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SECTION 1: INTRODUCTION

Inclusive education is a key strategy to ensure that all children benefit from quality education to develop their skills and realize their full potential. Inclusive education involves the process of strengthening conditions in and capacities of education systems so they can cater to all children, regardless of sex, ethnicity, language, socio-economic status, nationality, area of residence and disability status, among other characteristics. Inclusiveness in education involves all aspects of the education system that can facilitate equality in having meaningful and successful participation in those systems.

UNICEF and the Washington Group on Disability Statistics (WG) have developed the Inclusive Education Module (IEM), a set of questions to understand the environmental factors affecting school participation. While the IEM was specifically designed to capture the educational experience of children with disabilities, its questions are applicable to all children, regardless of their disability status. This universal applicability means that its use will help national decision-makers understand the educational experience of all children.

While not disability specific, the questions were developed in line with the biopsychosocial model of disability, which emphasizes the need to gather information on both individual characteristics as well as environmental barriers to participation. Multiple rounds of testing of different formulations of the questions showed that the best way to identify barriers to education faced by children with disabilities was to ask about characteristics of all aspects of the school environment for children with and without disabilities.

The IEM set of questions is designed to address inclusion related to disability when used in conjunction with the UNICEF/WG Child Functioning Module (CFM). The CFM, released by UNICEF and WG in 2016, provides population-level estimates of the number of children with functional difficulties. It comprises two questionnaires: one with 16 questions for children aged 2–4 years and another with 24 questions for children aged 5–17 years.

The IEM can be added to any survey that includes the CFM, or both can be added to surveys that address education. When used together, the CFM and IEM will enable disaggregation of education characteristics and outcomes by disability status. The IEM identifies both facilitators and barriers to school participation, thus informing policy to improve full inclusion in education for children with disabilities.



SECTION 2: CONSIDERATIONS FOR INTEGRATING THE IEM INTO A DATA COLLECTION ACTIVITY

The IEM takes approximately 10 minutes to administer. The questions are designed to improve understanding of factors that affect schooling and are directed to mothers or primary caregivers of children who are of primary or secondary school age as defined by the country in which the survey is being conducted. Schooling is defined as attendance in a formal primary or secondary school (as established by the national mandatory school-going age) or in a special education centre. It can involve going to a physical school as well as homeschooling. Children in pre-primary education and those who have completed secondary education are not eligible for the IEM.

To respond to the questions on the IEM, mothers or primary caregivers with children attending a physical school should be familiar with the characteristics of the school the child is attending. Because the respondents need some time to obtain this knowledge, it is not recommended that the modules be administered in the first two months of the school year.

The IEM is not intended to be used as a standalone survey. As such, it does not include questions that would usually be included as part of any accompanying data collection activity, such as demographic information about the child (e.g., name, sex) or the respondent (e.g., age, sex, level of education), or the relationship of the child to the respondent (e.g., mother or other primary caregiver such as father, grandmother, etc.). However, this information is needed to administer the IEM and would also be used to analyse the data collected. If the accompanying survey in which the IEM is included does not collect this basic information about the child and the respondent, such information will need to be gathered by adding questions to the IEM.



SECTION 3: QUESTIONNAIRE STRUCTURE AND CHARACTERISTICS

The IEM contains five modules. The first two modules provide background information on the child’s educational background. This information is used to define which other IEM questions should be asked about that child. The third module provides general information on the school environment. The last two modules capture information about potential environmental barriers to education.

Each of the modules in the IEM, except the first module on the child’s educational background, starts with a set of checks that will determine the next question that the interviewer will ask. Check questions can also be found within modules. Each check refers to a specific question and includes instructions attached to some of the response categories. Interviewers need to refer to the responses provided to the check question to determine how to proceed. If no instruction is provided for a response category, the interviewer should go to the next check within the series and continue in this way until all appropriate checks have been considered. The ‘skip’ instructions (displayed in the questionnaire as arrows in the right-most columns) will send the interviewer to the next appropriate question. If there are no skip instructions, then the first question in the module should be asked.

Modules Included in the IEM:

1. **Child’s background (CB):** 1 eligibility check and 7 questions, to be asked of mothers/primary caregivers of all children.

This module contains a variety of questions with different response categories. The information obtained in this module, such as the child's age and some basic information about his/her school attendance, is needed to help route respondents to the appropriate modules of the questionnaire.

2. **School type (ST):** 2 eligibility checks and 7 questions, to be asked of mothers/primary caregivers of all children.

This module contains a variety of questions with different response categories. The information obtained in this module includes basic information about the child's education setting and helps route respondents to the appropriate modules of the questionnaire.

3. **School environment (SE):** 4 eligibility checks, 1 statement and 24 questions, to be asked of mothers/primary caregivers of all children who:

- Are currently attending school and
- Are going to a physical school (i.e., who are not exclusively home-schooled).

This module contains a variety of questions with different response categories. While most response options are yes/no/don't know, two questions are multiple choice and include an option to report a response that is not among the response categories provided.

4. **Reasons for not attending school (OS):** 3 eligibility checks, 1 statement and 6 questions, to be asked of mothers/primary caregivers of children who:

- Never attended school; or
- Dropped out; or
- Are exclusively home-schooled.

This module contains questions with response options of yes/no/don't know. One question includes an option to report a response that is not among the response categories provided.

5. **School attendance determinants (SA):** 7 eligibility checks and 11 questions, to be asked of mothers/primary caregivers of children who:

- Never attended school; or
- Dropped out; or
- Are exclusively home-schooled; or
- Missed half or more of all days of school during the current school year; or
- Are not expected to complete the current school year.

This module contains questions with response options of yes/no/don't know.

The questionnaire format and the navigation instructions of the IEM follow Multiple Indicator Cluster Surveys (MICS) conventions, as follows.¹

- Each module starts with question number '1' preceded by two letters indicating the topic (for example, '**CB1**').
- Question numbers appear in regular bold font (for example, '**ST8**').
- Questions and introductions appear in regular font (for example, "What is the highest level of school (**name**) has ever attended?") and must be read to the respondent.

¹ The text on conventions is adapted from: United Nations Children's Fund, 'Guidelines for the Customisation of MICS Questionnaires', UNICEF, New York, 2021, <<https://mics.unicef.org/tools?round=mics6>>, accessed on 23 May 2024.

- Italic, bolded text within parentheses in questions indicates that it must be replaced by the interviewer or will automatically be replaced by the Computer-Assisted Personal Interviewing application using information already collected in the interview; for example, “*(name)*” in the above example will need to be replaced with the name of the child.
- Questions that should not be asked of the respondent and must be completed by the interviewer (i.e., the eligibility checks) appear in regular italic font and have a yellow background; for example, “*Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?*”.
- Text in UPPERCASE letters are response categories. There are two types of response categories: 1) numeric response codes for which only one response can be recorded and 2) alphabetical response codes for which multiple responses can be recorded.
- Response categories are not read.
- ‘End’ in a skip instruction means to skip to the next module. ‘End interview’ in a skip instruction means there are no more questions to ask, and the interview can conclude.
- ‘DK’ is used in certain response categories to abbreviate ‘Don’t Know’.

Questions should not be changed by the survey team except for parts indicated in red. There are four sets of items with words in red that can be changed by the survey team prior to finalizing the questionnaire if the survey team deems different wording to be more appropriate for the specific context.

The first is **CB3**: “Has *(name)* ever attended school or any **early childhood education programme**?”

The phrase ‘Early Childhood Education’ may need customization to better capture a broad array of such education that includes any organized learning at the pre-primary level. This customization will depend on the terminology used in the country.

There are a few questions that reference the **current** school year, starting with **CB7**: “At any time during the **current** school year did *(name)* attend school?”

‘Current’ refers to the school year that is currently in progress, and the definition states that a school year ends on the day before the first day of the new school year. For example, if a school year starts on 1 September and ends on 30 June, we still consider all of July and August as part of that school year when we refer to ‘current’. Nevertheless, it may improve the question to replace the word “current” with the specific year (e.g., 2024/2025) if all fieldwork takes place while school is in session. If customization is done, this should be replicated in **CB8**, **ST8** and **ST9**.

Another question that may require customization is **SE14**: “Is *(name)*’s classroom **cool or warm** enough for *(him/her)* to do *(his/her)* work?” Depending on the climate, the survey team may choose to include only one option (warm or cool) in the text. For example, if administered within a climate that is very hot throughout the year, the question might be modified to ask, “Is the classroom cool enough for *(him/her)* to do *(his/her)* work?”

Finally, there is one check that requires customization (**SA9**). It is meant to filter out questions related to early marriages and early pregnancies for respondents aged **less than 10 years**. In countries where marriage and pregnancies in childhood are very rare before age 15, the age filter can be adjusted to limit the use of these questions to older respondents aged 15 and above.



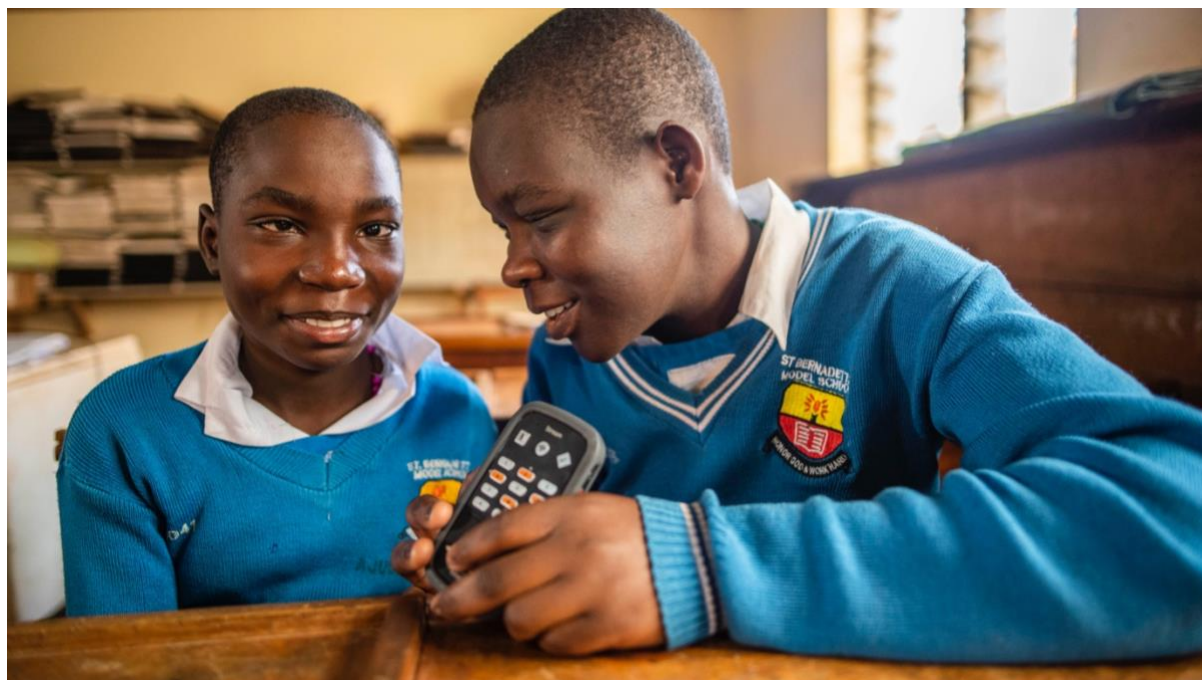
SECTION 4: QUESTIONNAIRE ADMINISTRATION

The questionnaire is meant to collect information about children who are of primary or secondary school age as defined by the country in which the survey is being conducted. The questionnaire should be administered to the eligible child's mother or, if the mother is not alive or does not live in the household, to the child's primary caregiver. If the mother or primary caregiver is not available at the time of the interview, the interviewer must return to the home at a time when he/she is available. A substitute respondent who is not the mother or primary caregiver should not be interviewed in place of the mother/primary caregiver as it can adversely affect data quality.

If the IEM is being used within the context of disability, the CFM should be included in the data collection, and the respondent to the IEM should be the same as the respondent to the CFM. Respondents do not need to be literate, although depending on age, maturity, cognitive ability and place of origin, respondents may find some questions or concepts more difficult to understand than others.

The following rules should be used to maximize the validity and reliability of the data by minimizing differences in responses that might occur if formatting, structure or interviewing techniques changed with every respondent:

- Ask questions exactly as written. Minor variations in question wording can lead to significant response variation – that is, responses that do not meet the intent of the question. A respondent might answer very differently if the interviewer modified the wording of the question. Interviewers should never assume that they know the answer to a question; each question should be asked.
- Follow the 'skip' patterns carefully. The survey directs the interviewer to skip certain questions based on certain responses. These skip patterns fall into three categories: skip instructions that direct the interviewer to end the current module and move to the next module; skip instructions that direct the interviewer to end the entire interview; and skip instructions within a module that direct the interviewer to different questions based on responses.



SECTION 5: QUESTION-BY-QUESTION SPECIFICATIONS

This section describes each module, the general reason the module is included in the IEM and the intent of the specific questions. There are five modules in the IEM: CB, ST, SE, OS and SA. Interviewers should follow the skip patterns present in the survey to determine which modules and which questions in each module to administer to the respondent. Interviewers should use information in the question-by-question specifications when respondents request clarification about specific questions and should not offer their own interpretations.

Module 1: Child’s background (CB)

The questions in this module are to be asked of all mothers/primary caregivers. The purpose of this module is not only to gain an understanding of the overall educational situation of the children for analytic purposes and to compare the situation of children with and without disabilities but also to determine which module sections should be administered. Often, a single question on school attendance is used in a questionnaire to capture whether a child has ever attended school, even for only one day. This module goes beyond this approach to not only identify whether a child has ever been in school but also to capture information on other aspects of the child’s schooling, such as the highest level attended by the child. Schooling is defined as attendance in a formal primary or secondary school (as established by the national mandatory school-going age) or in a special education centre. Attendance can involve going to a physical school as well as homeschooling.

<p>CB1. On what day, month and year was (<i>name</i>) born?</p> <p><i>Probe:</i> What is (<i>his/her</i>) birthday?</p> <p><i>If the mother/caregiver knows the exact date of birth, also record the day; otherwise, record ‘98’ for day.</i></p> <p><i>Month and year <u>must</u> be recorded.</i></p>	<p>DATE OF BIRTH</p> <p>DAY __ __</p> <p>DK DAY 98</p> <p>MONTH __ __</p> <p>YEAR <u>2</u> <u>0</u></p>	
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Explanation. Record the ‘Month’ and ‘Year’. You will need to convert the month into numbers. For example, January is ‘01’, February is ‘02’, March is ‘03’ and so on. Month and year must be recorded.

<p>CB2. How old is (<i>name</i>)?</p> <p><i>Probe:</i> How old was (<i>name</i>) at (<i>his/her</i>) last birthday?</p> <p><i>Record age in completed years.</i></p> <p><i>If responses to CB1 and CB2 are inconsistent, probe further and correct.</i></p>	<p>AGE (IN COMPLETED YEARS) __ __</p>	
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Explanation. After having obtained the child’s date of birth, ask the child’s age in completed years and record the response in the space provided. Remember, ages must refer to the last birthday. If necessary, probe by asking, “**How old was (*name*) at (*his/her*) last birthday?**” Record age in completed years. Ask **CB1** and **CB2** independently. Then, check for consistency between the date of birth and completed age.

<p>CB3. Has (<i>name</i>) ever attended school or any early childhood education programme?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇨ End</p>
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Explanation. The purpose of this question is to determine if the child has ever attended school. If the child has never attended school, the interviewer should skip to the next module.

CB4. What is the highest level of school (<i>name</i>) has ever attended?	EARLY CHILDHOOD EDUCATION	0	0 ⇒ End interview
	PRIMARY.....	1	
	LOWER SECONDARY.....	2	4 ⇒ End interview
	UPPER SECONDARY	3	
	HIGHER.....	4	

Explanation. The purpose of this question is to determine the highest level of school attended by the child. If the child’s highest level attended is an early education programme or is higher than secondary education, the rest of the IEM is not administered. The skip instructions for these two responses direct the interviewer to the end of the interview.

CB5. Did (<i>name</i>) ever complete that level?	YES	1	
	NO	2	

Explanation. The purpose of this question is to determine whether the child completed the highest level of education ever attended. Responses to this question will be used to determine the skip pattern in CB6.

CB6. Check CB4 and CB5: Did (<i>name</i>) attend upper secondary education (CB4=3) and complete that level (CB5=1)?	COMPLETED UPPER SECONDARY EDUCATION (CB4 = 3 AND CB5 = 1)	1	1 ⇒ End interview
	NO.....	2	

Explanation. The purpose of this check is to help identify children who are not eligible for the subsequent modules. If the child completed upper secondary school, the rest of the IEM is not administered.

CB7. At any time during the current school year did (<i>name</i>) attend school?	YES	1	2 ⇒ End
	NO	2	

Explanation. The purpose of this question is to determine if, during the current school year, the child is attending school. If the child is not currently attending school, the interviewer should skip to the next module. Responses to this question will be used to determine skip patterns in later modules within the IEM.

CB8. During the current school year, which level is (<i>name</i>) attending?	PRIMARY.....	1	
	LOWER SECONDARY.....	2	
	UPPER SECONDARY	3	

Explanation. The purpose of this question is to determine the level the child is attending during the current school year.

Module 2: School type (ST)

This module is to be asked of the mothers/primary caregivers of children who were identified via the questions in the CB module as having attended school at any point in the current school year. Two checks at the beginning of the module ensure that only mothers/primary caregivers of these children are asked the questions. The purpose of this module is to capture information on aspects of the child’s schooling (such as whether the child attended a regular or special education school) and how often the child attends school. The questions help obtain more detail on the educational status of a child and the type of education received, and information is used to determine which set of modules will be asked about the child.

ST1. Check CB3: Has <i>(name)</i> ever attended school or any <i>early childhood education programme</i> ?	YES	1	2 ⇒ End
	NO	2	

Explanation. The information on whether the child has ever attended school is needed for eligibility purposes. If the child has never attended school, the interviewer should skip to the next module.

ST2. Check CB7: At any time during the <i>current</i> school year did <i>(name)</i> attend school?	YES	1	2 ⇒ End
	NO	2	

Explanation. The information on whether the child is attending school is needed for eligibility purposes. If the child is not currently attending school, the interviewer should skip to the next module.

ST3. Does <i>(name)</i> attend school outside of the home or is <i>(he/she)</i> taught only at home?	OUTSIDE (PARTIALLY OR FULLY)		1 ⇒ ST5
	THE HOME	1	
	ONLY AT HOME	2	

Explanation. For children currently in school, this question determines if the child is being home-schooled exclusively or if he/she attends school outside the home. The responses to this question will be used in other parts of the IEM to determine skip patterns.

ST4. Is <i>(name)</i> taught by a teacher or private tutor?	YES	1	1 ⇒ ST8
	NO	2	2 ⇒ ST8

Explanation. For children who are currently taught at home only, this question determines if the child receives instruction from a teacher or private tutor.

ST5. Is <i>(name)</i> 's school a place where <i>(he/she)</i> lives and sleeps for most of the week?	YES	1	
	NO	2	

Explanation. This question is asked of children who are not solely educated at home. The purpose of this question is to determine if the child lives at the school for most of the week. The responses to this question will be used in other parts of the IEM to determine skip patterns.

ST6. Does <i>(name)</i> attend a regular school or a special school for children with disabilities?	A REGULAR SCHOOL	1	2 ⇔ ST8
	A SPECIAL SCHOOL FOR CHILDREN WITH DISABILITIES	2	
ST7. Does <i>(name)</i> attend a regular classroom or a special classroom for children with disabilities or both?	A REGULAR CLASSROOM	1	
	A SPECIAL CLASSROOM FOR CHILDREN WITH DISABILITIES	2	
	BOTH REGULAR AND SPECIAL CLASSROOMS	3	
	DON'T KNOW	8	

Explanation. These questions are asked of children who are not solely educated at home. The purpose of these questions is to determine if the child attends a regular school or a special school for children with disabilities and the type of classroom the child attends within the school if the child attends a regular school.

ST8. During the current school year has <i>(name)</i> missed school more than half of the days?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. A child may miss days of school for many reasons. If a child misses more than half of all school days, then he/she is likely to have missed enough school to compromise the quality of his/her education. The purpose of this question is to determine how many children are missing a significant number of days of school. The responses to this question will be used in other parts of the IEM to determine skip patterns.

ST9. Do you expect <i>(name)</i> to complete the current school year?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. A child may not complete the school year for a variety of reasons, including missing too much school or being pulled out of school. The purpose of this question is to determine whether the child is expected to finish the school year. The responses to this question will be used in other parts of the IEM to determine skip patterns.

Module 3: School environment (SE)

This module is to be asked of the mothers/primary caregivers of children who were identified via the questions in the CB and ST modules as having attended school at any point in the current school year and who are not exclusively home-schooled. A set of checks at the beginning of the module ensures that only mothers/primary caregivers of these children are asked the questions.

While attending school is an important first step in achieving an education, it is not sufficient if the school environment is not conducive to learning and socializing for certain children. Barriers to education present in the school environment can be due to a lack of accessible facilities, lack of trained teachers, poorly designed curricula and attitudinal barriers, among other impediments. The questions in this section ask about children’s school environment to obtain information on the suitability and accessibility of the school and to identify barriers which could be preventing children from fully benefitting from educational opportunities.

SE1. Check CB3: Has (<i>name</i>) ever attended school or any <i>early childhood education programme</i> ?	YES	1	2 ⇒ End
	NO	2	

Explanation. The information on whether the child has ever attended school is needed for eligibility purposes. If the child has never attended school, the interviewer should skip to the next module. Children who have never attended school will be asked about their reasons for not attending school (OS module) and about possible factors that affect their school attendance (SA module).

SE2. Check CB7: At any time during the <i>current</i> school year did (<i>name</i>) attend school?	YES	1	2 ⇒ End
	NO	2	

Explanation. The information on whether the child is attending school is needed for eligibility purposes. If the child is not currently attending school, the interviewer should skip to the next module. Children who are not currently attending school will be asked about their reasons for not attending school (OS module) and about possible factors that affect their school attendance (SA module).

SE3. Check ST3: Does (<i>name</i>) attend school outside of the home or is (<i>he/she</i>) taught only at home?	OUTSIDE (PARTIALLY OR FULLY)		2 ⇒ End
	THE HOME	1	
	ONLY AT HOME	2	

Explanation. The information on whether the child is home-schooled exclusively or attends school outside the home is needed for eligibility purposes. If the child is only schooled at home, the interviewer should skip to the next module.

SE4. The following questions ask about the school that <i>(name)</i> is currently attending.	
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Explanation. The purpose of this statement is to signal to the respondent which school to think about when answering the next set of questions (i.e., the respondent should think about the school the child is *currently* attending). If the child goes to more than one school, the interviewer needs to explain that the questions refer to the school where the child goes most of the time. In cases where the child attends two or more schools equally, the interviewer needs to explain that the questions refer to the school the mother/primary caregiver thinks is the main school.

SE5. Check ST5: Is <i>(name)</i> 's school a place where <i>(he/she)</i> lives and sleeps for most of the week?	YES 1 NO 2	1 ⇒ SE9
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Explanation. The information on whether the child lives and sleeps at the school for most of the week is needed for eligibility purposes. If the child lives and sleeps at the school for most of the week, the interviewer should skip to question SE9, since questions SE6–SE8 ask about traveling to school each day.

SE6. Does <i>(name)</i> need help to get to that school?	YES 1 NO 2 DON'T KNOW 8	2 ⇒ SE8 8 ⇒ SE8
SE7. Why does <i>(name)</i> need help to get to school? Is it because: Y N DK [A] There is no transportation to get to school? [B] <i>(He/She)</i> is too young to go alone? [C] The distance is too far for <i>(him/her)</i> to travel alone? [D] It is not safe for <i>(him/her)</i> to go alone? [X] Is it because of any other reason? <i>SPECIFY:</i> _____	NO TRANSPORTATION 1 2 8 TOO YOUNG TO GO ALONE 1 2 8 DISTANCE IS TOO FAR 1 2 8 NOT SAFE TO GO ALONE 1 2 8 OTHER REASON 1 2 8	
SE8. How long does it usually take <i>(name)</i> to get to school?	LESS THAN 30 MINUTES 1 30-60 MINUTES 2 MORE THAN 1 HOUR 3 DON'T KNOW 8	

Explanation. If a child faces challenges in traveling to school, such as being unable to travel to the school without assistance or having to travel long distances to get to school, this can pose a barrier to education. These questions are intended to determine if a child is dependent on another person to go to school, the reasons for needing the help and how long it takes the child to get to school. These questions are not asked if the child lives and sleeps at the school for most of the week.

<p>SE9. During the school day, does (<i>name</i>) receive any of the following types of support from school staff to prevent (<i>him/her</i>) from falling behind?</p> <p>Does (<i>name</i>) receive:</p> <p>[A] Extra academic support?</p> <p>[B] Support in moving around?</p> <p>[C] Communication support?</p> <p>[D] Psychosocial or counseling support?</p> <p>[X] Any other type of support?</p>	<p style="text-align: right;">Y N DK</p> <p>EXTRA ACADEMIC SUPPORT 1 2 8</p> <p>SUPPORT IN MOVING AROUND 1 2 8</p> <p>COMMUNICATION SUPPORT 1 2 8</p> <p>PSYCHOSOCIAL/ COUNSELING SUPPORT 1 2 8</p> <p>OTHER TYPE OF SUPPORT 1 2 8</p> <p><i>SPECIFY:</i> _____</p>	
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Explanation. A child who receives specialized support at school is more likely to have his/her educational needs met. This question is intended to determine if a child receives any kind of individualized intervention from the school personnel during the school day to support his/her learning. Support provided by other sources should not be considered.

<p>SE10. Does (<i>name</i>)’s school provide books or other learning materials?</p>	<p>YES1</p> <p>NO2</p> <p>DON’T KNOW8</p>	<p>2 ⇔ SE12</p> <p>8 ⇔ SE12</p>
<p>SE11. Does (<i>name</i>) use the books or other learning materials provided by the school?</p>	<p>YES1</p> <p>NO2</p> <p>DON’T KNOW8</p>	

Explanation. The provision of learning materials by the school ensures that a child will have the materials needed to participate in school activities. When a child is responsible for providing his/her own learning materials, then those who are unable to secure materials due to a variety of possible reasons risk facing barriers to education. However, the child must also be able to use the books and learning materials provided to him/her to advance his/her education. The purpose of these questions is to determine whether the child uses books or materials that are provided to students by the school. Materials provided by other sources should not be considered.

SE12. Are there desks or tables for every student in <i>(name)</i> 's classroom?	YES 1 NO 2 DON'T KNOW 8	
SE13. Does <i>(name)</i> 's classroom have enough light for <i>(him/her)</i> to do <i>(his/her)</i> work?	YES 1 NO 2 DON'T KNOW 8	
SE14. Is <i>(name)</i> 's classroom cool or warm enough for <i>(him/her)</i> to do <i>(his/her)</i> work?	YES 1 NO 2 DON'T KNOW 8	
SE15. Is <i>(name)</i> 's classroom well ventilated?	YES 1 NO 2 DON'T KNOW 8	
SE16. Is there too much noise in <i>(name)</i> 's classroom for <i>(him/her)</i> to do <i>(his/her)</i> work?	YES 1 NO 2 DON'T KNOW 8	

Explanation. The purpose of these questions is to determine if the conditions of the school environment are conducive to learning.

SE17. Does <i>(name)</i> move around in school easily?	YES 1 NO 2 DON'T KNOW 8	
SE18. Does <i>(name)</i> 's school have drinking water facilities?	YES 1 NO 2 DON'T KNOW 8	2 ⇔ SE20 8 ⇔ SE20
SE19. Does <i>(name)</i> use the drinking water facilities at school?	YES 1 NO 2 DON'T KNOW 8	
SE20. Does <i>(name)</i> 's school have toilets?	YES 1 NO 2 DON'T KNOW 8	2 ⇔ SE22 8 ⇔ SE22
SE21. Does <i>(name)</i> use the toilets at school?	YES 1 NO 2 DON'T KNOW 8	
SE22. Does <i>(name)</i> 's school have areas such as a playground or sports field where children play and socialize?	YES 1 NO 2 DON'T KNOW 8	2 ⇔ SE24 8 ⇔ SE24
SE23. Does <i>(name)</i> use these areas at school?	YES 1 NO 2 DON'T KNOW 8	

Explanation. The purpose of these questions is to determine if the infrastructure of the school is such that any child can move around and access the school's facilities without assistance. Children's ability to move around and access the

school’s facilities without assistance will depend on his/her personal characteristics and how these characteristics interact with the school’s infrastructure. If the facilities at the school are such that not all children can use them, this can pose barriers to their education. For example, a child who cannot use the toilet at school may not attend school as frequently, or if he/she is unable to use the areas of a school where other children play and socialize, he/she may miss out on valuable interactions.

SE24. Does <i>(name)</i> feel accepted by <i>(his/her)</i> classmates?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. Attitudes play a significant role in a child’s educational experience. A child who feels rejected by his/her classmates is likely to be in an environment that is not conducive to the child’s learning.

SE25. Is <i>(name)</i> safe at school?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. All children have a right to a safe environment. When a child does not feel safe at school, it is likely that this will interfere with his/her learning process.

SE26. Has the school been responsive when you had concerns about <i>(name)</i> ’s education?	YES	1	1 ⇔ SE28
	NO	2	
SE27. Did you answer ‘no’ because you have never had concerns with the school about <i>(name)</i> ’s education or because the school has not been responsive to your concerns?	NO CONCERNS	1	
	NOT RESPONSIVE	2	
SE28. Does the school meet <i>(name)</i> ’s learning needs?	YES	1	
	NO	2	
	DON'T KNOW	8	
SE29. Do teachers know how to meet <i>(name)</i> ’s learning needs?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. The responsiveness of the school to mothers’/primary caregivers’ concerns about their children’s education and the ability of educators to successfully meet the educational needs of all students is key to providing a good education. A child who attends nonresponsive schools or does not have responsive teachers faces significant barriers to his/her education. If the mother/primary caregiver reacts to question SE29 by saying “some teachers meet my child learning needs, while other teachers don’t”, ask the respondent to think about most of the teachers.

Module 4: Questions on reasons for not attending school (OS)

This module is to be asked of mothers/primary caregivers of children who are out of school (either having never attended or not currently attending), as determined in the CB module. It is also asked of the mothers/primary caregivers of children who were identified in the ST module as being exclusively home-schooled in the current school year.

Out-of-school children may have attended school in the past and dropped out due to various factors in the home or the school environment. They may have also faced such substantial barriers so as to never have attended school at all. Similarly, some barriers to accessing school may cause parents to choose to home-school their children instead.

This module first assesses whether there is a school that other children who live in the same area attend, and then, if there is such a school, asks about why the respondent's child is not attending that specific school in order to assess what barriers there may be. If there is not a school that other children who live in the area attend, then it is assumed that the child is out of school due to a lack of availability of schools, and the survey skips out of the module. These questions are designed to help identify specific reasons that contribute to parents' decisions not to send their child to an available school.

OS1. Check CB3: Has (name) ever attended school or any <i>early childhood education programme</i> ?	YES	1	2 ⇒ OS4
	NO	2	

Explanation. The information on whether the child has ever attended school is needed for eligibility purposes. If the child has never attended school, the interviewer should skip to question OS4.

OS2. Check CB7: At any time during the <i>current</i> school year did (name) attend school?	YES	1	2 ⇒ OS4
	NO	2	

Explanation. The information on whether the child is attending school is needed for eligibility purposes. If the child is not currently attending school, the interviewer should skip to question OS4.

OS3. Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY)		1 ⇒ End
	THE HOME	1	
	ONLY AT HOME	2	

Explanation. The information on whether the child is home-schooled exclusively or attends school outside the home is needed for eligibility purposes. If the child is only schooled at home, the interviewer should skip to the next module.

OS4. Is there a school that other children of <i>(name)</i> 's same age who live in this area attend?	YES 1	2 ⇒ End 8 ⇒ End
	NO 2	
	DON'T KNOW 8	

Explanation. A child may be out of school due to a lack of schools available in their area. The purpose of this question is to determine if there is a school in the area that other children attend. If there is no school that other children attend, the interviewer should skip to the next module within the IEM.

OS5. The next questions ask why <i>(name)</i> is not going to that school.	
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Explanation. The purpose of this statement is to clarify that next questions refer to the specific school identified as the one that other children in the area attend.

OS6. Is <i>(name)</i> not attending that school because:	Y	N	DK
[A] There is no adequate transportation to get to the school?	NO ADEQUATE TRANSPORTATION 1	2	8
[B] No one is available to take <i>(him/her)</i> ?	NO ONE IS AVAILABLE 1	2	8
[C] <i>(He/She)</i> would not be safe getting there?	UNSAFE GETTING THERE 1	2	8
[D] <i>(He/She)</i> would not be safe in school with other students?	UNSAFE IN SCHOOL 1	2	8
[E] <i>(He/She)</i> would not be able to use the toilet?	UNABLE TO USE TOILET 1	2	8
[F] <i>(He/She)</i> would not be able to move around the school or classroom with ease?	UNABLE TO MOVE AROUND 1	2	8

Explanation. The purpose of these questions is to understand potential barriers that keep the child from attending the school that other children in the area attend. Barriers to school attendance can take many forms, such as conditions in the school, lack of transportation or other factors affecting getting to the school, safety, or inability to use school facilities or get to/move around in the school. Each question asks about a different possible reason why the child does not attend the identified school.

<p>OS7. Is (<i>name</i>) not attending that school because (<i>he/she</i>) needs assistive devices or technology that are not available at that school? By assistive devices or technology, we mean things such as braille textbooks, a hearing aid, or a wheelchair.</p>	<p>YES 1 NO 2 DON'T KNOW 8</p>	
<p>OS8. Is (<i>name</i>) not attending that school because (<i>he/she</i>) needs extra help or services that are not available at that school? By extra help or services, we mean assistance provided by people such as a speech therapist, a support worker, or a sign language interpreter.</p>	<p>YES 1 NO 2 DON'T KNOW 8</p>	

Explanation. One reason that a child may not be attending school is that he/she would require assistive devices or additional support or services in order to learn and participate effectively, but these resources are not available in the school. These questions seek to understand if the lack of additional assistance is one of the reasons the child is not attending the school.

<p>OS9. I have a few more questions about why (<i>name</i>) is not attending that school. Is it because:</p> <p>[A] The teachers do not know how to meet (<i>his/her</i>) learning needs?</p> <p>[B] The teachers would not treat (<i>him/her</i>) fairly?</p> <p>[X] Of other conditions at that school?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Y</th> <th style="width: 10%; text-align: center;">N</th> <th style="width: 10%; text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>TEACHERS DO NOT KNOW HOW TO MEET NEEDS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>TEACHERS WOULD NOT TREAT FAIRLY</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>OTHER CONDITIONS.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td colspan="4"><i>SPECIFY:</i> _____</td> </tr> </tbody> </table>		Y	N	DK	TEACHERS DO NOT KNOW HOW TO MEET NEEDS	1	2	8	TEACHERS WOULD NOT TREAT FAIRLY	1	2	8	OTHER CONDITIONS.....	1	2	8	<i>SPECIFY:</i> _____				
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<i>SPECIFY:</i> _____																						

Explanation. One of the motivations that parents may have for not enrolling their child in school is the belief that the teachers at the school would be unable to meet their child’s learning needs or would not treat their child fairly. The purpose of this question is to understand whether this was the case.

<p>OS10. Was (<i>name</i>) ever denied enrolment in that school?</p>	<p>YES 1 NO 2 DON'T KNOW 8</p>	
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Explanation. Children may not be attending school because they have been explicitly denied enrolment. The purpose of this question is to understand whether this was the case.

Module 5: Questions on school attendance determinants (SA)

This module is to be asked of mothers/primary caregivers of children who are out of school (either having never attended or not currently attending), have missed more than half of all school days, are not expected to finish the current school year, or are exclusively home-schooled, as determined in the CB and ST modules.

There are many factors that can contribute to a child being unable to attend school. In some cases, these factors result in a child being home-schooled, while in others, they can contribute to reduced attendance or the child dropping out of education. The purpose of this section is to identify some of the determining factors of a child’s educational attendance, including factors that may contribute to the child being out of school, attending school infrequently or being home-schooled.

SA1. Check CB3: Has (name) ever attended school or any <i>early childhood education programme</i> ?	YES	1	2 ⇨ SA6
	NO	2	

Explanation. The information on whether the child has ever attended school is needed for eligibility purposes. If the child has never attended school, the interviewer should skip to question SA6.

SA2. Check CB7: At any time during the <i>current</i> school year did (name) attend school?	YES	1	2 ⇨ SA6
	NO	2	

Explanation. The information on whether the child is attending school is needed for eligibility purposes. If the child is not currently attending school, the interviewer should skip to question SA6.

SA3. Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY)		2 ⇨ SA6
	THE HOME	1	
	ONLY AT HOME	2	

Explanation. The information on whether the child is home-schooled exclusively or he/she attends school outside the home is needed for eligibility purposes. If the child is only schooled at home, the interviewer should skip to question SA6.

SA4. Check ST8: During the <i>current</i> school year has (name) missed school more than half of the days?	YES	1	1 ⇨ SA6
	NO	2	
	DON'T KNOW	8	

Explanation. The information on whether the child has missed a significant number of days of school is needed for eligibility purposes. During the current school year, If the child has missed school more than half of the days, the interviewer should skip to question SA6.

SA5. Check ST9: Do you expect <i>(name)</i> to complete the <i>current</i> school year?	YES	1	1 ⇒ End interview
	NO	2	

Explanation. The information on whether the child is expected to complete the current school year is needed for eligibility purposes. If the child is expected to complete the current school year, the interviewer should end the interview.

SA6. Is there enough money to pay the costs of <i>(name)</i> 's schooling?	YES	1	
	NO	2	
	DON'T KNOW	8	
SA7. Does <i>(name)</i> currently need to work or earn money?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. In many countries, children do not attend school because families cannot afford the costs of education – such as tuition, uniform costs, transportation, etc. – or because the child has to work instead of attending school in order to help his/her household. The purpose of these questions is to understand if there are financial factors that could impact school attendance.

SA8. Does <i>(name)</i> currently care for other children in the household, or for other household members who are old, sick or have a disability?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. When a child acts as a caregiver for other members of the household, it can impact his/her ability to go to school. The purpose of this question is to determine if the child is acting as a caregiver to another household member.

SA9. Check CB2: <i>(Name)</i> 's age?	LESS THAN 10 YEARS	1	1 ⇒ SA12
	10 YEARS OR ABOVE	2	

Explanation. The information on the child's age is needed for eligibility purposes. If the child is under 10 years old, the interviewer should skip to question SA12, because it is assumed that questions on marriage and pregnancy are not relevant for children below 10 years of age.

SA10. Is <i>(name)</i> married or about to get married?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. Many children are pulled out of school for marriage. The purpose of this question is to determine if the child is married or being prepared for marriage.

SA11. Does (<i>name</i>) have children or is (<i>he/she</i>) about to have children?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. When school-aged children become pregnant, give birth or have children, they are often forced to drop out of school. The purpose of this question is to determine if the child has a child or is expecting a baby.

SA12. Check ST3: Does (<i>name</i>) attend school outside of the home or is (<i>he/she</i>) taught only at home?	OUTSIDE (PARTIALLY OR FULLY)		1 ⇒ SA14
	THE HOME	1	
	ONLY AT HOME	2	

Explanation. The information on whether the child is home-schooled exclusively or he/she attends school outside the home is needed for eligibility purposes. If the child is schooled outside the home (partially or fully), the interviewer should skip ahead to SA14.

SA13. Does (<i>name</i>) have a serious health condition that prevents (<i>him/her</i>) from going to a school outside of the home?	YES	1	1 ⇒ End interview
	NO	2	2 ⇒ End interview
	DON'T KNOW	8	8 ⇒ End interview
SA14. Does (<i>name</i>) have a serious health condition that prevents (<i>him/her</i>) from going to school?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. A health condition can be a barrier to education. The purpose of these questions is to understand if a health condition is impacting the ability of the child to go to school. There are two versions of this question: SA13 is asked if the child is currently home-schooled, and SA14 is asked if the child attends school outside the home. The interviewer should end the interview after question SA13 is administered because questions SA15, SA16, SA17 and SA18 are not relevant for a child who is currently home-schooled.

SA15. Do you consider (<i>name</i>) to be too old or too young to attend school?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. Norms about the appropriate age for schooling vary between and within countries. The purpose of this question is to determine if the mother/primary caregiver perceives that the child is not of appropriate school age.

SA16. Has (<i>name</i>) completed enough schooling?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. In many cases, once caregivers believe that their child has learned enough from school, they will withdraw him/her from education. The purpose of this question is to gauge whether the mother/primary caregiver believes the child has completed enough school.

SA17. Is (<i>name</i>) interested in going to school?	YES	1	
	NO	2	
	DON'T KNOW	8	

Explanation. A child who is not interested in going to school may skip school, convince his/her caregivers to withdraw him/her from education or be withdrawn independently by his/her caregivers due to the perceived lack of interest. The purpose of this question is to gauge whether the mother/primary caregiver perceives that the child is not interested in school.

SA18. Will going to school help (<i>name</i>) make a living?	YES	1	1 ⇒ End interview
	NO	2	2 ⇒ End interview
	DON'T KNOW	8	8 ⇒ End interview

Explanation. A prime motivation for education is the belief that an adequate education will help one make a better living and live independently. The purpose of this question is to determine whether the caregiver holds this belief for the child. The interviewer should end the interview after this question.

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