.101882	-0.09893	-0.20237	0.050314	0.08851
hh_access_tv	0.384279	0.044061	0.191244	-0.11027	0.068181	0.111321	-0.02042
hh_access_computer	0.34432	0.077291	0.252315	0.13345	0.193288	-0.06625	0.018875
hh_access_landline	-0.02928	0.047979	0.081788	0.318543	-0.10728	0.138354	-0.01109
hh_access_mobile	0.354116	-0.02893	0.151841	-0.31769	0.054133	0.034952	0.067704
hh_access_satphone	0.074282	-0.01367	0.049222	0.216272	-0.07586	0.1173	0.030144
hh_access_internet	0.173052	0.060001	0.167151	0.250603	0.126746	-0.04626	0.085349
hh_access_motorcycle	0.256683	0.091804	0.191899	-0.082	0.158068	0.150223	-0.06292
hh_access_car	0.391757	0.042006	0.208991	0.090418	0.024298	-0.10875	-0.0285
hh_totalincome	0.578641	-0.09674	0.169298	-0.01348	-0.19561	-0.06805	-0.02723

Table 44: Factor scores for wealth variables – household head’s primary occupation is not farming

A4 Security

This section shows the steps taken in creating the first factor score security index.

	resp_conflict_ secure	resp_conflict_ displace	hh_conflict_in jured	hh_conflict_la styear_armed	hh_conflict_la styear_petty	hh_conflict_la styear_violent
resp_conflict_secure	1.000	0.007	0.020	0.124	0.133	0.128
resp_conflict_displace	0.007	1.000	0.307	-0.043	-0.058	-0.069
hh_conflict_injured	0.020	0.307	1.000	0.008	0.009	-0.017
hh_conflict_lastyear_armed	0.124	-0.043	0.008	1.000	0.574	0.561
hh_conflict_lastyear_petty	0.133	-0.058	0.009	0.574	1.000	0.635
hh_conflict_lastyear_violent	0.128	-0.069	-0.017	0.561	0.635	1.000

Table 45: Correlation of security variables

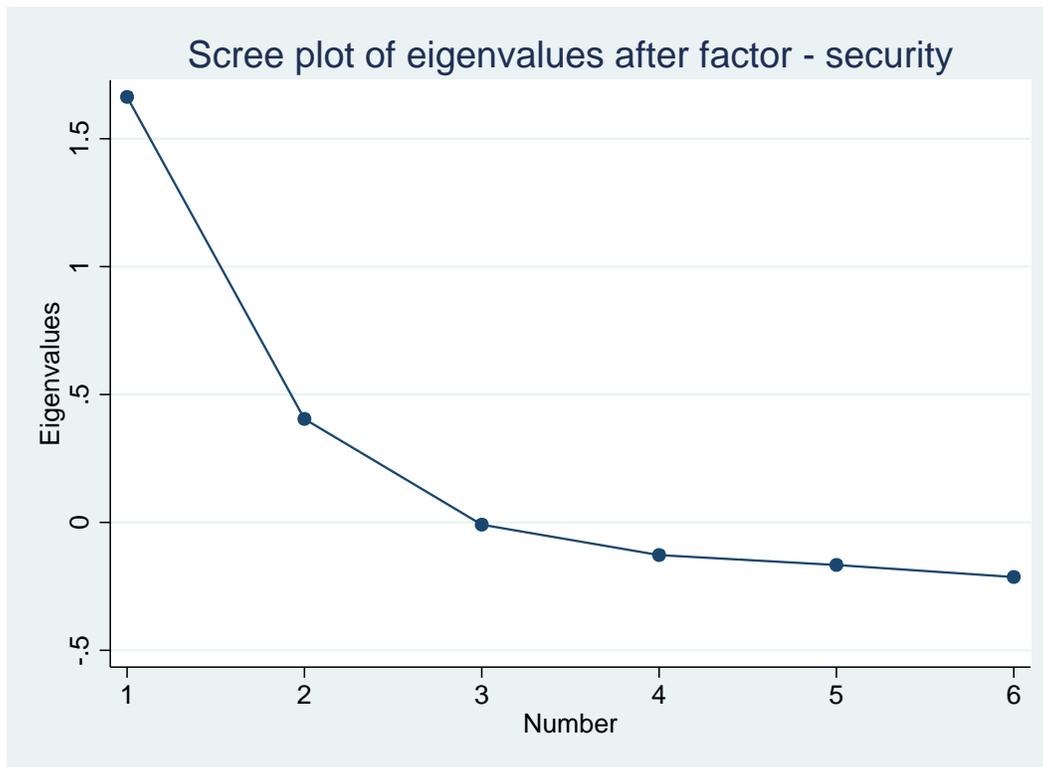


Fig. 9: Scree plot – factor analysis – security

	Factor1	Factor2
resp_conflict_secure	0.172334	0.047162
resp_conflict_displace	-0.08233	0.445987
hh_conflict_injured	-0.01419	0.449066
hh_conflict_lastyear_armed	0.696169	0.031462
hh_conflict_lastyear_petty	0.760437	0.024175
hh_conflict_lastyear_violent	0.750907	-0.00709

Table 46: Factor scores for security variables

A5 Satisfaction with primary schools

This section shows the steps taken in creating the first factor score index of satisfaction with primary schools.

	school_for mal_pri_qu ality_2	school_for mal_pri_te acher_2	school_for mal_pri_di scipline_2	school_for mal_pri_le arning_2	school_for mal_pri_ac hieve_2	school_for mal_pri_w ater_2	school_for mal_pri_to ilet_2	school_for mal_pri_bo oks_2	school_for mal_pri_sp orts_2	school_for mal_pri_w ellbeing_2
school_formal_pri_quality_2	1.000	0.819	0.706	0.580	0.641	0.441	0.401	0.475	0.240	0.534
school_formal_pri_teacher_2	0.819	1.000	0.728	0.596	0.666	0.444	0.390	0.484	0.230	0.559
school_formal_pri_discipline_2	0.706	0.728	1.000	0.620	0.665	0.459	0.423	0.497	0.259	0.567
school_formal_pri_learning_2	0.580	0.596	0.620	1.000	0.555	0.548	0.524	0.530	0.275	0.477
school_formal_pri_achieve_2	0.641	0.666	0.665	0.555	1.000	0.451	0.401	0.436	0.224	0.605
school_formal_pri_water_2	0.441	0.444	0.459	0.548	0.451	1.000	0.669	0.499	0.310	0.459
school_formal_pri_toilet_2	0.401	0.390	0.423	0.524	0.401	0.669	1.000	0.532	0.362	0.385
school_formal_pri_books_2	0.475	0.484	0.497	0.530	0.436	0.499	0.532	1.000	0.340	0.451
school_formal_pri_sports_2	0.240	0.230	0.259	0.275	0.224	0.310	0.362	0.340	1.000	0.236
school_formal_pri_wellbeing_2	0.534	0.559	0.567	0.477	0.605	0.459	0.385	0.451	0.236	1.000

Table 47: Correlation of satisfaction variables – primary schools

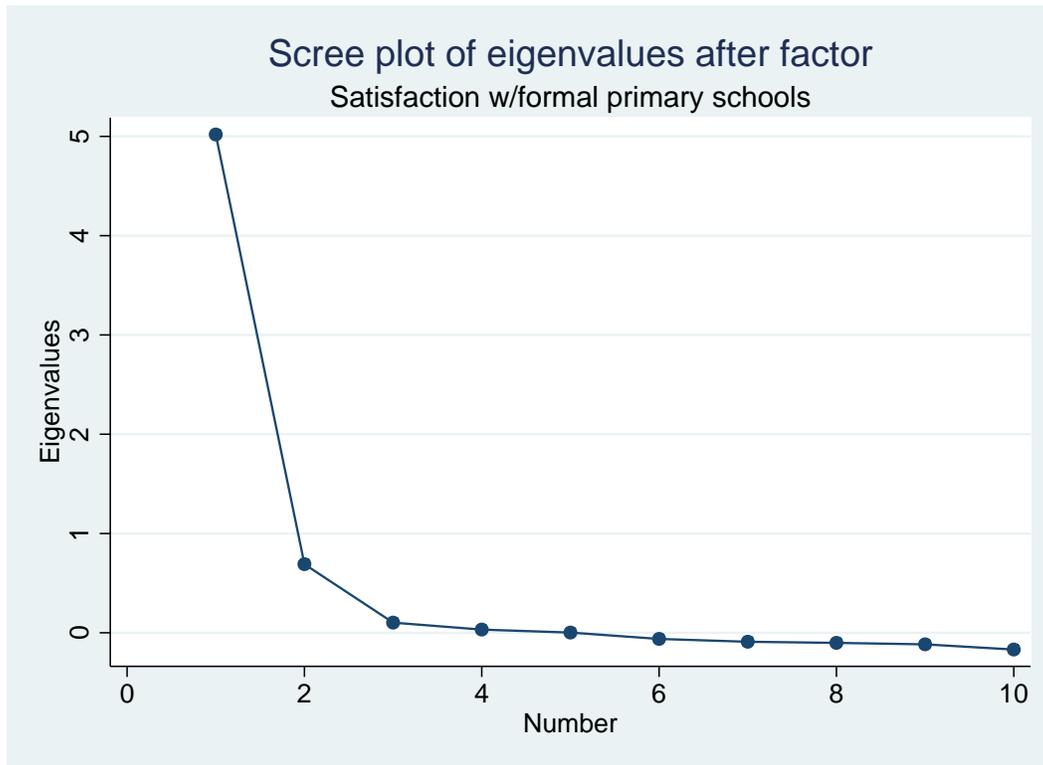


Fig. 10: Scree plot – factor analysis – satisfaction w/primary schools

	Factor1	Factor2	Factor3	Factor4	Factor5
school_formal_pri_quality_2	0.808	-0.284	-0.138	-0.014	0.015
school_formal_pri_teacher_2	0.825	-0.312	-0.108	-0.015	0.010
school_formal_pri_discipline_2	0.806	-0.192	0.018	0.021	-0.021
school_formal_pri_learning_2	0.750	0.080	-0.031	-0.036	-0.032
school_formal_pri_achieve_2	0.756	-0.180	0.164	-0.010	0.002
school_formal_pri_water_2	0.675	0.367	0.026	-0.085	0.010
school_formal_pri_toilet_2	0.641	0.444	-0.035	-0.035	0.006
school_formal_pri_books_2	0.659	0.213	-0.040	0.088	-0.006
school_formal_pri_sports_2	0.370	0.237	-0.045	0.113	0.008
school_formal_pri_wellbeing_2	0.681	-0.062	0.194	0.032	0.012

Table 48: Factor scores for satisfaction variables – primary schools

A6 Satisfaction with secondary schools

This section shows the steps taken in creating the first factor score index of satisfaction with secondary schools.

	school_forma l_sec_quality _2	school_forma l_sec_teacher _2	school_forma l_sec_discipli ne_2	school_forma l_sec_learnin g_2	school_forma l_sec_achieve _2	school_forma l_sec_water_ 2	school_forma l_sec_toilet_2	school_forma l_sec_books_ 2	school_forma l_sec_sports_ 2	school_forma l_sec_wellbei ng_2
school_formal_sec_quality_2	1.000	0.832	0.730	0.615	0.664	0.470	0.429	0.481	0.257	0.591
school_formal_sec_teacher_2	0.832	1.000	0.748	0.632	0.667	0.465	0.438	0.489	0.267	0.578
school_formal_sec_discipline_2	0.730	0.748	1.000	0.642	0.668	0.470	0.436	0.488	0.277	0.602
school_formal_sec_learning_2	0.615	0.632	0.642	1.000	0.581	0.578	0.558	0.553	0.272	0.511
school_formal_sec_achieve_2	0.664	0.667	0.668	0.581	1.000	0.491	0.440	0.471	0.245	0.648
school_formal_sec_water_2	0.470	0.465	0.470	0.578	0.491	1.000	0.701	0.534	0.307	0.473
school_formal_sec_toilet_2	0.429	0.438	0.436	0.558	0.440	0.701	1.000	0.544	0.349	0.420
school_formal_sec_books_2	0.481	0.489	0.488	0.553	0.471	0.534	0.544	1.000	0.356	0.480
school_formal_sec_sports_2	0.257	0.267	0.277	0.272	0.245	0.307	0.349	0.356	1.000	0.253
school_formal_sec_wellbeing_2	0.591	0.578	0.602	0.511	0.648	0.473	0.420	0.480	0.253	1.000

Table 49: Correlation of satisfaction variables – secondary schools

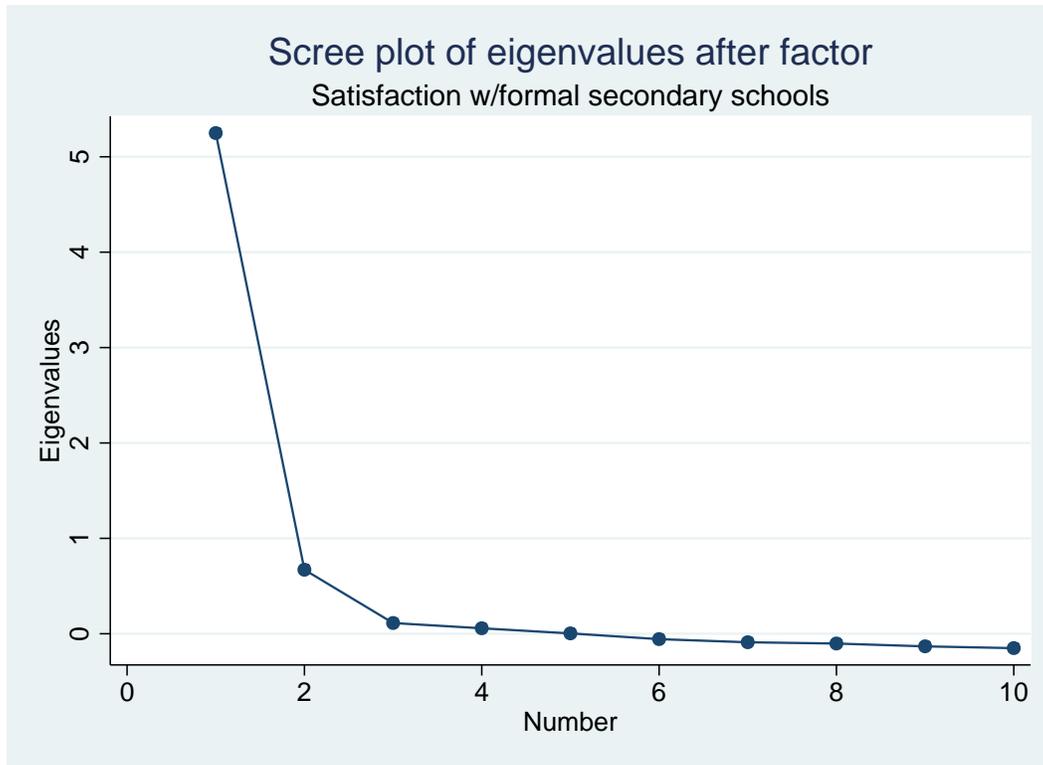


Fig. 11: Scree plot – factor analysis – satisfaction w/secondary schools

	Factor1	Factor2	Factor3	Factor4	Factor5
school_formal_sec_quality_2	0.825	-0.291	-0.108	-0.001	0.023
school_formal_sec_teacher_2	0.833	-0.291	-0.136	0.008	0.013
school_formal_sec_discipline_2	0.810	-0.217	0.000	0.012	-0.026
school_formal_sec_learning_2	0.773	0.073	-0.064	-0.062	-0.038
school_formal_sec_achieve_2	0.773	-0.152	0.173	-0.035	0.004
school_formal_sec_water_2	0.696	0.379	-0.001	-0.093	0.014
school_formal_sec_toilet_2	0.666	0.433	-0.046	-0.039	0.012
school_formal_sec_books_2	0.667	0.225	0.007	0.109	-0.012
school_formal_sec_sports_2	0.378	0.194	-0.021	0.171	0.005
school_formal_sec_wellbeing_2	0.713	-0.081	0.214	0.019	0.008

Table 50: Factor scores for satisfaction variables – secondary schools

A7 Attendance and demographics

This section shows the full results table from bivariate and multivariate regressions of demographics variables on all attendance, boys' attendance, and girls' attendance.

Dependent variable: attendance at any government formal school					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Number of children in household	-0.00826 [0.00475]	-0.00496 [0.00392]	Household has enough money for food/fuel/education/luxuries	0.104*** [0.0233]	0.0505 [0.0284]
Household head is female	0.0176 [0.0388]	0.0416 [0.0363]	Household head age	0.000213 [0.000597]	0.00141* [0.000642]
Household head occupation: farmer	-0.0374 [0.0215]	-0.0241 [0.0199]	Household head is Shia	0.0316 [0.0324]	-0.144* [0.0696]
Household head occupation: shopkeeper	0.0293 [0.0320]	-0.0318 [0.0305]	Household head is Sunni	-0.0338 [0.0323]	-0.0122 [0.0566]
Household head occupation: laborer	-0.0822** [0.0266]	-0.0657* [0.0255]	Household income: <2000 Afghani	-0.00192 [0.0241]	0.0116 [0.0516]
Household head occupation: military	0.178*** [0.0339]	0.0787* [0.0320]	Household income: 2001-5000 Afghani	-0.00970 [0.0182]	-0.000728 [0.0432]
Household head can write	0.138*** [0.0154]	-0.00205 [0.0372]	Household income: 5001-10000 Afghani	-0.0233 [0.0211]	-0.0331 [0.0409]
Household head can read	0.141*** [0.0162]	0.0600 [0.0351]	Household income: 10001-15000 Afghani	0.0225 [0.0298]	0.0325 [0.0438]
Household head attended mosque school	0.0627** [0.0213]	0.0344 [0.0198]	Household income: >15000 Afghani	0.0936* [0.0371]	0 [.]
Household head attended madrasa	0.0508* [0.0244]	-0.0144 [0.0258]	Household has access to radio	0.0108 [0.0198]	-0.0236 [0.0179]
Household head attended community school	0.0331 [0.0292]	-0.0233 [0.0281]	Household has access to TV	0.143*** [0.0174]	0.105*** [0.0273]
Household head attended government school	0.147*** [0.0208]	0.0750*** [0.0216]	Household has access to computer	0.208*** [0.0321]	0.0541 [0.0428]
Household head attended university	0.174*** [0.0364]	0.0420 [0.0380]	Household has access to landline	0.0484 [0.0571]	0.0184 [0.0627]
Ethnicity: Hazara	0.0441 [0.0317]	0.104* [0.0509]	Household has access to mobile phone	0.0465* [0.0192]	0.00190 [0.0212]
Ethnicity: Pashtun	-0.216*** [0.0445]	-0.217*** [0.0541]	Household has access to satellite phone	0.0466 [0.0949]	-0.0522 [0.0940]
Ethnicity: Tajik	0.0542 [0.0324]	-0.0355 [0.0514]	Household has access to internet	0.285*** [0.0450]	0.156* [0.0662]
Household owns the land it uses	0.0497* [0.0235]	0.0402 [0.0308]	Household has access to motorcycle	0.0628*** [0.0175]	0.00979 [0.0194]
Household has enough money to buy food	0.0401* [0.0202]	0.0552 [0.0291]	Household has access to car	0.0617* [0.0278]	0.0235 [0.0312]
Household has enough money for fuel	0.0311 [0.0209]	-0.0148 [0.0275]	Wealth index - all households	0.0519*** [0.0117]	0 [.]
Household has enough money for food/fuel/education	0.0570** [0.0199]	0.00337 [0.0266]	Wealth index - farmers	0.0466*** [0.0110]	0.0178 [0.159]
			Wealth index - non-farmers	0.0549*** [0.0122]	-0.0428 [0.194]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 51: Bivariate and multivariate regressions of demographic and wealth variables on government school attendance for all children aged 6-17

Dependent variable: attendance at any government formal school					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Number of children in household	-0.00216 [0.00508]	0.00292 [0.00454]	Household has enough money for food/fuel/education/luxuries	0.115*** [0.0235]	0.0196 [0.0271]
Household head is female	-0.0400 [0.0432]	-0.0142 [0.0408]	Household head age	0.000772 [0.000689]	0.00112 [0.000743]
Household head occupation: farmer	-0.0403 [0.0217]	-0.0114 [0.0224]	Household head is Shia	-0.0745* [0.0299]	-0.241*** [0.0613]
Household head occupation: shopkeeper	0.0398 [0.0286]	-0.0389 [0.0295]	Household head is Sunni	0.0674* [0.0298]	-0.0559 [0.0497]
Household head occupation: laborer	-0.0799* [0.0313]	-0.0556 [0.0320]	Household income: <2000 Afghani	-0.0502* [0.0218]	-0.0343 [0.0522]
Household head occupation: military	0.152*** [0.0349]	0.00964 [0.0352]	Household income: 2001-5000 Afghani	-0.0250 [0.0217]	-0.0623 [0.0429]
Household head can write	0.119*** [0.0177]	0.0322 [0.0416]	Household income: 5001-10000 Afghani	0.0394 [0.0220]	-0.0799 [0.0410]
Household head can read	0.113*** [0.0186]	0.0133 [0.0403]	Household income: 10001-15000 Afghani	0.0749** [0.0269]	-0.0714 [0.0417]
Household head attended mosque school	0.0932*** [0.0216]	0.0195 [0.0247]	Household income: >15000 Afghani	0.174*** [0.0341]	0 [.]
Household head attended madrassa	0.0508 [0.0284]	0.0144 [0.0307]	Household has access to radio	0.0663** [0.0210]	-0.000467 [0.0218]
Household head attended community school	0.00735 [0.0359]	-0.0237 [0.0317]	Household has access to TV	0.125*** [0.0188]	0.0718* [0.0293]
Household head attended government school	0.162*** [0.0194]	0.0659** [0.0232]	Household has access to computer	0.157*** [0.0396]	-0.0316 [0.0528]
Household head attended university	0.209*** [0.0308]	0.0370 [0.0365]	Household has access to landline	0.0601 [0.0565]	0.0726 [0.0548]
Ethnicity: Hazara	-0.0571 [0.0291]	0.127** [0.0447]	Household has access to mobile phone	0.0772*** [0.0200]	-0.00562 [0.0244]
Ethnicity: Pashtun	-0.163** [0.0567]	-0.163* [0.0682]	Household has access to satellite phone	0.0470 [0.0947]	-0.0418 [0.0913]
Ethnicity: Tajik	0.144*** [0.0276]	0.0503 [0.0589]	Household has access to internet	0.237*** [0.0642]	0.134 [0.0699]
Household owns the land it uses	0.0664** [0.0246]	0.0400 [0.0361]	Household has access to motorcycle	0.0464* [0.0190]	-0.00379 [0.0223]
Household has enough money to buy food	0.0843*** [0.0201]	0.0483 [0.0321]	Household has access to car	0.140*** [0.0263]	0.0635 [0.0363]
Household has enough money for fuel	0.0531* [0.0214]	-0.0354 [0.0287]	Wealth index - all households	0.0775*** [0.0114]	0 [.]
Household has enough money for food/fuel/education	0.0871*** [0.0221]	0.00597 [0.0276]	Wealth index - farmers	0.0713*** [0.0107]	-0.150 [0.181]
			Wealth index - non-farmers	0.0809*** [0.0120]	0.171 [0.225]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 52: Bivariate and multivariate regressions of demographic and wealth variables on government school attendance for boys aged 6-17

Dependent variable: attendance at any government formal school					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Number of children in household	-0.0136* [0.00596]	-0.0114* [0.00502]	Household has enough money for food/fuel/education/luxuries	0.0820* [0.0358]	0.0921* [0.0415]
Household head is female	0.0777 [0.0505]	0.0992* [0.0468]	Household head age	-0.000603 [0.000855]	0.00131 [0.000839]
Household head occupation: farmer	-0.0306 [0.0279]	-0.0269 [0.0262]	Household head is Shia	0.150*** [0.0419]	-0.0651 [0.0982]
Household head occupation: shopkeeper	0.00207 [0.0533]	-0.0337 [0.0523]	Household head is Sunni	-0.148*** [0.0419]	0.0178 [0.0845]
Household head occupation: laborer	-0.0743* [0.0317]	-0.0559 [0.0360]	Household income: <2000 Afghani	0.0529 [0.0333]	0 [.]
Household head occupation: military	0.211*** [0.0508]	0.173*** [0.0458]	Household income: 2001-5000 Afghani	0.0108 [0.0227]	0.00885 [0.0301]
Household head can write	0.162*** [0.0218]	-0.00691 [0.0553]	Household income: 5001-10000 Afghani	-0.0962*** [0.0297]	-0.0379 [0.0451]
Household head can read	0.171*** [0.0221]	0.0883 [0.0536]	Household income: 10001-15000 Afghani	-0.0628 [0.0470]	-0.0647 [0.0602]
Household head attended mosque school	0.0293 [0.0289]	0.0544* [0.0273]	Household income: >15000 Afghani	-0.00299 [0.0526]	-0.0505 [0.0759]
Household head attended madrasa	0.0521 [0.0299]	-0.0610 [0.0323]	Household has access to radio	-0.0506* [0.0256]	-0.0356 [0.0241]
Household head attended community school	0.0478 [0.0400]	-0.0438 [0.0436]	Household has access to TV	0.157*** [0.0232]	0.149*** [0.0367]
Household head attended government school	0.131*** [0.0314]	0.0835** [0.0319]	Household has access to computer	0.257*** [0.0440]	0.143* [0.0633]
Household head attended university	0.145** [0.0502]	0.0706 [0.0539]	Household has access to landline	0.0358 [0.0766]	-0.0466 [0.0823]
Ethnicity: Hazara	0.158*** [0.0414]	0.0851 [0.0753]	Household has access to mobile phone	0.0140 [0.0259]	0.0164 [0.0290]
Ethnicity: Pashtun	-0.287*** [0.0490]	-0.296*** [0.0612]	Household has access to satellite phone	0.0519 [0.130]	0.00204 [0.123]
Ethnicity: Tajik	-0.0469 [0.0453]	-0.142* [0.0601]	Household has access to internet	0.337*** [0.0645]	0.198 [0.102]
Household owns the land it uses	0.0307 [0.0291]	0.0462 [0.0422]	Household has access to motorcycle	0.0808*** [0.0240]	0.0234 [0.0265]
Household has enough money to buy food	-0.0134 [0.0286]	0.0759 [0.0443]	Household has access to car	-0.0356 [0.0450]	-0.0143 [0.0420]
Household has enough money for fuel	0.00301 [0.0278]	0.0317 [0.0398]	Wealth index - all households	0.0184 [0.0162]	0 [.]
Household has enough money for food/fuel/education	0.00573 [0.0277]	-0.0297 [0.0390]	Wealth index - farmers	0.0143 [0.0153]	0.210 [0.220]
			Wealth index - non-farmers	0.0207 [0.0169]	-0.307 [0.267]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 53: Bivariate and multivariate regressions of demographic and wealth variables on government school attendance for girls aged 6-17

A8 Attendance and security

This section shows the full results table from bivariate and multivariate regressions of security variables on all attendance, boys' attendance, and girls' attendance.

Dependent variable: attendance at any government formal school		
<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Feeling of security	-0.0226 [0.0189]	-0.0269 [0.0191]
Has ever been displaced	-0.0434 [0.0224]	0.0588 [0.0768]
Has been displaced 1 time	-0.0618** [0.0224]	-0.129 [0.0806]
Has been displaced 2 times	0.0263 [0.0193]	-0.0550 [0.0747]
Has been displaced 3 times	-0.0405 [0.0244]	-0.112 [0.0751]
Has been displaced 4 times or more	-0.0241 [0.0263]	-0.0964 [0.0793]
A household member has been injured	-0.0126 [0.0184]	-0.00000755 [0.0196]
Suffered from armed violence in the last year	0.0402 [0.0291]	-0.0157 [0.0514]
Suffered from petty crime in the last year	0.0584* [0.0294]	-0.00438 [0.0816]
Suffered from violent criminal activity in the last year	0.0629* [0.0298]	0 [.]
Security index	0.0173* [0.00825]	0.0250 [0.0296]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 54: Bivariate and multivariate regressions of conflict variables on formal government school attendance for all children aged 6-17

Dependent variable: attendance at any government formal school

<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Feeling of security	-0.00950 [0.0185]	-0.0128 [0.0191]
Has ever been displaced	-0.00679 [0.0219]	0.0312 [0.0892]
Has been displaced 1 time	-0.0388 [0.0245]	-0.0673 [0.0956]
Has been displaced 2 times	0.0456 [0.0242]	0.00562 [0.0919]
Has been displaced 3 times	0.00432 [0.0285]	-0.0253 [0.0924]
Has been displaced 4 times or more	-0.0224 [0.0275]	-0.0509 [0.0910]
A household member has been injured	0.00284 [0.0208]	0.00458 [0.0231]
Suffered from armed violence in the last year	0.0114 [0.0292]	-0.0777 [0.0606]
Suffered from petty crime in the last year	0.0303 [0.0288]	-0.0804 [0.101]
Suffered from violent criminal activity in the last year	0.0557 [0.0306]	0 [.]
Security index	0.0103 [0.00776]	0.0511 [0.0362]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 55: Bivariate and multivariate regressions of conflict variables on formal government school attendance for boys aged 6-17

Dependent variable: attendance at any government formal school

<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Feeling of security	-0.0403 [0.0256]	-0.0463 [0.0253]
Has ever been displaced	-0.0821** [0.0284]	0.111 [0.116]
Has been displaced 1 time	-0.0825** [0.0287]	-0.213 [0.117]
Has been displaced 2 times	-0.00632 [0.0260]	-0.151 [0.112]
Has been displaced 3 times	-0.0794* [0.0332]	-0.218 [0.115]
Has been displaced 4 times or more	-0.0270 [0.0381]	-0.169 [0.121]
A household member has been injured	-0.0276 [0.0262]	-0.00301 [0.0281]
Suffered from armed violence in the last year	0.0709 [0.0429]	0.0582 [0.0638]
Suffered from petty crime in the last year	0.0858 [0.0482]	0.0830 [0.0957]
Suffered from violent criminal activity in the last year	0.0640 [0.0495]	0 [.]
Security index	0.0239 [0.0141]	-0.00678 [0.0356]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 56: Bivariate and multivariate regressions of conflict variables on formal government school attendance for girls aged 6-17

A9 Attendance and satisfaction

This section shows the full results table from bivariate and multivariate regressions of satisfaction variables on all attendance, boys' attendance, and girls' attendance.

Dependent variable: attendance at any government formal school					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Satisfied with quality of teaching - primary school	0.122*** [0.0236]	-0.000374 [0.0454]	Satisfied with quality of teaching - secondary school	0.135*** [0.0237]	0.0726 [0.0426]
Satisfied with teacher - primary	0.121*** [0.0229]	0 [.]	Satisfied with teacher - secondary	0.122*** [0.0237]	0 [.]
Satisfied with classroom discipline - primary	0.130*** [0.0246]	0.0127 [0.0371]	Satisfied with classroom discipline - secondary	0.132*** [0.0238]	0.0259 [0.0310]
Satisfied with learning environment - primary	0.129*** [0.0220]	0.0359 [0.0316]	Satisfied with learning environment - secondary	0.139*** [0.0196]	0.0695* [0.0310]
Satisfied with learning achievement - primary	0.130*** [0.0225]	0.00254 [0.0322]	Satisfied with learning achievement - secondary	0.148*** [0.0227]	0.0699* [0.0322]
Satisfied with provision of water - primary	0.0973*** [0.0202]	-0.00964 [0.0252]	Satisfied with provision of water - secondary	0.107*** [0.0200]	0.0318 [0.0270]
Satisfied with toilet facilities - primary	0.102*** [0.0196]	0.0205 [0.0256]	Satisfied with toilet facilities - secondary	0.109*** [0.0205]	0.0448 [0.0280]
Satisfied with availability of textbooks - primary	0.0685*** [0.0202]	-0.0366 [0.0246]	Satisfied with availability of textbooks	0.0763*** [0.0204]	-0.0121 [0.0254]
Satisfied with availability of sports equipment - primary	0.0851*** [0.0183]	0.00997 [0.0207]	Satisfied with availability of sports equipment - secondary	0.0973*** [0.0204]	0.0455* [0.0211]
Satisfied with wellbeing of children while at school - primary	0.148*** [0.0247]	0.0520 [0.0296]	Satisfied with wellbeing of children while at school - secondary	0.155*** [0.0253]	0.0694* [0.0316]
Primary school satisfaction index	0.0808*** [0.0124]	0.0139 [0.0630]	Secondary school satisfaction index	0.0853*** [0.0116]	-0.0913 [0.0662]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 57: Bivariate and multivariate regressions of satisfaction variables on formal government school attendance for all children aged 6-17

Dependent variable: attendance at any government formal school					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Satisfied with quality of teaching - primary school	0.110*** [0.0244]	0.0266 [0.0642]	Satisfied with quality of teaching - secondary school	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with teacher - primary	0.101*** [0.0245]	0 [.]	Satisfied with teacher - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with classroom discipline - primary	0.113*** [0.0279]	0.0223 [0.0409]	Satisfied with classroom discipline - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with learning environment - primary	0.123*** [0.0224]	0.0426 [0.0348]	Satisfied with learning environment - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with learning achievement - primary	0.109*** [0.0258]	-0.0000194 [0.0399]	Satisfied with learning achievement - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with provision of water - primary	0.106*** [0.0208]	0.0168 [0.0316]	Satisfied with provision of water - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with toilet facilities - primary	0.105*** [0.0191]	0.0228 [0.0300]	Satisfied with toilet facilities - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with availability of textbooks	0.0902*** [0.0201]	0.00547 [0.0298]	Satisfied with availability of textbooks	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with availability of sports equipment - primary	0.0625** [0.0214]	-0.0128 [0.0260]	Satisfied with availability of sports equipment - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Satisfied with wellbeing of children while at school - primary	0.135*** [0.0286]	0.0434 [0.0351]	Satisfied with wellbeing of children while at school - secondary	0.0756*** [0.0137]	-0.0213 [0.0825]
Primary school satisfaction index	0.0756*** [0.0137]	-0.0213 [0.0825]	Secondary school satisfaction index	0.0791*** [0.0141]	-0.129 [0.0764]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 58: Bivariate and multivariate regressions of satisfaction variables on formal government school attendance for boys aged 6-17

Dependent variable: attendance at any government formal school					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Satisfied with quality of teaching - primary school	0.134*** [0.0313]	-0.0702 [0.0629]	Satisfied with quality of teaching - secondary school	0.147*** [0.0291]	0.0244 [0.0659]
Satisfied with teacher - primary	0.148*** [0.0294]	0 [.]	Satisfied with teacher - secondary	0.146*** [0.0284]	0 [.]
Satisfied with classroom discipline - primary	0.147*** [0.0290]	-0.0180 [0.0527]	Satisfied with classroom discipline - secondary	0.153*** [0.0285]	0.0195 [0.0484]
Satisfied with learning environment - primary	0.131*** [0.0294]	0.00651 [0.0424]	Satisfied with learning environment - secondary	0.144*** [0.0250]	0.0587 [0.0375]
Satisfied with learning achievement - primary	0.147*** [0.0281]	-0.0180 [0.0425]	Satisfied with learning achievement - secondary	0.164*** [0.0262]	0.0645 [0.0497]
Satisfied with provision of water - primary	0.0894** [0.0270]	-0.0495 [0.0392]	Satisfied with provision of water - secondary	0.0986*** [0.0265]	0.0110 [0.0394]
Satisfied with toilet facilities - primary	0.0963*** [0.0268]	0.00521 [0.0385]	Satisfied with toilet facilities - secondary	0.0949*** [0.0271]	0.00538 [0.0433]
Satisfied with availability of textbooks	0.0465 [0.0274]	-0.0803* [0.0342]	Satisfied with availability of textbooks	0.0514 [0.0276]	-0.0589 [0.0358]
Satisfied with availability of sports equipment - primary	0.108*** [0.0252]	0.0385 [0.0294]	Satisfied with availability of sports equipment - secondary	0.113*** [0.0292]	0.0422 [0.0328]
Satisfied with wellbeing of children while at school - primary	0.158*** [0.0286]	0.0545 [0.0400]	Satisfied with wellbeing of children while at school - secondary	0.147*** [0.0283]	0.0121 [0.0462]
Primary school satisfaction index	0.0858*** [0.0152]	0.105 [0.0895]	Secondary school satisfaction index	0.0888*** [0.0143]	-0.00262 [0.106]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 59: Bivariate and multivariate regressions of satisfaction variables on formal government school attendance for girls aged 6-17

A10 Attendance and risk

This section shows the full results table from bivariate and multivariate regressions of risk variables on all attendance, boys' attendance, and girls' attendance.

Dependent variable: attendance at any government formal school

<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Believe boys who attend school are at risk for harm	0.0189 [0.0257]	0.00179 [0.0238]
Believe sending boys to school will put family in danger	0.0223 [0.0279]	0.00901 [0.0271]
Believe girls who attend school are at risk for harm	0.0279 [0.0215]	0.0281 [0.0241]
Believe sending girls to school will put family in danger	0.0157 [0.0198]	-0.0129 [0.0212]
Believe it is risky to send girls to school	0.0270 [0.0224]	0.0119 [0.0254]
Believe it is risky to send boys to school	0.0359 [0.0203]	0.0238 [0.0237]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 60: Bivariate and multivariate regressions of risk variables on formal government school attendance for all children aged 6-17

Dependent variable: attendance at any government formal school

<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Believe boys who attend school are at risk for harm	-0.0176 [0.0264]	-0.00753 [0.0287]
Believe sending boys to school will put family in danger	-0.0298 [0.0275]	-0.0434 [0.0303]
Believe girls who attend school are at risk for harm	0.0123 [0.0205]	0.0216 [0.0260]
Believe sending girls to school will put family in danger	0.00710 [0.0194]	0.00265 [0.0238]
Believe it is risky to send girls to school	0.0467 [0.0237]	0.0487 [0.0261]
Believe it is risky to send boys to school	0.0273 [0.0244]	0.00442 [0.0271]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 61: Bivariate and multivariate regressions of risk variables on formal government school attendance for boys aged 6-17

Dependent variable: attendance at any government formal school

<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Believe boys who attend school are at risk for harm	0.0622 [0.0319]	0.0123 [0.0342]
Believe sending boys to school will put family in danger	0.0834* [0.0344]	0.0724* [0.0353]
Believe girls who attend school are at risk for harm	0.0474 [0.0273]	0.0416 [0.0314]
Believe sending girls to school will put family in danger	0.0236 [0.0279]	-0.0374 [0.0317]
Believe it is risky to send girls to school	-0.00760 [0.0314]	-0.0466 [0.0365]
Believe it is risky to send boys to school	0.0426 [0.0282]	0.0509 [0.0345]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 62: Bivariate and multivariate regressions of risk variables on formal government school attendance for girls aged 6-17

A11 Demand for education

This section shows the steps taken in creating the first factor score index of demand for education.

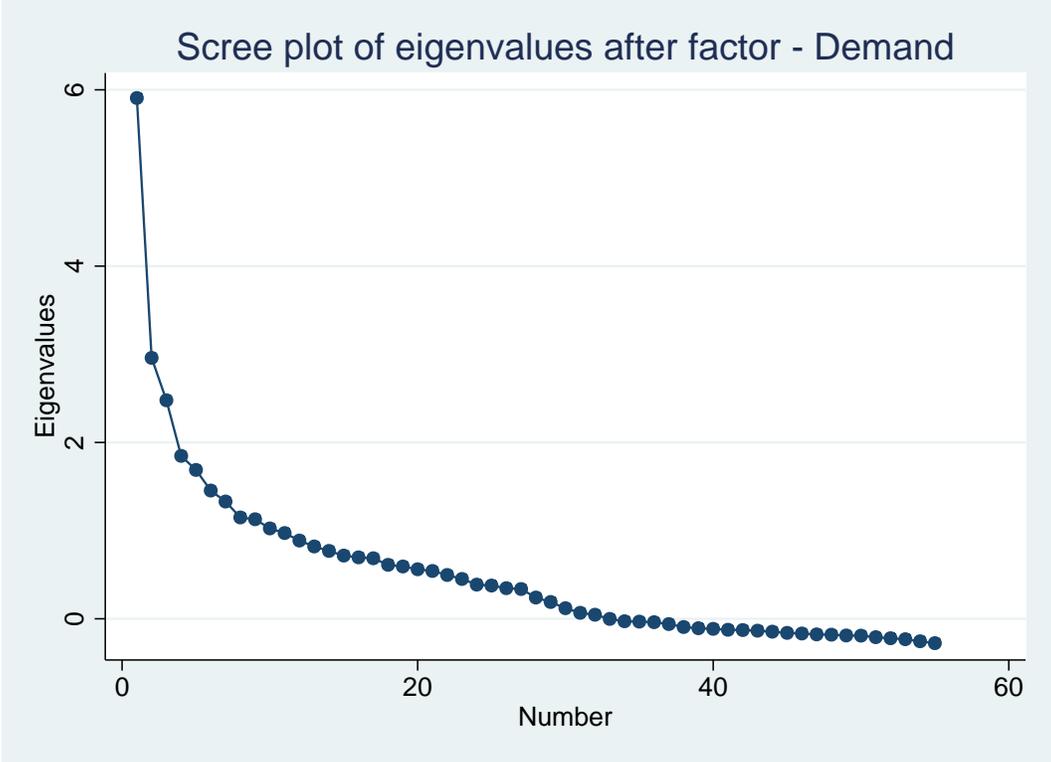


Fig. 12: Scree plot – factor analysis – demand

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7	Factor8	Factor9	Factor10
opin_schools_boy_quransays	-0.08889	0.109487	-0.0035	0.032912	0.089371	0.089738	0.059196	-0.00479	-0.00844	-0.05315
opin_schools_girl_quransays	-0.1341	0.254552	-0.07809	0.009725	0.107635	0.12938	0.101008	-0.0366	-0.01817	-0.01978
opin_boy_reason_religious	-0.2818	0.124383	0.058764	0.071976	0.261779	0.301501	0.09812	-0.04915	0.149382	-0.08405
opin_girl_reason_religious	-0.3004	0.17684	0.036363	0.113579	0.283219	0.267786	0.065161	-0.01742	0.11367	-0.04354
edu_boy_consider_neighbors	0.315103	0.125212	-0.19677	0.089723	-0.1257	0.16245	0.005486	0.034108	0.075878	0.137271
edu_girl_consider_neighbors	0.265005	0.063181	-0.17428	0.11151	-0.14389	0.22521	0.003156	0.045056	0.111782	0.133447
opin_schools_goodbad	-0.13723	0.285269	-0.12666	-0.04656	0.03128	0.096133	0.03962	-0.0282	-0.01272	0.01509
opin_boy_reason_hhstatus	-0.24659	0.251452	-0.04844	0.141984	0.136985	0.379839	0.124498	-0.06803	0.101415	0.027768
opin_girl_reason_hhstatus	-0.26958	0.307061	-0.11138	0.139867	0.192307	0.317875	0.063298	-0.04646	0.101502	0.060266
edu_boy_opinion_outvil	-0.20989	0.16503	-0.0086	0.134086	0.095549	0.209227	0.024738	0.026867	0.043704	0.06261
edu_boy_opinion_chores	0.607947	0.108828	-0.22191	0.105805	0.055583	-0.00752	0.025874	-0.10711	-0.04056	-0.16329
edu_boy_opinion_work	0.602918	0.169749	-0.25633	0.065401	0.040417	0.006594	0.009036	-0.1135	-0.02117	-0.13614
edu_girl_opinion_outvil	-0.0609	0.234991	-0.1022	0.190982	0.224436	0.015015	-0.05851	0.12595	-0.09673	0.143361
edu_girl_opinion_chores	0.622888	0.192895	-0.25411	0.11643	-0.04969	0.070951	0.040825	-0.12354	0.019058	-0.0843
edu_girl_opinion_work	0.616387	0.187156	-0.29731	0.126347	0.011574	0.029895	0.023589	-0.05681	-0.01043	-0.04569
edu_boy_consider_invil	0.006029	0.10699	0.055059	0.095433	0.065872	0.08419	0.045358	0.034033	0.090907	0.024221
edu_girl_consider_invil	-0.1686	0.127525	0.02751	0.11896	0.171596	0.154825	0.051778	0.020413	0.022476	0.022331
edu_boy_stop_adult	-0.24004	0.089164	0.090858	0.06691	-0.24178	-0.22746	0.620531	-0.04156	0.015039	0.093593
edu_boy_stop_marry	-0.24421	0.103213	0.189085	0.241815	-0.49789	0.168083	-0.21535	-0.04917	-0.10684	-0.1906
edu_boy_opinion_necessary	-0.12899	0.136584	0.044211	0.1282	0.038437	0.176881	0.075566	-0.02662	0.065709	0.043235
edu_girl_opinion_necessary	-0.12521	0.21369	-0.01136	0.214191	0.148761	0.182669	-0.00998	0.035716	-0.03529	0.134914
edu_boy_stop_literate	-0.12357	0.113066	-0.01769	0.01689	-0.02387	0.012569	-0.03706	0.117495	-0.08991	0.094683
edu_boy_opinion_primary	-0.09786	0.021214	0.022222	0.013312	0.02457	-0.02178	0.013043	-0.03273	-0.02032	-0.10616
edu_boy_stop_secondary	-0.08735	0.086568	0.005638	0.063654	0.121024	-0.03604	0.003833	0.110189	0.004201	-0.23666
edu_boy_stop_high	-0.13072	0.187835	0.029167	0.369213	0.17593	-0.30062	-0.10636	0.339039	0.283279	-0.13343
edu_boy_stop_uni	0.444487	-0.30005	-0.20331	-0.46955	0.305617	0.218298	-0.13556	-0.25033	-0.09147	0.273784
edu_boy_stop_noschool	-0.02193	-0.01025	0.008314	0.020421	0.010358	0.015007	0.020564	0.050353	0.013256	-0.13419
edu_girl_stop_adult	-0.22397	0.086095	0.071752	0.036651	-0.08044	-0.20886	0.724084	-0.17044	-0.01849	0.108973
edu_girl_stop_marry	-0.18195	0.131275	0.148673	0.333571	-0.60211	0.285854	-0.26739	-0.14372	-0.19713	-0.02476
edu_girl_stop_literate	-0.12589	0.138592	-0.04189	0.037142	0.165213	-0.07813	-0.09671	0.323706	-0.4659	0.507731
edu_girl_stop_primary	-0.11312	0.095007	-0.00105	0.03264	0.102148	-0.0844	-0.01849	0.152679	0.037776	-0.3072
edu_girl_stop_secondary	-0.04834	0.047849	-0.00414	0.142307	0.210924	-0.14444	-0.03365	0.438196	-0.04357	-0.12454
edu_girl_stop_high	-0.00089	0.083072	-0.11381	0.243996	0.281655	-0.46214	-0.31656	-0.50029	0.391779	0.165574
edu_girl_stop_uni	0.372803	-0.33243	-0.04343	-0.56143	0.112351	0.326066	0.146388	0.22145	0.093519	-0.26176
edu_girl_stop_noschool_2	-0.0547	0.058321	-0.05006	0.06473	0.099342	0.083205	0.030714	0.018024	0.00586	-0.00333
opin_equalaccess	0.452895	-0.06038	-0.06857	-0.01156	-0.23705	0.060313	0.007376	0.203732	0.366978	0.132522
opin_nomath	0.421497	-0.02129	-0.04897	0.011596	-0.19995	0.031114	-0.00241	0.261036	0.327259	0.203157
opin_mendecide	0.354093	0.021448	-0.07322	0.026643	-0.22862	0.040579	-0.00146	0.193368	0.332754	0.190143
vil_1through3_boy_continue	0.191499	-0.40108	0.214428	0.239182	0.103224	0.038723	0.019116	0.023668	0.015074	0.080286
vil_1through3_girl_continue	0.163929	-0.48663	0.274655	0.266691	0.067424	0.150958	0.082284	-0.05393	0.014137	0.036638
vil_1through3_supportcomm	0.146929	-0.41502	0.263945	0.247662	0.102618	0.011774	0.015577	0.009855	-0.0199	0.006366
vil_1through6_boy_continue	0.178956	-0.50397	0.26259	0.314752	0.126417	0.050967	0.028959	0.010999	0.006822	0.058248
vil_1through6_girl_continue	0.167754	-0.49079	0.29951	0.219974	0.065951	0.170279	0.082914	-0.07105	0.024876	-0.01441
vil_1through6_supportcomm	0.181155	-0.44614	0.265377	0.235909	0.150632	0.047588	0.01129	0.012512	-0.03245	-0.00076
edu_boy_opinion_harm	0.579125	0.028589	-0.10397	0.210735	0.080135	-0.07831	0.060524	0.029989	-0.19384	-0.08999
edu_boy_opinion_danger	0.612149	0.040976	-0.15473	0.214393	0.093585	-0.06769	0.07601	0.035074	-0.1795	-0.11512
edu_girl_opinion_harm	0.607258	0.08163	-0.15059	0.214911	0.057994	-0.01941	0.104044	-0.0143	-0.19734	-0.04029
edu_girl_opinion_danger	0.631743	0.089273	-0.19876	0.205821	0.001295	0.017073	0.119111	-0.03289	-0.13099	-0.0414
hh_actions_walkgirl	0.369854	0.370208	0.514947	-0.10581	0.148053	-0.02581	-0.07701	0.019838	-0.0615	0.017417
hh_actions_walkboy	0.383112	0.367925	0.49937	-0.12286	0.103179	-0.00765	-0.05288	0.033166	-0.03061	0.034015
hh_actions_visitschool	0.193786	0.349001	0.424919	-0.09515	0.082117	-0.05134	-0.03895	-0.08118	-0.00484	-0.03251
hh_actions_worrytravel	0.262717	0.290646	0.541874	-0.12053	0.087304	-0.01912	-0.02939	-0.1037	0.006592	-0.05812
hh_actions_worryschool	0.387218	0.273841	0.487842	-0.09279	-0.02264	0.054268	-0.014	-0.0737	0.086548	-0.01112
hh_actions_riskygirl	0.464165	0.213623	0.332079	-0.08593	-0.10241	-0.00231	0.07246	0.0436	0.022015	0.07324
hh_actions_riskyboy	0.488898	0.252971	0.287721	-0.05268	-0.09782	-0.01027	0.065773	0.067441	0.030787	0.143009

Table 63: Factor scores for demand variables

A11 Demographics and demand

This section shows the full results table from bivariate and multivariate regressions of demographics variables on demand for education.

Variable	Dependent variable: demand index		Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
	Coefficient from bivariate regression	Coefficient from multivariate regression			
Number of children in household	0.0131 [0.0114]	0.0218* [0.0104]	Household has enough money for food/fuel/education/luxuries	0.233** [0.0839]	-0.237* [0.103]
Household head is female	-0.179 [0.105]	-0.0911 [0.0965]	Household head age	-0.000219 [0.00147]	-0.00139 [0.00151]
Household head occupation: farmer	-0.00339 [0.0568]	0.0891 [0.0609]	Household head is Shia	-0.215* [0.0859]	0.241 [0.194]
Household head occupation: shopkeeper	0.131 [0.0713]	0.0758 [0.0835]	Household head is Sunni	0.203* [0.0836]	-0.163 [0.157]
Household head occupation: laborer	-0.157 [0.0927]	0.0217 [0.0834]	Household income: <2000 Afghanis	-0.253*** [0.0608]	-0.0522 [0.135]
Household head occupation: military	0.271*** [0.0784]	0.0595 [0.0947]	Household income: 2001-5000 Afghanis	0.00565 [0.0584]	-0.00364 [0.112]
Household head can write	0.0934* [0.0458]	-0.163 [0.0879]	Household income: 5001-10000 Afghanis	0.107 [0.0637]	-0.110 [0.102]
Household head can read	0.105* [0.0475]	0.144 [0.0873]	Household income: 10001-15000 Afghanis	0.345*** [0.0668]	-0.000495 [0.0829]
Household head attended mosque school	0.0952 [0.0538]	-0.110* [0.0538]	Household income: >15000 Afghanis	0.381*** [0.0917]	0 [.]
Household head attended madrassa	-0.137* [0.0602]	-0.0494 [0.0611]	Household has access to radio	0.0795 [0.0585]	-0.143** [0.0469]
Household head attended community school	-0.0755 [0.0789]	-0.0456 [0.0769]	Household has access to TV	0.148* [0.0571]	-0.0547 [0.0702]
Household head attended government school	0.257*** [0.0602]	0.128 [0.0692]	Household has access to computer	0.363*** [0.107]	0.00891 [0.123]
Household head attended university	0.258** [0.0879]	-0.0202 [0.0841]	Household has access to landline	-0.668*** [0.171]	-0.520** [0.197]
Ethnicity: Hazara	-0.210* [0.0848]	0.122 [0.122]	Household has access to mobile phone	0.335*** [0.0649]	0.174** [0.0632]
Ethnicity: Pashtun	-0.00940 [0.172]	0.556** [0.185]	Household has access to satellite phone	0.0408 [0.409]	0.0773 [0.262]
Ethnicity: Tajik	0.295*** [0.0803]	0.749*** [0.154]	Household has access to internet	0.0564 [0.209]	-0.123 [0.232]
Household owns the land it uses	0.236*** [0.0692]	0.0393 [0.0861]	Household has access to motorcycle	0.129* [0.0504]	0.0308 [0.0581]
Household has enough money to buy food	0.361*** [0.0629]	-0.0156 [0.0923]	Household has access to car	0.246** [0.0735]	-0.00253 [0.0782]
Household has enough money for fuel	0.407*** [0.0598]	0.162* [0.0805]	Wealth index - all households	0.269*** [0.0386]	0 [.]
Household has enough money for food/fuel/education	0.410*** [0.0737]	0.234** [0.0872]	Wealth index - farmers	0.251*** [0.0364]	-0.626 [0.429]
			Wealth index - non-farmers	0.284*** [0.0405]	0.843 [0.527]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 64: Bivariate and multivariate regressions of demographic and wealth variables on index of variables measuring demand for education

A12 Demographics and learning assessment score

Dependent variable: learning assessment summary index					
Variable	Coefficient from bivariate regression	Coefficient from multivariate regression	Variable	Coefficient from bivariate regression	Coefficient from multivariate regression
Number of children in household	-0.00419 [0.0118]	-0.00128 [0.0110]	Household has enough money for food/fuel/education/luxuries	0.125* [0.0592]	0.0121 [0.0771]
Household head is female	-0.0931 [0.0840]	-0.0120 [0.0840]	Household head age	0.00372* [0.00170]	0.00459** [0.00165]
Household head occupation: farmer	-0.0181 [0.0492]	-0.0349 [0.0499]	Household head is Shia	0.0560 [0.0720]	-0.494* [0.211]
Household head occupation: shopkeeper	0.0338 [0.0984]	-0.0968 [0.110]	Household head is Sunni	-0.0652 [0.0708]	-0.127 [0.204]
Household head occupation: laborer	-0.193** [0.0651]	-0.107 [0.0648]	Household income: <2000 Afghani	0.0261 [0.0546]	0.187 [0.143]
Household head occupation: military	0.166* [0.0836]	0.0287 [0.0824]	Household income: 2001-5000 Afghani	-0.0225 [0.0403]	0.118 [0.120]
Household head can write	0.266*** [0.0411]	-0.0000267 [0.0871]	Household income: 5001-10000 Afghani	0.0142 [0.0503]	0.102 [0.103]
Household head can read	0.277*** [0.0421]	0.147 [0.0859]	Household income: 10001-15000 Afghani	-0.0213 [0.0781]	-0.00949 [0.123]
Household head attended mosque school	0.0463 [0.0594]	-0.0691 [0.0508]	Household income: >15000 Afghani	0.0877 [0.0973]	0 [.]
Household head attended madrassa	0.0873 [0.0551]	0.00398 [0.0515]	Household has access to radio	0.0409 [0.0451]	-0.0355 [0.0462]
Household head attended community school	0.247** [0.0782]	0.148* [0.0653]	Household has access to TV	0.236*** [0.0413]	0.100 [0.0622]
Household head attended government school	0.256*** [0.0516]	0.103 [0.0611]	Household has access to computer	0.397*** [0.0964]	0.0690 [0.119]
Household head attended university	0.441*** [0.0988]	0.187 [0.113]	Household has access to landline	0.0518 [0.151]	-0.0611 [0.147]
Ethnicity: Hazara	0.0908 [0.0717]	0.349** [0.112]	Household has access to mobile phone	0.113* [0.0513]	-0.00597 [0.0538]
Ethnicity: Pashtun	-0.436*** [0.105]	-0.318 [0.168]	Household has access to satellite phone	0.363* [0.181]	0.203 [0.176]
Ethnicity: Tajik	0.133 [0.0691]	0.0723 [0.160]	Household has access to internet	0.679*** [0.0800]	0.526** [0.184]
Household owns the land it uses	0.157** [0.0471]	0.0679 [0.0697]	Household has access to motorcycle	0.154*** [0.0429]	0.0207 [0.0468]
Household has enough money to buy food	0.200*** [0.0525]	0.192* [0.0919]	Household has access to car	0.158 [0.103]	0.127 [0.103]
Household has enough money for fuel	0.175*** [0.0510]	0.0857 [0.0816]	Wealth index - all households	0.137*** [0.0239]	0 [.]
Household has enough money for food/fuel/education	0.0588 [0.0482]	-0.136 [0.0827]	Wealth index - farmers	0.125*** [0.0224]	-0.335 [0.397]
			Wealth index - non-farmers	0.146*** [0.0251]	0.368 [0.483]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 65: Bivariate and multivariate regressions of demographic and wealth variables on learning assessment summary index

A13 Security and learning assessment score

This section shows the full results table from bivariate and multivariate regressions of demographics variables on learning assessment performance.

Dependent variable: learning assessment summary index		
<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Feeling of security	-0.163*** [0.0358]	-0.157*** [0.0357]
Has ever been displaced	-0.0200 [0.0504]	0.0975 [0.195]
Has been displaced 1 time	-0.0705 [0.0612]	-0.188 [0.201]
Has been displaced 2 times	0.101 [0.0626]	-0.0441 [0.198]
Has been displaced 3 times	-0.0924 [0.0727]	-0.228 [0.209]
Has been displaced 4 times or more	0.0195 [0.0795]	-0.104 [0.197]
A household member has been injured	0.0278 [0.0537]	0.0336 [0.0539]
Suffered from armed violence in the last year	0.00429 [0.0670]	0.141 [0.116]
Suffered from petty crime in the last year	-0.0584 [0.0800]	0.00380 [0.190]
Suffered from violent criminal activity in the last year	-0.0509 [0.0826]	0 [.]
Security index	-0.0166 [0.0221]	-0.0292 [0.0726]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 66: Bivariate and multivariate regressions of security variables on learning assessment summary index

A14 Satisfaction and learning assessment score

This section shows the full results table from bivariate and multivariate regressions of satisfaction variables on learning assessment performance.

Dependent variable: learning assessment summary index

<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>	<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Satisfied with quality of teaching - primary school	0.192*** [0.0495]	0.213 [0.128]	Satisfied with quality of teaching - secondary school	0.128* [0.0508]	0.0346 [0.118]
Satisfied with teacher - primary	0.157** [0.0490]	0 [.]	Satisfied with teacher - secondary	0.111* [0.0506]	0 [.]
Satisfied with classroom discipline - primary	0.194*** [0.0515]	0.0773 [0.0990]	Satisfied with classroom discipline - secondary	0.219*** [0.0538]	0.262** [0.0934]
Satisfied with learning environment - primary	0.146** [0.0514]	0.0602 [0.0770]	Satisfied with learning environment - secondary	0.152** [0.0502]	0.175 [0.0901]
Satisfied with learning achievement - primary	0.202*** [0.0527]	0.0542 [0.0862]	Satisfied with learning achievement - secondary	0.191*** [0.0500]	0.143 [0.0782]
Satisfied with provision of water - primary	0.100* [0.0489]	0.0525 [0.0752]	Satisfied with provision of water - secondary	0.0560 [0.0518]	-0.00637 [0.0810]
Satisfied with toilet facilities - primary	0.107* [0.0528]	0.123 [0.0806]	Satisfied with toilet facilities - secondary	0.0696 [0.0553]	0.0884 [0.0842]
Satisfied with availability of textbooks	-0.0123 [0.0524]	-0.104 [0.0695]	Satisfied with availability of textbooks	-0.0364 [0.0533]	-0.103 [0.0667]
Satisfied with availability of sports equipment - primary	0.0239 [0.0472]	-0.0439 [0.0557]	Satisfied with availability of sports equipment - secondary	0.0747 [0.0466]	0.110* [0.0520]
Satisfied with wellbeing of children while at school - primary	0.264*** [0.0580]	0.178* [0.0737]	Satisfied with wellbeing of children while at school - secondary	0.235*** [0.0555]	0.185* [0.0775]
Primary school satisfaction index	0.103*** [0.0270]	-0.152 [0.180]	Secondary school satisfaction index	0.0838** [0.0271]	-0.283 [0.171]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 67: Bivariate and multivariate regressions of satisfaction variables on learning assessment summary index

A15 Risk and learning assessment score

This section shows the full results table from bivariate and multivariate regressions of risk variables on learning assessment performance.

Dependent variable: learning assessment summary index		
<i>Variable</i>	<i>Coefficient from bivariate regression</i>	<i>Coefficient from multivariate regression</i>
Believe boys who attend school are at risk for harm	-0.140** [0.0508]	-0.0410 [0.0493]
Believe sending boys to school will put family in danger	-0.156** [0.0549]	-0.0811 [0.0593]
Believe girls who attend school are at risk for harm	-0.160*** [0.0465]	-0.0839 [0.0539]
Believe sending girls to school will put family in danger	-0.156** [0.0473]	-0.0711 [0.0604]
Believe it is risky to send girls to school	0.0470 [0.0482]	0.0774 [0.0555]
Believe it is risky to send boys to school	0.0308 [0.0569]	0.0530 [0.0639]

standard errors in brackets * p<0.05 ** p<0.01 *** p<0.001

Table 68: Bivariate and multivariate regressions of risk variables on learning assessment summary index

A16 Learning assessment scores – math and language

	Province					
	Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan
# of villages =	11	29	23	8	24	40
avg. age =	7.86	7.96	7.92	7.90	8.02	7.86
avg. years of schooling =	1.39	1.27	1.29	0.85	1.94	1.56
Math						
<i>Q1: Identifying numbers</i>						
Q1A	0.48	0.69	0.55	0.54	0.75	0.61
Q1B	0.36	0.61	0.43	0.40	0.68	0.52
Q1C	0.16	0.39	0.20	0.11	0.42	0.28
Q1D	0.10	0.26	0.10	0.02	0.27	0.15
Q1E	0.04	0.14	0.05	0.00	0.12	0.07
<i>Q2: Counting</i>						
Q2A	0.83	0.84	0.85	0.82	0.93	0.86
Q2AA	0.66	0.73	0.64	0.57	0.83	0.69
Q2B	0.91	0.90	0.93	0.90	0.97	0.92
Q2BB	0.79	0.81	0.73	0.68	0.89	0.77
Q2C	0.89	0.87	0.90	0.87	0.95	0.87
Q2CC	0.67	0.78	0.69	0.64	0.83	0.70
Q2D	0.71	0.77	0.76	0.68	0.82	0.75
Q2DD	0.49	0.64	0.55	0.49	0.74	0.59
Q2E	0.79	0.80	0.79	0.75	0.87	0.77
Q2EE	0.59	0.69	0.61	0.51	0.76	0.60
Q2F	0.69	0.74	0.70	0.68	0.80	0.70
Q2FF	0.45	0.64	0.54	0.40	0.70	0.55
Q2G	0.55	0.65	0.60	0.45	0.73	0.62
Q2GG	0.32	0.54	0.44	0.19	0.62	0.47
<i>Q3: Largest vs. smallest number</i>						
Q3A	0.56	0.71	0.77	0.70	0.66	0.59
Q3AA	0.55	0.69	0.65	0.45	0.68	0.57
Q3B	0.62	0.69	0.62	0.52	0.65	0.54
Q3BB	0.53	0.64	0.57	0.46	0.66	0.53
Q3C	0.71	0.74	0.67	0.59	0.71	0.58
Q3CC	0.55	0.63	0.55	0.35	0.64	0.51
Q3D	0.45	0.60	0.50	0.39	0.59	0.46
Q3DD	0.39	0.53	0.44	0.26	0.53	0.39
Q3E	0.36	0.52	0.42	0.27	0.50	0.40
Q3EE	0.31	0.48	0.42	0.27	0.48	0.36
Q3F	0.39	0.59	0.47	0.29	0.55	0.41
Q3FF	0.30	0.50	0.39	0.18	0.47	0.33
Q3G	0.34	0.54	0.37	0.25	0.48	0.35
Q3GG	0.31	0.47	0.34	0.15	0.47	0.29
Q3H	0.36	0.50	0.36	0.10	0.45	0.31
Q3HH	0.30	0.44	0.33	0.06	0.39	0.26
Q3I	0.18	0.38	0.25	0.07	0.33	0.22
Q3II	0.19	0.34	0.25	0.06	0.29	0.19
Q3J	0.31	0.45	0.36	0.05	0.34	0.22
Q3JJ	0.20	0.33	0.23	0.07	0.26	0.16
<i>Q4: Addition & subtraction</i>						
Q4A	0.67	0.74	0.71	0.68	0.83	0.73
Q4B	0.63	0.72	0.68	0.63	0.79	0.68
Q4C	0.38	0.53	0.40	0.44	0.53	0.46
Q4E	0.41	0.56	0.45	0.28	0.52	0.44
Q4F	0.45	0.59	0.55	0.17	0.58	0.56
Q4G	0.36	0.55	0.40	0.39	0.47	0.41
Q4H	0.31	0.46	0.31	0.32	0.40	0.34
Q4I	0.37	0.55	0.42	0.18	0.51	0.43
Q4J	0.35	0.51	0.36	0.13	0.42	0.37
Q4K	0.43	0.60	0.51	0.12	0.51	0.55

¹ unless otherwise specified, each number is the mean of village-level proportions for each question on a 0-1 scale, split up by province

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Table 69: Learning assessment results by province: math section

	Province					
	Bamiyan	Daykundi	Ghor	Herat	Kapisa	Parwan
<i># of villages =</i>	11	29	23	8	24	40
<i>avg. age =</i>	7.86	7.96	7.92	7.90	8.02	7.86
<i>avg. years of schooling =</i>	1.39	1.27	1.29	0.85	1.94	1.56
Language						
<i>Q5: Identifying letters</i>						
Q5A	0.38	0.61	0.51	0.43	0.70	0.57
Q5B	0.37	0.60	0.48	0.40	0.68	0.56
Q5C	0.26	0.50	0.37	0.28	0.58	0.48
Q5D	0.21	0.40	0.25	0.12	0.47	0.38
Q5E	0.16	0.31	0.19	0.08	0.39	0.32
Q5F	0.12	0.26	0.13	0.06	0.32	0.25
Q5G	0.10	0.20	0.08	0.05	0.23	0.17
Q5H	0.08	0.17	0.06	0.05	0.16	0.12
Q5I	0.06	0.14	0.04	0.05	0.13	0.09
Q5J	0.05	0.13	0.04	0.05	0.12	0.07
<i>Q6: Identifying letters in words</i>						
Q6A	0.62	0.48	0.72	0.51	0.78	0.54
Q6B	0.50	0.47	0.58	0.44	0.71	0.50
Q6C	0.69	0.52	0.71	0.55	0.81	0.55
<i>Q7: Identifying words - simple</i>						
Q7A	0.13	0.30	0.23	0.23	0.39	0.25
Q7B	0.14	0.33	0.24	0.23	0.41	0.27
Q7C	0.16	0.33	0.24	0.23	0.36	0.26
<i>Q8: Identifying words - complex</i>						
Q8A	0.24	0.46	0.27	0.19	0.47	0.32
Q8B	0.10	0.22	0.14	0.14	0.20	0.12
Q8C	0.13	0.23	0.18	0.17	0.30	0.21
<i>Q9: Short story - reading</i>						
Q9A	0.14	0.35	0.19	0.21	0.35	0.22
Q9B	0.12	0.32	0.16	0.12	0.28	0.19
Q9C	0.12	0.31	0.14	0.07	0.26	0.18
Q9D	0.10	0.26	0.12	0.07	0.25	0.15
Q9E (in seconds)	65.86	74.52	78.21	70.52	93.44	86.46
<i>Q10: Short story - comprehension</i>						
Q10A	0.33	0.36	0.30	0.12	0.55	0.58
Q10B	0.33	0.34	0.33	0.08	0.52	0.52
Q10C	0.33	0.36	0.25	0.14	0.50	0.51
Q10D	0.19	0.27	0.22	0.09	0.25	0.29

¹ unless otherwise specified, each number is the mean of village-level proportions for each question on a 0-1 scale, split up by province

Table 70: Learning assessment results by province: language section

A17 Learning assessment performance – full test

This section shows the steps taken in creating the first factor score index of performance on the full learning assessment.

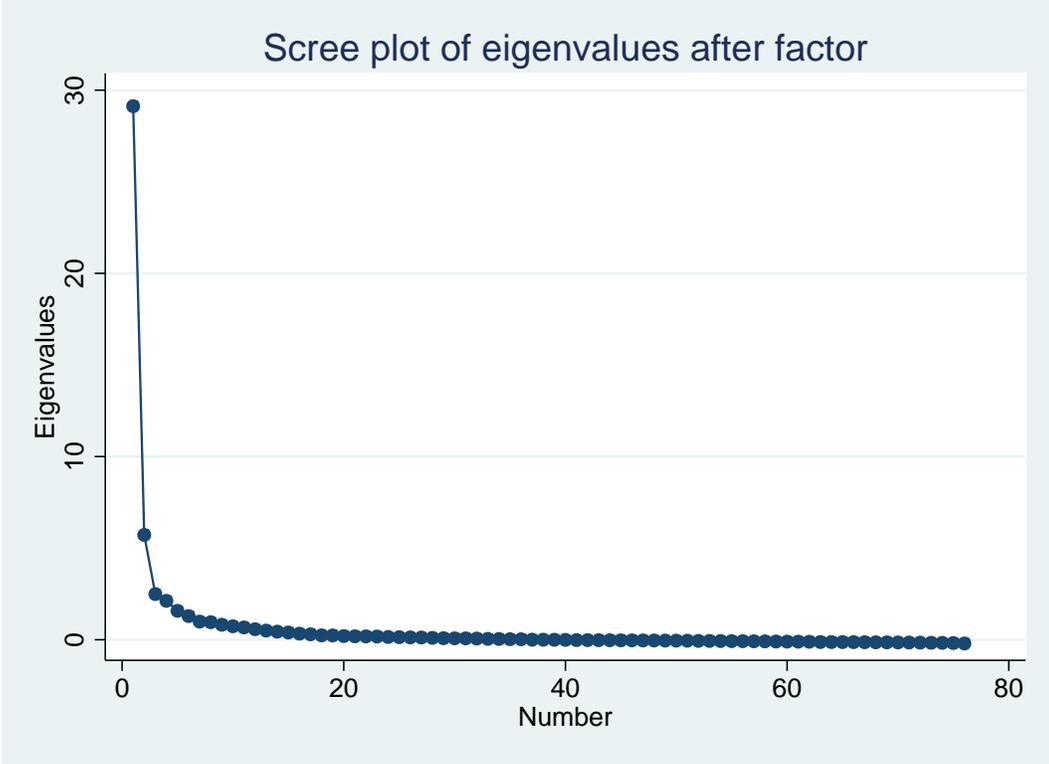


Figure 13: Scree plot – factor analysis – learning assessment performance on full test

A18 Learning assessment performance – math section

This section shows the steps taken in creating the first factor score index of performance on the math section of the learning assessment.

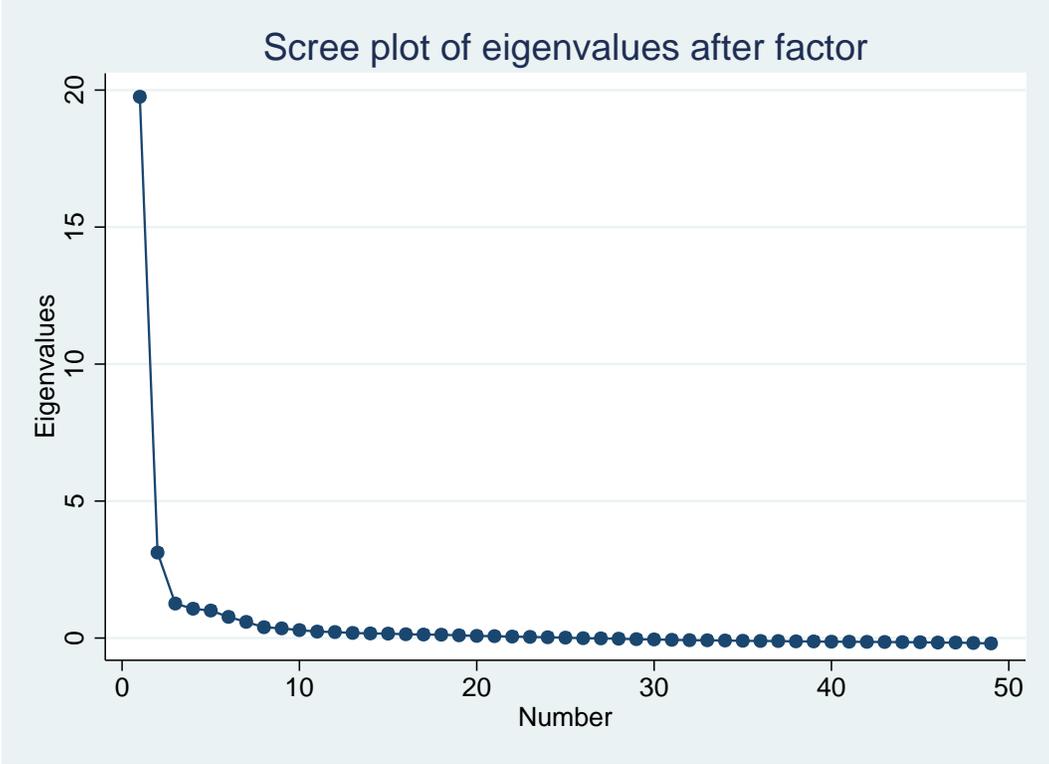


Figure 14: Scree plot – factor analysis – learning assessment performance on math section

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7	Factor8	Factor9	Factor10	Factor11	Factor12	Factor13	Factor14	Factor15	Factor16	Factor17	Factor18	Factor19	Factor20	Factor21	Factor22	Factor23	Factor24	Factor25
la_q1a_1_p	0.8088	-0.107	0.0742	-0.2205	-0.2284	0.2302	-0.1645	0.0468	0.0875	0.1187	-0.144	0.0215	0.0653	-0.0024	0.0084	0.013	-0.0033	-0.0161	0.0403	-0.0426	0.0013	0.007	0.0435	0.017	-0.0075
la_21b_1_p	0.8168	-0.0169	0.0973	-0.2374	-0.2639	0.2213	-0.1284	0.0259	0.0818	0.1364	-0.1525	0.0053	0.0556	-0.0157	-0.0032	-0.0026	0.0192	-0.0332	0.004	-0.0238	0.0103	0.0065	0.0045	-0.0019	0.0028
la_q1c_1_p	0.7206	0.3387	0.1883	0.085	-0.2234	0.2091	0.0845	-0.045	-0.0052	0.0511	-0.0479	-0.0258	-0.0422	0.007	-0.0148	-0.0637	0.0287	-0.0157	-0.0867	0.0772	-0.0352	-0.0434	-0.092	-0.0248	0.006
la_q1d_1_p	0.5908	0.4357	0.2495	0.2887	-0.2457	0.2329	0.2178	-0.0238	-0.0309	-0.0207	0.0511	-0.0519	-0.0264	-0.0225	0.031	-0.0234	-0.0194	0.0054	-0.0076	-0.0088	-0.0066	-0.0043	-0.0066	-0.0048	-0.003
la_q1e_1_p	0.4218	0.3832	0.2104	0.3276	-0.1736	0.1704	0.1972	0.0196	-0.0198	-0.0763	0.0771	-0.0259	0.0232	-0.0228	0.0303	0.0458	-0.0346	0.0075	0.0752	-0.0732	0.0218	0.038	0.0676	0.0116	-0.0043
la_q2a_b	0.4521	-0.456	0.072	0.2544	0.0819	0.0762	-0.0713	-0.071	-0.0646	0.0031	-0.1162	0.0618	-0.1238	-0.0021	0.0485	0.0355	-0.0174	0.1392	-0.0126	-0.0054	5E-05	0.0185	-0.0166	0.0072	0.0116
la_q2aa_b	0.6798	-0.3289	0.077	-0.0297	-0.0624	0.1144	-0.1255	0.112	-0.0401	-0.0937	-0.0189	0.0726	-0.1268	0.0073	0.0402	0.0296	-0.052	0.1614	0.0104	0.0226	0.0253	-0.0226	0.0156	-0.0172	0.0066
la_q2b_b	0.3381	-0.3891	0.0227	0.289	0.184	0.1714	-0.1244	-0.1166	-0.0473	0.1596	0.0798	-0.0095	0.0065	0.0091	-0.0368	-0.0042	0.0253	-0.0421	0.0201	-0.0102	-0.009	0.0463	-0.0274	0.0524	0.0018
la_q2bb_b	0.5854	-0.3356	0.0463	0.026	0.0312	0.1778	-0.1735	0.1076	-0.0416	-0.0313	0.17	0.0175	-0.0132	0.0059	-0.0211	0.0024	-0.0107	-0.0093	0.0093	-0.022	-0.0098	0.0036	-0.0328	0.0367	-0.0111
la_q2c_b	0.4566	-0.4567	0.0589	0.316	0.1775	0.0853	-0.0534	-0.1095	-0.074	0.1451	0.0322	-0.0089	0.0508	-0.0067	-0.0293	0.0394	-0.0607	-0.0046	0.0201	0.012	-0.0089	0.0346	-0.0362	0.0002	0.0002
la_q2cc_b	0.664	-0.337	0.0662	0.0042	0.0031	0.1182	-0.1279	0.1382	-0.0623	-0.044	0.1608	0.0151	0.0799	-0.0193	-0.0191	0.0024	0.0018	-0.0371	-0.0067	0.0459	-0.0041	-0.079	0.0191	-0.0675	-0.0053
la_q2d_b	0.6144	-0.4334	0.1162	0.1453	-0.0382	-0.157	0.0739	-0.0099	-0.0511	-0.0868	-0.1418	-0.092	0.0044	0.1303	-0.088	-0.0889	-0.014	-0.0221	0.0576	0.0055	0.0339	0.0006	0.0104	-0.0134	-0.007
la_q2dd_b	0.7523	-0.2273	0.1158	-0.1392	-0.1588	-0.0744	-0.0118	0.1005	-0.0535	-0.1413	0.0165	-0.0691	0.0012	0.1027	-0.0937	-0.109	-0.0303	-0.0166	0.067	0.033	0.0211	0.0463	-0.0245	0.0231	0.0057
la_q2e_b	0.6002	-0.4583	0.1119	0.1788	0.0412	-0.1299	-0.0365	-0.016	-0.1188	-0.156	0.0016	0.0193	-0.0455	0.0196	0.0264	0.052	-0.0934	-0.0764	-0.0481	-0.0221	-0.0096	0.0019	0.0127	0.0033	0.0033
la_q2ee_b	0.7404	-0.2766	0.1247	-0.0978	-0.1016	-0.0684	-0.0435	0.1351	-0.0185	-0.1912	0.0351	0.0045	0.0071	-0.0802	0.0862	0.0116	0.0403	-0.0919	-0.0915	-0.0271	-0.0303	0.0178	-0.0118	0.0163	0.0015
la_q2f_b	0.6391	-0.3798	0.1119	0.0714	-0.0906	-0.2845	0.1692	-0.0527	0.0325	0.0817	-0.0248	-0.033	0.1003	-0.1302	-0.0492	0.0425	-0.0359	0.0715	0.0163	-0.0012	-0.008	-0.0358	-0.0071	-0.0039	-0.0078
la_q2ff_b	0.7264	-0.1957	0.1357	-0.1217	-0.1719	-0.2015	0.0809	0.0288	0.0267	0.0719	0.0993	-0.0174	0.0918	-0.1555	-0.0645	0.036	-0.0107	0.0871	0.0152	0.0396	0.006	0.033	-0.0339	0.0224	0.0049
la_q2g_b	0.6808	-0.2148	0.0983	-0.0051	-0.1793	-0.2694	0.1091	-0.1026	0.085	0.1146	0.0581	0.0857	-0.0901	0.1293	0.0489	0.0436	-0.0205	-0.047	0.0155	-0.0186	-0.0086	-0.0337	0.0219	-0.012	-0.0039
la_q2gg_b	0.7657	-0.0057	0.0939	-0.1436	-0.212	-0.1633	0.0285	-0.0408	0.0422	0.1098	0.1503	0.1134	-0.1042	0.1108	0.0466	0.0256	-0.0001	-0.0408	-0.0267	0.0068	0.0304	0.0317	0.0062	0.0074	0.0143
la_q3a_b	0.4903	-0.0866	-0.0481	-0.0441	0.1975	0.1157	0.2177	-0.0664	0.0349	-0.0455	-0.009	0.1117	0.0964	0.0474	0.0493	-0.0488	0.0255	0.0358	0.0271	0.062	-0.0547	0.0286	0.0229	0.0069	0.0187
la_q3aa_b	0.6242	-0.0382	-0.0033	-0.1477	0.2008	0.0975	0.1752	0.0485	0.0139	-0.0295	-0.0099	0.0368	0.0563	0.0075	0.0303	-0.0172	0.0323	0.0079	-0.0085	0.0892	-0.039	0.0661	0.0265	-0.0073	0.0276
la_q3b_b	0.6724	-0.0352	-0.0367	-0.146	0.2364	0.0795	0.1693	0.0627	-0.0146	0.0442	0.0056	0.0281	-0.0036	0.0329	-0.0086	0.0032	-0.0533	0.0281	-0.0079	-0.0821	-0.0493	-0.0139	-0.027	-0.0193	-0.0351
la_q3bb_b	0.677	0.0031	0.022	-0.1681	0.2184	0.0588	0.1824	0.0967	-0.0275	0.0664	-0.0404	-0.0156	-0.1017	-0.0338	0.0492	0.054	0.0207	-0.0318	-0.008	0.0166	0.0445	0.0006	0.0108	-0.0271	-0.0133
la_q3c_b	0.649	-0.0757	-0.0164	-0.1631	0.2675	0.0818	0.1943	0.0697	-0.0128	0.0137	0.0359	-0.0149	0.0082	0.0374	0.0213	-0.0385	-0.0008	0.008	0.0075	-0.0777	-0.0024	-0.0376	-0.0199	0.0296	0.0022
la_q3cc_b	0.669	0.047	0.0117	-0.1661	0.2044	0.048	0.1262	0.0752	-0.0266	0.0426	-0.0154	-0.0829	-0.0147	-0.034	0.0501	0.0591	0.0311	-0.0366	0.0116	-0.0187	-0.0077	-0.0295	-0.0069	0.0049	-0.0018
la_q3d_b	0.6789	0.1178	0.0004	-0.1389	0.0887	0.0634	-0.0482	-0.1758	-0.0425	-0.0871	-0.0262	-0.0589	0.0306	0.0293	-0.0163	0.1369	-0.0587	-0.0219	0.048	0.0213	-0.0056	-0.0479	-4E-05	0.0057	0.0333
la_q3dd_b	0.6928	-0.1629	-0.0527	-0.1877	0.0589	0.0237	-0.0783	-0.1707	-0.0896	-0.0813	0.0261	-0.1248	-0.0198	0.0114	-0.0154	0.1276	-0.0037	-0.0377	0.022	0.0303	0.0065	-0.0099	0.0019	0.0171	0.0167
la_q3e_b	0.6451	0.1637	0.0662	-0.1279	0.0532	0.0415	-0.0048	-0.2079	-0.011	-0.1006	-0.0057	0.0887	0.0726	0.0291	0.0108	-0.0156	0.0351	0.0561	-0.0286	0.0158	0.0358	0.0005	0.0282	0.0242	-0.035
la_q3ee_b	0.7029	0.2016	0.0584	-0.0984	0.0458	-0.0409	-0.076	-0.1505	-0.0439	-0.0394	0.0157	-0.0101	-0.0018	0.0062	0.007	0.0096	0.0818	0.0287	-0.0498	0.0481	0.033	0.0272	0.0056	0.0073	-0.0601
la_q3f_b	0.714	0.1576	0.0303	-0.1687	0.0951	-0.0386	-0.0759	-0.1599	-0.049	0.0063	0.0283	-0.0021	0.0489	-0.0167	0.0734	-0.0749	-0.0464	0.028	0.0185	-0.0706	0.032	0.0005	-0.0286	-0.041	0.0212
la_q3ff_b	0.6601	0.2083	0.0793	-0.0622	0.0738	-0.0942	-0.1114	-0.1023	-0.0559	-0.0076	0.0462	-0.0336	0.0352	-0.0284	0.0502	-0.1009	0.0117	0.023	-0.0111	-0.0632	0.0569	0.0429	-0.0219	-0.0503	0.0214
la_q3g_b	0.6325	0.244	0.033	0.0151	-0.1169	-0.0533	-0.0549	-0.062	0.0484	-0.0088	0.0152	0.0777	-0.019	-0.0583	-0.0443	-0.1143	0.0511	-0.0046	-0.0178	0.0052	-0.0188	-0.0885	0.0363	0.0531	0.0016
la_q3gg_b	0.5851	0.2897	0.1105	0.0539	0.1403	-0.0919	-0.0314	0.0453	0.049	0.046	-0.0242	-0.0009	-0.1067	-0.0822	-0.0391	-0.1017	0.0031	-0.0203	-0.0329	0.0327	0.0495	-0.0291	0.0517	0.0386	0.0265
la_q3h_b	0.6453	0.2647	0.063	0.0313	0.1301	-0.118	-0.1595	0.0443	0.0197	0.0246	-0.0261	-0.0413	-0.0503	-0.0385	-0.0116	-0.0395	-0.0851	-0.013	-0.0296	-0.0272	-0.1172	0.0304	-0.0031	-0.0099	-0.0125
la_q3hh_b	0.6244	0.3088	0.1145	0.0701	0.1281	-0.1276	-0.133	0.0243	0.0033	0.0019	-0.0321	-0.0258	-0.0831	-0.0495	-0.0264	0.0117	-0.0273	-0.0179	0.0176	0.0274	-0.0385	0.0637	0.0355	-0.0271	-0.0189
la_q3i_b	0.4799	0.2927	0.1193	0.1594	0.1178	-0.0472	-0.0814	0.0361	0.118	-0.0946	-0.0192	0.1933	0.078	0.0264	-0.0684	0.0504	0.0147	-0.027	0.0246	-0.0155	0.0328	-0.0029	-0.045	-0.0037	-0.0022
la_q3ii_b	0.4646	0.312	0.1209	0.201	0.1321	-0.0599	-0.0612	0.0907	0.1305	-0.0476	-0.0391	0.1369	0.0126	-0.0039	-0.0813	0.076	0.0412	-0.0281	0.0453	-0.0045	0.0401	0.0066	-0.0363	-0.0243	0.0144
la_q3j_b	0.4763	0.2441	0.0584	0.1145	0.153	-0.1583	-0.1038	0.161	0.0378	0.0798	0.0002	-0.1039	0.0982	0.0943	0.1308	0.0171	0.0255	0.0451	-0.0143	-0.0083	0.017	-0.023	-0.0147	0.0165	0.0016
la_q3jj_b	0.5175	0.3146	0.0924	0.1627	0.0671	-0.1069	-0.0731	0.1567	-0.0007	0.0827	-0.0208	-0.1193	0.0691	0.1079	0.0777	0.0468	0.0154	0.0535	-0.0237	0.0537	0.0052	-0.017	0.0068	0.0174	-0.0045
la_q4a_b	0.5734	-0.1598	-0.2836	0.093	0.0362	0.0983	0.0014	-0.0643	0.3052	-0.0527	0.0349	-0.0883	-0.0042	0.0061	0.0101	0.002	-0.0798	0.0011	-0.037	-0.0001	0.0166	0.0224	-0.0073	-0.0028	-0.0009
la_q4b_b	0.6432	-0.1775	-0.2834	0.0897	0.0122	0.0654	0.0008	-0.0425	0.2824	-0.0652	0.043	-0.1034	-0.0159	0.0012	-0.0113	0.0047	-0.0337	0.0039	-0.0604	0.0136	0.0338	0.0183	0.0105	-0.0143	-0.0001
la_q4c_b	0.6493	0.0755	-0.266	0.0485	-0.1045	0.0079	-0.0051	-0.002	0.043	-0.0342	0.0156	-0.0303	-0.0281	0.0188	-0.0683	-0.0257	0.1493	0.0764	0.039	-0.0519	-0.0666	-0.0347	0.0005	-0.0014	0.0097
la_q4d_b	0.7033	0.0638																							

A19 Learning assessment performance – language section

This section shows the steps taken in creating the first factor score index of performance on the language section of the learning assessment.

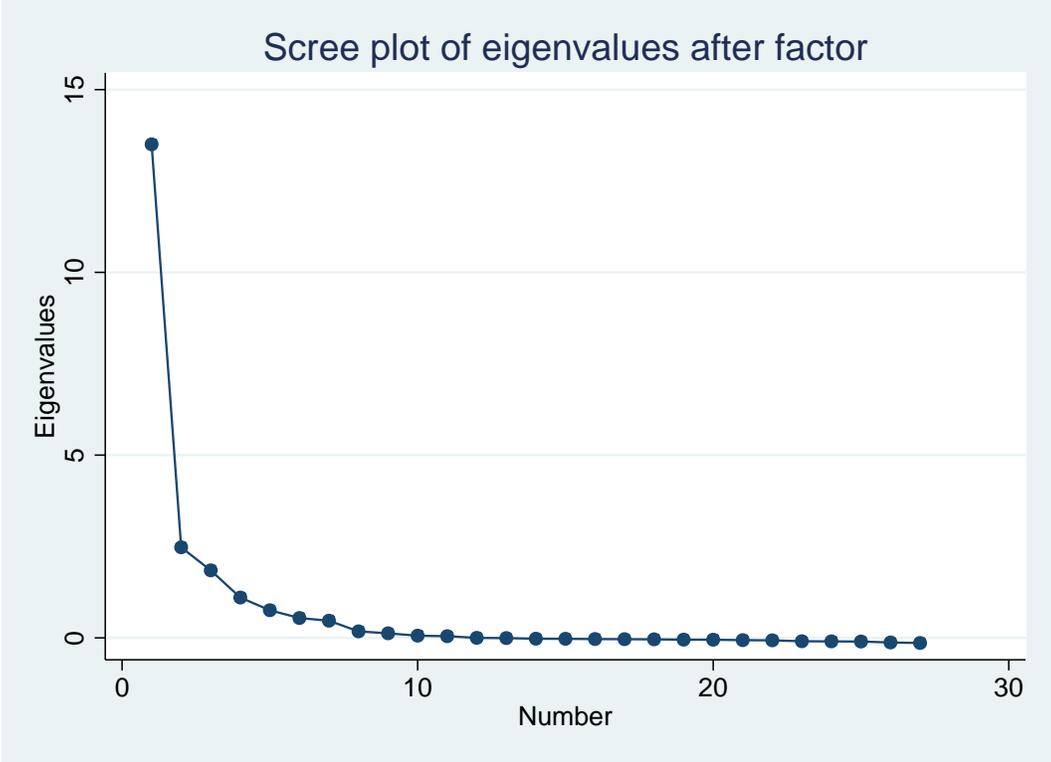


Figure 15: Scree plot – factor analysis – learning assessment performance on language section

	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7	Factor8	Factor9	Factor10	Factor11
la_q5a_1_p	0.735994	0.285357	0.423507	-0.0882	-0.03103	-0.0612	-0.24098	-0.1257	0.000216	0.071838	0.011843
la_q5b_1_p	0.733635	0.279577	0.457019	-0.08414	-0.07302	-0.08306	-0.26726	-0.10234	0.025033	0.034807	0.012185
la_q5c_1_p	0.794858	0.176486	0.371023	-0.09179	-0.20303	-0.03596	-0.15114	0.07205	0.047822	-0.09997	-0.01854
la_q5d_1_p	0.831085	0.011714	0.245295	-0.06021	-0.31198	-0.00671	0.057558	0.181547	0.0389	-0.07972	-0.02019
la_q5e_1_p	0.822123	-0.16282	0.166303	-0.01476	-0.3493	0.002236	0.209115	0.103819	-0.00253	0.077961	0.003518
la_q5f_1_p	0.803645	-0.33159	0.109319	0.002427	-0.27284	0.003286	0.241611	-0.08074	-0.0381	0.092063	0.019931
la_q5g_1_p	0.738385	-0.51855	0.091924	0.03542	-0.07936	0.00244	0.148186	-0.21177	-0.03613	-0.0605	-0.00275
la_q5h_1_p	0.661947	-0.65604	0.106278	0.072884	0.102105	-0.00295	-0.01517	-0.11854	-0.00106	-0.10192	-0.01938
la_q5i_1_p	0.590116	-0.71495	0.131013	0.099484	0.213323	0.008157	-0.15097	0.09107	0.012279	0.01839	-0.00183
la_q5j_1_p	0.550806	-0.69197	0.132017	0.102187	0.220903	0.019797	-0.17603	0.147293	-0.00672	0.067306	0.011322
la_q6a_b	0.542577	0.263761	0.334341	-0.00697	0.322749	-0.10254	0.214977	0.0401	-0.0248	-0.00642	-0.00145
la_q6b_b	0.605547	0.264114	0.355188	-0.03329	0.254692	-0.09493	0.164985	0.024133	-0.01832	-0.00684	0.01173
la_q6c_b	0.44845	0.245709	0.28807	0.079672	0.315344	-0.13099	0.213132	0.001744	0.039749	0.003794	-0.01584
la_q7a_b	0.721279	0.123382	-0.11498	-0.18568	0.093909	0.254543	0.002952	0.007001	-0.03203	-0.00308	0.050031
la_q7b_b	0.767778	0.127355	-0.09998	-0.19964	0.070039	0.278463	0.009018	0.02831	-0.07808	-0.02539	0.06117
la_q7c_b	0.773488	0.120765	-0.13092	-0.18734	0.078968	0.245905	0.000763	-0.0007	-0.02686	-0.01651	0.043607
la_q8a_b	0.731609	0.148735	-0.04697	-0.14936	0.039133	0.150722	-0.06482	-0.01193	-0.07076	0.007275	-0.04816
la_q8b_b	0.691725	0.005761	-0.27973	-0.11806	0.075576	0.08371	0.027415	-0.04093	0.202856	0.027781	-0.05377
la_q8c_b	0.762228	0.071055	-0.22491	-0.13406	0.063193	0.155321	0.05053	-0.02021	0.133049	0.025438	-0.07458
la_q9a_1_p	0.833024	0.096353	-0.3355	-0.07843	0.020795	-0.12676	-0.05827	0.018626	-0.14949	0.016137	-0.08953
la_q9b_1_p	0.841544	0.067499	-0.41009	-0.07071	-0.00128	-0.22554	-0.03951	0.012707	-0.09144	0.003615	-0.04855
la_q9c_1_p	0.83146	0.036151	-0.42131	-0.06464	-0.00862	-0.27997	-0.02805	0.014283	0.011526	-0.02044	0.053527
la_q9d_1_p	0.801062	-0.01122	-0.41311	-0.06375	0.005218	-0.26553	-0.01791	-0.0002	0.085867	-0.00861	0.098029
la_q10a_b	0.549971	0.242867	-0.05028	0.503588	-0.0432	0.07636	-0.03732	0.014488	-0.0287	-0.00437	-0.00909
la_q10b_b	0.560771	0.248263	-0.08047	0.518045	-0.0156	0.078323	-0.02278	-0.01269	-0.01523	-0.00985	0.000446
la_q10c_b	0.567222	0.212998	-0.10007	0.499173	-0.0221	0.056469	-0.01464	-0.00833	0.008708	-0.0016	0.015307
la_q10d_b	0.551687	0.078435	-0.16067	0.295309	-0.00669	0.073821	-0.00805	-0.011	0.055742	0.011166	0.011604

Table 73: Factor scores for learning assessment variables (language section)

Appendix B

Baseline Survey/Roster Survey

Appendix B: Baseline household/roster survey

Section 1: Survey Management Information

H1. Household Packet Number: ____ ____
(To be completed by supervisor)

E1. Enumeration ID: _____

M1. Wave Number 1

M2. Region

- | | | |
|------------------|------------------|----------------------|
| 1. Central/Kabul | 4. South Western | 7. Central/Hazarajat |
| 2. Eastern | 5. Western | |
| 3. South Central | 6. Northern | |

M3. Sampling Point/ District Where the Interview Was Completed: _____

M4. Household GPS Coordinates:
Latitude _____ Longitude: _____

M5. Geographic Code

- | | | | |
|-------------|----------|---------|-------------------|
| 1. Villages | 2. Towns | 3. City | 4. Metros (Kabul) |
|-------------|----------|---------|-------------------|

M6. Province

- | | | | |
|------------|----------------|---------------|--------------|
| 1. Kabul | 10. Ningarhar | 19. Samangan | 28. Kandhar |
| 2. Kapisa | 11. Laghman | 20. Juzjan | 29. Zabul |
| 3. Parwan | 12. Kunar | 21. Sar-I-Pul | 30. Uruzhan |
| 4. Wardak | 13. Nooristan | 22. Faryab | 31. Ghor |
| 5. Logar | 14. Badakhshan | 23. Badghis | 32. Bamyān |
| 6. Ghazni | 15. Takhar | 24. Herat | 33. Panjshir |
| 7. Paktia | 16. Baghlan | 25. Farah | 34. Dehkondi |
| 8. Paktika | 17. Kunduz | 26. Nimroz | |
| 9. Khost | 18. Balkh | 27. Helmand | |

M7. Year of Interview: ____ ____ ____

M8. Month of Interview

- | | | | |
|-------------|----------|--------------|--------------|
| 1. January | 4. April | 7. July | 10. October |
| 2. February | 5. May | 8. August | 11. November |
| 3. March | 6. June | 9. September | 12. December |

M9. Date of Interview: ___ ___

M10. Day of Week of Interview

- | | | |
|-------------|--------------|-------------|
| 1. Friday | 4. Monday | 7. Thursday |
| 2. Saturday | 5. Tuesday | |
| 3. Sunday | 6. Wednesday | |

M11a. Team ID _____

M11b. Interviewer Code: _____
(ID of the interviewer who conducts the Household Interview)

M11c. Interviewer Gender
(Gender of the interviewer who conducts the Household Interview)

1. Male
2. Female

M12. Interview Completed on the ...

1. First Contact
2. Second Contact
3. Third Contact

M13. Supervisor Code: _____

M14. Record Time (using 24 hour clock) Interview Began: ___ __: ___ __
(Record Time Began Starting With Q-1)

M15. Record Time (using 24 hour clock) Interview Ended: ___ __: ___ __
(Fill in all four data positions)

M16. Record Length of Interview in Minutes: ___ ___

M17. Date Formatted Field: AUG 2014

M18. Keypuncher Code ___ ___

M19. Language of Interview

1. Dari
2. Pashto
3. Other

M20. Coder Code: ___

M21. Language of the Questionnaire

1. Dari
2. Pashto

M22. Name of Head of Household : _____

M23. (If respondent is not Head of Household) Name of Respondent : _____

**RECORD THE TIME THE ACTUAL INTERVIEW BEGUN (M-14) AND
USE A 24 HOUR CLOCK (14:24, for 2:24 pm)**

Section 2: Greetings and Introduction. (To be read aloud.)

Assalam o Alakum, my name is _____ (and this is _____). We work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), a research organization working in Afghanistan. We are studying community-based schools, also called CBS, in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] Province. We understand that an assessment was already conducted by an NGO called [CARE/CRS] in order to establish a community-based school. This school [HAS BEEN STARTED/WILL START IN...]. We do not work for [CARE/CRS], but do some work in partnership with them. Related to this, we would like to survey your household to learn more about education in this village. We would like to speak with you now and again in December. Please understand that your responses to this survey will have no effect on [CARE/CRS]'s decision about whether or not to help your village establish a school.

To understand more about children's learning, I'd like to talk with you about your household and your school-age children. In addition, after you and I talk, I would like to give the children ages 6 to 10 years a short math and Dari test individually, if that is ok with you. I have an interview form that I will show you. It will take about 20 minutes per child.

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

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.

Consent 2: (If children aged 6-10 in the Household) Are you willing to let me speak with the children aged 6 to 10 in this household?

- a. The adult was willing to allow the children to be interviewed

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

Thank you very much for agreeing to participate.

Notes to interviewer: Do not read instructions inside parentheses “(...)”. Only read answer choices if instructed to do so.

Section 3: Household Demographics

[INTERVIEWER: Ask to speak with the head of household. If the head of household is not available, ask to speak to another responsible adult who is knowledgeable about the education status of all children in the household]

Q1. Enumerator: Indicate gender of the respondent (do not ask)

- 1. Male
- 2. Female

Q2. Enumerator: Indicate the approximate age of the respondent (do not ask)

_____ *(Write Estimated Age)*

Q3a. What is your main occupation? [Mark only one answer]

- 1. Farmer
- 2. Shopkeeper
- 3. Teacher
- 4. Trader
- 5. Civil Servant (excluding teacher)
- 6. Daily Laborer
- 7. Raises livestock (maldari)
- 8. Driver
- 9. Military
- 10. Mechanic
- 11. Cleaner
- 12. Other Specify: _____
- _____
- 96. No Occupation (vol)
- 98. Refused (vol)
- 99. Don't know (vol)

Q3b. Are you the primary earner in this household?

1. Yes (skip to Q5a)
2. No (go to Q4)

-
98. Refused (vol) (skip to Q5a)
 99. Don't know (vol) (skip to Q5a)

Q4. (Ask if code 2 'No' in Q3b) What is the main occupation of the primary earner in this household? [Mark only one answer. If respondent is the primary earner in the household, code 95 'I am the primary earner']

1. Farmer
2. Shopkeeper
3. Teacher
4. Trader
5. Civil Servant (excluding teacher)
6. Daily Laborer
7. Raises livestock (maldari)
8. Driver
9. Military
10. Mechanic
11. Cleaner
12. Other Specify: _____

-
96. No Occupation (vol)
 97. Not Asked
 98. Refused (vol)
 99. Don't know (vol)

Q5a. Please tell me, can you write a letter in your native language?

1. Yes
 2. No
98. Refused (vol)
 99. Don't Know (vol)

Q5b. Please tell me, can you read a newspaper article in your native language?

1. Yes
 2. No
98. Refused (vol)
 99. Don't Know (vol)

Section 4: Collection of Information for Child Learning Assessment Participants

Interviewer: In order to allow the interviewers conducting the Child Learning Assessments to start their work, you must first collect the names and ages of all the children in the household. In order to do this, please take the following steps:

Flip to Q24 in the Household Survey. Ask the Household respondent Q24, Q25a, and Q25b and record their responses in that location.

- *Q24: total number of boys aged 17 and younger in household*
- *Q25a: name of each boy aged 17 and younger*
- *Q25b: age of each boy aged 17 and younger*

Next, flip to Q34 in the Household Survey. Ask the Household respondent Q34, Q35a, and Q35b and record their responses in that location.

- *Q34: total number of girls aged 17 and younger in household*
- *Q35a: name of each girl aged 17 and younger*
- *Q35b: age of each girl aged 17 and younger*

The Learning Assessment Interviewer should use the information in Q25 and Q35 to identify boys and girls between the ages of 6 and 10, who are eligible for the Child Learning Assessment. The Learning Assessment Interviewer should record on the contact sheet the name and Child Line Number for each eligible child in the household.

At this point, the Learning Assessment Interviewer can start conducting Learning Assessments with eligible children. The Household Interviewer should go back to Q1 in the Household Survey and start the Household Interview as normal.

Q6. I am going to read a list of places where you may or may not have studied. Please tell me if you have studied in each of these places. For each location where you have studied, please tell me for how many years you studied in each.

	6a. Please tell me if you have studied at a [school type]? (If yes, ask Q6b. If 2 'no' or 98 'Refused', go to next school type)			6b. For how many years did you study at a [school type]? (if less than one year, write 0; if code 2 'No' or 98 'Refused' in Q6a, code 97 'Not Asked' in Q6b)
	Yes	No	Ref. (Vol.)	
a. Mosque	1	2	98	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
b. Madrassa	1	2	98	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
c. Community-based school	1	2	98	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
d. Government school	1	2	98	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
e. University	1	2	98	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
f. Other Specify: _____	1	2	98	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)

Q7. 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.

- 1. Yes (Skip to Q13)
- 2. No (Go to Q8)

Read: Now I'd like to ask you about the head of this household.

Q8. (Ask if code 2 "No" in Q7) What is your relationship to the head of household? (Do not read list)

- 1. Wife
- 2. Brother
- 3. Sister
- 4. Father
- 5. Mother
- 6. Son
- 7. Daughter
- 8. Grandson
- 9. Granddaughter
- 10. Grandfather
- 11. Grandmother
- 12. Niece
- 13. Nephew
- 14. Aunt from mother's side of the family
- 15. Aunt from father's side of the family
- 16. Uncle from mother's side of the family
- 17. Uncle from father's side of the family
- 18. Other (specify) _____

- _____
- 97. Not Asked
- 98. Refused (vol)

Q9a. (Ask if code 2 "No" in Q7) What is the name of the head of household?

Name: _____ (*Fill in*)

- _____
- 97. Not Asked
- 98. Refused (vol)

Q9b. (If code 2 "No" in Q7) Enumerator: indicate gender of head of household (based on the name, do not ask):

- 1. Male
- 2. Female
- _____
- 97. Not Asked

Q10. (Ask if code 2 “No” in Q7) How old is the head of household?

Age: _____ (*Fill in*)

- _____
 97. Not Asked
 98. Refused (vol)
 99. Don’t Know (vol)

Q11a. (Ask if code 2 “No” in Q7) Can the head of household write a letter in his/her native language, or not?

1. Yes
 2. No

- _____
 97. Not Asked
 98. Refused (vol)
 99. Don’t Know (vol)

Q11b. (Ask if code 2 “No” in Q7) Can the head of household read a newspaper article in his/her native language, or not?

1. Yes
 2. No

- _____
 97. Not Asked
 98. Refused (vol)
 99. Don’t Know (vol)

Q12. (Ask if code 2 “No” in Q7) 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 household studied, please tell me for how many years he/she studied in each.

	12a. Please tell me if the head of household has studied at [school type]?					12b. For how many years did the head of household study at a [school type]?
	(If yes, ask Q12b. If code “2” or “98” or “99”, go to next school type)					If code 2 ‘No’ or ‘98’ or ‘99’ in Q12a, code 97 ‘Not Asked’ in Q12b)
	Yes	No	Not Asked	Ref (vol.)	DK (vol.)	
a. Mosque	1	2	97	98	99	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don’t Know (vol)

b. Madrassa	1	2	97	98	99	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
c. Community-based school	1	2	97	98	99	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
d. Government school	1	2	97	98	99	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
e. University	1	2	97	98	99	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)
f. Other Specify: _____	1	2	97	98	99	_____ (number of years) 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)

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

Q13. (ASK ALL) 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.

_____ (Write total number of people.)

Q14. How do you describe this household's ethnicity? (Do not read out answer choices. Mark only one response.)

1. Aimaq
2. Baloch
3. Hazara
4. Nuristani
5. Pashaee
6. Pashtun
7. Tajik
8. Turkmen
9. Uzbek
10. Other Specify: _____

- _____
98. Refused (vol)
99. Don't Know (vol)

Q15. How many jeribs of irrigated land does this household own or rent? Please include only land that is irrigated. (If family rents or owns less than 1 jerib, but more than 0, record 1)

_____ **Number of jeribs (If 0, skip to Q17)**

- _____
998. Refused (vol) (Skip to Q17)
999. Don't Know (vol) (Skip to Q17)

Q16. (Ask if more than 0 jeribs in Q15) Does this household rent or own this land?

1. Rent
2. Own
3. Both own and rent land (vol)

- _____
97. Not Asked
98. Refused (vol)
99. Don't Know (vol)

Q17. (ASK ALL) Please tell me how many of each of the following types of animal does this household currently own.

How many [animal type] does this household currently own?		Refused (vol)	Don't Know (vol)
a. Chickens	_____ (number of chickens)	98	99
b. Sheep	_____ (number of sheep)	98	99
c. Goats	_____ (number of goats)	98	99
d. Cows	_____ (number of cows)	98	99

Q18. How many days per month does this household usually eat meat?

_____ (Write in number of days)

98. Refused (vol)
99. Don't Know (vol)

Q19. Does this household have enough money for food every day?

1. Yes
2. No

- _____
98. Refused (vol)
99. Don't Know (vol)

Q20. Does this household always have enough money for fuel?

1. Yes
2. No

 98. Refused (vol)
 99. Don't Know (vol)

Q21. Does this household have enough money for your daily food, fuel, and children's education?

1. Yes
2. No

 98. Refused (vol)
 99. Don't Know (vol)

Q22. Does this household have enough money for your daily food, fuel, children's education, and to buy occasional luxury items?

1. Yes
2. No

 98. Refused (vol)
 99. Don't Know (vol)

Section 5: Education and Parental Decision Making

Read: Now I have some questions about your opinions about children's education.

Q23. First, I am going to ask your opinion on educating boys. Do you strongly agree, agree, disagree, or strongly disagree that [READ STATEMENT]?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Refused (vol)	Don't Know (vol)
a. Educating boys is necessary	1	2	3	4	98	99
b. Educating boys increases a household's social status	1	2	3	4	98	99
c. Boys should attend formal school even if the school is outside the village	1	2	3	4	98	99
d. Boys who attend school are at risk for being physically	1	2	3	4	98	99

harmed or harassed						
e. Sending boys to school will put their family in danger	1	2	3	4	98	99
f. It is more important for boys to help with household chores than to go to school	1	2	3	4	98	99
g. It is more important for boys to help with earning household income than to go to school	1	2	3	4	98	99
h. It is important to send boys to a formal school	1	2	3	4	98	99
i. It is important to send boys to study at a mosque or madrassa	1	2	3	4	98	99

Q24. 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.

_____ *Number of boys (If 0 Skip to Q28 and Code 97 for Q25a)*

Q25. Please give me the names of all boys aged 17 and younger who currently live in this household, starting with the oldest and moving down to the youngest.

Q25e	Q25d	Q25c	Q25b	Q25a	Line No.
How many years of study, if any, has [NAME] completed? This includes studies at a community school, government school, madrassa or Mosque. (If less than one year, write 0).	Has [NAME] lived in this village since he was born?	What is the relationship of [NAME] to the head of household?	How old is [NAME]?	Please give me the names of all boys aged 17 and younger who currently live in this household, starting with the oldest and moving down to the youngest. (If no boys in household Code 97 for Q25a)	Question
_____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Yes 2. No 97. Not Asked 98. Ref. (vol.)	1. Son 2. Brother 3. Nephew 4. Grandson 96. Other (Specify): _____ 97. Not Asked 98. Ref. (vol.)	[If age less than 1 year code 0.] 97. Not Asked 98. Ref. (vol.)	[After listing all boys aged 17 and younger, check if the number listed matches the number given in Q24. If numbers don't match, ask for clarification]	Response Options
_____ Years			_____ Age		B11
_____ Years			_____ Age		B12
_____ Years			_____ Age		B13
_____ Years			_____ Age		B14
_____ Years			_____ Age		B15
_____ Years			_____ Age		B16

Q26. I'd now like to ask you about where each of the boys in this household are studying. We will first talk about formal schools and then we will talk about mosques and madrassas.

Q26d.	Q26c.	Q26b.	Q26a.	NAME	Line No.
(If 1 -4 in Q26a) How many days in a week does [NAME] study at this school? <i>(If less than once per week, code 0)</i>	(If 1-4 in Q26a) How many minutes does it take [NAME] to walk to this school?	(If 1-4 in Q26a) Is this school a government school, a community-based school, or some other type of school?	Does [NAME] currently study at a formal primary, secondary school, high school or university?	[Interviewer: Copy all names from Q25a 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 Q26e for same child) ____ 97. Not Asked 98. Ref (vol) 99. DK (vol)		
_____ Days					B11
_____ Days					B12
_____ Days					B13
_____ Days					B14
_____ Days					B15
_____ Days					B16

Q26j.	Q26i.	Q26h.	Q26g.	Q26f.	Q26e.	NAME	Line No.
(If 1 in Q26h) How many days in a week does [NAME] study at this madrassa? <i>(If less than once per week, code 0)</i>	(If 1 in Q26h) How many minutes does it take [NAME] to walk to this madrassa?	Does [NAME] currently study at a madrassa?	(If 1 in Q26e) How many days in a week does [NAME] study at this mosque? <i>(If less than once per week, code 0)</i>	(If 1 in Q26e) How many minutes does it take [NAME] to walk to this mosque?	Does [NAME] currently study at a mosque?	[Interviewer: Copy all names from Q25a 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. Yes 2. No (skip to next line) ____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. 5 minutes or less 2. 6-10 minutes 3. 11-14 minutes 4. 15-30 minutes 5. 31-60 minutes 6. 61 to 90 minutes 7. 91 minutes to 2 hours 8. More than 2 hours ____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Yes 2. No (skip to q26h) ____ 97. Not Asked 98. Ref (vol) 99. DK (vol)		
____ Days			____ Days				B11
____ Days			____ Days				B12
____ Days			____ Days				B13
							B14

_____ Days			_____ Days				
_____ Days			_____ Days				B15
_____ Days			_____ Days				B16

***Q27.* Now I'd like to ask you about the boys aged 17 and younger who have been living in this household for the past 6 months who do not currently attend a formal school.**

Q27c.			Q27b.			Q27a.	NAME	Line No.
(If 2 in Q27a) Why did [NAME] never attend a formal primary school, secondary school, high school, or university? (Read Options: Record up to 3 mentions)			(If 1 in Q27a) Why does [NAME] no longer attend a formal primary school, secondary school, high school, or university? (Read Options: Record up to 3 mentions)			(If 5 in Q26a) Did [NAME] attend a formal primary school, secondary school, high school, or university in the past?	[Interviewer: Copy all names from Q25a in the same order. The line number should be the same for each boy listed]	Interviewer: Check Q26a. Circle line number of boys NOT currently studying (Q26a = 5)
1. His education was too expensive 2. It was too far for him to walk 3. It was too unsafe or insecure 4. His marriage was arranged 5. It did not have basic facilities (functioning toilet, running water) 6. It did not have a boundary wall 7. It was necessary for him to contribute to household income 8. He was disabled 9. He is too young for school 96. Other: _____ 97. Not Asked 98. Ref. (vol.) 99. DK (vol)			1. His education was too expensive 2. He was not learning 3. It was too far for him to walk 4. It was too unsafe or insecure 5. The teacher beat him 6. His marriage was arranged 7. It did not have basic facilities (functioning toilet, running water) 8. It did not have a boundary wall 9. It was necessary for him to contribute to household income 10. He became disabled 96. Other: _____ 97. Not Asked 98. Ref. (vol.) 99. DK (vol)			1. Yes (go to Q27b) 2. No (skip to Q27c) _____ 97. Not Asked 98. Ref (vol) 99. DK (vol)		[Q27a-Q27c will only be asked for boys with their line number circled]
c.	b.	a.	c.	b.	a.			B11
c.	b.	a.	c.	b.	a.			B12
c.	b.	a.	c.	b.	a.			B13
c.	b.	a.	c.	b.	a.			B14
c.	b.	a.	c.	b.	a.			B15

c.	b.	a.	c.	b.	a.			B16
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Q28. Are there any boys aged 17 and younger who were born in this household but who now live outside the village to work or study, or because they got married? By this I mean any boy who is part of this household but has not been here on a daily basis for the past six months and is living outside the village.

1. Yes **(Go to Q29)**
2. No **(Skip to Q30)**

98. Refused (vol.) **(Skip to Q30)**

Q29. Please give me the names of all boys aged 17 and younger who were born to this household but have been living outside the village for more than 6 months to work or study or because they got married. Please start with the oldest and move down to the youngest.

Q29f	Q29e	Q29d	Q29c	Q29b	Q29a	Line No.
Does [NAME] currently study anywhere? This could include studies at a government school, community-based school, madrassa, Mosque or other type of school.	Why did [NAME] leave the village? (Read response options)	How many years ago did [NAME] leave the village?	What is the relationship of [NAME] to the head of household?	How old is [NAME]?	Please give me the names of all boys aged 17 and younger who were born to this household but who now live outside the village, starting with the oldest and moving down to the youngest. (If code '2' or '98' in Q28, code Q29a 97 "Not Asked")	Question
1. Yes 2. No _____ 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)	1. To go to school 2. To work 3. Got married 4. Other: _____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	[If less than 1 year write 0] 97. Not Asked 98. Refused (vol.) 99. Don't Know (vol.)	1. Son 2. Brother 3. Nephew 4. Grandson 96. Other (Specify): _____ 97. Not Asked 98. Refused (vol.) 99. Don't Know (vol.)	97. Not Asked 98. Refused (vol.) 99. Don't Know (vol.)		Response Options
		_____ Years		_____ Age		B101
		_____ Years		_____ Age		B102
		_____ Years		_____ Age		B103
		_____ Years		_____ Age		B104
		_____ Years		_____ Age		B105
		_____ Years		_____ Age		B106

Q30. (ASK ALL) What is the most appropriate time for a boy to stop attending formal school?

[Read out answer choices. Mark ONE answer]

1. When he becomes an adult or head of the household
2. When he gets married
3. When he can read and write
4. When he completes primary education
5. When he completes secondary education
6. When he completes high school
7. When he completes university
8. Boys should never go to school.

98. Refused (vol)

99. Don't Know (vol)

Q31. Please tell me if each of the following considerations is important or not important for this household when deciding whether to send its male children to formal school. Please tell me if [READ ITEM] is very important, somewhat important, not very important, or not important at all when deciding whether to send the household's male children to formal school??

	Very important	Somewhat important	Not very important	Not important at all	Refused (vol)	Don't Know (vol)
a. Availability of a boys' school in your village	1	2	3	4	98	99
b. School expenses (learning material, transport etc.)	1	2	3	4	98	99
c. Development of the boys' reading and math skills	1	2	3	4	98	99
d. Distance of school from your house	1	2	3	4	98	99
e. Safety of the boys	1	2	3	4	98	99
f. What your neighbors will say or think	1	2	3	4	98	99
g. The boys' interest in attending	1	2	3	4	98	99
h. The boys' academic ability	1	2	3	4	98	99

Q32. How important or not important do you think it is that boys learn each of the following at school? Is learning [READ ITEM] very important, somewhat important, not very important, or not important at all?

	Very important	Somewhat important	Not very important	Not important at all	Refused (vol)	Don't Know (vol)
a. To read the Qur'an	1	2	3	4	98	99
b. To understand the Qur'an	1	2	3	4	98	99
c. To read and write in Dari/Pashto	1	2	3	4	98	99
d. To do math problems	1	2	3	4	98	99
e. How to teach his own children	1	2	3	4	98	99
f. The subjects he needs to know to attend higher education outside the village	1	2	3	4	98	99

Q33. 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]?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Refused (vol)	Don't Know (vol)
a. Educating girls is necessary	1	2	3	4	98	99
b. Educating girls increases a household's social status	1	2	3	4	98	99
c. Girls should attend formal school even if the school is outside the village	1	2	3	4	98	99
d. Girls who attend school are at risk for being physically harmed or harassed	1	2	3	4	98	99
e. Sending girls to school will put their family in danger	1	2	3	4	98	99

f. It is more important for girls to help with household chores than to go to school	1	2	3	4	98	99
g. It is more important for girls to help with earning household income than to go to school	1	2	3	4	98	99
h. It is important to send girls to study at formal school	1	2	3	4	98	99
i. It is important to send girls to study at mosque school or madrassa	1	2	3	4	98	99

Q34. 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.

_____ *Number of girls* (If 0 Skip to Q38)

Q35. Please give me the names of all girls aged 17 and younger who currently live in this household, starting with the oldest and moving down to the youngest.

Q35e	Q35d	Q35c	Q35b	Q35a	Line No.
How many years of study, if any, has [NAME] completed? This could include studies at a government school, community-based school, madrassa, Mosque or other type of school. (If less than one year, write 0).	Has [NAME] lived in this village since she was born?	What is the relationship of [NAME] to the head of household?	How old is [NAME]?	Please give me the names of all girls aged 17 and younger who currently live in this household, starting with the oldest and moving down to the youngest. (If no girls in household Code 97 for Q35a)	Question
_____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Yes 2. No 97. Not Asked 98. Ref.	1. Daughter 2. Sister 3. Niece 4. Granddaughter 96. Other (Specify): _____ 97. Not Asked 98. Refused (vol.)	[If age less than 1 year code 0.] 97. Not Asked 98. Ref	[After listing all girls aged 17 and younger, check if the number listed matches the number given in Q34. If numbers don't match, ask for clarification]	Response Options
_____ Years			_____ Age		G21
_____ Years			_____ Age		G22
					G23

_____ Years			_____ Age	
_____ Years			_____ Age	G24
_____ Years			_____ Age	G25
_____ Years			_____ Age	G26

Q36. I'd now like to ask you about where each of the girls in this household are studying. We will first talk about formal schools and then we will talk about mosques and madrassas.

Q36d.	Q36c.	Q36b.	Q36a.	NAME	Line No.
(If 1 -4 in Q36a) How many days in a week does [NAME] study at this school? <i>(If less than once per week, code 0)</i>	(If 1 -4 in Q36a) How many minutes does it take [NAME] to walk to this school?	(If 1 -4 in Q36a) Is this school a government school, an NGO school, or some other type of school?	Does [NAME] currently study at a formal primary school, secondary school, high school or university?	[Interviewer: Copy all names from Q35a in the same order. The line number should be the same for each girl listed] (If no girls in household Code 97 for Q35a)	
_____ 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 96. Other: _____ _____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Primary 2. Secondary 3. High School 4. University 5. No formal school (Go to Q36e for same girl) _____ 97. Not Asked 98. Ref (vol) 99. DK (vol)		
					G21

_____ Days					
_____ Days					G22
_____ Days					G23
_____ Days					G24
_____ Days					G25
_____ Days					G26

Q36j.	Q36i.	Q36h.	Q36g.	Q36f.	Q36e.	NAME	Line No.
(If 1 in Q36h) How many days in a week does [NAME] study at this madrassa? (If less than once per week, code 0)	(If 1 in Q36h) How many minutes does it take [NAME] to walk to this madrassa?	Does [NAME] currently study at a madrassa?	(If 1 in Q36e) How many days in a week does [NAME] study at this mosque? (If less than once per week, code 0)	(If 1 in Q36e) How many minutes does it take [NAME] to walk to this mosque?	Does [NAME] currently study at a mosque?	[Interviewer: Copy all names from Q35a in the same order. The line number should be the same for each girl listed]	
— 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. Yes 2. No (skip to next line) — 97. Not Asked 98. Ref (vol) 99. DK (vol)	— 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. 5 minutes or less 2. 6-10 minutes 3. 11-14 minutes 4. 15-30 minutes 5. 31-60 minutes 6. 61 to 90 minutes 7. 91 minutes to 2 hours 8. More than 2 hours — 97. Not Asked 98. Ref (vol) 99. DK (vol)	1. Yes 2. No (skip to q36h) — 97. Not Asked 98. Ref (vol) 99. DK (vol)		
— Days			— Days				G21
— Days			— Days				G22
— Days			— Days				G23

_____			_____				G24
Days			Days				
_____			_____				G25
Days			Days				
_____			_____				G26
Days			Days				

Q37. Now I'd like to ask you about the girls aged 17 and younger who have been living in this household for the past 6 months who do not currently attend a formal school.

Q37c.	Q37b.	Q37a.	NAME	Line No.
(If 2 in Q37a) Why did [NAME] never attend a formal primary school, secondary school, high school, or university? (Read aloud, Record up to 3 reasons)	(If 1 in Q37a) Why does [NAME] no longer attend at a formal primary school, secondary school, high school, or university? (Read aloud, Record up to 3 reasons)	(If 5 in Q36a) Did [NAME] attend a formal primary school, secondary school, high school, or university in the past?	[Interviewer: Copy all names from Q35a in the same order. The line number should be the same for each girl listed. If no girls in household Code 97 for Q35a]	Interviewer: Check Q36a. Circle line number of girls NOT currently studying (Q36a = 5).
1. Her education was too expensive 2. It was too far for her to walk 3. It was too unsafe or insecure 4. Her marriage was arranged 5. It did not have basic facilities (functioning toilet, running water) 6. It did not have a boundary wall 7. It was necessary for her to contribute to household income 8. She was disabled 9. She is too young for school 96. Other: _____ 97. Not Asked 98. Ref. (vol.)	1. Her education was too expensive 2. She was not learning 3. It was too far for her to walk 4. It was too unsafe or insecure 5. The teacher beat her 6. Her marriage was arranged 7. It did not have basic facilities (functioning toilet, running water) 8. It did not have a boundary wall 9. It was necessary for her to contribute to household income 10. She became disabled 96. Other: _____ 97. Not Asked 98. Ref. (vol.)	1. Yes (go to Q37b) 2. No (skip to Q37c) _____ 97. Not Asked 98. Ref (vol) 99. DK (vol)		[Q37a-Q37c will only be asked for girls with their line number circled]

99. DK (vol)			99. DK (vol)					
c.	b.	a.	c.	b.	a.			G21
c.	b.	a.	c.	b.	a.			G22
c.	b.	a.	c.	b.	a.			G23
c.	b.	a.	c.	b.	a.			G24
c.	b.	a.	c.	b.	a.			G25
c.	b.	a.	c.	b.	a.			G26

Q38. Are there any girls aged 17 and younger born in this household but who now live outside the village to work or study, or because they got married? By this I mean any girl who is part of this household but has not been here on a daily basis for the past six months and is living outside the village.

1. Yes
2. No (*Skip to question 40*)

98. Refused (vol.) (Skip to Q40)

Q39. Please give me the names of all girls aged 17 and younger who were born to this household but who have been living outside the village for the past 6 months to work or study or because they got married. Please start with the oldest and move down to the youngest.

Q39f	Q39e	Q39d	Q39c	Q39b	Q39a	Line No.
Does [NAME] currently study anywhere? This could include studies at a government school, community-based school, madrassa, Mosque or other type of school.	Why did [NAME] leave the village?	How many years ago did [NAME] leave the village?	What is the relationship of [NAME] to the head of household?	How old is [NAME]?	Please give me the names of all girls aged 17 and younger who were born to this household but who now live outside the village, starting with the oldest and moving down to the youngest. (If code '2' or '98' in Q38, code Q39a 97 "Not Asked")	Question
1. Yes 2. No _____ 97. Not Asked 98. Refused (vol) 99. Don't Know (vol)	1. To go to school 2. To work 3. Got married 4. Other: _____ 97. Not Asked 98. Ref (vol) 99. DK (vol)	[If less than 1 year write 0] 97. Not Asked 98. Refused (vol.) 99. Don't Know (vol.)	1. Daughter 2. Sister 3. Niece 4. Granddaughter 96. Other (Specify): _____ _____ 97. Not Asked 98. Refused (vol.) 99. Don't Know (vol.)	97. Not Asked 98. Refused (vol.) 99. Don't Know (vol.)		Response Options
		_____ Years		_____ Age		G201
		_____ Years		_____ Age		G202
		_____ Years		_____ Age		G203
		_____ Years		_____ Age		G204
		_____ Years		_____ Age		G205
		_____ Years		_____ Age		G206

Q40. (ASK ALL) What is the most appropriate time for a girl to stop attending formal school?

[Read out answer choices. Mark ONE answer]

1. When she becomes an adult head of a household
2. When she gets married.
3. When she learns to read and write
4. When she completes primary education
5. When she completes secondary education
6. When she completes high school
7. When she completes university
8. Girls should never study at school.

98. Refused (vol)

99. Don't Know (vol)

Q41. Please tell me if each of the following considerations is important or not important for this household when deciding whether to send its female children to formal school. Please tell me if [READ ITEM] is very important, somewhat important, not very important, or not important at all when deciding whether to send the household's female children to formal school?

	Very important	Somewhat important	Not very important	Not important at all	Refused (vol)	Don't Know (vol)
a. Availability of a girls' school in your village/community	1	2	3	4	98	99
b. School expenses (learning material, transport etc.)	1	2	3	4	98	99
c. Development of the girls' reading and math skills	1	2	3	4	98	99
d. Distance of school from your house	1	2	3	4	98	99
e. Safety of the girls	1	2	3	4	98	99
f. What you neighbors will say or think	1	2	3	4	98	99
g. The girls' interest in attending	1	2	3	4	98	99
h. The girls' academic ability	1	2	3	4	98	99

Q42. How important or not important do you think it is that girls learn each of the following at school? Is [READ ITEM] very important, somewhat important, not very important, or not important at all?

	Very important	Somewhat important	Not important	Not important at all	Refused (vol)	Don't Know (vol)
a. To read the Qur'an	1	2	3	4	98	99
b. To understand the Qur'an	1	2	3	4	98	99
c. To read and write in Dari/Pashto	1	2	3	4	98	99
d. To do math problems	1	2	3	4	98	99
e. How to teach her own children	1	2	3	4	98	99
f. To study for higher education outside the village	1	2	3	4	98	99

INTERVIEWER READ: People have different ideas about whether it is good for children to go to formal schools run by the government. I am interested to know your opinion about schools. I want to emphasize that I am interested in knowing your opinion about schools *in general*, not necessarily about schools in your own village.

Q43a. Some people might think that when children go to formal schools, it is good because children have better opportunities for work outside the village. Others might think that when children go to formal schools it is bad because they leave the village when they grow up. Which is closer to your view?

1. Formal schools are good because they allow children to have better opportunities outside the village.
2. Formal schools are bad because children who attend leave the village.

98. Refused (vol)

99. Don't Know (vol)

Q43b. Some people might think that children who have gone to formal schools are more respectful toward their parents. Others think that children who have gone to formal schools are less respectful toward their parents. Which is closer to your view?

1. Children who go to formal school become more respectful
2. Children who go to formal school become less respectful

98. Refused (vol)

99. Don't Know (vol)

Q43c. Some might people think that sending boys to formal schools is doing what the Qur'an and Hadith teach. Other people might think that sending boys to formal schools goes against the teachings of the Qur'an and Hadith. Which is closer to your view?

1. Sending boys to formal schools is doing what the Qur'an and Hadith teach
2. Sending boys to formal schools goes against the teachings of the Qur'an and Hadith

98. Refused (vol)

99. Don't Know (vol)

Q43d. Some people might think that sending girls to formal schools is doing what the Qur'an and Hadith teach. Other people might think that sending girls to formal schools goes against the teachings of the Qur'an and Hadith. Which is closer to your view?

1. Sending girls to formal schools is doing what the Quran and Hadith teach
2. Sending girls to formal schools goes against the teachings of the Qur'an and Hadith

98. Refused (vol)

99. Don't Know (vol)

Q43e. Some people might think that boys educated in formal schools will find it easier to find a good wife in the future. Others might people think that boys educated in formal school will find it harder to find a good wife in the future. Which is closer to your view?

1. Boys educated in formal schools will find it easier to find a good wife
2. Boys educated in formal schools will find it harder to find a good wife

98. Refused (vol)

99. Don't Know (vol)

Q43f. Some people might think that girls educated in formal schools will find it easier to have a good life in the future. Other people might think that girls educated in formal schools will find it harder to have a good life in the future. Which is closer to your view?

1. Girls educated in formal school will find it easier to have a good life
2. Girls going to formal school will find it harder to have a good life

98. Refused (vol)

99. Don't Know (vol)

Q44. In general, how important or unimportant do you think it is for a boy to go to a formal school? Is that very important, somewhat important, not very important, or not important at all?

1. Very important (Go to Q45)
2. Somewhat important (Go to Q45)
3. Not very important (Skip to Q46)
4. Not important at all (Skip to Q46)

98. Refused (vol)

(Skip to Q46)

99. Don't Know (vol)

(Skip to Q46)

Q45. (Ask if codes 1 or 2 in Q44) Please tell me if you agree or disagree with the following reasons why it is important for boys to go to formal schools. Do you strongly agree, agree, disagree, or strongly disagree that it is important for boys to go to formal school because it [READ ITEAM]?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Asked	Refused (vol)	Don't Know (vol)
a. Is our civic responsibility	1	2	3	4	97	98	99
b. Is our religious duty	1	2	3	4	97	98	99
c. Improves a household's social status	1	2	3	4	97	98	99
d. Makes them better husbands	1	2	3	4	97	98	99

e. Makes them better fathers	1	2	3	4	97	98	99
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Q46. (ASK ALL) In general, how important or not important do you think it is for girls to go to formal schools?

- 1. Very important (Go to Q47)
 - 2. Somewhat important (Go to Q47)
 - 3. Not very important (Skip to Q48)
 - 4. Not important at all (Skip to Q48)
- _____
- 98. Refused (vol) (Skip to Q48)
 - 99. Don't Know (vol) (Skip to Q48)

Q47. (Ask if codes 1 or 2 in Q46) Please tell me if you agree or disagree with the following reasons why it is important for girls to go to formal schools. Do you strongly agree, agree, disagree, or strongly disagree that it is important for girls to go to formal school because it [READ ITEM]?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Asked	Refused (vol)	Don't Know (vol)
a. Is our civic responsibility	1	2	3	4	97	98	99
b. Is our religious duty	1	2	3	4	97	98	99
c. Improves a household's social status	1	2	3	4	97	98	99
d. Makes them better wives	1	2	3	4	97	98	99
e. Makes them better mothers	1	2	3	4	97	98	99

Q48. (ASK ALL) Do you always, often, rarely or never [READ ITEM]?

Interviewer: If Household has 0 children, use code 5 Not Applicable.

	Always	Often	Rarely	Never	Not Applicable	Refused (vol)	Don't Know (vol)
a. You or other members of your household walk your girl(s) to and from school for her/their safety and protection.	1	2	3	4	5	98	99
b. You or other members of your household walk your boy(s) to and from school for her/their safety and protection.	1	2	3	4	5	98	99
c. Your or other members of your	1	2	3	4	5	98	99

household visit the school to ensure its children are well.							
d. You or other members of your household worry about its children's safety when they are on their way to school.	1	2	3	4	5	98	99
e. You or other members of your household worry about your children's safety when they are at school.	1	2	3	4	5	98	99
f. You think it is risky to send the girls living in your household to school.	1	2	3	4	5	98	99
g. You think it is risky to send the boys living in your household to school.	1	2	3	4	5	98	99

Interviewer: Ask all respondents Q49-Q53, even if there are no children in the household. If the respondent doesn't know about or has no opinion about the schools, use code 99 'Don't know'. If the school type asked about does not exist in or near the village, code all responses for that question as 5 'Not Applicable'.

Q49. (ASK ALL) I am going to read a list of characteristics from the nearest formal primary school. Are you highly satisfied, satisfied, dissatisfied, highly dissatisfied with [READ ITEM]?

	Highly Satisfied	Satisfied	Dissatisfied	Highly Dis-satisfied	Not Appli cable	Refus ed (vol)	Don't Know (vol)
a. The quality of teaching	1	2	3	4	5	98	99
b. The teacher	1	2	3	4	5	98	99
c. Discipline in the classroom	1	2	3	4	5	98	99
d. The learning environment	1	2	3	4	5	98	99
e. Learning achievement of the household's children	1	2	3	4	5	98	99
f. The provision of drinking water	1	2	3	4	5	98	99
g. The toilet facility	1	2	3	4	5	98	99
h. The availability of text books	1	2	3	4	5	98	99
i. The availability of sports equipment	1	2	3	4	5	98	99
j. The	1	2	3	4	5	98	99

protection/wellbeing of your household's children at school							
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Q50. I am going to read a list of characteristics from the nearest formal secondary school. Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied with [READ CHARACTERISTIC]?

	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Not Applicable	Refused (vol)	Don't Know (vol)
a. The quality of teaching	1	2	3	4	5	98	99
b. The teacher	1	2	3	4	5	98	99
c. Discipline in the classroom	1	2	3	4	5	98	99
d. The learning environment	1	2	3	4	5	98	99
e. Learning achievement of the household's children	1	2	3	4	5	98	99
f. The provision of drinking water	1	2	3	4	5	98	99
g. The toilet facility	1	2	3	4	5	98	99
h. The availability of text books	1	2	3	4	5	98	99
i. The availability of sports equipment	1	2	3	4	5	98	99
j. The protection/wellbeing of your household's children at school	1	2	3	4	5	98	99

Q51. I am going to read a list of characteristics from the nearest NGO school. Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied with [READ CHARACTERISTIC]?

	Highly	Satisfied	Dissatisfied	Highly	Not	Refus	Don't
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	Satisfied			Dis-satisfied	Applicable	ed (vol)	Know (vol)
a. The quality of teaching	1	2	3	4	5	98	99
b. The teacher	1	2	3	4	5	98	99
c. Discipline in the classroom	1	2	3	4	5	98	99
d. The learning environment	1	2	3	4	5	98	99
e. Learning achievement of the household's children	1	2	3	4	5	98	99
f. The provision of drinking water	1	2	3	4	5	98	99
g. The toilet facility	1	2	3	4	5	98	99
h. The availability of text books	1	2	3	4	5	98	99
i. The availability of sports equipment	1	2	3	4	5	98	99
j. The protection/wellbeing of your household's children at school	1	2	3	4	5	98	99

Q52. I am going to read a list of characteristics from the nearest mosque school. Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied with [READ CHARACTERISTIC]?

	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Not Applicable	Refused (vol)	Don't Know
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							(vol)
a. The quality of teaching	1	2	3	4	5	98	99
b. The teacher	1	2	3	4	5	98	99
c. Discipline in the classroom	1	2	3	4	5	98	99
d. The learning environment	1	2	3	4	5	98	99
e. Learning achievement of the household's children	1	2	3	4	5	98	99
f. The provision of drinking water	1	2	3	4	5	98	99
g. The toilet facility	1	2	3	4	5	98	99
i. The availability of copies of the Qur'an	1	2	3	4	5	98	99
j. The protection/wellbeing of your household's children at school	1	2	3	4	5	98	99

Q53. I am going to read a list of characteristics from the nearest madrasa. Are you highly satisfied, satisfied, dissatisfied, or highly dissatisfied with [READ CHARACTERISTIC]?

	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Not Applicable	Refused (vol)	Don't Know (vol)
a. The quality of teaching	1	2	3	4	5	98	99
b. The teacher	1	2	3	4	5	98	99
c. Discipline in the classroom	1	2	3	4	5	98	99
d. The learning environment	1	2	3	4	5	98	99
e. Learning achievement of the household's children	1	2	3	4	5	98	99
f. The provision of drinking water	1	2	3	4	5	98	99
g. The toilet facility	1	2	3	4	5	98	99
h. The availability of copies of the Qur'an	1	2	3	4	5	98	99
i. The protection/wellbeing of your household's children at school	1	2	3	4	5	98	99

Q54. To what extent do you agree or disagree with the following statements? Do you strongly agree, agree, disagree, or strongly disagree [READ STATEMENT]?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Refused (vol)	Don't Know (vol)
a. It is more important to educate boys than girls, and so it is not necessary for girls to have equal access as boys to school.	1	2	3	4	98	99
b. Religious education should be the only form of academic study available to children; math or science education is not important	1	2	3	4	98	99
c. Only men should be responsible for making decisions about their children's education	1	2	3	4	98	99

Q55. Of the following, who is best able to say what is best for children's education? (Read all choices and circle one.)

1. Teachers
2. Parents
3. Government officials
4. The Malik/Arbab
5. Religious scholars

98. Refused (vol)

99. Don't Know (vol)

Read: Often when an NGO starts a school in villages like yours, the school also requests some support from the village. Support can include things like a salary for the teacher, a room to hold the class, desks and chairs, or school supplies such as books. I'd like to talk about the support that your village can give to a village school. Please understand that your answers will have no impact on the school that [CARE/CRS] is establishing in your community.

Q56. Please tell me if you think people in your VILLAGE would be willing to contribute each of the following items to support a village school? Your village will not be asked to contribute these items. I am only interested in knowing what your village would be willing to contribute. Could your village contribute...

	Yes	No	Refused (vol)	Don't Know
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				(vol)
a. Money for teacher's salary	1	2	98	99
b. Another form of payment for the teacher that is not money, such as food	1	2	98	99
c. A room for the class	1	2	98	99
d. Desks and chairs	1	2	98	99
e. Books	1	2	98	99
f. Learning materials such as paper and pencils	1	2	98	99
g. Carpet	1	2	98	99
h. Other Specify: _____	1	2	98	99
i. Other Specify: _____	1	2	98	99
j. Other Specify: _____	1	2	98	99

Q57. How willing do you think people in your community would be to participate in a school management committee? Would they be very willing, somewhat willing, somewhat unwilling, or very unwilling?

1. Very willing
2. Somewhat willing
3. Somewhat unwilling
4. Very unwilling

 98. Refused (vol)
 99. Don't know (vol)

Q58. How willing do you think people in your community would be to contribute to school management by monitoring the class to make sure it is functioning properly? Would they be very willing, somewhat willing, somewhat unwilling, or very unwilling?

1. Very willing
2. Somewhat willing
3. Somewhat unwilling
4. Very unwilling

 98. Refused (vol)
 99. Don't know (vol)

Q59. Which of the following would YOUR HOUSEHOLD be willing to contribute to support a village school? Your household will not be asked to contribute these items. I am only interested in knowing what you would *be willing to contribute*. Would your household be willing to contribute...

	Yes	No	Refused (vol)	Don't Know (vol)
a. Money for teacher's salary	1	2	98	99
b. Another form of payment for the teacher that is not	1	2	98	99

money, such as food				
c. A room for the class	1	2	98	99
d. Desks and chairs	1	2	98	99
e. Books	1	2	98	99
f. Learning materials such as paper and pencils	1	2	98	99
g. Carpet	1	2	98	99
h. Other Specify:_____	1	2	98	99
i. Other Specify:_____	1	2	98	99
j. Other Specify:_____	1	2	98	99

Q60. How willing would someone in your household be to participate in a school management committee? Would they be very willing, somewhat willing, somewhat unwilling, or very unwilling?

1. Very willing
2. Somewhat willing
3. Somewhat unwilling
4. Very unwilling

 98. Refused (vol)
 99. Don't know (vol)

Q61. How willing would someone in your household be to contribute to school management by monitoring the class to make sure it is functioning properly? Would they be very willing, somewhat willing, somewhat unwilling, or very unwilling?

1. Very willing
2. Somewhat willing
3. Somewhat unwilling
4. Very unwilling

 98. Refused (vol)
 99. Don't know (vol)

Q62a. If the school in your community only served grades 1-3, would boys who finished grade 3 go to the closest government school to continue their education, or not?

1. Yes
2. No

 98. Refused (vol)
 99. Don't Know (vol)

Q62b. If the school in your community only served grades 1-3, would girls who finished grade 3 go to the closest government school to continue their education, or not?

- 1. Yes
- 2. No

98. Refused (vol)

99. Don't Know (vol)

Q62c. If the school in your community only served grades 1-3, would your community support a community-based school for grades 4 and up, or not?

- 1. Yes
- 2. No

98. Refused (vol)

99. Don't Know (vol)

Q63a. If the school in your community only served grades 1-6, would boys who finished grade 6 go to the closest government school to continue their education, or not?

- 1. Yes
- 2. No

98. Refused (vol)

99. Don't Know (vol)

Q63b. If the school in your community only served grades 1-6, would girls who finished grade 6 go to the closest government school to continue their education, or not?

- 1. Yes
- 2. No

98. Refused (vol)

99. Don't Know (vol)

Q63c. If the school in your community only served grades 1-6, would your community support a community-based school for grades 7 and up, or not?

- 1. Yes
- 2. No

98. Refused (vol)

99. Don't Know (vol)

Section 6: Attitudes toward the State

Read: Thank you very much for answering my questions about your household’s educational decision. 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. Please remember that all answers you give will not be shared with anyone else inside or outside the village.

Q64. What is the name of the head of the Community Development Council in your village?

Name: _____

1. Correct Response
2. Incorrect Answer

98. Refused (vol)

99. Don’t Know (vol)

Q65. What is the name of the district governor?

Name: _____

1. Correct Response
2. Incorrect Answer

98. Refused (vol)

99. Don’t Know (vol)

Q66. What is the name of the governor of this province?

Name: _____

1. Correct Response
2. Incorrect Answer

98. Refused (vol)

99. Don’t Know (vol)

Q67. 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?

	Very Important	Somewhat important	Not very important	Not important at all	Refused (vol)	Don’t Know (vol)
a. The central government	1	2	3	4	98	99

b. The community development council	1	2	3	4	98	99
c. NGOs	1	2	3	4	98	99
d. The head of your village	1	2	3	4	98	99
e. Members of your village	1	2	3	4	98	99
f. The Mullah Imam	1	2	3	4	98	99

Q68. 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?

	A lot	A little	Not very much	Not at all	Refused (vol)	Don't Know (vol)
a. Talking to a village malik/arbab about your concerns	1	2	3	4	98	99
b. Talking to a government official about your concerns	1	2	3	4	98	99
c. Talking to a religious scholar about your concerns	1	2	3	4	98	99
d. Talking to the head teacher of the child's school about your concerns	1	2	3	4	98	99
e. Talking to the child's teacher about your concerns	1	2	3	4	98	99
f. Asking an NGO for help	1	2	3	4	98	99

Q69aa. Who is the person most responsible for making decisions on education on behalf of the community?

Name: _____

98. Refused (vol)

99. Don't Know (vol)

Q69ab. What position or title does [Name in Q69aa] hold?

1. Malik/Arbab
2. Head of village
3. Mirab
4. Shura member
5. Religious scholar
6. Qumandan
7. Head Teacher
8. Teacher
9. Other (specify): _____

98. Refused (vol)

99. Don't Know (vol)

Q69ac. Who does [Name in Q69aa] listen to when making decisions about education?

	Yes	No	Refused (vol)	Don't Know (vol)
a. Ordinary villagers	1	2	98	99
b. A few powerful people	1	2	98	99
c. Their own opinions/interests	1	2	98	99
d. Government requests	1	2	98	99
e. Other Specify: _____	1	2	98	99

Q69ba. Who is the person next most responsible for making decisions on education on behalf of the community?

Name: _____

96. No other person (vol)

98. Refused (vol)

99. Don't Know (vol)

Q69bb. What position or title does [Name in Q69ba] hold?

1. Malik/Arbab
2. Head of village
3. Mirab
4. Shura member
5. Religious scholar
6. Qumandan
7. Head Teacher

8. Teacher
 9. Other (specify): _____
 97. Not Asked
 98. Refused (vol)
 99. Don't Know (vol)

Q69bc. Who does [Name in Q69ba] listen to when making decisions about education?

	Yes	No	Not Asked	Refused (vol)	Don't Know (vol)
a. Ordinary villagers	1	2	97	98	99
b. A few powerful people	1	2	97	98	99
c. Their own opinions/interests	1	2	97	98	99
d. Government requests	1	2	97	98	99
e. Other Specify: _____	1	2	97	98	99

Q70. Please tell me how concerned the following people are about people like you. Are [READ GROUP OF PEOPLE] very concerned, somewhat concerned, not very concerned, or not at all concerned about people like you?

	Very concerned	Somewhat concerned	Not very concerned	Not at all concerned	Refused (vol)	Don't Know (vol)
a. District government officials	1	2	3	4	98	99
b. Provincial government officials	1	2	3	4	98	99
c. Central government officials	1	2	3	4	98	99
d. President of Afghanistan	1	2	3	4	98	99
e. Members of parliament	1	2	3	4	98	99
f. Qumandan	1	2	3	4	98	99
g. Provincial Shura members	1	2	3	4	98	99
h. Village Shura members	1	2	3	4	98	99
i. Villagers	1	2	3	4	98	99
j. Village elders	1	2	3	4	98	99
k. NGO workers	1	2	3	4	98	99
l. Head Teachers	1	2	3	4	98	99
m. Teachers	1	2	3	4	98	99

Section 7: Modernization

Read: We are almost done with this interview. Thank you for your time so far. I now want to ask you a few questions about your access to technology.

Q71. Does your household have access to the [READ ITEM]?

	Yes	No	Refused (vol)	Don't Know (vol)
a. Radio	1	2	98	99
b. Television	1	2	98	99
c. Computer	1	2	98	99
d. Fixed phone line	1	2	98	99
e. Mobile phone	1	2	98	99
f. Satellite phone	1	2	98	99
g. Internet connection	1	2	98	99
h. Motorcycle	1	2	98	99
i. Car	1	2	98	99

Q72. (Ask if respondent lives in Bamiyan, Ghor, Daykundi or Herat) If you do not feel comfortable answering the following question, you do not have to. How often do you watch TV?

- 1. Never (Skip to Q74)
- 2. One show per month (Continue to Q73)
- 3. One show per week (Continue to Q73)
- 4. One show per day (Continue to Q73)
- 5. More than one show per day (Continue to Q73)

- 97. Not Asked
- 98. Refused (vol) (Skip to Q74)
- 99. Don't know (vol) (Skip to Q74)

Q73. (Ask if codes 2-5 in Q72) What shows do you watch most often? Please name the three shows you watch most often (write in the answers).

- 1. First Mention: _____
- 2. Second Mention: _____
- 3. Third Mention: _____

	1. First mention	2. Second mention	3. Third mention

97. Not Asked	97	97	97
98. Refused (vol)	98	98	98
99. Don't Know (vol)	99	99	99

Q74. (Ask All) People learn what is going on in this country and the world from many sources. Do you use [READ ITEM] to get information daily, weekly, monthly, less than monthly, or never? (Read and mark one answer for each.)

	Daily	Weekly	Monthly	Less than monthly	Never	Refused (vol)	Don't Know (vol)
a. Daily newspaper	1	2	3	4	5	98	99
b. Printed magazines	1	2	3	4	5	98	99
c. TV news	1	2	3	4	5	98	99
d. Radio news	1	2	3	4	5	98	99
e. Mobile phone	1	2	3	4	5	98	99
f. Email	1	2	3	4	5	98	99
g. Internet	1	2	3	4	5	98	99
h. Talk with friends or colleagues	1	2	3	4	5	98	99
i. Mosque/Mullah	1	2	3	4	5	98	99

Q75. Now, I would like to read some statements and ask how much you agree or disagree with each of these statements. Do you strongly agree, agree, disagree, or strongly disagree that [READ ITEM]?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Refused (vol)	Don't Know (vol)
a. Science and technology are making our lives healthier, easier, and more comfortable	1	2	3	4	98	99
b. Because of science and technology, there will be more opportunities for the next generation	1	2	3	4	98	99
c. We depend too much on science and not enough on intuition	1	2	3	4	98	99
d. It is important for me to know about science in my daily life	1	2	3	4	98	99

Q76. All things considered, would you say that the world is much better off, a little better off, a little worse off, or much worse off because of science and technology?

1. Much better off
2. A little better off
3. A little worse off
4. Much worse off

98. Refused (vol)

99. Don't Know (vol)

Section 8: Conflict

Read: Thank you again for your patience so far. I just have a few more short questions to ask you.

Q77. Could you tell me how secure or insecure do you feel these days in your community? Would you say that you feel very secure, a little secure, not very secure, or not secure at all?

1. Very secure
2. A little secure
3. Not very secure
4. Not secure at all

98. Refused (vol)

99. Don't Know (vol)

Q78. Have you ever personally been displaced due to war or conflict?

1. Yes (Go to Q79a)
2. No (*Skip to Q80*)

98. Refused (vol) (*Skip to Q80*)

99. Don't Know (vol) (*Skip to Q80*)

Q79a. (Ask if 1 Yes in Q78) How many times have you personally been displaced due to war or conflict?

_____ **Number of times displaced**

97. Not Asked

98. Refused (vol)

99. Don't Know (vol)

Q79b. (Ask if 1 Yes in Q78) In what year were you most recently displaced?

_____ **Year of most recent displacement**

- _____
97. Not Asked
98. Refused (vol)
99. Don't Know (vol)

Q80. (ASK ALL) Have you personally or someone in your household ever been injured as a result of war or conflict?

1. Yes (Go to Q81a)
2. No (*Skip to Q82*)

- _____
98. Refused (vol) (Skip to Q82)
99. Don't Know (vol) (Skip to Q82)

Q81a. (Ask if 1 Yes in Q80) How many times have you personally or someone in your household been injured as a result of war or conflict?

_____ **Number of times injured**

- _____
97. Not Asked
98. Refused (vol)
99. Don't Know (vol)

Q81b. (Ask if 1 Yes in Q80) In what year were you or someone in your household most recently injured?

_____ **Year of most recent injury**

- _____
97. Not Asked
98. Refused (vol)
99. Don't Know (vol)

Q82. (ASK ALL) Have you or has anyone in your family suffered from any armed violence in the past year?

1. Yes
2. No

- _____
98. Refused (vol)
99. Don't Know (vol)

Q83. Have you or has anyone else in your family suffered from a petty crime in the past year?

1. Yes
2. No

- _____
98. Refused (vol)
99. Don't Know (vol)

Q84. Have you or has anyone else in your family suffered from a significant violent criminal act in the past year?

1. Yes
2. No

- _____
98. Refused (vol)
99. Don't Know (vol)

Section 9: Demographics

D1. Please tell me, how old are you?

_____ (*Write number of years.*)

D2. What is your marital status? Are you...

1. Married
2. Widowed or Divorced
3. Single

- _____
98. Refused (vol.)
99. Don't Know (vol.)

D3. What is your religious affiliation?

**(If Respondent Says Muslim Ask): Is that Sunni or Shia?
(Open-Ended With Pre-Codes. DO NOT READ LIST.)**

1. Shia Muslim
2. Sunni Muslim

- _____
96. Other (vol.)
98. Refused (vol.)
99. Don't Know (vol.)

D4. 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.

1. 2,000 Afghanis or less,
2. From 2,001 to 5,000
3. From 5,001 to 10,000

1. The respondent understood all of the questions
2. The respondent understood most of the questions
3. The respondent understood most of the questions but with some help.
4. The respondent had difficulty understanding most of the questions, even with help from me

D13. **(Interviewer Code):** Which of the following statements best describes the level of comfort or unease that the respondent had with the survey questionnaire?

1. The respondent was comfortable (at ease) with the entire questionnaire
2. The respondent was comfortable with most of the questions
3. The respondent was comfortable with only some of the questions
4. The respondent was generally uncomfortable with the survey questionnaire

D14. **(Interviewer Code):** 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).

- a. First Mention _____
- b. Second Mention _____
- c. Third Mention _____

D15. Interviewer: Has the respondent seemed comfortable with the length of the survey?

1. Yes
2. No

D16. Was this sampling point validated by the client?

1. Yes
2. No

To Be Completed By The Supervisor:

D17. Was the interview subject to quality control/back-check?

1. Yes
2. No

D18. Method of quality control/back-check

1. Direct supervision during interview
2. Back-check in person by supervisory team
3. Back-check by phone from the central office
4. Not applicable

D19. (If 1 'Yes' in D18) Back-checker ID:

____ _

9996. Not Asked