Working Paper Series on

*Impact Evaluation of Education Reforms*

Paper No. 16

1994-1995 Questionnaires
Northwest Frontier Province of Pakistan Surveys

August 1999

Development Economics Research Group
The World Bank

These questionnaires are a product of the research project, "Impact Evaluation of Education Projects Involving Decentralization and Privatization" being carried out under the guidance of Elizabeth King which has been financially supported by the Development Research Group and the Research Support Budget (RPO No. 679-18) of the World Bank. For additional copies, please send a request to Patricia Sader at psader@worldbank.org
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Northwest Frontier Province of Pakistan Surveys  
1994 - 1995 Questionnaires

These questionnaires were developed in order to understand the nature and effects of child schooling persistence among primary school students in the Northwest Frontier Province (NWFP) of Pakistan. The survey was carried out by the NWFP Education Management Information System (NEMIS) in collaboration with the World Bank’s Development Research Group, Peter Orazem of Iowa State University, and Elizabeth Paterno of the University of the Philippines.

Questionnaires. The questionnaires, in English-language text, are included in this compilation. From 1994-1995, the following questionnaires and forms were applied:

- school teachers questionnaire
- teacher and pupil spot check attendance forms
- teacher monthly leave and pupil monthly attendance forms
- reasons for pupil monthly absence and dropout form
- household questionnaire

School teachers were given surveys eliciting information on their academic qualifications, teaching experience, and socioeconomic backgrounds. During the course of the school year, the enumerators also conducted two spot checks on teacher and student absenteeism. The first check occurred in the first two months of the term, and the second occurred in the final two months. Data on monthly student and teacher attendance over the school year were also obtained from the school’s attendance register. Enumerators then returned to the schools at the end of the school year and at the beginning of the next to collect information on which students passed or failed, and which students were continuing in school the following year. The household questionnaire was applied to parents of randomly selected students and collected information on socioeconomic attributes of the household such as dwelling characteristics, household assets, and literacy, as well as time use of the household members.

In addition, first grade level examinations in mathematics and languages were administered to the second-grade children at the start of the academic year, and to first grade children at the end of the term. The tests were designed to assess whether students had acquired skills specified in the national curriculum for grade one or pakki. The language test was geared to the language of medium of instruction. The examinations itself are NOT included in this compilation.

Sample. The sample of schools in the survey was based on a representative sample of 257 government, mosque and private schools that were surveyed in Ali and Reed’s “School Survey in Northwest Frontier of Pakistan” (1994, Processed Publication). For each school, one teacher in each of the first three grades (kachi or kindergarten, pakki or grade one, and grade two) was selected for answering the school teacher questionnaire. The selection was random if there was more than one teacher in a grade. Similarly, two students in each class were chosen randomly for inclusion in the household survey. Enumerators then went to these households to elicit information on the sample child and on the socioeconomic attributes of the child’s family.

Results of the NWFP of Pakistan study are available from the World Bank’s Development Research Group. See, for instance,


For further information, please contact Patricia Sader at PSader@Worldbank.org.
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TEACHER INTERVIEW SCHEDULE

1. Name of School ___________________________ 1a. School Code ______
2. District ___________________________ 2a. District Code ______
3. Interview Date ___________________________ 3a. Interview Time_______
4. Interviewer ___________________________ 4a. Interviewer Code_______
5. Name of Teacher_________________________ 5a. Teacher Code ______

Teacher Characteristics: What is the teacher's:

6. Grade (s) Taught? (Mark all which apply):
   Xachi 0
   Pakki 1
   Two  2
   Three 3
   Four  4
   Five  5

7. Gender?: Male 1 Female 2

8. Age? _______ Years.

9. Highest Academic Qualification?
   6th Grade Pass 1
   8th Grade Pass 2
   Matric 3
   FA/FSc. 4
   BA/BSc. 5
   MA/MSc. 6

10. Mark applicable Professional Qualifications?
    Untrained 1
     PTC 2
     CT 3
     B.Ed. 4
     M.Ed. 5
     Other (Specify) ________


12. Years at this School? _______ years.

13. Current Position at this School:
    Teacher 1
    Headteacher 2
    Headmaster/Principal 3
    Deputy Headmaster/Vice Principal 4
    Other (specify) ________

14. Tenure at that position? _______ years.

15. Grade in the Department? _________
Family Information

16. Marital Status?
   - Never Married 1
   - Married 2
   - Widowed 3
   - Separated/Divorced 4

16a. If married, your spouse's highest grade attained? ______

17. Number of Children? ________ If zero, go to 18
17a. Number of sons? ___________
17b. Number of daughters? ___________
17c. Number of children living at home? ________
17d. Number of children 1-2 years old ________
17e. Number of children 3-4 years old ________
17f. Number of children 5-6 years old ________
17g. Number of children currently in school ________
17h. Number enrolled in this school ________

18. What language is most commonly spoken in your home?
   - Urdu 1
   - Punjabi 2
   - Sindhi 3
   - Pushto 4
   - Balochi 5
   - Kohistani 6
   - Hindku 7
   - Seraiki 8
   - Other 9

19. What is your Father's Highest Grade Attained? ________ years.

20. What is your Mother's Highest Grade Attained? ________ years.

Commuting:

21. How far is your permanent home from school? ________ km.

22. Do you travel daily from your permanent home to school?
   - Yes 1 go to 23
   - No 2

   22a. If no, where do you stay?
       - With a relative 1
       - With a friend 2
       - Government Accommodation 3
       - Rented Accommodation 4
       - In School 5
       - Other (specify) 6 ________

22b. What is your monthly cost for this residence? Rs. ________
22c. What is the distance from this residence to school? _______km.
23. Which modes of transportation does your household own? (check all which apply):
   Bicycle 1
   Motorcycle/Scooter 2
   Rickshaw 3
   Van/Car 4
   Other (specify) 5

24. What mode of transport do you usually use to get to school?
   Walk 1
   Bicycle 2
   Motorcycle/Scooter 3
   Rickshaw 4
   Van/Car 5
   Public Transport 6
   Tonga 7
   Someone else's Vehicle 8
   Other (specify) 9

25. Approximately, what is your daily commuting time to school? _______ minutes.

26. Approximately what are your daily costs of commuting to and from school? Rs. _______

27. What is your monthly salary? Rs. _______

28. Is this salary sufficient? Yes 1 No 2

29. Do you tutor pupils privately? Yes 1 No 2
goto 31

30. Besides tutoring or teaching, do you have any other job/business?
   Yes 1 No 2 go to 31
   30a. What is this job/business? _______
   30b. How much time per day do you typically spend on this job/business? _______ hours.

31. Are you considering taking employment in a job outside the teaching profession? Yes 1 No 2

School Attendance
   32a. At what time do you usually start class? _______
   32b. Excluding Thursdays, at what time do you usually dismiss class? _______ Use full day time, e.g. 1:00 PM=13:00

33. Are the students ever dismissed early? Yes 1 No 2
   34a. If yes, how many times per month? _______
   34b. What are the reasons for early dismissal?
      a. Bad weather
      b. Lack of space
      c. Social events
      d. Other (specify) _______
34. Cross out the months in which school is not in session and place a '1' next to months that students are most likely to be absent:
   35a. January _________ 35g. July _________
   35b. February _________ 35h. August _________
   35c. March _________ 35i. September _________
   35d. April _________ 35j. October _________
   35e. May _________ 35k. November _________
   35f. June _________ 35l. December _________

35. What do you believe are the major causes of student absences at your school? list no more than three.

36. What do you believe are the major causes of student dropouts at your school? list no more than three.

37. What do you believe are the major causes of teacher absences at your school? list no more than three.

38. Do you have any other responsibilities in school besides your teaching duties?
   Yes 1
   No 2
   38a. Do these responsibilities reduce your ability to handle your assigned teaching responsibilities?
      Yes 1
      No 2

39. If a teacher is absent at your school, how are the teacher's classes typically accommodated?
   Other teachers teach the classes 1
   Other teachers supervise but do not teach the classes 2
   The teacher's classes are combined with other classes 3
   The class is left unsupervised 5
   The students are dismissed 6
   Other (specify) 7

40. If you answered 1-3 above, have you felt overburdened by the need to accommodate absent teachers classes:
   Yes 1
   No 2

41. When you have been absent, how often did another teacher take your class?
   Always 1
   Most of the time 2
   Some of the time 3
   Never 4
TEACHER SPOTCHECK ATTENDANCE FORM

Instructions: Start with the teachers of the three selected classes, Kachi, Pakki, and Grade Two. Code the Kachi teacher 01, the Pakki teacher 02, the Grade Two teacher 03, and the remaining teachers 04, 05, and so on. If one teacher teaches Kachi and Pakki and another teacher teaches Grade Two, then code the first teacher 01, the second teacher 02, and the remaining teachers 03, 04, and so on. If teacher is absent write code from substitution policy below.

SCHOOL________________ SCHOOL CODE_____ DATE_______ TIME_______

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
<th>GRADE</th>
<th>MAL=1</th>
<th>PRES=1</th>
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</table>

SUBSTITUTE POLICY CODE

1) SUBSTITUTE TEACHER TEACHING CLASS
2) SUBSTITUTE TEACHER SUPERVISING CLASS
3) PUPIL MONITOR TEACHING CLASS
4) PUPIL MONITOR SUPERVISING CLASS
5) PUPILS WORKING ON THEIR OWN
6) NO LEARNING ACTIVITY OBSERVED
7) OTHER (SPECIFY)______________________________
PUPIL SPOTCHECK ATTENDANCE FORM

SCHOOL ___________________ SCHOOL CODE_____ DATE______ TIME______

Instructions: In case there are more than one sections of Kachi select only one section. Get the names and roll numbers of each pupil, both present and absent, from the Enrollment Register. In case the class is large use Form 1B. Follow the same procedure for Pakki and Grade Two and use Form 1B. (Leave code blank. The code is only for the sample child or his/her siblings. Fill this code after identifying sample child's household. It should include the household code and the child code).

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<th>PRESENT=1</th>
<th>BOY =1</th>
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<td>ABSENT=0</td>
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</table>


TEACHER MONTHLY LEAVE FORM

Instructions: Fill this form for all teachers in the school. Use the same coding system as used in Form F-2. Enter the number of days of each kind of leave used by the teacher during the month. Use extra copy of form if necessary. Do not fill this form before 1st May, 1994.

NAME OF SCHOOL ______________________ SCHOOL CODE__________

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<tr>
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**PUPIL MONTHLY ATTENDANCE FORM**

*Instructions:* Fill this form for Kachi, Pakki, and Grade Two using attendance registers. Use three separate forms for each grade, and add extra sheet if necessary. This form should be filled along with Form 4B. Do not fill this form if you are visiting the school before 1st May, 1994.

SCHOOL __________________________ SCHOOL CODE ____ GRADE ________

<table>
<thead>
<tr>
<th>ROLLNO</th>
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**LIST OF PUPILS SELECTED IN SAMPLE FORM**

**Instructions:** Obtain the enrollment registers of Kachi, Pakki, and Grade Two. In case of more than one section of a grade select one section only. Using the random procedure select one pupil from Kachi, and write his/her name, father's name, and address against Sr. No. 1. Repeat the procedure until you have selected five Kachi pupils. Follow the same procedures for Pakki and Grade Two. Check with head, teachers and pupils whether any of the selected 15 pupils live in the same household. If yes, remove that name, repeat random procedure, and select another pupil from the same class. Again check for siblings and cousins.

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
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<th>FATHER'S NAME</th>
<th>ADDRESS</th>
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</tbody>
</table>
REASONS FOR PUPIL MONTHLY ABSENCE
AND DROPOUT FORM

SCHOOL ___________________________ SCHOOL CODE ____ GRADE ________

Instructions: Note roll numbers and names of pupils of Grades Kachi, Pakki, or Two from Form 4A (use three separate forms). Note all pupils whose total attendance for a month is at least 9 less than the total possible attendance. Check in the register and ask the class teacher and pupils for the reason for the child's absence or dropout. Consult the code below and put the appropriate number under the appropriate month.

<table>
<thead>
<tr>
<th>RO</th>
<th>NAME</th>
<th>REASONS FOR MORE THAN 8 ABSENCES PER MONTH</th>
</tr>
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</tbody>
</table>

CODE: REASONS FOR ABSENTEEISM

1) CHILD SICK
2) SOCIAL/FAMILY OBLIGATIONS
3) HELP WITH HOUSE/FARM WORK
4) TRANSPORTATION PROBLEMS
5) NO TEXTBOOKS
6) DON'T KNOW
7) OTHER (SPECIFY) _____________

CODE: REASONS FOR DROPOUT

8) CHILD SICK
9) SOCIAL/FAMILY OBLIGATIONS
10) HELP WITH HOUSE/FARM WORK
11) TRANSPORTATION PROBLEMS
12) FAMILY CANNOT AFFORD
13) POOR ACADEMIC PROGRESS
14) DON'T KNOW
15) OTHER (SPECIFY) ___________
HOUSEHOLD INTERVIEW SCHEDULE

Household Members
1a. Name of Child ____________________ 1b. Father's Name ____________________
1c. Home Address ____________________
2a. School Code ____________________
2b. Household Code ____________________
2c. Respondent is: (1) Father (2) Mother (3) Head (4) Other relative

| 3. Identity | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 4. Age       |   |   |   |   |   |   |   |   |   |   |
| 5. Sex       |   |   |   |   |   |   |   |   |   |   |
| 6. Relation with Child | 1 |   |   |   |   |   |   |   |   |   |
| 7. Can read? |   |   |   |   |   |   |   |   |   |   |
7a. If yes, newspaper
| 8. Can write? |   |   |   |   |   |   |   |   |   |   |
8a. If yes, letter?
| 9. How many classes studies? |   |   |   |   |   |   |   |   |   |   |

Ask Q.10 to 14 only from children below 16 years. If child has not gone to school then write 0 for Q.9 and start from Q.11.

| 10a. Started school at what age |   |   |   |   |   |   |   |   |   |   |
| 10b. Going to school |   |   |   |   |   |   |   |   |   |   |
| 10c. Left school at what age |   |   |   |   |   |   |   |   |   |   |
| 10d. Name of last school |   |   |   |   |   |   |   |   |   |   |
| 11. Vaccinated |   |   |   |   |   |   |   |   |   |   |
| 12. Usually healthy |   |   |   |   |   |   |   |   |   |   |
| 13. Any disability |   |   |   |   |   |   |   |   |   |   |
13a. Blind
| 13b. Deaf |   |   |   |   |   |   |   |   |   |   |
| 13c. Motor disability |   |   |   |   |   |   |   |   |   |   |
| 13d. Mental handicap |   |   |   |   |   |   |   |   |   |   |
| 13e. Other disability |   |   |   |   |   |   |   |   |   |   |
| 14. Any major illness during past year |   |   |   |   |   |   |   |   |   |   |
14a. If yes, what illness |   |   |   |   |   |   |   |   |   |   |
Household Composition: Household is defined as the sample child, his/her parents, grandparents, and siblings. The head is self-defined by the household.

1a. Name of Child ___________ 1b. Father's Name ___________
1c. Home Address ________________________________
2a. School Code ________
2b. Household Code ________
2c. Respondent is: Head 1
   Father of child 2
   Mother of child 3
   Other adult relative 4

For the sample child, the parents or guardians, siblings and grandparents, list:

3. Individual ID ___________ Code the sample child as individual 01 in the household, assign numbers to the remaining members.

4. Age ___________ Round to the nearest whole number

5. Gender: Male 1 Female 2

6. Relation to sample child:
   Child 1
   Grandparent 2
   Father or Mother 3
   Sister or Mother 4
   Guardian 5

7. Can member read?: Yes 1
   No 2
   7a. If yes, can read a newspaper? Yes 1
       No 2
8. Can member write? Yes 1
   No 2
   8a. If yes, can write a letter?? Yes 1
       No 2

9. Highest grade attended ___________ If did not attend, put zero. Ask questions 11-15 only for sample child and siblings under 16 years.
   If member did not attend school go to 11
10a. At what age did member start school
10b. Is member currently in school? Yes 1 skip to 10d
    No 2
10c. If no, at what age left school
10d. List the individual ID and the name of the last school attended on the back of this form.

11. Has beer immunized Yes 1
    No 2
12. Is usually healthy? Yes 1  
                   No  2

13. Does the member have any of the following disabilities?  
       (mark 1 if Yes; 2 if No)
   13a. Blind ________
   13b. Deaf ________
   13c. Crippled ________
   13d. Mentally retarded ________
   13e. Other disability ________

14. Over the past year, has the member suffered from any serious illness?  
       Yes 1
       No  2
       14a. If yes, what illness was it? (specify) ________

Proceed to the next household member
Household Characteristics

15. Respondent is: Father 1  
   Mother 2  
   Guardian 3  
   Other Adult Relative 4

16. Does the household operate a business?  
 Yes 1  
 No 2 go to 17

   16a. If yes, the most important business is best described as  
       (Importance is determined by income generation, so the most  
       important business is the one that generates the greatest income.)

   16b. How many persons work regularly in this business? ________

   16c. How many of these workers are family members? ________

   16d. If there is more than one business, the second most important  
       is best described as ________

   16e. How many persons work regularly in this business? ________

   16f. How many of these workers are family members? ________

17. Language spoken in the household is:  
   Urdu 1  
   Punjabi 2  
   Sindhi 3  
   Pushtu 4  
   Balochi 5  
   Kohistani 6  
   Hindku 7  
   Seraiki 8  
   Other (Specify) 9 ________

18. Type of Dwelling:  
   Bungalow 1 (detached house)  
   Apartment 2  
   Room in Larger Unit 3  
   Part of Compound 4  
   Other 5

19. How Many Rooms? ________

20. Flooring is:  
   Earth/Mud 1  
   Cement/Tile/Brick/Chips 2  
   Other 3

21. Walls are constructed of:  
   Mud with straw 1  
   Stone/Bricks with mud 2  
   Cement Block/Stone/Bricks with cement 3  
   Stucco (plaster) 4  
   Wood 5  
   Other 6

22. Roofing is:  
   Straw/thatch 1  
   Earth/mud 2  
   Galvanized/metal 3  
   Concrete/cement 4
23. Occupancy Status:  
- Owner 1
- Renter 2
- Provided Free of Charge 3
- Squatting 4
- Other 5

24. Type of Toilet:  
- Flush to underground sewer system 1
- Flush to an open sewer 2
- Flush to septic tank 3
- Flush to a pit 4
- Household nonflush 5
- Communal Latrine 6
- No Toilet 7

25. Do you have electricity in the home?  
- Yes 1
- No 2

26. What is the source of cooking fuel in the house?  
- Charcoal 1
- Kerosene 2
- Gas 3
- Sawdust 4
- Dung Cake 5
- Firewood 6
- Electricity 7
- Coal 8
- Other (specify) 9

27. What is the source of heating fuel in the house?  
- Charcoal 1
- Kerosene 2
- Gas 3
- Sawdust 4
- Dung Cake 5
- Firewood 6
- Electricity 7
- Coal 8
- None 9
- Other (specify) 10

28. If firewood is used as a fuel, is it purchased or gathered?  
- If they both purchased and gathered firewood, put 2

29. If dung cake is used as a fuel, is it purchased or produced by the home?  
- Purchased it 1
- Produced by the Household 2
If they both purchased and produced dung cake, put 2

30. Is the water source inside the house?
   Yes 1
   No 1
30a. If no, what is the distance from the house to the water source (in minutes)? __________

31. Are the following items present in the household? (Yes=1; No=2)
   31a. Books other than school books __________
   31b. Magazines/Newspapers __________
   31c. Television __________
   31d. Radio __________
   31e. Stereo/Tape Player __________
   31f. Telephone __________
   31g. VCR __________

32. Transportation: list quantity owned of each item:
   32a. Bicycle __________
   32b. Motor Rickshaw __________
   32c. Motorcycle __________
   32d. Automobile/Suzuki __________
   32e. Other (specify) __________
   32f. Truck __________
   32g. Wagon __________
   32h. Tractor __________
   32i. Cart/Tonga __________

33. Farm Animals: list quantity owned of each:
   33a. Donkeys/Mules __________
   33b. Camels __________
   33c. Horses __________
   33d. Cows and buffaloes __________
   33e. Bullocks __________
   33f. Goats __________
   33g. Sheep __________

34. What is the distance from the house to the nearest:
   34a. Market __________ km
   34b. Bus Stop __________ km
   34c. Health center, clinic, or hospital __________ km
   34d. Pharmacy __________ km
   34e. PCO __________ km
   34f. Govt. girls, primary school __________ km
   34g. Govt. boys, primary school __________ km
   34h. Govt. girls middle or secondary school __________ km
   34i. Private primary school __________ km
   34j. Private middle/secondary school __________ km
   If doesn't know, code 99. If unsure of distance, but says it is too far away to attend, code as 98.

School Questions

35. Respondent is: Mother of Child 1
    Father of Child 2
    Guardian 3
    Other Adult Relative 4

36. How far away is the sample child's school? __________ km
37. What is the highest grade you expect this sample child will complete? __________

38. What is the name of the sample child's regular teacher?
Name known 1
Name not known 2

39. How much time does your child spend on homework per day? ______ minutes.

40. How many of your children other than the sample child attend or have attended the same school? ________ If zero, go to 42

41. Do any of your other children currently attend kacchi, pakki or grade two in the same school?
   Yes 1
   No 2
   If yes, write their code numbers and names here:
   41a. Code ________ Name __________________________
   41b. Code ________ Name __________________________
   41c. Code ________ Name __________________________

42. Do you pay any tuition or fees? Yes 1
   No 2 go to 43
   42a. If yes, what are the fees per year? __________

43. Do you buy textbooks or? Yes 1
   No 2 go to 44
   43a. If yes, amount per year ________

44. Do you hire a tutor for your children? Yes 1
   No 2 go to 45
   44a. If yes, how much do you pay per month? ________

45. Do you help your children with homework? Yes 1
   No 2

46. Last week, was your child absent from school? Yes 1
   No 2 go to 47
   46a. If yes, how many days was your child absent? ________
   46b. Was the absence due to: Illness 1
         Needed at home 2
         Family Event 4 (wedding, death)
         Other, (specify) 5

47. Do absences hinder this child's education? Yes 1
   No 2

48. Was the regular teacher present every day that your child attended?
   Yes 1 go to 49
   No 2
   Don't know 3
48a. If no, How many days was the regular teacher absent?

49. On days when the teacher is absent, Who conducts the class?
   Head Master/Principal 1
   Head Teacher 2
   Another Teacher 3
   A Student 4
   No One 5
   Don't know 6
   Other (specify) 7

50. Do teacher absences hinder your child's academic progress?
   Yes 1
   No 2

Parent's Attitudes toward education

51. Respondent is: Head 1
   Father of Child 2
   Other Adult Male 3
   Mother of Child 4

52. In general, what do you believe are the major reasons for student absences? (no more than three)

53. In general, what do you believe are the major reasons for student dropouts? (no more than three)

54. In general, what do you believe are the major reasons for teacher absences? (no more than three)

55. Are there times of the year when students are most likely to be absent:
   Yes 1
   No 2 go to 56

Cross out the months in which school is not in session. Mark with a '1' the months in which students are most likely to be absent:

55a. January
55b. February
55c. March
55d. April
55e. May
55f. June
55g. July
56. Suppose that within a reasonable distance of your home, there were boys' schools ranging from primary through high school. What would be the highest grade that you would like [your son/at least one of your sons] to attain? ________ ask of households with at least one son.

57. Suppose that within a reasonable distance of your home, there were girls' schools ranging from primary through high school. What would be the highest grade that you would like [your daughter/at least one of your daughters] to attain? ________ ask of households with at least one daughter.

58. In your opinion, what is the usefulness of educating boys? No more than two reasons. (fill in the codes for the answer that most closely fits the father's response): ________
   For jobs/employment 1
   To better meet husband/father responsibilities 2
   To be respected as an educated person 3
   To attract a good wife 4
   To be a better person 5
   Other reasons (specify) ________ 6
   Not Useful 7

59. In your opinion, what is the usefulness of educating girls? No more than two reasons (fill in the code for the answer that most closely fits the father's response): ________
   For jobs/employment 1
   To better meet wife/mother responsibilities 2
   To be respected as an educated person 3
   To attract a good husband 4
   To be a better person 5
   Other reasons (specify) ________ 6
   Not Useful 7

Child Labor Market Information

60. Are there wage jobs for boys in this area? Yes 1
    No 2
   60a. If yes, what hourly wage could boys earn? ________
   60b. At what age can boys start working? ________
   60c. List on back of form the two most common jobs for boys.

61. Are there wage jobs for girls in this area? Yes 1
    No 2
   61a. If yes, what hourly wage could girls earn? ________
   61b. At what age can girls start working? ________
   61c. List on back of form the two most common jobs for girls.
Time Use of Household Members

Obtain information on time allocations of the sample child, the child's mother and father, and of all siblings aged 4-10.

On days when school is in session, how is a typical day divided among the following five activities?

1) School: Time spent in school including travel to and from school, homework, and all school related activities.
2) Home: Time spent working in household activities (cooking; cleaning; care of children or elderly; vegetable gardening; shopping; fetching fuel or water, etc.)
3) Enterprise: Time spent working in household farm or business (helping on the farm, tending animals, selling, manufacture).
4) Work: Time spent working outside household for a wage. (if the member works, put the usual earnings per month in the 'Wage' row at the bottom of the page.)
5) Other: Other time use (eating, resting, playing, etc.)

Divide the day into three periods, morning (first prayer until lunch), afternoon (lunch until last prayer) evening (last prayer until bedtime). In each period, the respondent will say if the activity was the main activity (the activity which took the most time during the period) a minor activity (all other activities which were undertaken in the period); and zero activities (activity was not undertaken). The respondent cannot place more than one activity in the 'most of the time' or 'more than half of the time' categories.

The coding will be: None of the time 0
Minor activity 1
Major activity 2

Method:

1) For each period, establish which activities were not done and place "0" in the appropriate cells.
2) For each period, identify the main activity. This should be given a '2'. All other nonzero activities in the period are given a '1'.
3) If there is no main activity, code all nonzero activities in the period as a '1'.

If the sample child or a sibling has a main activity listed as time in the home, enterprise, or work during a period, write in the 'List Activity' row the child's specific duties. For example, if a girl spends most of her time in watching her younger brothers and sisters during the morning, she will have a '2' in the Morning Home row, and child care would be placed in the Morning 'List Activity' row. If a child is working for a wage, put the type of job in the 'List Activity' row.
Time Use of Household Members

School Code | Household Code
---|---

Respondent is: (1) Mother (2) Father (3) Other adult male (4) Other adult female (5) Head

<table>
<thead>
<tr>
<th>Sample child</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td></td>
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<tr>
<td><strong>Home</strong></td>
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<tr>
<td><strong>Enterprise</strong></td>
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<td><strong>Work</strong></td>
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<td><strong>Other</strong> * Specify</td>
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<td><strong>School</strong></td>
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<td><strong>Home</strong></td>
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<td><strong>Enterprise</strong></td>
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<td><strong>Work</strong></td>
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<td><strong>Other</strong> * Specify</td>
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<td><strong>School</strong></td>
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<td><strong>Home</strong></td>
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<tr>
<td><strong>Enterprise</strong></td>
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<tr>
<td><strong>Work</strong></td>
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<tr>
<td><strong>Other</strong> * Specify</td>
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</table>
# Achievement Test Scoring Form

Name of School_________________________ School Code________

Names of LCs conducting test:

Name:__________________________ LC code____

Name:__________________________ LC code____

Note: For codes use same procedure as Form Alif.

<table>
<thead>
<tr>
<th>ROLL NO</th>
<th>NAME OF STUDENT</th>
<th>CODE</th>
<th>BOY=1</th>
<th>GIRL=2</th>
<th>TEST SCORES (out of 25)</th>
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<td>MATHS</td>
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</table>
### SURVEY TEAM MEMBERS BY GENDER AND DISTRICT

<table>
<thead>
<tr>
<th>District</th>
<th>Name of Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Abbotab (Male)</td>
<td>(1) Farid Khan (2) Nazir Ahmad (3) Yousaf (4) Jamil</td>
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<td>(1) Basharat Jan (2) Tasnim (3) Rana Sultan (3) Nasreen (4) Saeeda Shamshad</td>
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<tr>
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<td>(Female) (1) Basharat Jan (2) Tasnim (3) Rana Sultan (3) Nasreen (4) Saeeda Shamshad</td>
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<td>2 D.I.Khan (Male)</td>
<td>(1) Anwar Hussain (2) M. Tufail</td>
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<td>(1) Shahida (2) Mukhtar</td>
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<tr>
<td>3 Mardan (Male)</td>
<td>(1) Fazal Hadi (2) Abdul Wahid</td>
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<td>(1) Shamim Akhtar No. 1 (2) Shamim Akhtar No. 2 (3) Jamila Khatoon</td>
</tr>
<tr>
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<td>(Female) (1) Fazal Hadi (2) Abdul Wahid</td>
</tr>
<tr>
<td>4 Swat (Male)</td>
<td>(1) Sher Azeem (ASDEO) (2) Ahmad Salim (3) Sher Ali Khan (4) Faridoon</td>
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<td></td>
<td>(1) Bakhtoon (2) Maryam (3) Ghousia Teacher (4) Ayesha Teacher</td>
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<tr>
<td></td>
<td>(Female) (1) Sher Azeem (ASDEO) (2) Ahmad Salim (3) Sher Ali Khan (4) Faridoon</td>
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<tr>
<td>5 Swabi (Male)</td>
<td>(1) Fazle Rehman (2) Abdur Rauf</td>
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<td>(1) Shahida (2) Zarin Jan (3) Nasim ASDEO</td>
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<tr>
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<td>(Female) (1) Fazle Rehman (2) Abdur Rauf</td>
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</tbody>
</table>

**Note:** All field workers were LCs except those mentioned otherwise. Nasim ASDEO was based in Peshawer but was asked to work in Swabi because of a need for female field workers.
QUESTIONS ON TEACHER AND STUDENT ABSENTEEISM
(TRAINING)

Q.1 Which of the following category of teachers are absent more:
(1) Males (2) Females
(1) Urban (2) Rural
(1) Married (2) Unmarried

Q.2 Does teacher absenteeism have
(1) a great impact on pupil's learning
(2) a moderate impact on pupil's learning
(3) no impact on pupil's learning

Q.3 Which of the following category of pupils are absent more?
(1) Boys (2) Girls
(1) Urban (2) Rural

Q.4 In which month is there maximum absenteeism?_____________

Q.5 What is the main reason for teacher absenteeism?
Write only one reason:________________________

Q.6 What is the main reason for pupil absenteeism?
Write only one reason:________________________

Q.7 Which of the following category of pupils dropout of school more frequently:
(1) Boys (2) Girls
(1) Urban (2) Rural
(1) Kachi/Grade 1 (2) Grades Two to Five
DATA COLLECTION WORKPLAN

DISTRIBUTION _______________________

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME OF SCHOOL AND VILLAGE</th>
<th>NAME OF SCHOOL TEAM</th>
<th>DATE</th>
<th>NAME OF VILLAGE TEAM</th>
<th>DATE</th>
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</table>
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