

### QUESTIONNAIRE FOR THE HOUSEHOLD HEAD

- 1. Enumerator Name:  Code:
- 2. District Name:  Code:
- 3. Taluka Name:  Code:
- 4. Union Council Name:  Code:
- 5. Village Name:  Code:
- 6. Settlement Name:  Code:
- 7. House Address:  HHID:

- 8. GPS Coordinates: North   °   '   "
- East   °   '   "

- 9. Household Visit Date:     
*dd* *mm* *yy*

- 10. Household Visit Time:   [24 hour Clock]  
*Hours* *Minutes*

- 11. Full Name of Respondent
- 12. Full Name of household head
- 13. Full Name of father of household head   
 (If the household head is a female then write the name of her spouse)

- 14. Do you have cell phone? **1** Yes **2** No

- 15. What is the cell number of the household head?
- 1. Cell No
- 2. Do not remember
- 3. Do not want to tell

Introduction (to be read by the enumerator before the interview):

I am \_\_\_\_\_. We are conducting a study to develop a better understanding of the local education system. We would like to interview you to learn a little more about how this school operates. The interview will last 60-75 minutes and we will be grateful for your time and cooperation.

Your answers will only be known by researchers on this project; they will not be shared with others.  
May we proceed with this interview?

Yes [PROCEED]

No [END INTERVIEW] and intimate your supervisor  
for the reasons of refusal

## Section 0: HOUSEHOLD CHARACTERISTICS

1. Caste / Main Zaat of Household Head  
[See codes from list]
2. Is your house located in the village? 1 Yes 2 No
3. Religion of the Household? 
  - 1 Islam (Sunni) 2 Islam (Shiite) 3 Ahmedi/Qadiani/Marzai 4 Christian 5 Hindu
  - 6 Sikh 7 Other (Specify) \_\_\_\_\_
4. Does any male member in the household have a political/hereditary designation?  
[Multiple Options Allowed]   
  - 1 None 2 Numberdar 3 Panchayat / Jirga Member
  - 4 Hereditary religious leader (Imam/Pir) 5 MNA 6 MPA
  - 7 Chairman Zakat Committee 8 Chairman Water User Group
  - 9 CO Leader (Community Organization, RSP, MARVI, etc.)
  - 10 Other (Specify) \_\_\_\_\_
5. Native Language of the Household? 
  - 1 Sindhi 2 Urdu 3 Pushto 4 Balochi 5 Siraiiki 6 Other (Specify) \_\_\_\_\_
6. Language interview was in? 
  - 1 Sindhi 2 Urdu 3 Other (Specify) \_\_\_\_\_
7. Language version of the questionnaire used? 1 Urdu 2 Sindhi

**Section 1: HOUSEHOLD MEMBERS INFORMATION**

| 1   | 2   | 3   | 4  | 5  | 6  | 7   |
|-----|---|---|--|--|--|---|
| MID | Name of HH Member<br><br>Note: copy MIDs and Names from Household Roster for Members who are 16 years of age or older | HAS [NAME] EVER MIGRATED FOR WORK IN THE PAST?<br>1= Yes<br>2= No | CAN [NAME] READ A LETTER OR NEWSPAPER IN ANY LANGUAGE<br>0= No<br>1= English<br>2= Urdu<br>3= Sindhi<br>4= Other Specify _____<br>(Multiple options allowed) | CAN [NAME] WRITE A LETTER IN ANY LANGUAGE?<br>0= Non<br>1= English<br>2= Urdu<br>3= Sindhi<br>4= Other Specify _____<br>(Multiple options allowed) | HAS [NAME] OBTAINED ANY QURANIC / RELIGIOUS EDUCATION FROM NON-FAMILY MEMBERS<br>1= Yes<br>2= No | What is the Highest education level completed by [Name]?<br>(See codes below) |
|     |   |   |  |  |  |   |
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0= No education, 22= Katchi, 1-12= Grades 1-12 13= Polytechnic Diploma, 14= BA/BSc., 15= Degree in Engineering, 16= Degree in Medicine, 17= Degree in Agriculture, 18= Degree in Law, 19= Post-graduate (MA/MSc), 20= M.Phil/PhD, 21=Other (specify) \_\_\_\_\_.



|     |               | 11  | 12  | 13  | 14  | 15  | 16   |
|-----|---------------|---|---|---|---|---|--|
| MID | Name of Child | What is the highest level of education obtained by [Name]?<br><br>(Skip to Q.13 if not 0) | What is the main reason for never going to school?<br>1= Too Expensive<br>2= Help at home<br>3= Help with work<br>4=Too Far<br>5=Poor health<br>6=Pardah<br>7=No female staff at school<br>8=No gender segregated school available<br>9=Marriage<br>10=Elders/Parents do not allow<br>11= Not useful<br>12= Child refuses<br>13= Completed sufficient education<br>14=Too young<br>Children are left unattended in school/security issues<br>15=Other (specify)<br><br>(skip to next row) | How many times has (NAME) repeated a grade?<br>1=never;<br>2=once;<br>3=twice<br>4=thrice | Is [Name] currently enrolled in School?<br><br>① Yes<br><i>(Skip to Q. 16)</i><br>② | Why did [name] leave education? [Pick Main Reason]<br>1= Too Expensive<br>2= Help at home<br>3= Help with work<br>4=Too Far<br>5=Poor health<br>6=Pardah<br>7=No female staff at school<br>8=No gender segregated school available<br>9=Marriage<br>10=Elders/Parents do not allow<br>11= Not useful<br>12= Child refuses<br>13= Completed sufficient education<br>14= Failed in Exam<br>15=Too young<br>16= Children are left unattended in school/security issues<br>17=Other (specify)<br><br>(skip to next row) | In which grade is he/she currently enrolled in?<br>22= Katchi<br>1= Class 1<br>2= Class 2<br>3= Class 3<br>4= Class 4<br>5= Class 5<br>6= Class 6<br>7= Class 7<br>8= Class 8<br>9 = Class 9<br>10= Class 10<br>11= Inter / FA / FSc |
|     |               |   |   |   |   |   |  |
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|     |  | 17  | 18  | 19  | 20   | 21   | 22   | 23   | 24   | 25  |
|-----|--|---|---|---|--|--|--|--|--|---|
| MID | Name of Child                                | What kind of school is [Name] enrolled in?<br>1=Private<br>2=Foundation<br>3=NGO/Community<br>4=Religious institution/ Madrassa<br>5=Government | Record SEMIS in case of government school | What is the gender type of the school in which he/she is studying?<br><br>1= Boys<br>2= Girls<br>3= Mixed | How well do you think is he/she performing in school?<br><br>1=Good<br>2= Average<br>3= Poor | How many days did [name] attend school last week [if holidays ask for the previous week] | What is the name of [Name's] head teacher? | Have you ever met [Name's] Head Teacher?<br>① Yes<br>② No ( <i>Skip to Q. 25</i> ) | How many times have you met with [name's] head teacher in the school year (April 2011 to March 2012)?<br><br>1=Daily<br>2= Weekly<br>3= Monthly<br>4= Quarterly<br>5=Biannually<br>6= Yearly | What is the education qualification of [name's] head teacher?<br><br>1=Primary<br>2= Middle<br>3= Matric<br>4= FA/FSc<br>5=BA/Bed<br>6= MA/Med or above |
|     | (Copy MIDs and Names from the previous page) |   |   |   |  |  |  |  |  |   |
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|  |               | 26   | 27  | 28   | 29  | 30   |                                |                       |   |
|--|---------------|--|---|--|---|--|--------------------------------|-----------------------|---|
| MID  | Name of Child | On a random visit to school, would you expect the head teacher to be present in [name's] school?<br>① Yes ② No | How regular are the teachers (head teacher + subject teachers) in Name's] school?<br>1=Regular<br>2=Not Regular<br>3=Almost never there | How good would you say that Name's] teachers are in teaching skills?<br>1= Good<br>2= Average<br>3= Poor | How much pocket money do you give to [Name] daily? (Rupees) | In the last month how much did your household pay for his/her following type of expenses (Rupees)? |                                |                       |   |
| (Copy MIDs and Names from the previous page) |               |  |   |  |   | a)<br>School fees (tuition and any other required fees)  | b)<br>Transportation to school | c)<br>Private tuition | d)<br>Stationery Items (Pens, Pencils, Erasers, Sharpeners, etc.) |
|  |               |  |   |  |   |  |                                |                       |   |
|  |               |  |   |  |   |  |                                |                       |   |
|  |               |  |   |  |   |  |                                |                       |   |
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|  |               |  |   |  |   |  |                                |                       |   |

| M ID | Name of Child<br><br>(Copy MIDs and Names from the previous page) | 31  |                        |                  |                      | 32  | 33   | 34   |                               |
|------|---|---|------------------------|------------------|----------------------|---|--|--|-------------------------------|
|      |   | In the school year (Apr 2011 – Mar 2012), how much did your household pay for following: (Rupees) |                        |                  |                      | If [Name] were to work in farm/family business/paid employment what will be the financial value of [Name's] contribution per month? | How long does it take him/her to go to school directly from home?<br>1= 15 minutes or less<br>2= 16 to 30 minutes<br>3= 31 to 60 minutes;<br>4= More than 60 minutes | Did he/she receive any of the following items between April 2011 and March 2012? |                               |
|      |   | Annual Fees (admission etc.)  | School Uniforms/ Shoes | School Textbooks | Other, specify _____ |   |  |  | Scholarships<br>① Yes<br>② No |
|      |   |   |                        |                  |                      |   |  |  |                               |
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|      |   |   |                        |                  |                      |   |  |  |                               |
|      |   |   |                        |                  |                      |   |  |  |                               |

|     |  | 35  | 36   | 37  | 38  | 39   |
|-----|--|---|--|---|---|--|
| MID | Name of Child                                | What is the highest level of education you would want [Name] to attain?<br>1=Primary<br>2= Middle<br>3= Matric<br>4= FA/FSc;<br>5=B.A./B.Ed<br>6=M.A./M.Ed or above | In your opinion, what type of job will [Name] get at the age of 25?<br>1= Farm work<br>2=Labour<br>3=Professional services (Engineer, Doctor)<br>4=Government Clerk (Less than Grade 16)<br>5=Government Professional (Grade 16 and above)<br>6=Army<br>7=Family business<br>8=School teacher<br>9=Other (specify) | In your opinion, where will [Name] find a job at the age of 25?<br>1=In the village<br>2=Outside the village<br>3=In the city<br>4=Abroad | In a typical day, how many hours do [Name's] parents/guardian spend looking after [Name]<br><br>(Skip to next row if 0) | In a typical day, how many hours are spent on school related work with [Name]? |
|     | (Copy MIDs and Names from the previous page) |   |  |   |   |  |
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### Section 5: HOUSEHOLD ENTERPRISE

1. Is the Household involved in any income generating activity other than agriculture? *[If No, skip to Next Section]* 1 Yes 2 No
2. What are the types of Business Activities? Upto 3 activities (See codes below)

|     |  |                              |                      |                      |
|-----|--|------------------------------|----------------------|----------------------|
| 3.  | RECORD CODE OF BUSINESS FROM (2) ABOVE   | Business 1 _____             |                      |                      |
| 4.  | Was this business inherited? <span style="float: right;">1 Yes 2 No</span>   |                              |                      |                      |
| 5.  | When did you start this business/enterprise? (Year)  |                              |                      |                      |
| 6.  | What is the total worth of all the business assets?  |                              |                      |                      |
| 7.  | Record MID and name of household member who manages this business? [Primary decision maker]                                | <b>MID</b>                   | <b>Name</b>          |                      |
|     |  |                              |                      |                      |
| 8.  | Record MIDs and names of all members of the household who work (5 hours or more per week) on this enterprise?              |                              |                      |                      |
|     |  |                              |                      |                      |
| 9.  | On a typical day how many hours did household members work on this enterprise? (00 for those not working on this business) | <b>MID (Copy from above)</b> | <b>Days per week</b> | <b>Hours per day</b> |
|     |  |                              |                      |                      |
|     |  |                              |                      |                      |
| 10. | RECORD CODE OF BUSINESS FROM (2) ABOVE   | Business 2 _____             |                      |                      |
| 11. | Was this business inherited? <span style="float: right;">1 Yes 2 No</span>   |                              |                      |                      |
| 12. | When did you start this business/enterprise? (Year)  |                              |                      |                      |
| 13. | What is the total worth of all the business assets?  |                              |                      |                      |
| 14. | Record MID and name of household member who manages this business? [Primary decision maker]                                | <b>MID</b>                   | <b>Name</b>          |                      |
|     |  |                              |                      |                      |
| 15. | Record MIDs and names of all members of the household who work (5 hours or more per week) on this enterprise?              |                              |                      |                      |
|     |  |                              |                      |                      |
| 16. | On a typical day how many hours did household members work on this enterprise? (00 for those not working on this business) | <b>MID (Copy from above)</b> | <b>Days per week</b> | <b>Hours per day</b> |
|     |  |                              |                      |                      |
|     |  |                              |                      |                      |

HHID: \_\_\_\_\_

Form No. HHQxxxxx

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Codes Q1: **1**= Trader (Whole seller, middle man), **2**= Trader (Shopkeeper/Retailer), **3**=Dress Designing/Making/Decorating, etc., **4**=Personal Services (Black Smith, Gold Smith, Carpenter, Cobbler, Potter, Hair Dresser, etc.), **5**= Textile (Ginning, Hand Loom / Power Loom, etc.), **6**= Cottage Industry (Kites, baskets, hats, toys, etc.), **7**= Small Business Owner (Employer: employing less than 10 people), **8**= Medium Business Owner (Employer: employing 10 or more people), **9**= Other (specify) \_\_\_\_\_, **10**= Other (specify) \_\_\_\_\_, **11**= Other (specify) \_\_\_\_\_

## Section 6: HOUSEHOLD ANNUAL INCOME

In the past 12 months please record the total income earned (cash or kind) by the household from the following:

|     | <b>Income Head</b>   | <b>Amount in Rupees</b> | <b>Schedule<br/>1=Monthly<br/>2=Annual</b> |
|-----|--|-------------------------|--|
| 1.  | Non-farm Wage Income   |                         |  |
| 2.  | Total Income from Business/Enterprise [ <i>Profits net of investments into the business (amount taken out every year)</i> ]              |                         |  |
| 3.  | Own Farm Income (Produce Sold on the Market)   |                         |  |
| 4.  | Own Farm Income (Market value of self-consumed produce)  |                         |  |
| 5.  | Total remuneration from Farm Work (Rabi + Kharif)  |                         |  |
| 6.  | Rental Income (Land, Machinery, assets and interest incomes)   |                         |  |
| 7.  | Remittance Income (Domestic)   |                         |  |
| 8.  | Remittance Income (International)  |                         |  |
| 9.  | Pension Income   |                         |  |
| 10. | Assistance from Government ( <i>Includes: Benazir Income Support Program; Food Support; Zakat from Government; NGO assistance etc.</i> ) |                         |  |
| 11. | Assistance from individuals ( <i>Zakat, Fitrana, Ushr</i> )  |                         |  |

## Section 7: CREDIT AND SAVINGS

### **BORROWING:**

|    | <b>In the past 12 months please record the total amount borrowed in the following form:</b> | <b>AMOUNT IN RUPEES</b> |
|----|---|-------------------------|
| 1. | Commercial Bank or Zarrai Tarraqiati Bank   |                         |
| 2. | NRSP, Khushali Bank and MFIs (Small Loans)  |                         |
| 3. | Friends and Family  |                         |
| 4. | Informal Lenders (Aarthis, Beoparis, and Input suppliers)                                   |                         |
| 5. | Informal Lenders (Landlord or Professional Money Lenders)                                   |                         |
| 6. | Informal Lenders (Shopkeepers)  |                         |

### **SAVINGS:**

|     | <b>Please record the total savings of household as on November 1st in the form of:</b> | <b>AMOUNT IN RUPEES</b> |
|-----|--|-------------------------|
| 7.  | ROSCAS [Record the total amount of ROSCA (Kametti)]                                    |                         |
| 8.  | Cash/Saving Deposits   |                         |
| 9.  | Insurance  |                         |
| 10. | Gold/Silver Jewelry  |                         |
| 11. | Dowry/Money saved for use as dowry   |                         |
| 12. | Other (specify) _____  |                         |

**PRIVACY SECTION BEGINS HERE**

Note: Please ensure that the respondent is not under someone's influence. Questions for the rest of the sections should be asked in isolation.

**Section 8: ADULT LITERACY TEST****Instructions:**

- 1) There are 3 levels in each category, level 1, 2 and 3. Only proceed to the next level if the adult attempts atleast 2 questions in the current level. Example: If an adult attempts only 1 question in level 1, skip level 2 and 3 and proceed to the next section.
- 2) Each question has two components, the instructions and the flashcard.
  - a) Instructions: Will be read out to the respondent
  - b) Flash cards: Will be put in front of the respondent one at a time, so he can choose the correct answer and indicate it to the enumerator.

**THINKING SKILLS**

| Q. No.                       | INSTRUCTIONS  | FLASH CARD | RESPONSE |
|------------------------------|---|------------|----------|
| <b>Level 1: Basic</b>        |   |            |          |
| 1                            | Which figure follows?   | FC 1       |          |
| 2                            | Which figure follows?   | FC 2       |          |
| 3                            | Which figure follows?   | FC 3       |          |
| <b>Level 2: Intermediate</b> |   |            |          |
| 4                            | Which figure is the odd one out?  | FC 4       |          |
| 5                            | Which figure is the odd one out?  | FC 5       |          |
| 6                            | Which figure is the odd one out?  | FC 6       |          |
| <b>Level 3: Advanced</b>     |   |            |          |
| 7                            | The first two figures go together. Which figure goes with the third figure? | FC 7       |          |
| 8                            | The first two figures go together. Which figure goes with the third figure? | FC 8       |          |
| 9                            | Which figure follows?   | FC 9       |          |

**PROSE LITERACY**

| Q. No.                       | INSTRUCTIONS   | FLASH CARD | RESPONSE |
|------------------------------|--|------------|----------|
| <b>Level 1: Basic</b>        |  |            |          |
| 1.                           | Please read the following words.   | FC 10      |          |
| 2.                           | Please translate the following words                                     | FC 11      |          |
| 3.                           | Please read the following sentence                                       | FC 12      |          |
| <b>Level 2: Intermediate</b> |  |            |          |
| 4.                           | Read the passage given and answer the questions given under the passage. |            |          |
| 4.a                          | What is the correct answer for question A?                               | FC 13      |          |
| 4.b                          | What is the correct answer for question B?                               | FC 13      |          |
| 4.c                          | What is the correct answer for question C?                               | FC 13      |          |
| <b>Level 3: Advanced</b>     |  |            |          |

|     |  |       |  |
|-----|--|-------|--|
| 5.a | What is the theme of this pamphlet?                                  | FC 14 |  |
| 5.b | What number should you call for more information?                    | FC 14 |  |
| 5.c | What do you need to do to remain healthy according to this pamphlet? | FC 14 |  |

**NUMERACY**

| Q. No.                       | INSTRUCTIONS   | FLASH CARD | RESPONSE |
|------------------------------|--|------------|----------|
| <b>Level 1: Basic</b>        |  |            |          |
| 1                            | Which is the smallest number?                        | FC 15      |          |
| 2                            | What is the sum? (what do you get if you add 3 to 6) | FC 16      |          |
| 3                            | What is the total value of the notes?                | FC 17      |          |
| <b>Level 2: Intermediate</b> |  |            |          |
| 4                            | What is the difference when you subtract 36 from 73? | FC 18      |          |
| 5a                           | What is 8 times 6?                                   | FC 19      |          |
| 5b                           | What is 42 divided by 7?                             | FC 20      |          |
| <b>Level 3: Advanced</b>     |  |            |          |
| 6a                           | What is the total amount of the bill?                | FC 21      |          |
| 6b                           | What is the due date?                                | FC 21      |          |
| 6c                           | What is the surcharge on late payments?              | FC 21      |          |

### Section 9: SMC AWARENESS

1. Have you heard about an SMC/PTA/SC? 1 Yes 2 No

2. What do you think is the main purpose of an SMC? *[Multiple Options Allowed]*   
 1 Work for school improvement (infrastructure, missing school facilities)   
 2 Work for improving quality of learning (student performance)   
 3 Work for improving quality of teaching (monitoring teacher)   
 4 Do Paper Work (Make income/expenditure statements, SIPs etc.)   
 5 Other (specify) \_\_\_\_\_

3. How many members should an executive body have?

4. Are females allowed to become members of the executive body of an SMC? 1 Yes 2 No

5. What is minimum number of females required to be part of the executive body of SMC in a girls primary school?

6. Who is allowed to be part of executive body? *[Multiple Options Allowed]*   
 1 Teachers 2 Parents 3 Non-Parent Community Members 4 Students   
 5 Other (specify) \_\_\_\_\_

7. How many times are the executive body members required to meet?   
 1 Once a month 2 Once every three months 3 Once every six months  
 4 Once every year 5 On need basis 6 Other (specify) \_\_\_\_\_

8. Who is allowed to be part of general body? *[Multiple Options Allowed]*   
 1 Teachers 2 Parents 3 Non-Parent Community Members 4 Students   
 5 Other (specify) \_\_\_\_\_

9. How much funds is an SMC in a primary school supposed to receive from Government of Sindh every school year? Rs.

10. How can you get in touch with executive body members? *[Multiple Options Allowed]*   
 1 Through General Body meetings 2 Through Executive body meetings   
 3 Through phone 4 Through the Head Master 5 Cannot get in touch

11. Do you know what a School Improvement Plan (SIP) is? 1 Yes 2 No

12. Who prepares the School Improvement plan? *[Multiple options allowed]*   
 1 Chairman 2 General Secretary 3 Both Chairman and General Secretary   
 4 Executive Committee 5 General Body 6 Other (specify) \_\_\_\_\_

### Section 10: PERCEPTIONS OF EARNINGS AND QUALITY OF LEARNING

ENUMERATOR NOTE: Please go through and fully understand the instruction given below before filing in this section. Ensure that respondent has fully understood the given questions before recording their response.

Important note:

- (1) Read the statements written above the tables before asking questions. Ensure that he/she has completely understood the statement.
- (2) Now ask the questions from respondent using the given statement.
- (3) Through these questions we wish to know that in the respondent's opinion, what will be the maximum and minimum amount that the imaginary person mentioned in each question would be able to earn at the age of 25.
- (4) Ensure that respondent is answering about the imaginary person mentioned in the questions.
- (5) Calculate and enter MIDPOINT using the amounts mentioned by the respondent without asking from him/her.

### SECTION 10A: PERCEPTIONS ABOUT SON'S EARNINGS

Just assume that you have a son aged 25. Now I'll ask some questions about your imaginary son. Please keep this in mind that questions are being asked about the imaginary son of age 25.

|     |   |  |
|-----|---|--|
| 1.  | <b>Assume your son has not acquired any education:</b>                              |  |
| 1a. | In your opinion, what is the maximum amount he can earn per month at the age of 25? |  |
| 1b. | In your opinion, what is the minimum amount he can earn per month at the age of 25? |  |

|     |   |  |
|-----|---|--|
| 2.  | <b>Assume your son has completed education till grade 5 primary:</b>                |  |
| 2a. | In your opinion, what is the maximum amount he can earn per month at the age of 25? |  |
| 2b. | In your opinion, what is the minimum amount he can earn per month at the age of 25? |  |

|     |   |  |
|-----|---|--|
| 3.  | <b>Assume your son has completed education till grade 10 / matric:</b>              |  |
| 3a. | In your opinion, what is the maximum amount he can earn per month at the age of 25? |  |
| 3b. | In your opinion, what is the minimum amount he can earn per month at the age of 25? |  |

### SECTION 10B: PERCEPTIONS ABOUT DAUGHTER'S EARNINGS

Just assume that you have a daughter aged 25. Now I'll ask some questions about your imaginary son. Please keep this in mind that questions are being asked about the imaginary son of age 25.

|     |  |  |
|-----|--|--|
| 4.  | <b>Assume your daughter has not acquired any education:</b>                          |  |
| 4a. | In your opinion, what is the maximum amount she can earn per month at the age of 25? |  |
| 4b. | In your opinion, what is the minimum amount she can earn per month at the age of 25? |  |

|     |  |  |
|-----|--|--|
| 5.  | <b>Assume your daughter has completed education till grade 5 / primary:</b>          |  |
| 5a. | In your opinion, what is the maximum amount she can earn per month at the age of 25? |  |
| 5b. | In your opinion, what is the minimum amount she can earn per month at the age of 25? |  |

|     |  |  |
|-----|--|--|
| 6.  | <b>Assume your daughter has completed education till grade 10 / matric:</b>          |  |
| 6a. | In your opinion, what is the maximum amount she can earn per month at the age of 25? |  |
| 6b. | In your opinion, what is the minimum amount she can earn per month at the age of 25? |  |

## SECTION 10C: PERCEPTIONS ABOUT AN AVERAGE MALE IN THE VILLAGE

Now I shall ask you some questions about a typical boy of the village. Please remember that these questions are not about your children. Assume that there is a boy aged 25 having average competence level from your village. Now I'll ask some questions about this imaginary boy.

|     |   |  |
|-----|---|--|
| 7.  | <b>Assume this boy has not acquired any education:</b>                              |  |
| 7a. | In your opinion, what is the maximum amount he can earn per month at the age of 25? |  |
| 7b. | In your opinion, what is the minimum amount he can earn per month at the age of 25? |  |
| 7c. | Figure out the MIDPOINT and enter (Don't ask)                                       |  |

|     |   |  |
|-----|---|--|
| 8.  | <b>Assume this boy has completed education till grade 5 / primary:</b>              |  |
| 8a. | In your opinion, what is the maximum amount he can earn per month at the age of 25? |  |
| 8b. | In your opinion, what is the minimum amount he can earn per month at the age of 25? |  |
| 8c. | Figure out the MIDPOINT and enter (Don't ask)                                       |  |

|     |   |  |
|-----|---|--|
| 9.  | <b>Assume this boy has completed education till grade 10 / matric:</b>              |  |
| 9a. | In your opinion, what is the maximum amount he can earn per month at the age of 25? |  |
| 9b. | In your opinion, what is the minimum amount he can earn per month at the age of 25? |  |
| 9c. | Figure out the MIDPOINT and enter (Don't ask)                                       |  |

## SECTION 10D: PERCEPTIONS ABOUT AN AVERAGE FEMALE IN THE VILLAGE

Now I shall ask you some questions about a typical girl of the village. Please remember that these questions are not about your children. Assume that there is a girl aged 25 having average competence level from your village. Now I'll ask some questions about this imaginary boy.

|      |  |  |
|------|--|--|
| 10.  | <b>Assume this girl has not acquired any education:</b>                              |  |
| 10a. | In your opinion, what is the maximum amount she can earn per month at the age of 25? |  |
| 10b. | In your opinion, what is the minimum amount she can earn per month at the age of 25? |  |
| 10c. | Figure out the MIDPOINT and enter (Don't ask)  |  |

|     |   |  |
|-----|---|--|
| 11. | <b>Assume this girl has completed education till grade 5 / primary:</b> |  |
|-----|---|--|

|      |  |  |
|------|--|--|
| 11a. | In your opinion, what is the maximum amount she can earn per month at the age of 25? |  |
| 11b. | In your opinion, what is the minimum amount she can earn per month at the age of 25? |  |
| 11c. | Figure out the MIDPOINT and enter (Don't ask)  |  |

|      |  |  |
|------|--|--|
| 12.  | <b>Assume this girl has completed education till grade 10 / matric:</b>              |  |
| 12a. | In your opinion, what is the maximum amount she can earn per month at the age of 25? |  |
| 12b. | In your opinion, what is the minimum amount she can earn per month at the age of 25? |  |
| 12c. | Figure out the MIDPOINT and enter (Don't ask)  |  |

## SECTION 10E: CONCEPT OF CHANCE

### Important Instructions

- (1) Take out the buttons pouch before proceeding to the next table
- (2) First of all record the answer given by respondent. In case of incorrect answer, help him reaching the correct answer but do not correct the already recorded answer.
- (3) Please remember that you will record the first response regardless of being right or wrong.

Thank you very much for answering the questions. Now, I shall describe a concept for you. It is not something difficult and if you don't understand anything then do let me know so that I may explain it again.

|  |  |  |
|--|--|--|
| 13   | There are 10 buttons in front of you. Out of these, 5 are BLUE (point to the blue buttons), these 3 are RED (point to the red buttons) and these 2 buttons are BLACK (point to the black buttons). |  |
| 13a.   | Can you tell which colour of buttons has the maximum number?<br>[Record the answer]  |  |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |  |
| 13b.   | Can you tell which colour of buttons has the minimum number?<br>[Record the answer]  |  |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |  |

|  |  |                 |
|--|--|-----------------|
| 14.  | If I close my eyes now and pick a button without looking at them then it is the most likelihood that the picked button will be blue. Am I right? | 1= Yes<br>2= No |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |                 |

|  |  |                               |
|--|--|-------------------------------|
| 14a.   | In your opinion, why is the chance of picking up the blue button highest?<br>[Correct Answer: Majority are Blue]             | 1= Correct<br>2= Incorrect    |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |                               |
| 14b.   | Which colour of button has the minimum chance of selection if picked up without looking at them?<br>[Correct Answer: Black ] | 1= Blue<br>2= Red<br>3= Black |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |                               |

15. Now I was try to explain the concept of chance in terms of probability or numbers.

|  |   |  |
|--|---|--|
| 15a  | Out of the buttons placed in front of you:<br>a. How many are blue?<br>b. How many are red?<br>c. How many are black? |  |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |   |  |
| 15b.   | How many buttons in total you have?<br>[Correct answer: 10]   |  |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |   |  |

16. We have 10 buttons in total out of which 5 are blue, therefore, the chance of picking up a blue button is 5 out of 10. The chance of picking a specific colour of button from the pile depends upon the number of the particular colour in the pile.

|  |  |  |
|--|--|--|
| 16a  | If I pick up a button from the pile while keeping my eyes closed then how much do you think will be the chance of picking up a red button out of 10?<br>[Correct answer: 3/10] |  |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |  |
| 16b.   | The chance of choosing blue button is 5 by 10 and for red is 3 by 10. Can you tell me how much will be the chance of picking a black button?<br>[Correct answer: 2/10]         |  |
| NOTE: In case of incorrect answer, help the respondent in reaching the correct answer. |  |  |

I hope that you have understood that greater the number of buttons of specific colour, the greater will be the chance of that colour getting selected.

You can understand this concept in this manner as well that if there are more clouds in the sky, it indicates a greater probability of rain. Now let us apply this method. These are ten white buttons. Assume these are ten boys aged 25 from your village. Please remember that all these are equal in competence level. You may kindly pick these in your hand and place the buttons on this card according to the answers of my questions:

|      |   |  |
|------|---|--|
| 17.  | <b>Assume that none of these 10 boys have got any education:</b>  |  |
| 17a. | In your opinion, how many of these will get a job at the age of 25?<br><i>Instructions: Place the same number of buttons on this card which are likely to find a job without obtaining any education.</i> |  |
| 17b. | According to you, how many out of these [amt in 17a] will be able to find a job of at least [amt in 7c] rupees?   |  |

|      |   |  |
|------|---|--|
| 18.  | <b>Assume these 10 boys have obtained education till primary (grade 5):</b>   |  |
| 18a. | In your opinion, how many of these will get a job at the age of 25?<br><i>Instructions: Place the same number of buttons on this card which are likely to find a job with education upto primary level.</i> |  |
| 18b. | According to you, how many out of these [amt in 18a] will be able to find a job of at least [amt in 8c] rupees?   |  |

|      |  |  |
|------|--|--|
| 19.  | <b>Assume these 10 boys have obtained education till matric (grade 10):</b>  |  |
| 19a. | In your opinion, how many of these will get a job at the age of 25?<br><i>Instructions: Place the same number of buttons on this card which are likely to find a job with education upto matric level.</i> |  |
| 19b. | According to you, how many out of these [amt in 19a] will be able to find a job of at least [amt in 9c] rupees?  |  |

Assume these are ten girls aged 25 from your village. Please remember that all these are equal in competence level. You may kindly pick these in your hand and place the buttons on this card according to the answers of my questions:

|      |   |  |
|------|---|--|
| 20.  | <b>Assume that none of these 10 girls have got any education:</b>   |  |
| 20a. | In your opinion, how many of these will get a job at the age of 25?<br><i>Instructions: Place the same number of buttons on this card which are likely to find a job without obtaining any education.</i> |  |
| 20b. | According to you, how many out of these [amt in 20a] will be able to find a job of at least [amt in 10c] rupees?  |  |

|      |   |  |
|------|---|--|
| 21.  | <b>Assume these 10 girls have obtained education till primary (grade 5):</b>  |  |
| 21a. | In your opinion, how many of these will get a job at the age of 25?<br><i>Instructions: Place the same number of buttons on this card which are likely to find a job with education upto primary level.</i> |  |
| 21b. | According to you, how many out of these [amt in 21a] will be able to find a job of at least [amt in 11c] rupees?  |  |

|      |  |  |
|------|--|--|
| 22.  | <b>Assume these 10 girls have obtained education till matric (grade 10):</b>   |  |
| 22a. | In your opinion, how many of these will get a job at the age of 25?<br><i>Instructions: Place the same number of buttons on this card which are likely to find a job with education upto matric level.</i> |  |
| 22b. | According to you, how many out of these [amt in 22a] will be able to find a job of at least [amt in 12c] rupees?   |  |

## Section 10F: PERCEPTIONS OF QUALITY OF LEARNING

(For children aged between 9 to 12 years)

| 1  | 2  | 3a   | 3b | 3c                                    | 3d   | 4a   | 4b   | 4c                                    | 4d  | 5a   | 5b   | 5c                                    | 5d   |
|--|--|--|----|---------------------------------------|--|--|--|---------------------------------------|---|--|--|---------------------------------------|--|
| MID  | Name of Child  | Assume that [name] appears for a class exam in Mathematics with 100 questions from textbook.         |    | Calculate and note down the MID POINT | Now assume that the 10 buttons in your hand are 10 similar MATH tests. If [Name] takes these 10 tests then in how many of those tests do you think he/she will score minimum (MIDPOINT of 3c) marks. Place as many buttons as the number of tests that you think he/she would be able to score atleast (MID POINT) marks | Assume that [name] appears for a class exam in English with 100 questions from textbook.             |  | Calculate and note down the MID POINT | Now assume that the 10 buttons in your hand are 10 similar ENGLISH tests. If [Name] takes these 10 tests then in how many of those tests do you think he/she will score minimum (MIDPOINT of 4c) marks. Place as many buttons as the number of tests that you think he/she would be able to score atleast (MID POINT) marks | Assume that [name] appears for a class exam in Urdu/Sindhi with 100 questions from textbook.         |  | Calculate and note down the MID POINT | Now assume that the 10 buttons in your hand are 10 similar URDU/ SINDHI tests. If [Name] takes these 10 tests then in how many of those tests do you think he/she will score minimum (MIDPOINT of 5c) marks. Place as many buttons as the number of tests that you think he/she would be able to score atleast (MID POINT) marks |
| [Copy MIDS and names of children aged between 9 to 12 years from the household identification sheet] | What do you think is the maximum number of questions that he/she will answer correctly on this exam? | What do you think is the minimum number of questions that he/she will answer correctly on this exam? |    |                                       |  | What do you think is the maximum number of questions that he/she will answer correctly on this exam? | What do you think is the minimum number of questions that he/she will answer correctly on this exam? |                                       |   | What do you think is the maximum number of questions that he/she will answer correctly on this exam? | What do you think is the minimum number of questions that he/she will answer correctly on this exam? |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |
|  |  |  |    |                                       |  |  |  |                                       |   |  |  |                                       |  |

## Section 11: PERCEPTIONS OF THE VALUE OF EDUCATION

- 1 Do you think only boys should go to school? **1** Yes **2** No
- 2 Do you think only intelligent children should go to school? **1** Yes **2** No
- 3 Do you think only hard working children should go to school? **1** Yes **2** No
- 4 Do you think the quality of education offered in public schools is different from the private schools? **1** Yes **2** No
5. What type of school is better?   
**1** Public Schools **2** Private Schools
6. What make both types of schools different?   
**1** Student performance **2** Cost of Education  
**3** Distance from home **4** Quality of teaching (teacher attendance) **5** School facilities

Now I shall discuss with you about two imaginary schools of your village.

- 7 If the first school is closer but more expensive school while second is cheaper but more distant then which one you will chose? **1** First **2** Second
- 8 If the first school is Closer with lesser quality of education while second is Better Quality but far away then which one you will chose? **1** First **2** Second
- 9 If the first school has Majority of students from the same zaat, but more expensive while second is Cheaper with majority students from a different zaat then which one you will chose? **1** First **2** Second
- 10 If the first school is An expensive all girls/all boys school (gender segregated school) while second is A cheaper mixed school then which one you will chose? **1** First **2** Second
11. What would help you engage with your child's learning?   
**1** More parent and teacher meetings **2** More time to discuss with head master/ teacher of the class **3** More time that parents can spend with their children **4** Other, specify \_\_\_\_\_
12. In the school year from March 2011 to April 2012, have you approached the following people to seek ways schooling or teaching can be improved and which of those people proved to be more useful?
- |   | Approached               | Useful                   |
|---|--------------------------|--------------------------|
| a) SMC Executive members (other than teachers) <b>1</b> Yes <b>2</b> No | <input type="checkbox"/> | <input type="checkbox"/> |
| b) ADO, EDO or district education officers <b>1</b> Yes <b>2</b> No     | <input type="checkbox"/> | <input type="checkbox"/> |
13. If your son does not get any education at all then in your opinion, what kind of a job will he get at the age of 25? (Copy code from ones given below)
14. If your son does not get any education at all then in your opinion, where will he find such a job at the age of 25?   
**1** In the village **2** Outside the village **3** In the city **4** Abroad

15. If your daughter does not get any education at all then in your opinion, what kind of a job will she get at the age of 25? (Copy code from ones given below)
16. If your daughter does not get any education at all then in your opinion, where will she find such a job at the age of 25?  
 ❶ In the village ❷ Outside the village ❸ In the city ❹ Abroad
17. If your son acquires education till grade 5 then in your opinion what kind of a job will he get at the age of 25? (Copy code from ones given below)
18. If your son acquires education till grade 5 then in your opinion where will he find such a job at the age of 25?  
 ❶ In the village ❷ Outside the village ❸ In the city ❹ Abroad
19. If your daughter acquires education till grade 5 then in your opinion what kind of a job will she get at the age of 25? (Copy code from ones given below)
20. If your daughter acquires education till grade 5 then in your opinion where will she find such a job at the age of 25?  
 ❶ In the village ❷ Outside the village ❸ In the city ❹ Abroad
21. If your son acquires education till grade 10 then in your opinion what kind of a job will he get at the age of 25? (Copy code from ones given below)
22. If your son acquires education till grade 10 then in your opinion where will he find such a job at the age of 25?  
 ❶ In the village ❷ Outside the village ❸ In the city ❹ Abroad
23. If your daughter acquires education till grade 10 then in your opinion what kind of a job will she get at the age of 25? (Copy code from ones given below)
24. If your daughter acquires education till grade 10 then in your opinion where will she find such a job at the age of 25?  
 ❶ In the village ❷ Outside the village ❸ In the city ❹ Abroad

Codes for question 13, 15, 17, 19, 21, and 23:  
 1= Farm work 2=Labour 3=Professional services (Engineer, Doctor) 4=Government Clerk (Less than Grade 16) 5=Government Officer (Grade 16 and above)  
 6=Army 7=Family business 8=School teacher 9=Other (specify)

### Section 12: TRUST IN EDUCATION SYSTEM

| Sr. No. |                 | 1   | 3   | 4   |
|---------|-----------------|---|---|---|
|         |                 | In the past 12 months have you met ____?<br><br>1= Yes<br>2= No ( <i>skip to next row</i> ) | Do you find ____ helpful<br><br>1= Yes<br>2= No | Have you or any member of the household ever made any informal payments to the ____?<br><br>1= Yes<br>2= No |
| a)      | Head Master     |   |   |   |
| b)      | SMC Chairman    |   |   |   |
| c)      | ADO Male/Female |   |   |   |
| d)      | DO Elementary   |   |   |   |

|    |   |  |  |  |
|----|---|--|--|--|
| e) | DO Secondary / Higher Secondary                         |  |  |  |
| f) | School Inspector  |  |  |  |
| g) | EDO (Education)   |  |  |  |
| h) | Program Officer RSU                                     |  |  |  |
| i) | Any official of Education and Literacy Department (GoS) |  |  |  |

### Section 13: PERCEPTIONS OF CORRUPTION IN EDUCATION

1. Do you agree that education and literacy department of Government of Sindh has no sincere desire to combat corruption (if it exists) 1 Yes 2 No
  
2. Have you ever reacted against corruption by raising the issue at a higher political level? 1 Yes 2 No
  
3. Where do you think does corruption is most prevalent in the education sector? 
  - 1 At the top level (Ministry) 2 At the mid-level (EDO/DDO)
  - 3 At the grass-root level (Head teachers and teachers) 4 Other, specify \_\_\_\_\_
  
4. What mechanisms are required to actively involve the community in fighting corruption? 

[Multiple Options Allowed]

  - 1 Reporting to authorities 2 Making availability of funds public knowledge
  - 3 Local jirgahs / panchayats 4 Other, specify \_\_\_\_\_

### Section 14: SCHOOL SMC INFORMATION

1. Does the household have any children (Boys) in Government primary school?

1 Yes 2 No (Skip to next section)

| 2   | 3  | 4  | 5                    | 6   | 7  | 8   | 9  | 10   | 11  | 12  |
|-----|--|--|----------------------|---|--|---|--|--|---|---|
| MID | Name & MID of Child(ren) enrolled in Government Primary School(s)<br>[Verify from sec 2] | Name of School<br><br>[If a school is listed in this column more than once then fill in rest of the columns for the first occurrence only] | SEMIS Code of School | Do you know if an SMC exists for [Name] school?<br>1 Yes<br>2 No (Skip to next child) | Is the SMC in this school functional?<br>1 Yes<br>2 No | Are you or any member of your family a member of the SMC<br><br>1. Yes (Record MID)<br>2. No (Skip to next child) | What type of SMC member are you/any member of your household?<br><br>1. Executive Body Member [Skip to next section and fill SMC member Questionnaire]<br>2. General Body Member<br>3. Other (specify) | How were members in this SMC chosen<br>1 Election<br>2 Nomination (Skip to Q. 12)<br>3 Other (specify)<br><br>____ (Skip to Q. 12) | Were you or any member of your household present at the elections of the SMC for (Name) school?<br>1 Yes 2 No | Which of the following are problems with [Name] school<br>1 Lack of teachers<br>2 Lack of textbooks<br>3 Poor Pedagogy<br>4 Teacher Attendance<br>5 Class size<br>6 Lack of facilities for girls (separate toilets)<br>7 Missing facilities (Toilets; boundary wall; drinking water)<br>8 No Provision of Electricity<br>9 No Provision of teaching inputs<br>10 Distance from community (Allow upto 3 Options) |
|     |  |  |                      |   |  |   |  |  |   |   |
|     |  |  |                      |   |  |   |  |  |   |   |
|     |  |  |                      |   |  |   |  |  |   |   |

| 4  | 13  |  |  | 14  | 15   | 16  | 17  | 18  |
|--|---|--|--|---|--|---|---|---|
| <p>Name of Government Primary School(s)</p> <p>[Write the name of every school once only by copying from column 4]</p> | <p>Which problems were addressed by the SMC in this school?</p> <ul style="list-style-type: none"> <li>❶ Lack of teachers</li> <li>❷ Lack of textbooks</li> <li>❸ Poor Pedagogy</li> <li>❹ Teacher Attendance</li> <li>❺ Class size</li> <li>❻ Lack of facilities for girls (separate toilets)</li> <li>❼ Missing facilities (Toilets; boundary wall; drinking water)</li> <li>❽ No Provision of Electricity</li> <li>❾ No Provision of teaching inputs</li> <li>❿ Distance from community</li> </ul> <p>(Allow upto 3 Options)</p> |  |  | <p>Did the SMC in [Name] school hold any meeting during the school year (April 2011- March 2012)</p> <ul style="list-style-type: none"> <li>❶ Yes</li> <li>❷ No (<i>Skip to Q. 18</i>)</li> </ul> | <p>When was the last meeting of SMC held in [Name] school?</p> <p style="text-align: center;"><i>yy/mm</i></p> | <p>Did you or any member of your family participate in any of the SMC meetings in the school year (April 2011 – March 2012)?</p> <ul style="list-style-type: none"> <li>❶ Yes</li> <li>❷ No (<i>Skip to Q. 18</i>)</li> </ul> | <p>Who were the participants in these meetings?</p> <ul style="list-style-type: none"> <li>❶ Teachers</li> <li>❷ Parents of children enrolled in school</li> <li>❸ Non parent community members</li> <li>❹ Students</li> <li>❺ Other (specify)</li> </ul> <p style="text-align: center;"><i>(Mark all that apply)</i></p> | <p>Has the SMC in [Name's] school prepared School Improvement Plan for utilization of funds this year (April 2011- Mar 2012)</p> <ul style="list-style-type: none"> <li>❶ Yes</li> <li>❷ No (<i>Skip to Q. 20</i>)</li> </ul> |
|  |   |  |  |   |  |   |   |   |
|  |   |  |  |   |  |   |   |   |
|  |   |  |  |   |  |   |   |   |
|  |   |  |  |   |  |   |   |   |
|  |   |  |  |   |  |   |   |   |

| 4   | 19   | 20  | 21   | 22   | 23   | 24  |
|---|--|---|--|--|--|---|
| Name of Government Primary School(s)<br><br>[Copy from the previous page] | Is there a School Improvement Plan visibly displayed in the [Name's] school?<br>❶ Yes ❷ No | Did you or any other family member in [Name] school's SMC receive SMC guidelines?<br>❶ Yes ❷ No | Would you be interested in becoming part of the SMC executive body at this school?<br>❶ Yes<br>❷ No ( <i>Skip to Q. 23</i> ) | Who would you approach to become part of SMC executive body at this school?<br>❶ ADO Education<br>❷ DO Elementary/Secondary<br>❸ HM/Teacher<br>❹ Community leaders<br>❺ Other parents<br>❻ Other(specify)<br>❼ DNK | How much funds are available with SMC of this school?<br><br>[record figure] | If given Rs. 22,000 for SMC funds, mark all activities which you would like the SMC in this school to spend funds on [Prompted]:<br>❶ Repairs to classroom/boundary walls<br>❷ Buy computers/pedagogic material<br>❸ Improving school facilities/equipment (furniture, toilet, drinking water)<br>❹ Hiring a local teacher<br>❺ Training Existing Teachers<br>❻ Transport to school for students<br>❼ Other (specify) _____ |
|   |  |   |  |  |  |   |
|   |  |   |  |  |  |   |
|   |  |   |  |  |  |   |
|   |  |   |  |  |  |   |
|   |  |   |  |  |  |   |

## Section 15: PARTICIPATION IN VILLAGE ORGANIZATIONS / COLLECTIVE ACTION / NETWORKS

### Part 1 — Participation in Village Organizations

1. Are you or any member of your household is part of the following groups/committees?

| Name of Groups/Committees  | 1= Yes<br>2= No | MID(s) of Household<br><i>(If multiple members are a part of a committee, separate MIDs with commas)</i> |
|----------------------------|-----------------|--|
| a) Water User Group        |                 |  |
| b) RSP (CO member)         |                 |  |
| c) Community Citizen Board |                 |  |
| d) Zakaat Committee        |                 |  |
| e) Farmer's organization   |                 |  |
| f) Self Help Group         |                 |  |
| g) Sports Group/Committee  |                 |  |
| h) Microfinance group      |                 |  |
| i) Other (specify) _____   |                 |  |

### Part 2 — Collective Action (Household activism)

2. In the past 12 months have you or any household member together with other villagers collectively undertook following activities?

| Activity   | 1= Yes<br>2= No | MID(s) of Household<br><i>(If multiple members are a part of a committee, separate MIDs with commas)</i> |
|--|-----------------|--|
| a) approached the government officials for school related problems                             |                 |  |
| b) participated in village level infrastructure development (roads, mosques, school wall etc.) |                 |  |
| c) Participated in school/literacy campaigns.  |                 |  |

### Part 3 — Household's Networks

1. With how many of the following people living in your same village, did you meet with?

|  | Past Month | Last Week |
|--|------------|-----------|
| a) Relatives / Friends / Work Colleagues |            |           |
| b) Community Groups / Community Leaders  |            |           |
| c) Head teacher / Teacher / SMC member   |            |           |

2. How many of the households you visited in the past month have a cell phone?

|  |  |
|--|--|
|  |  |
|--|--|