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広島大学FE・SDGsネットワーク拠点

NETWORK FOR EDUCATION AND RESEARCH ON PEACE AND SUSTAINABILITY

# **A SURVEY OF AFGHAN IMMIGRANTS IN THE UNITED STATES**

**2025**

**By**

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Sumire Matsuda, Ghulam Dastgir Khan,  
Mohammad Ajmal Khuram, Hassam Gabar**

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## Attribution and Use

*The survey was conducted between January and October 2024. All findings in this report reflect respondents' perceptions at that time.*

**Attribution** — Please cite the work as follows: Kajishita, Yoshinari; Saijo, Harunobu; Matsuda, Sumire; Khan, Ghulam Dastgir; Khuram, Mohammad Ajmal; Gabar, Hassam (2025). *A survey of Afghan immigrants in the United States*. NERPS and CEPEAS, Hiroshima University.

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## Acknowledgements

This report is the product of collaboration between researchers, community partners, and Afghan respondents who generously shared their time and experiences. We are deeply grateful to all participants who contributed to the survey, often revisiting difficult aspects of their journeys in order to provide insights that can improve future support for Afghan communities in the United States.

We thank the resettlement agencies, community-based organizations, and Afghan diaspora groups that facilitated outreach and engagement. Their support was essential to reaching participants and ensuring that diverse voices were represented.

Finally, we acknowledge the contributions of colleagues and advisors who provided guidance on methodology, ethics, and analysis. Their expertise strengthened the quality and integrity of the research, while responsibility for any errors remains our own.

**Contributions** were made by Yoshinari Kajishita (conceptualization, methodology, formal analysis, investigation, writing—original draft, writing—review & editing, visualization), Harunobu Saijo (conceptualization, methodology, formal analysis, data curation, project administration, visualization), Sumire Matsuda (conceptualization, data collection, writing—review & editing), Ghulam Dastgir Khan (conceptualization, methodology, project administration, visualization), Mohammad Ajmal Khuram (data collection, writing—review & editing), and Hassam Gabar (conceptualization, data collection).

## Key takeaways

This study provides one of the most detailed snapshots to date of Afghan refugee and migrant experiences in the United States. Several cross-cutting findings stand out:

- Afghan respondents are predominantly young, family-oriented, and multilingual, with substantial diversity in education and employment status.
- Migration decisions were shaped above all by safety and livelihood concerns, with integration experiences marked by both resilience and barriers.
- Community support, especially in healthcare, education, and language learning, played a crucial role in resettlement, while employment and mentorship support proved less consistently effective.
- Challenges in language, housing, and service access remain significant, requiring targeted interventions.
- Family and transnational ties continue to influence daily life, with ongoing communication to Afghanistan combined with adaptation to U.S. communities.
- Aspirations for the future emphasize career development, education, and social connection, alongside mixed feelings about return migration.
- Experiences of discrimination are limited in direct reporting, though indirect measures reveal hidden complexities in attitudes toward sensitive issues.
- Respondents express strong dissatisfaction with governance and institutions in Afghanistan, while showing greater trust in community-based support in the U.S.

Together, these findings reveal a community navigating the difficult balance between preserving connections to Afghanistan and building new lives in the United States, with clear implications for policy and programming.

## Glossary

**Afghan Refugees/Migrants** – Individuals from Afghanistan who have resettled in the United States, whether through formal refugee status, humanitarian parole, or other pathways.

**Community-Based Organizations (CBOs)** – Local organizations that provide direct support to Afghan refugees and migrants, often rooted in specific communities or diaspora networks.

**Feeling Thermometer** – A survey measure in which respondents rate attitudes toward groups on a 0–100 scale, with higher values indicating warmer or more favorable views.

**Integration Pathways** – The processes by which migrants adapt socially, economically, and culturally to life in the United States, including education, employment, and community engagement.

**List Experiment** – A survey method designed to reduce social desirability bias by indirectly measuring agreement with sensitive statements.

**Resettlement Agencies** – Organizations contracted by the U.S. government or other entities to provide housing, employment, and integration support to newly arrived refugees.

## **Abbreviations**

**AFF** – Afghan Freedom Front

**AUF** – Afghanistan United Front (Sadat)

**CBO** – Community-Based Organization

**DMV** – District of Columbia, Maryland, Virginia

**NGO** – Non-Governmental Organization

**IS-K** – Islamic State–Khorasan

**UNHCR** – United Nations High Commissioner for Refugees

## Executive Summary

This report presents findings from a survey of Afghan refugees and migrants in the United States. The study documents who respondents are, why they left, how they navigated the first year after arrival, and which supports, challenges, and aspirations shape their integration. While experiences are diverse, several themes emerge: strong family orientation, mixed but improving labor-market participation, heavy reliance on community support, persistent language and access barriers, and complex attitudes toward governance and sensitive social issues.

**Who Responded.** Respondents are predominantly of working age and recently arrived. Men constitute the majority, and Pashtuns form the largest ethnic group alongside substantial Tajik, Hazara, and Uzbek representation. Households often include multiple children. Educational attainment spans a wide range—from no formal schooling to university degrees—producing varied needs in credential recognition and adult education. Linguistically, Dari and Pashto dominate; many respondents are multilingual, and nearly half report speaking English, though proficiency remains a barrier for some.

**Where People Live.** Settlement is highly concentrated in the Washington, D.C.–Maryland–Virginia corridor, with additional hubs in California and Virginia. These clusters reflect the pull of established networks, service ecosystems, and housing and employment opportunities.

**Why They Came.** Migration decisions were driven primarily by safety, stability, and livelihood: improving family quality of life, escaping political instability and persecution, and seeking employment opportunities ranked highest. Cultural and lifestyle factors played a secondary role.

**Arrival and Early Challenges.** The first months combined strain and optimism. Many reported culture shock, feeling overwhelmed, and difficulties navigating unfamiliar systems. Housing, access to services, and language barriers were the most frequently cited obstacles. At the same time, respondents expressed excitement, positive impressions of local culture, and an emerging sense of belonging.

**Community Support and Engagement.** Assistance from communities and NGOs was pivotal. Health-care referrals, educational support for children, language programs, housing guidance, and community events were rated most useful; mentorship and job-placement supports received more mixed evaluations. Strong intra-community ties were common, and many respondents also developed friendships with neighbors and learned local customs, though connections with non-Afghan communities were comparatively weaker.

**Access to Services and Work.** Across health, education, housing, and employment, respondents described uneven access—some able to navigate systems, others impeded by affordability, language, or administrative complexity (e.g., insurance, financial aid, leasing, and labor regulations). Employment is substantial but not yet optimal: many work full- or part-time, while a meaningful share is still seeking jobs, indicating unmet needs in language training, credentialing, and job matching.

**Language and Cultural Adaptation.** Communication challenges—miscommunication, understanding accents, and self-expression—were common. Effective strategies included language classes, cultural events, interpreters, and digital learning tools. Beyond language, respondents expressed willingness to pursue practical integration measures: employment, education, and building social networks ranked highest; mentorship and local governance attracted lower enthusiasm.

**Family and Transnational Ties.** Contact with relatives and friends in Afghanistan continues via phone, video, messaging, and social media, with wide variation in frequency. Relationships in the United States often strengthened after resettlement, while ties to Afghanistan were more likely to be unchanged or somewhat weakened. Remittances and virtual communication remain important.

**Governance and Attitudes.** Respondents expressed deep dissatisfaction with the current Afghan government across security, the economy, education, healthcare, and drought response. On a 0–100 “feeling thermometer,” the Republic received relatively more favorable ratings; IS-K was rated most negatively, and views of other actors clustered near the mid-range with considerable dispersion.

**Discrimination and Sensitive Views.** Most respondents did not report experiencing discrimination in the United States on the basis of Afghan identity, refugee status, or religion. However, list experiments—

used to reduce social desirability bias—revealed gaps between direct and indirect responses on sensitive issues (domestic violence and support for the Taliban), indicating that some stigmatized views may be under- or over-stated in direct questioning. This underscores the importance of triangulating measures when interpreting contentious attitudes.

**Implications.** Findings point to clear levers for accelerating integration: sustained English-language provision tailored to work contexts; recognition of prior education and credentials; targeted job matching and entrepreneurship support; simplified navigation of healthcare, housing, and financial aid; and place-based programming in high-density settlement areas. Community organizations and diaspora networks are vital connectors; resourcing them—while strengthening bridges to wider U.S. communities—can compound gains. Finally, careful measurement strategies are needed when assessing sensitive beliefs to inform programming that is both realistic and respectful.

# Chapter 1 — Migration Drivers & Early Resettlement Experiences

## Key message

Survey findings show that Afghan migration to the United States was primarily driven by urgent needs for safety, stability, and livelihood, with improving family quality of life, escaping political instability, and avoiding conflict or persecution ranking as the strongest motivations. Economic opportunities, such as employment and entrepreneurship, and access to healthcare also played an important role, while cultural and lifestyle factors were less influential.

Upon arrival, respondents reported a mixed emotional landscape. Many experienced cultural shock, feelings of being overwhelmed, and initial adaptation difficulties, while at the same time expressing excitement, positive impressions of the local culture, and a growing sense of belonging.

The first stages of resettlement were marked by practical and social challenges. Housing shortages, limited access to essential services, and language barriers were the most frequently reported obstacles. Social integration, including establishing connections and understanding local customs, also emerged as significant hurdles.

Taken together, the results highlight that the migration journey involved both powerful push factors from Afghanistan and significant adaptation challenges in the United States, with resettlement shaped by a balance of hardship, adjustment, and gradual opportunities for engagement.

## Motivations for migration

Survey responses indicate that the most influential factors in the decision to immigrate to the United States were related to safety, stability, and family well-being. Improving the family's quality of life (76%), escaping political instability (72%), escaping conflict or persecution in Afghanistan (69%), and pursuing employment opportunities (70%) were the strongest motivations.

Economic prospects and access to essential services were also significant. Many respondents agreed that entrepreneurial opportunities (65%), access to better healthcare (63%), and the desire for a diverse and inclusive environment (55%) influenced their decision.

In contrast, cultural and lifestyle considerations carried less weight. Seeking religious freedom (46%), engaging in cultural exchange (47%), attraction to the American way of life (40%), joining family members already in the United States (32%), and fleeing environmental challenges (37%) were noted but not emphasized to the same degree.

Overall, the data suggest that migration decisions were shaped primarily by urgent needs for safety and livelihood, while cultural and lifestyle factors played a secondary role.

## Feelings upon arrival

Responses suggest that Afghan immigrants experienced a mix of adjustment challenges and positive emotions upon arrival in the United States. Nearly half (46%) strongly agreed that they faced initial challenges in adapting to their new surroundings, and a substantial share reported experiencing cultural shock (38%) and feelings of being overwhelmed by the new environment (37%).

At the same time, many participants also reported positive and hopeful feelings. A sense of excitement and anticipation (29%) and positive impressions of the local culture (34%) were commonly noted. Additionally, about one-quarter (24%) strongly agreed that they felt a sense of belonging upon arrival, while the majority expressed agreement to some degree.

Overall, the findings indicate that the initial arrival period involved both difficulties in adaptation and opportunities for positive engagement, reflecting the complex emotional landscape of resettlement.

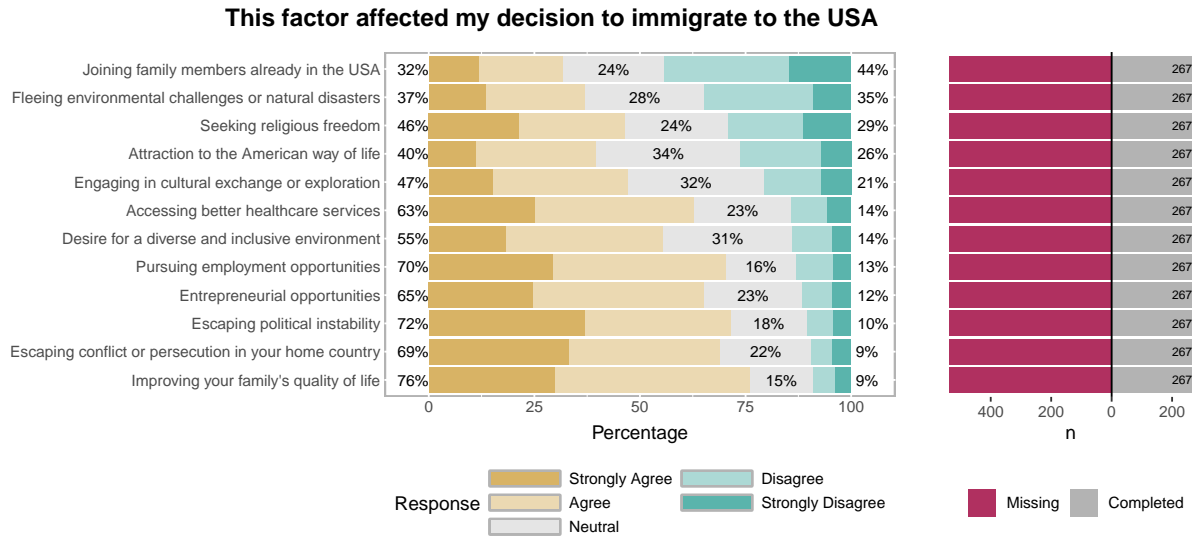


Figure 1: Drivers of Decision to Emigrate

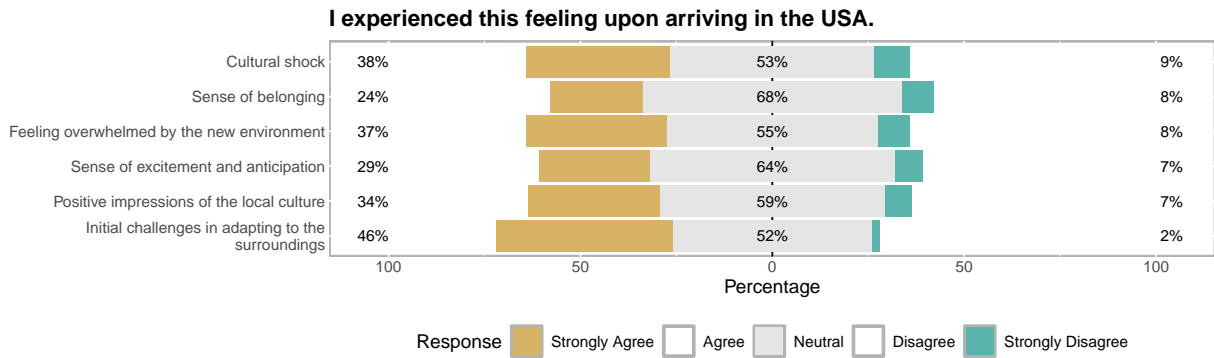


Figure 2: Feelings upon arrival

## Early challenges

Respondents identified several difficulties during the early stages of resettlement in the United States. The most commonly reported issues were housing and services. Over half (51%) strongly agreed that finding suitable housing was a major challenge, and 35% strongly agreed that accessing essential services was difficult.

Language barriers were another important obstacle, with 30% strongly agreeing and 28% agreeing that they faced this problem. Many also reported challenges in navigating public transportation (40% strongly agreed) and understanding local customs and norms (31% strongly agreed).

Social and environmental adaptation presented additional difficulties. More than one-third (36%) strongly agreed they faced challenges in establishing social connections, while 23% strongly agreed that adapting to the local climate was an issue.

Taken together, the findings indicate that early resettlement challenges were diverse, with practical barriers such as housing, services, and language combining with social and cultural adjustments, shaping the initial experiences of Afghan immigrants in the United States.

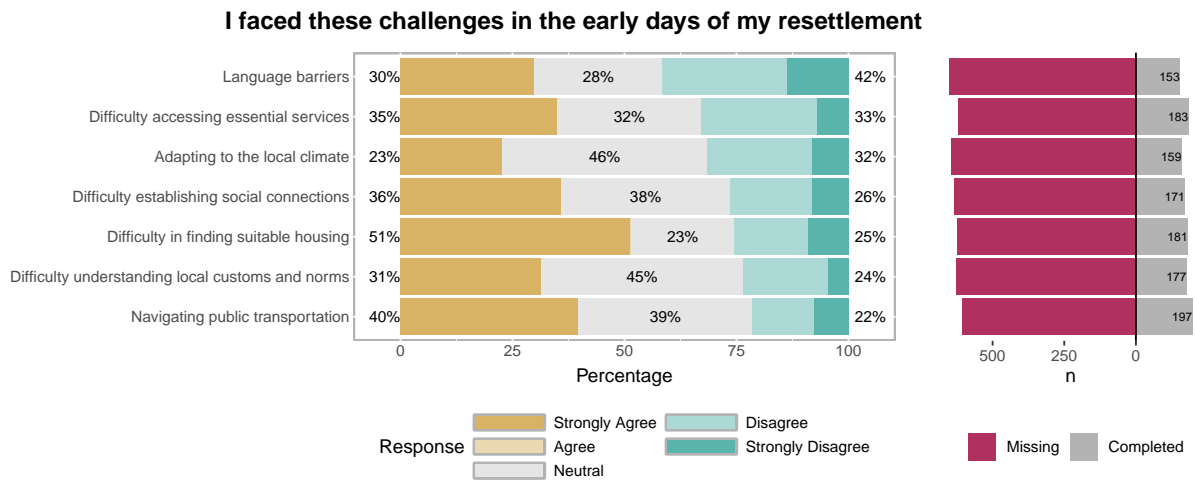


Figure 3: Early challenges

## Chapter 2 — Community Engagement & Connection

### Key message

Assistance from communities and NGOs played an important role in supporting Afghan immigrants during their resettlement. The most valuable forms of support were those addressing basic needs and integration, such as healthcare services, educational support for children, and language learning programs. Housing assistance and community events also contributed positively, while mentorship and employment support received more mixed evaluations.

At the same time, patterns of community engagement highlight the dual nature of resettlement. Strong connections within the Afghan community were widely reported, and many participants also developed friendships with neighbors and learned more about local customs. Broader integration experiences, including inclusion from Americans, volunteering, and community engagement opportunities, were noted, although connections with non-Afghan community members were comparatively weaker.

Together, the findings suggest that successful resettlement depended on a combination of practical assistance from organizations and active community involvement, with intra-community ties serving as a foundation for gradually expanding connections to the wider society.

### Assistance from communities and NGOs

Survey participants reported varying levels of usefulness from different types of support provided by communities and NGOs. The most positively rated forms of assistance were healthcare services or referrals (75% very useful and useful) and educational support for children (72% very useful and useful). Language learning programs (69%), housing support or guidance (64%), and community events and social activities (61%) were also frequently described as very useful and useful.

Other areas of support, such as legal assistance (58%), cultural orientation programs (58%), networking opportunities (56%), and financial counseling or support (54%), were considered helpful by a majority of respondents, though with slightly lower proportions marking them as very useful and useful.

By contrast, mentorship programs (46%) and employment assistance and job placement (54%) received somewhat more mixed evaluations, with larger shares of respondents rating them as only useful or neutral.

Overall, the findings suggest that basic needs and integration-related services, especially healthcare, education, and language learning, were regarded as the most valuable forms of assistance, while programs focused on employment and mentorship were less consistently experienced as highly useful.

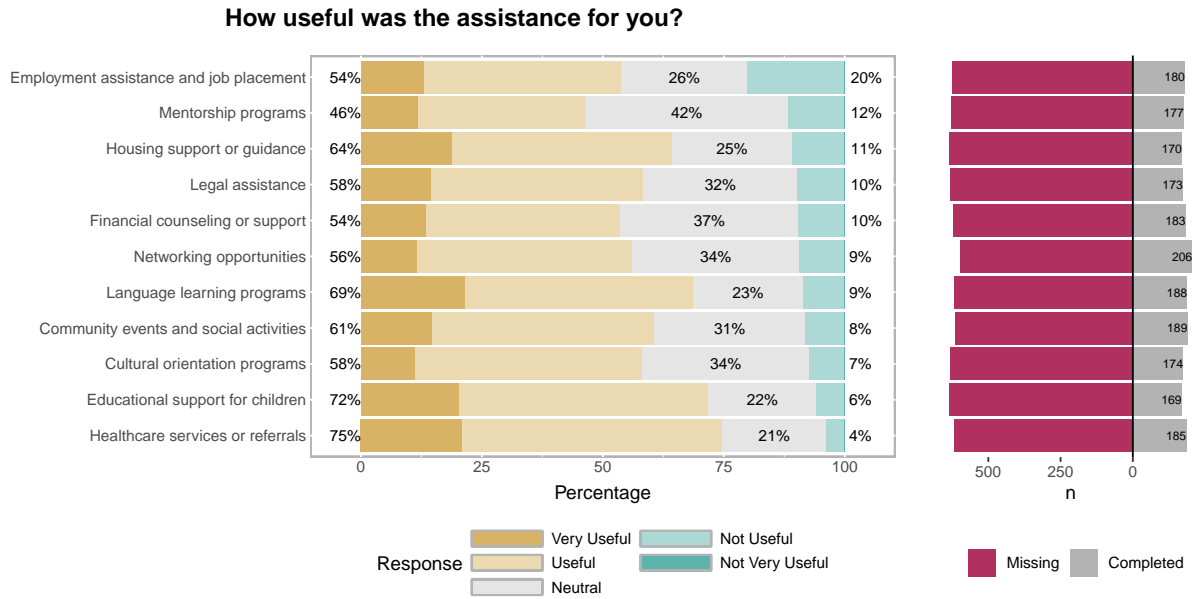


Figure 4: Usefulness of Assistance

### Community Engagement and Support

Survey responses indicate that Afghan immigrants reported both strong ties within their own community and meaningful connections with the wider society during their first year in the United States. A large majority strongly agreed that they felt a connection with Afghan community members (79%), while many also reported developing friendships with neighbors (76%) and learning more about American customs and traditions (73%).

Broader integration experiences were also noted. Gaining a sense of inclusion and acceptance from Americans (69%), contributing to or volunteering in events (64%), and exploring opportunities for community engagement (62%) were reported by significant proportions of respondents.

At the same time, connections with non-Afghan community members (54%) were somewhat less strongly expressed compared to ties within the Afghan community.

Taken together, the findings suggest that early community engagement was shaped by a balance between maintaining strong intra-community connections and gradually building relationships with the wider society.

**How much do you agree or disagree with the following statements about community connection during your first year of life in USA?**

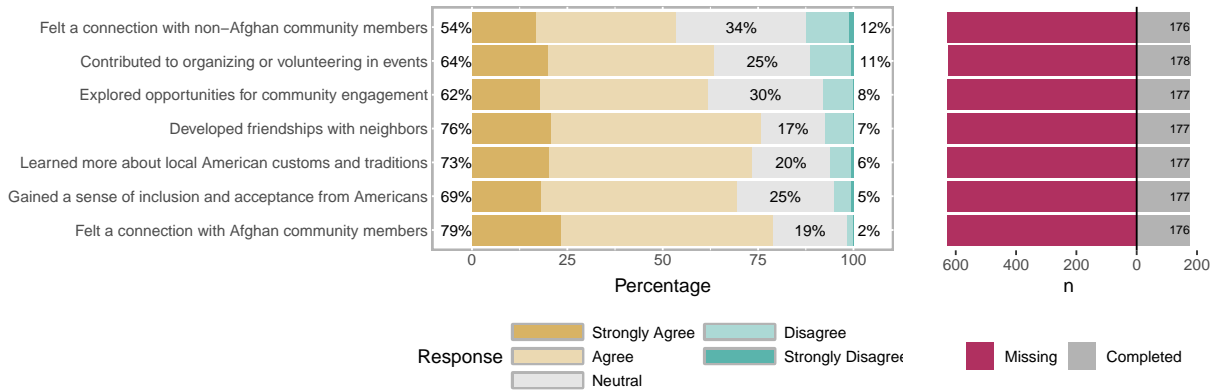


Figure 5: Community Connection

## Chapter 3 — Access to Services & Resources

### Key message

Across health, education, housing, and employment, participants reported a mixture of positive experiences and notable challenges during their first year in the United States. While some respondents agreed they could access services and navigate related processes, others highlighted barriers, particularly around affordability, language, and understanding complex systems such as insurance, financial aid, rental agreements, and employment regulations.

Assistance was received from a range of sources, including Afghan friends or relatives, community members, resettlement agencies, and local organizations or programs. Where support was provided, many participants found it helpful, although the degree of perceived usefulness varied across types of services and providers.

Overall, the findings suggest that Afghan refugees and migrants benefitted from community and institutional support networks, but also encountered significant obstacles that shaped their ability to access essential services and resources during resettlement.

### 4.1 Health & Healthcare

Participants were asked about their experiences accessing healthcare services during their first year in the United States. Responses indicated mixed experiences. While some agreed that they could access healthcare smoothly and understood related processes, others expressed difficulties with affordability, language barriers, and understanding insurance complexities.

In addition, participants reported receiving assistance from various sources, such as Afghan friends or relatives, resettlement agencies, healthcare organizations, community health programs, interpreters, and community members. Among those who received support, many described the assistance as helpful, though the degree of helpfulness varied depending on the type of support received.

**How much do you agree with the following statements about accessing healthcare services during your first year of life in USA?**

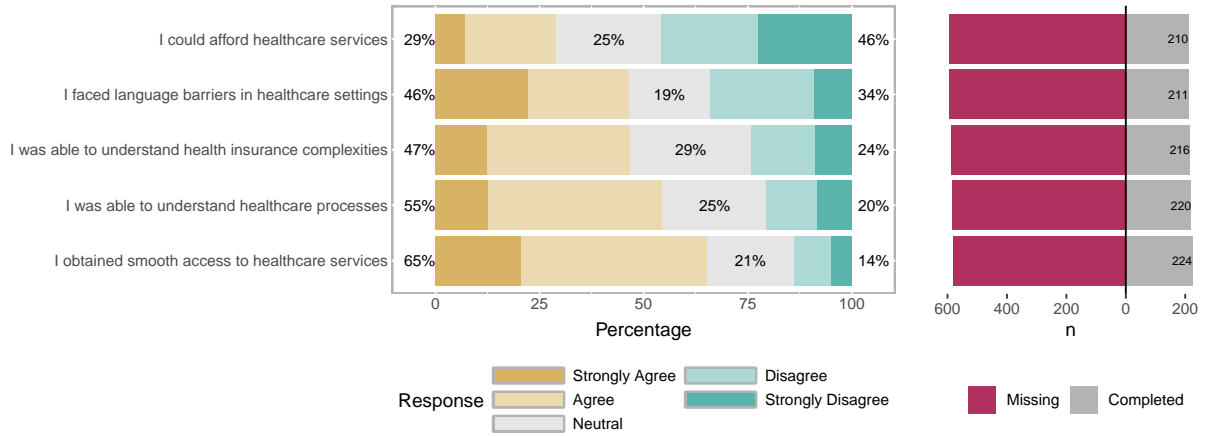


Figure 6: Access to Healthcare

**Did you receive the following types of assistance for accessing healthcare services during your first year of life in USA? If yes, how helpful was the assistance?**

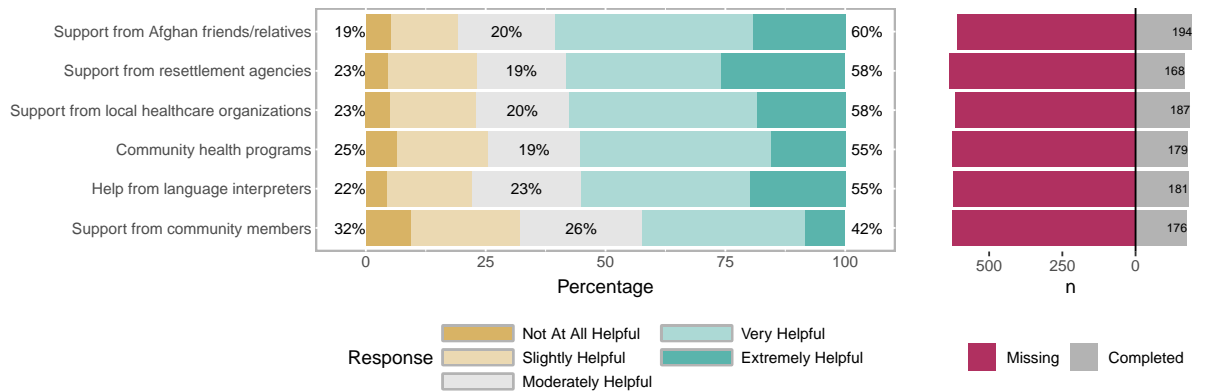


Figure 7: Access to Healthcare (Assistance)

## 4.2 Education & Skills

Participants were asked about their experiences accessing education services during their first year in the United States. Responses indicate a range of experiences. While some agreed that they were able to access educational opportunities, navigate scholarship or financial aid processes, and receive support from organizations or community members, others reported challenges such as affordability, language barriers, and understanding local educational systems.

Participants also reported on assistance received in relation to education, including tutoring or language support, school enrollment, help from local organizations, Afghan friends or relatives, community education programs, and counseling for scholarships or financial aid. Among those who received such support, many found the assistance to be helpful, though the perceived level of helpfulness varied by type of support.

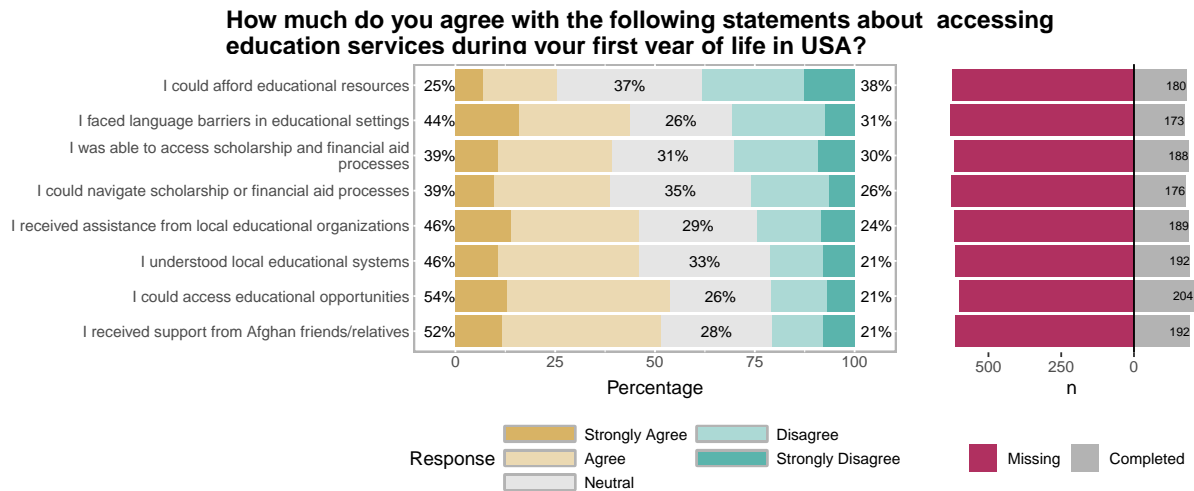


Figure 8: Access to Education

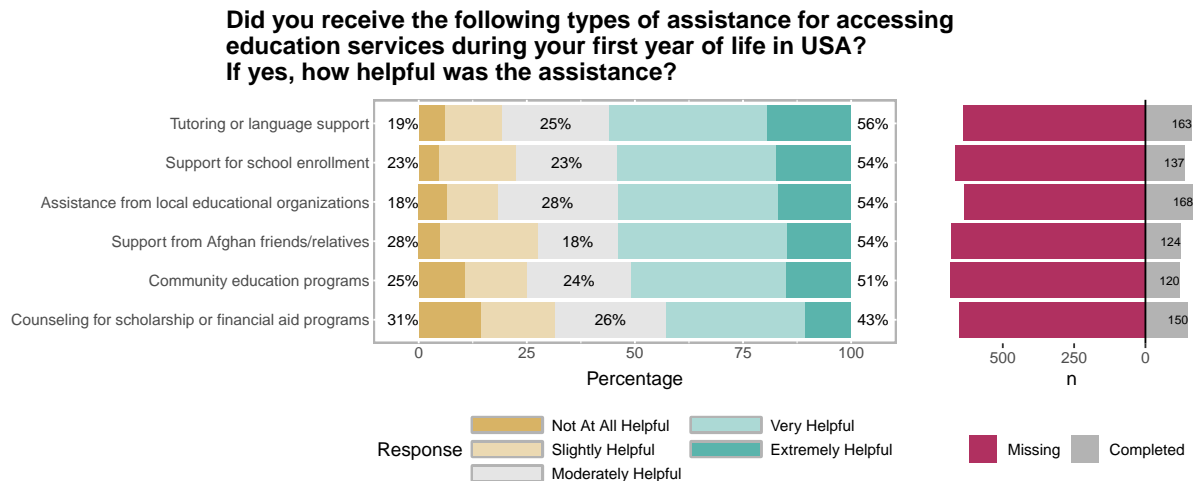


Figure 9: Access to Education (Assistance)

### 4.3 Housing & Neighborhoods

Participants were asked about their experiences with housing during their first year in the United States. Responses show a mix of perspectives. Some agreed that they could understand rental processes, lease agreements, and find suitable housing, while others reported challenges, particularly in terms of affordability and language barriers.

In addition, participants reported receiving different forms of assistance for housing, including support from Afghan friends or relatives, local organizations, housing agencies, community members, and community housing programs. Among those who received such support, many described it as helpful, though the perceived helpfulness varied across the different sources of assistance.

The section also includes responses on accessing employment services. While some participants agreed that they were able to find job opportunities and navigate employment processes, others reported difficulties related to language barriers, affordability of work-related expenses, and understanding job application or visa processes.

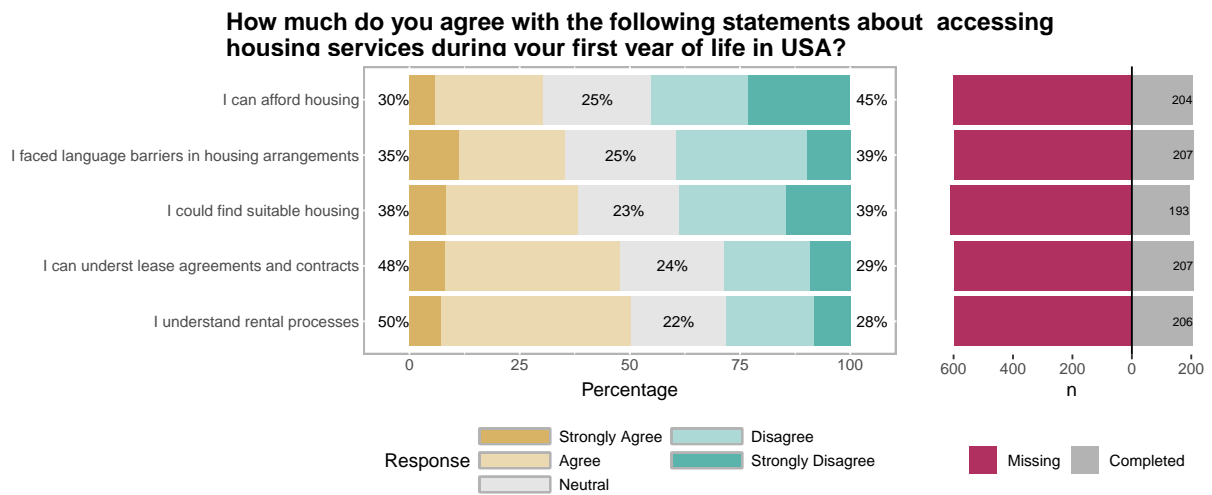


Figure 10: Access to Housing

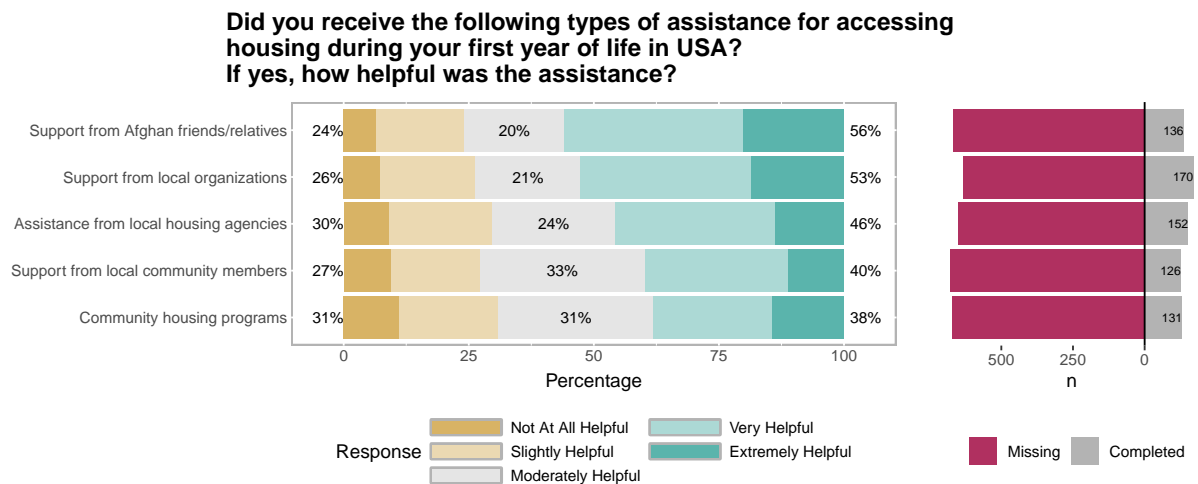


Figure 11: Access to Housing (Assistance)

#### 4.4 Employment & Pathways

Participants were asked about the types of assistance they received in accessing employment services during their first year in the United States. Reported sources of support included Afghan friends or relatives, local employment organizations, community job placement programs, and community members.

Among those who received assistance, many rated the support as helpful, though the extent of helpfulness varied across sources. Support from Afghan friends or relatives was most frequently described as helpful, while assistance from organizations, programs, and community members also contributed positively but showed more variation in perceived effectiveness.

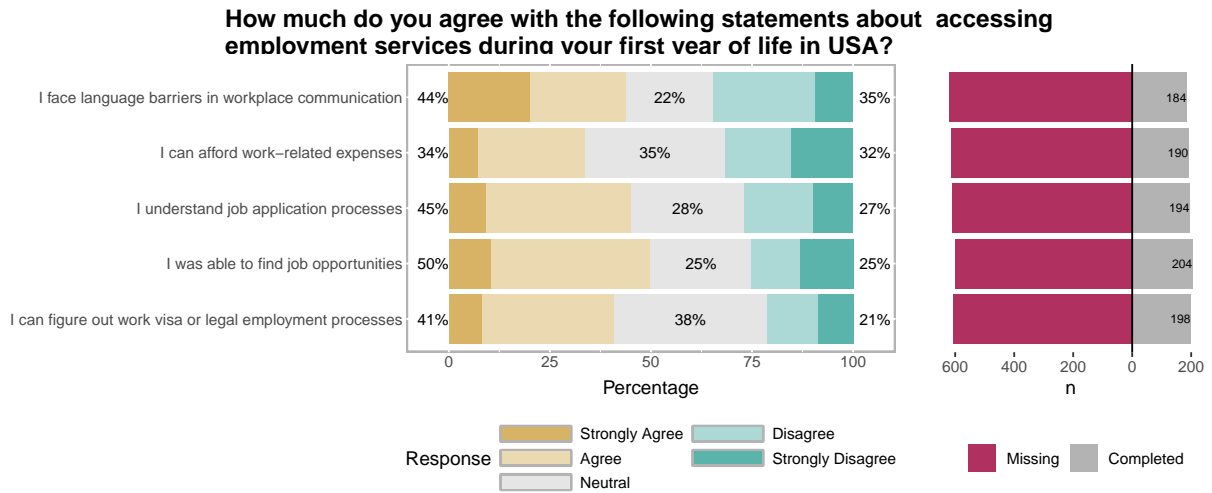


Figure 12: Access to Employment

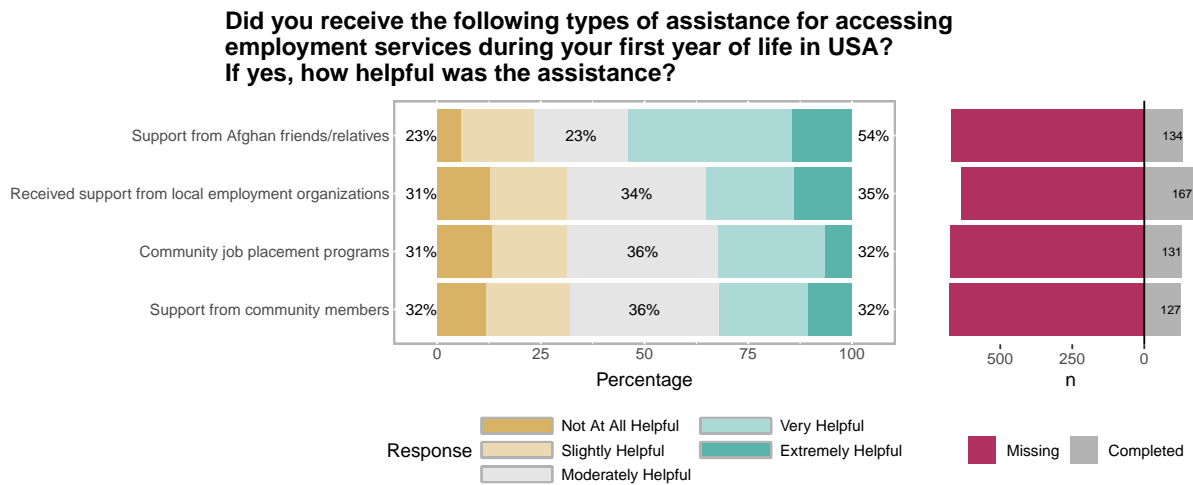


Figure 13: Access to Employment (Assistance)

## Chapter 4 — Language & Culture

### Key message

Language and cultural adaptation played a central role in participants' first year in the United States. Many respondents reported experiencing communication challenges, including miscommunication in daily interactions, difficulty with local accents, and challenges in self-expression, even as some described themselves as proficient in English. To address these barriers, participants engaged in a range of strategies such as language classes, cultural events, interpreters, and digital learning tools, with varying degrees of perceived effectiveness. Beyond language, a broad willingness was expressed to pursue measures that support cultural integration—most notably employment, education, and building social networks—while interest in activities such as mentorship and local governance was more limited. Overall, findings highlight both the persistence of language-related obstacles and the proactive steps many participants were prepared to take toward integration.

### Language barriers

Participants reported mixed experiences with language during their first year in the United States. About 40% indicated they experienced miscommunication in daily interactions, and half noted challenges in expressing themselves effectively. More than half (54%) agreed that understanding local accents was difficult. At the same time, 45% stated that they were proficient in English, while nearly one-third disagreed with this statement. These results suggest that although some respondents felt confident using English, many still faced barriers related to communication, comprehension, and self-expression.

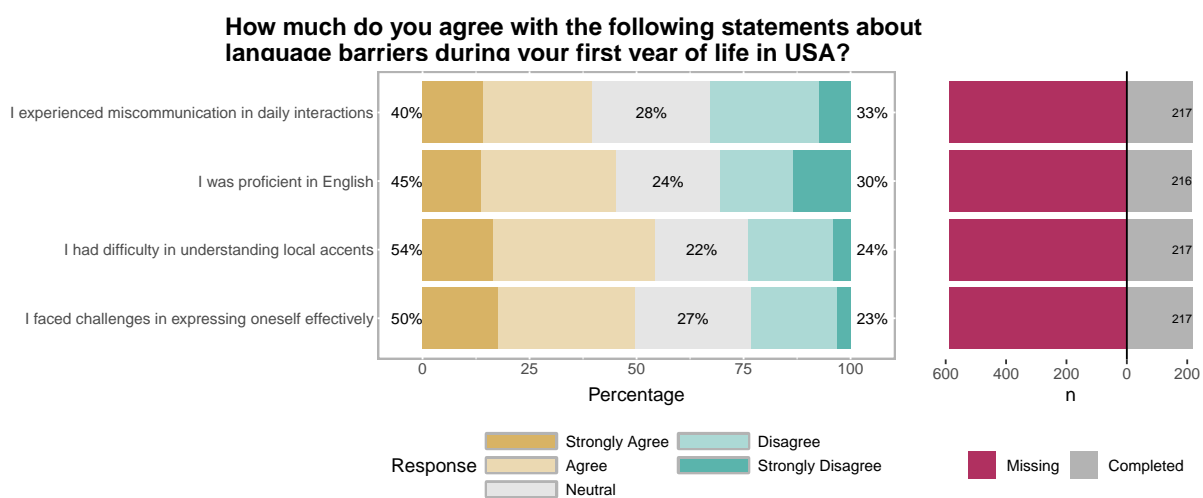


Figure 14: Language Barriers

## Adaptation strategies

Participants reported using a variety of strategies to overcome language barriers and adapt to a new culture during their first year in the United States. Taking language classes or courses was most often viewed as effective, with 61% rating this strategy as effective or highly effective. Participating in local cultural events (54%), seeking help from interpreters (52%), and utilizing language learning apps or resources (51%) were also frequently described as effective approaches. Engaging in community language exchange programs received somewhat lower effectiveness ratings, with 46% evaluating them as effective or highly effective, and a relatively larger share remaining neutral (44%).

Overall, while participants found multiple strategies beneficial, the degree of perceived effectiveness varied depending on the type of support or activity.

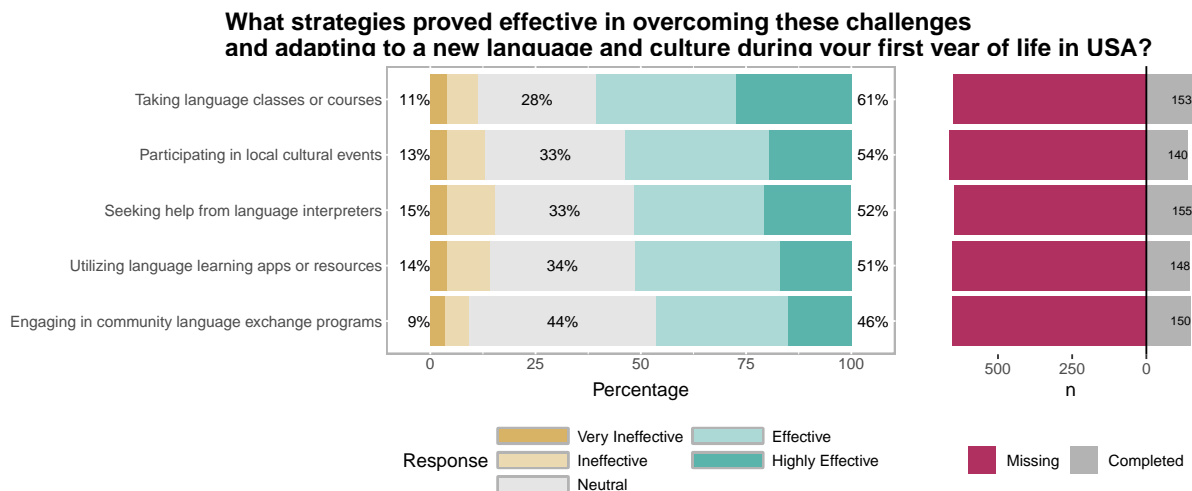


Figure 15: Strategies for Overcoming Language Barriers

## Broader cultural adaptation

Participants expressed varying levels of willingness to take measures to integrate into American society. The most frequently supported actions included seeking employment opportunities (74% willing or strongly willing), furthering education to enhance skills (70%), and building a social support network (69%). Many also indicated willingness to join professional networks (67%) and establish connections with American friends and neighbors (67%).

Other commonly endorsed strategies were engaging in local community activities (64%), learning more about American culture and customs (62%), and advocating for the rights of refugees and immigrants (62%). Around 60% reported willingness to participate in language learning programs, volunteer in community organizations, or engage in cultural exchange programs.

Some measures attracted lower levels of willingness, such as pursuing mentorship opportunities (56%) and becoming involved in local governance (48%). A smaller proportion (29%) selected “Other” strategies, with many respondents remaining neutral on this option.

Overall, the findings suggest a broad willingness among participants to pursue multiple avenues of cultural adaptation, though the degree of commitment varied depending on the type of activity.

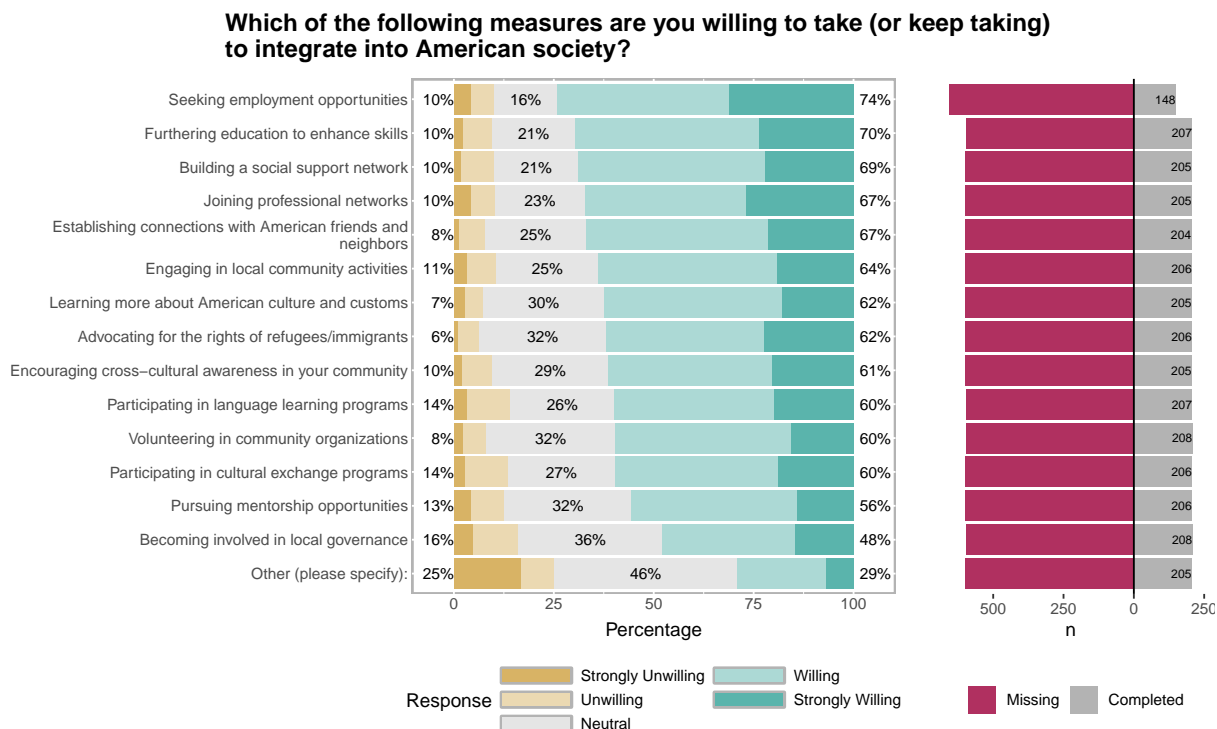


Figure 16: Measures to Integrate into American Society

## Chapter 5 — Family & Transnational Ties

### Key message

Family and transnational ties remained an important dimension of Afghan respondents’ lives after resettlement in the United States. Communication with relatives and friends in Afghanistan took diverse forms, including phone calls, video calls, social media, and messaging, though the frequency of contact varied widely and a substantial share reported limited or no ongoing communication.

Relationships were affected in different ways. While many participants reported strengthened connections with people in the United States, ties to family and friends in Afghanistan were more often described as unchanged or somewhat weakened. Transnational practices such as reliance on virtual communication, remittance sending, and shifts in cultural understanding were commonly noted, while some also described challenges in connecting with Americans or participating in community activities.

Overall, findings highlight the dual nature of resettlement: continuity in maintaining transnational connections with Afghanistan alongside the development of new social ties in the United States, with both areas shaped by opportunities and challenges in adaptation.

### Communication with Afghanistan

Survey respondents reported multiple ways of maintaining contact with people in Afghanistan. Phone and video calls were relatively common, with small but consistent shares communicating weekly or more often. Social media and email/messages were also used, though at varying frequencies. A notable portion of respondents reported never using certain channels or did not provide a response. Overall, the data show a diverse set of communication practices, with regular contact sustained by some participants and limited or no contact reported by others.

Table 1: Contact with People in Afghanistan

		N	%
Phone Calls	About once a week	46	5.7
	Less than once a week	27	3.4
	More than once a week	48	6.0
	Most days	47	5.8
	Never	44	5.5
	No Response	167	20.8
	NA	425	52.9
Video Calls	About once a week	60	7.5
	Less than once a week	34	4.2
	More than once a week	44	5.5
	Most days	57	7.1
	Never	15	1.9
	No Response	169	21.0
	NA	425	52.9
Social Media	About once a week	57	7.1
	Less than once a week	30	3.7
	More than once a week	39	4.9
	Most days	56	7.0
	Never	27	3.4
	No Response	170	21.1
	NA	425	52.9
Emails/Messages	About once a week	50	6.2
	Less than once a week	32	4.0
	More than once a week	41	5.1
	Most days	52	6.5
	Never	34	4.2
	No Response	170	21.1
	NA	425	52.9
Other	About once a week	22	2.7
	Less than once a week	16	2.0
	More than once a week	15	1.9
	Most days	25	3.1
	Never	82	10.2
	No Response	219	27.2
	NA	425	52.9

## Relationship impacts & remittances

Respondents described a range of experiences regarding how moving to the United States affected their relationships. Many indicated that their connections with family and friends in Afghanistan either stayed the same or became somewhat weaker, while relationships with people in the United States were often reported as strengthened.

When asked about specific aspects of transnational ties, participants noted increased reliance on virtual communication with Afghanistan, the sending of remittances, and changes in cultural understanding with contacts abroad. Some respondents reported difficulties connecting with Americans or participating in community activities, while others indicated these applied to them to varying degrees. A portion of participants also reported having visited Afghanistan since resettlement.

Overall, the findings suggest that migration reshaped personal and community relationships in complex ways, involving both continuity and change in ties to Afghanistan as well as new forms of connection in the United States.

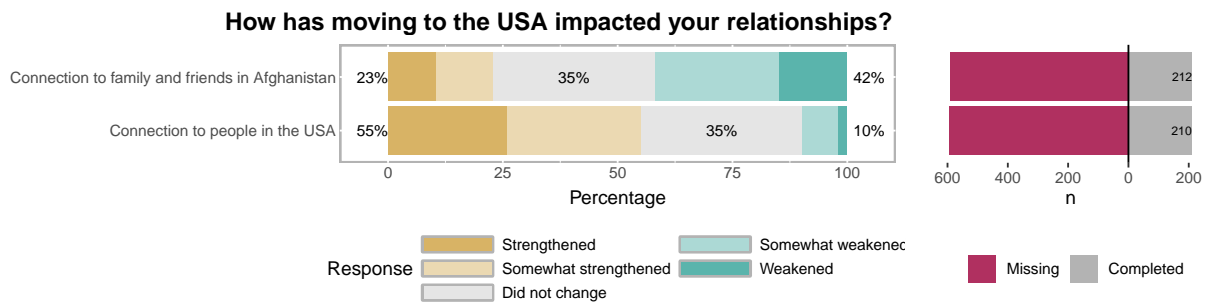


Figure 17: Impact on Relationships

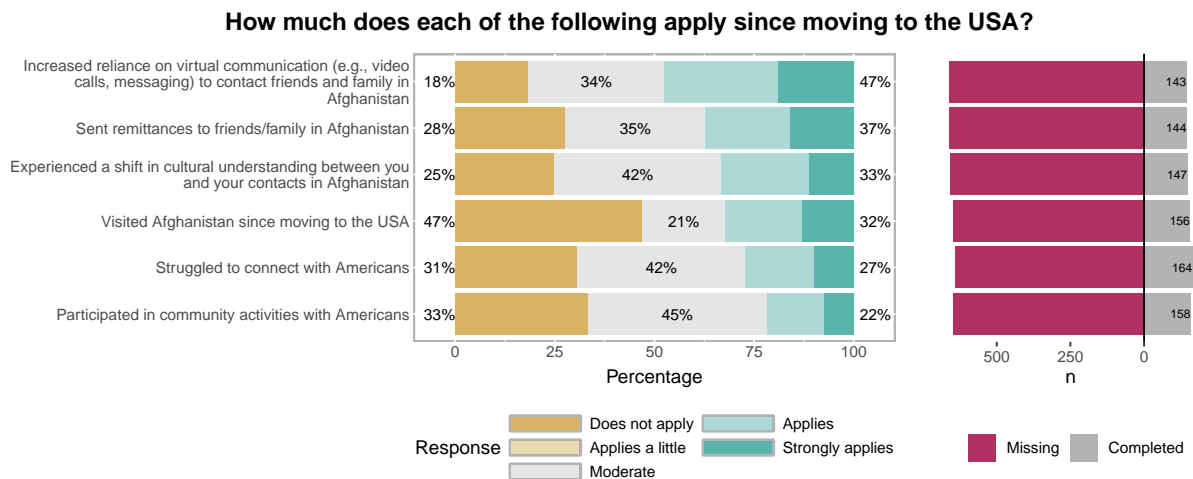


Figure 18: Connections with people in US and Afghanistan

## Chapter 6 — Aspirations & Integration Pathways

### Key message

Survey results show that participants hold diverse aspirations for their future, combining personal, professional, and community-oriented goals. Many respondents emphasized career development, language improvement, and family establishment, with additional interest in higher education, entrepreneurship, and community service.

When asked about integration, large shares expressed willingness to take practical steps such as seeking employment, pursuing education, and building social networks. Respondents also reported support for engaging in cultural exchange, advocacy, and volunteering, though with more varied levels of enthusiasm. Activities such as involvement in local governance attracted relatively lower levels of commitment.

Taken together, these findings suggest that while participants are broadly motivated to pursue opportunities for personal advancement and social connection in the United States, the extent of engagement varies depending on the type of aspiration or integration pathway.

### Future aspirations

Respondents identified a variety of aspirations for the future. Building a successful career, improving language skills, engaging in community service, and establishing a family were all common goals, with around one-third to two-fifths of participants reporting that these aspirations applied to them strongly. Pursuing higher education and starting a business in the United States were also frequently mentioned, though to a slightly lesser extent.

Returning to Afghanistan in the future showed more variation: while nearly half indicated that this aspiration did not apply to them, about one quarter reported that it applied to some degree. A relatively small proportion selected “Other,” with fewer respondents describing additional goals beyond the listed categories.

Overall, the data indicate a mix of personal, professional, and community-oriented ambitions among participants, with career building, language development, and family establishment standing out as key areas of focus.

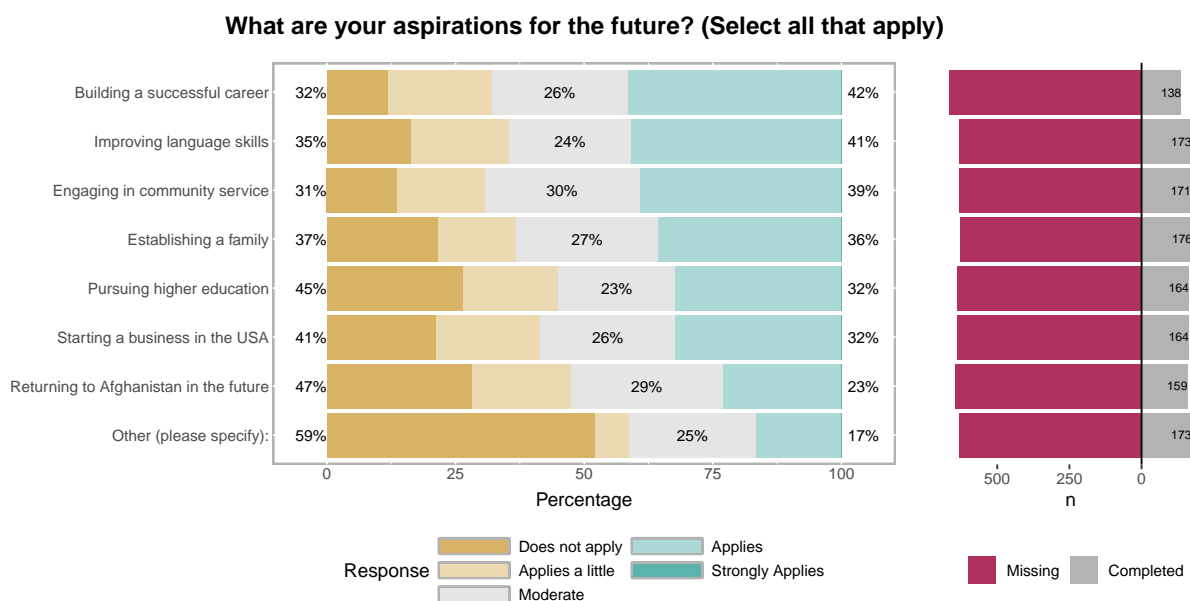


Figure 19: Aspirations

## Integration intentions

Participants expressed varying levels of willingness to take measures that support their integration into American society. The most frequently supported actions included seeking employment opportunities, furthering education, and building a social support network, with large majorities indicating willingness or strong willingness to pursue these steps. Joining professional networks and establishing connections with American friends and neighbors were also commonly endorsed.

Engagement in community activities—such as participating in local events, learning more about American culture, and advocating for the rights of refugees—received considerable support, though with slightly more variation in responses. Activities requiring broader involvement, such as participating in cultural exchange programs, pursuing mentorship opportunities, or volunteering in community organizations, were also seen positively by many participants.

By contrast, becoming involved in local governance and selecting “Other” showed greater neutrality or reluctance, with fewer respondents indicating strong willingness to engage.

Overall, the results suggest that participants are generally motivated to take practical steps toward integration, especially through employment, education, and social connections, while showing more mixed levels of commitment toward governance or less common forms of involvement.

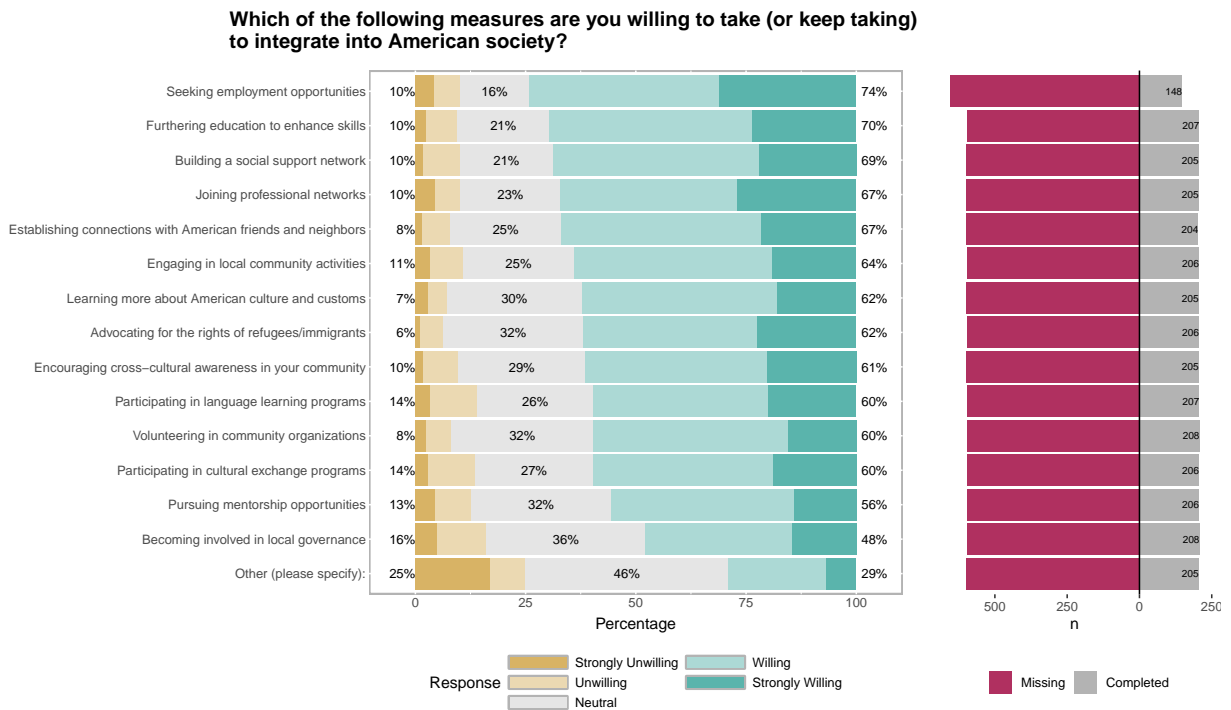


Figure 20: Measures to Integrate into American Society

## Chapter 7 — Discrimination, Safety & Trust

### Key message

Most respondents do not report discrimination, while list experiments reveal social-desirability gaps on sensitive issues.\*\* Large majorities disagreed that they personally faced discrimination in the United States across Afghan identity, refugee status, and religion; only 3–6% strongly agreed. Direct questions show low support for the Taliban (7%) and limited conditional support if girls’ schools reopen (16%), while half (51%) agreed that domestic violence is a family matter not for police. However, list experiments suggest lower true agreement on domestic violence (34%) and conditional Taliban support (7%), but higher concealed support for the Taliban as the current government (21%). Together, these patterns indicate that overt responses likely understate some stigmatized views and overstate others, underscoring the value of indirect measures when interpreting attitudes on sensitive topics.

### Perceived and Experienced discrimination

Most respondents reported that they had not experienced discrimination in the United States. This pattern was consistent across different dimensions, including personal experiences, nationality, refugee status, and religion.

Only a small minority (3–6%) strongly agreed that they had faced discrimination, with about one-fifth agreeing to some extent. Neutral responses appeared occasionally, but the vast majority—around 70–76%—disagreed or strongly disagreed with statements about discrimination.

These findings indicate that while a limited number of participants acknowledged experiences of bias, the dominant perception among respondents was the absence of significant discrimination in their daily lives.

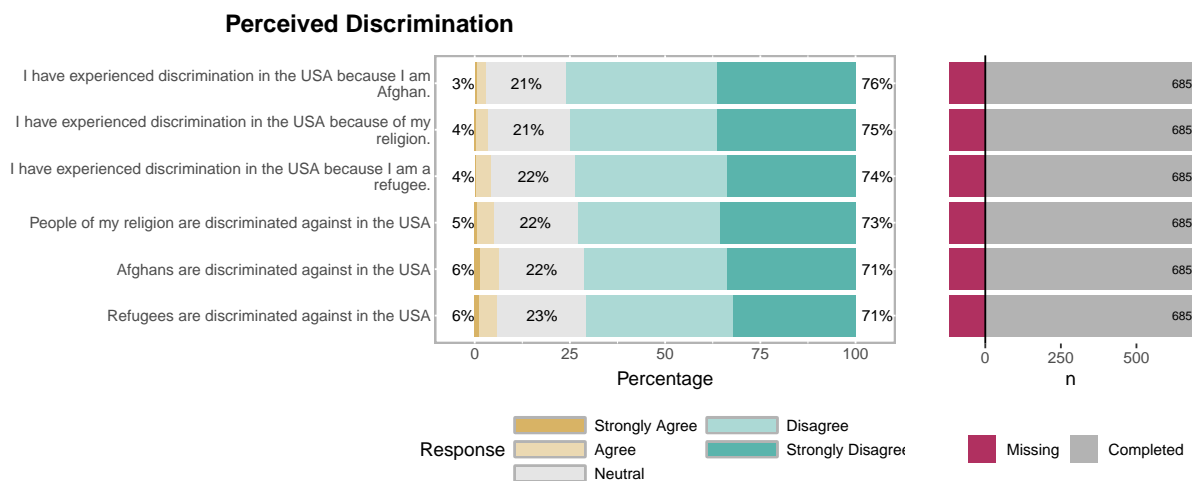


Figure 21: Perceived Discrimination

### Direct Questions on Education, Development, Media, and Sensitive Issues

Responses to direct questions highlight a mix of educational experiences, beliefs about Afghanistan’s future, and attitudes toward sensitive topics. About one-quarter of respondents reported attending a private high school (26%), while the majority did not (74%). Views on Afghanistan’s development were evenly split, with half believing the country could become developed within 30 years and half expressing skepticism. Opinions on media showed more divergence: 45% considered social media a reliable news source, while 55% did not.

When asked about sensitive issues, responses revealed both strong rejection and notable minorities of support. Only 16% stated they would support the Taliban if girls’ schools were opened, while 84% opposed this. Roughly half (51%) agreed that domestic violence is a family matter that should not be reported to police,

Table 2: Direct Questions

		N	%
Did you go to a private high-school?	No	102	73.9
	Yes	36	26.1
Do you believe that Afghanistan will be a developed country in 30 years?	No	69	50.0
	Yes	69	50.0
Do you believe that social media is a reliable news source?	No	76	55.1
	Yes	62	44.9
Are you willing to support the Taliban if they open girls' schools?	No	116	84.1
	Yes	22	15.9
Do you agree that domestic violence is a family matter and should not be reported to the police?	No	68	49.3
	Yes	70	50.7
Are you willing to support the Taliban as the current government of Afghanistan?	No	129	93.5
	Yes	9	6.5

though nearly half (49%) disagreed. Support for the Taliban as the current government of Afghanistan was extremely limited, with only 7% in favor and over 93% opposed.

Overall, these results show diverse perspectives across education, media trust, and development, while also underscoring divisions on sensitive social issues and overwhelmingly low support for the Taliban as a governing authority.

### List Experiment Results on Sensitive Issues

To reduce social desirability bias, three sensitive items were also asked using a list experiment method. The estimates provide an indirect measure of agreement compared to direct questioning.

- I believe that domestic violence is a family matter and should not be reported to the police. The list experiment estimate is about 34%, lower than the 51% who agreed directly. This suggests that some respondents may have over-reported agreement when asked openly.
- I am willing to support the Taliban if they open girls' schools. The indirect estimate is about 7%, compared to 16% in direct responses. Here again, support appears overstated in direct questioning.
- I am willing to support the Taliban as the current government of Afghanistan. The indirect estimate is about 21%, substantially higher than the 7% revealed directly. This indicates that some respondents may have concealed support in the direct format due to stigma or fear of judgment.

Table 3: Comparison of Direct vs. List Experiment Results

Issue	Direct Question (Yes %)	List Experiment Estimate (%)
I believe that domestic violence is a family matter and should not be reported to the police.	51%	34%
I am willing to support the Taliban if they open girls' schools.	16%	7%
I am willing to support the Taliban as the current government of Afghanistan.	7%	21%

## Chapter 8 — Governance & Institutions

### Key message

Survey responses underscore a combination of unmet needs in service provision, strong criticism of government performance, and divergent attitudes toward political and nonstate actors in Afghanistan.

Participants emphasized the importance of practical support from NGOs and community-based organizations, particularly in healthcare, language learning, housing, employment, and social integration. Legal aid, mentorship, and community-building activities were also noted, with many highlighting additional needs beyond predefined categories.

In contrast, evaluations of the Afghan government revealed overwhelming dissatisfaction. Majorities rated its performance in providing security, managing the economy, and ensuring citizens' welfare as very poor. Education and healthcare, in particular, attracted the harshest criticism, reflecting widespread perceptions of systemic failure.

Attitudes toward Afghan groups and figures, measured through a feeling thermometer, showed nuanced but polarized views. While AFF, Amrullah Saleh, AUF (Sadat), and the Taliban clustered around neutral median ratings, IS-K was overwhelmingly viewed unfavorably. By contrast, the Republic emerged as the most positively regarded, though responses remained diverse.

Taken together, the findings point to three key patterns: respondents look to NGOs and CBOs for expanded, practical support; they express deep discontent with the performance of the current Afghan government; and they differentiate sharply between groups, with IS-K seen most negatively and the Republic most positively.

### Feedback on NGOs & CBOs

Survey responses to the question “How can Community-Based Organizations/Non-Governmental Organizations expand their current services to better cater to your needs?” highlight a broad range of priorities.

Between 40–46% of participants emphasized the need for expanded access to healthcare, language learning programs, housing assistance, social integration opportunities, and job placement assistance. Similar proportions noted mentorship, legal services, community-building events, and improved communication about available services. Slightly fewer (around 35–39%) pointed to educational programs for adults and mental health support.

Cultural sensitivity training was selected by about one-third of respondents, while more than half (57%) identified “Other” needs, indicating additional areas of concern not captured in the predefined categories.

Overall, the responses suggest that participants value both practical support—such as healthcare, employment, and housing—as well as programs that build integration, communication, and community connections.

### Evaluation of Afghan government performance

Respondents were asked to evaluate the performance of the current Afghan government across several areas.

A large majority expressed negative views. For providing security, 54% rated performance as “very bad,” with an additional share selecting “bad.” Tax collection, the Taliban’s behavior toward citizens, and the economy also received predominantly negative evaluations, with around 62–78% rating these areas as “very bad.”

Handling the drought, the healthcare system, and the education system were rated especially poorly. Between 76–86% of participants marked these as “very bad,” with only a small minority considering performance “good” or “very good.” Neutral ratings were given by a smaller portion, ranging from about 13–25% depending on the issue.

Overall, the responses indicate widespread dissatisfaction with government performance across all measured domains, with the strongest criticism directed at education and healthcare.

**How can Community-Based Organizations/Non-Governmental Organizations improve expand their current services to better cater to your needs? (Select all that apply)**

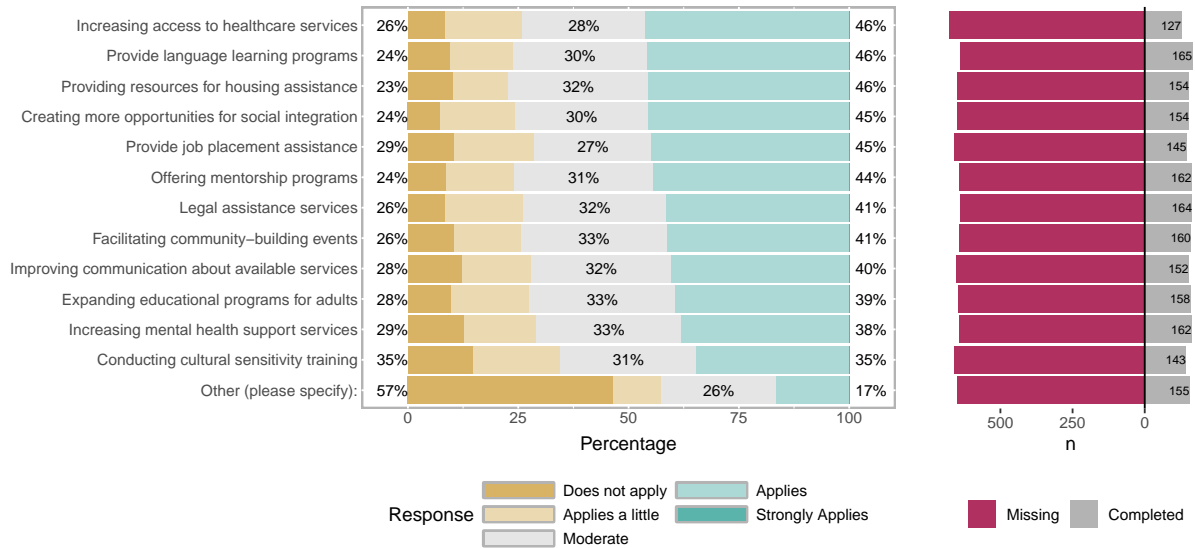


Figure 22: CBO/NGO Evaluation

**How would you evaluate the performance of the current (Afghan) government in the following issues?**

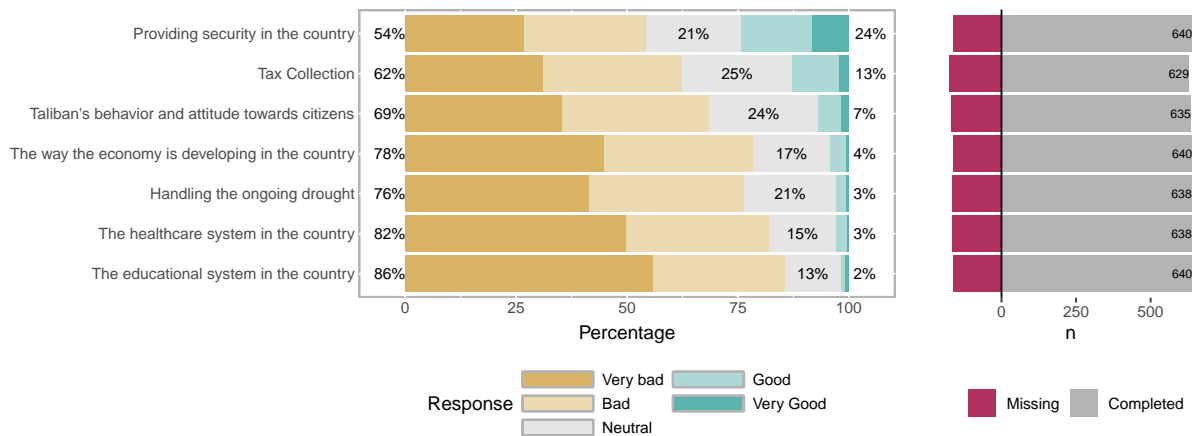


Figure 23: Evaluation of Current Afghan Government

### Feeling thermometer toward groups

Respondents rated their attitudes toward a range of groups and actors in Afghanistan using a “feeling thermometer,” where higher scores reflect warmer or more favorable views and lower scores indicate colder or less favorable ones.

The figure uses boxplots to display the distribution of responses for each group. The horizontal line inside each box represents the median score, while the upper and lower edges show the middle 50 percent of responses. The whiskers extend to capture the broader range of answers, and dots mark outliers, or unusually high or low ratings. This format allows both central tendencies and the spread of opinions to be seen at a glance.

The results reveal distinct patterns across groups. Median ratings for AFF, Amrullah Saleh, AUF (Sadat), and the Taliban clustered around the midpoint of the scale, though with substantial variation. IS-K received the lowest evaluations, reflecting generally unfavorable perceptions. By contrast, the Republic achieved higher median scores than the other groups, suggesting more positive attitudes overall, even though responses remained diverse.

Taken together, the distributions show that while views toward most groups were mixed and widely dispersed, the Republic stood out as comparatively well-regarded, whereas IS-K was evaluated most negatively.

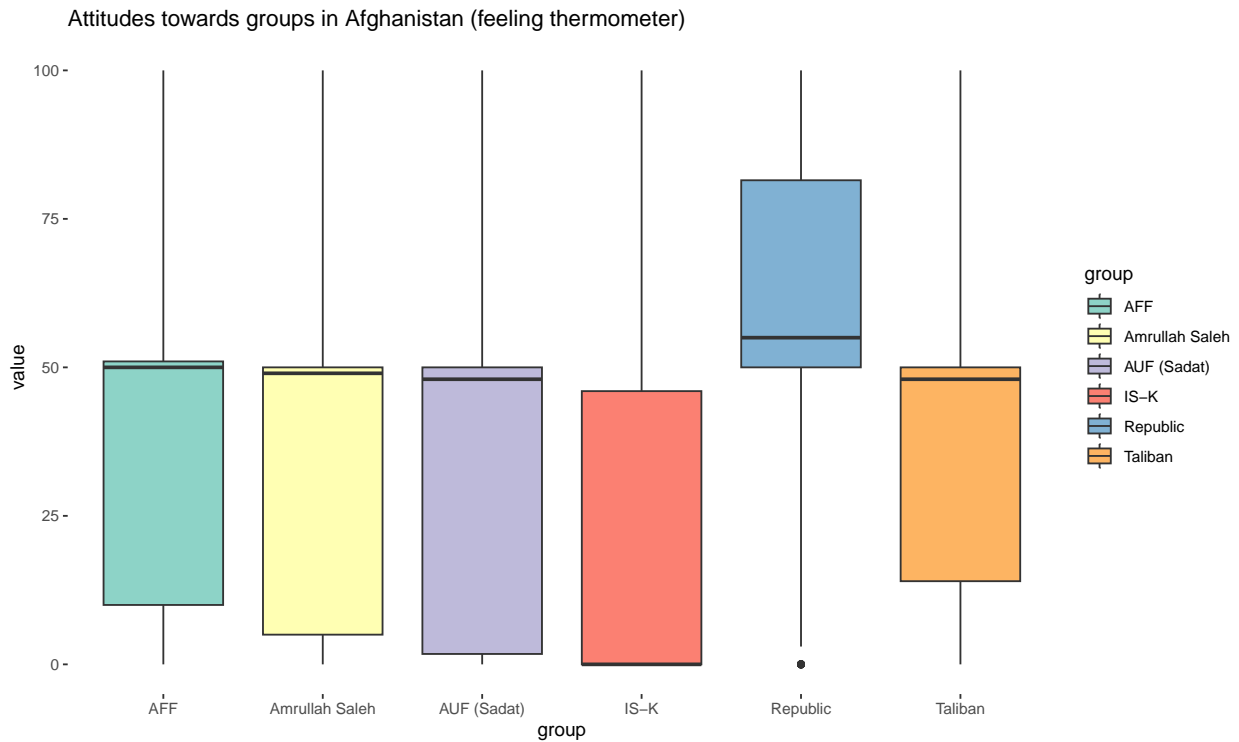


Figure 24: Attitudes Towards Local State/Nonstate Actors

## Appendices

### Appendix 1 — Subgroup Analysis

#### Key message

This appendix presents subgroup analyses exploring how Afghan immigrants' perceptions and experiences vary by demographic and social characteristics, including gender, age, ethnicity, length of stay in the United States, and number of children.

Across most indicators, the findings reveal consistent patterns of greater perceived usefulness of assistance programs among women and longer-term residents, while newer arrivals and younger participants report greater uncertainty or neutrality toward available services.

Ethnic differences are moderate but notable in community engagement and access to resources, suggesting that language and cultural familiarity continue to influence participation levels.

Overall, subgroup analyses highlight that integration and access outcomes are shaped by both time spent in the U.S. and family context, underscoring the importance of tailored outreach and support for newly arrived and smaller family households.

# Community Engagement and Support:

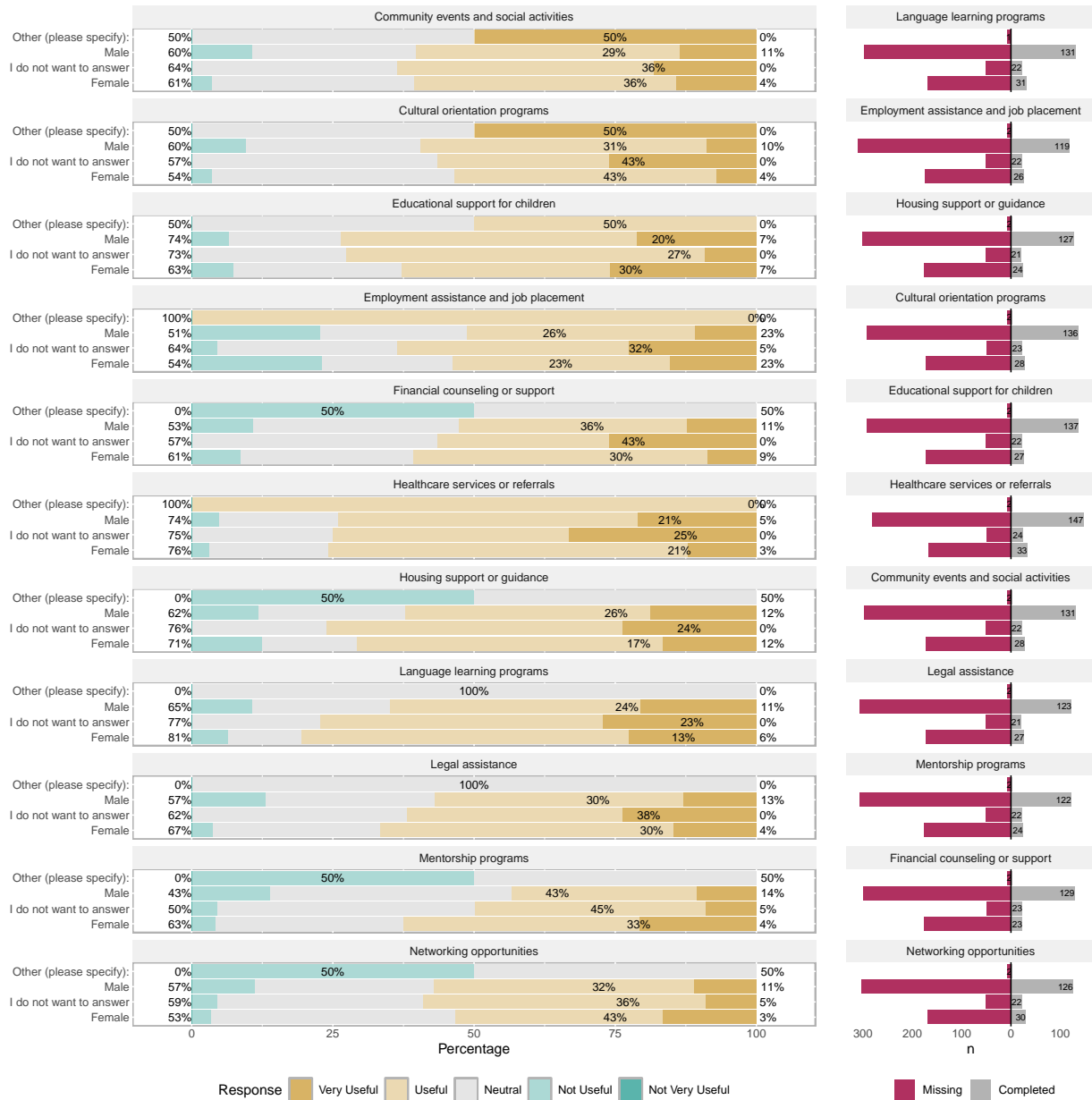


Figure 25: Usefulness of Assistance (by Gender)



Figure 26: Usefulness of Assistance (by Age)

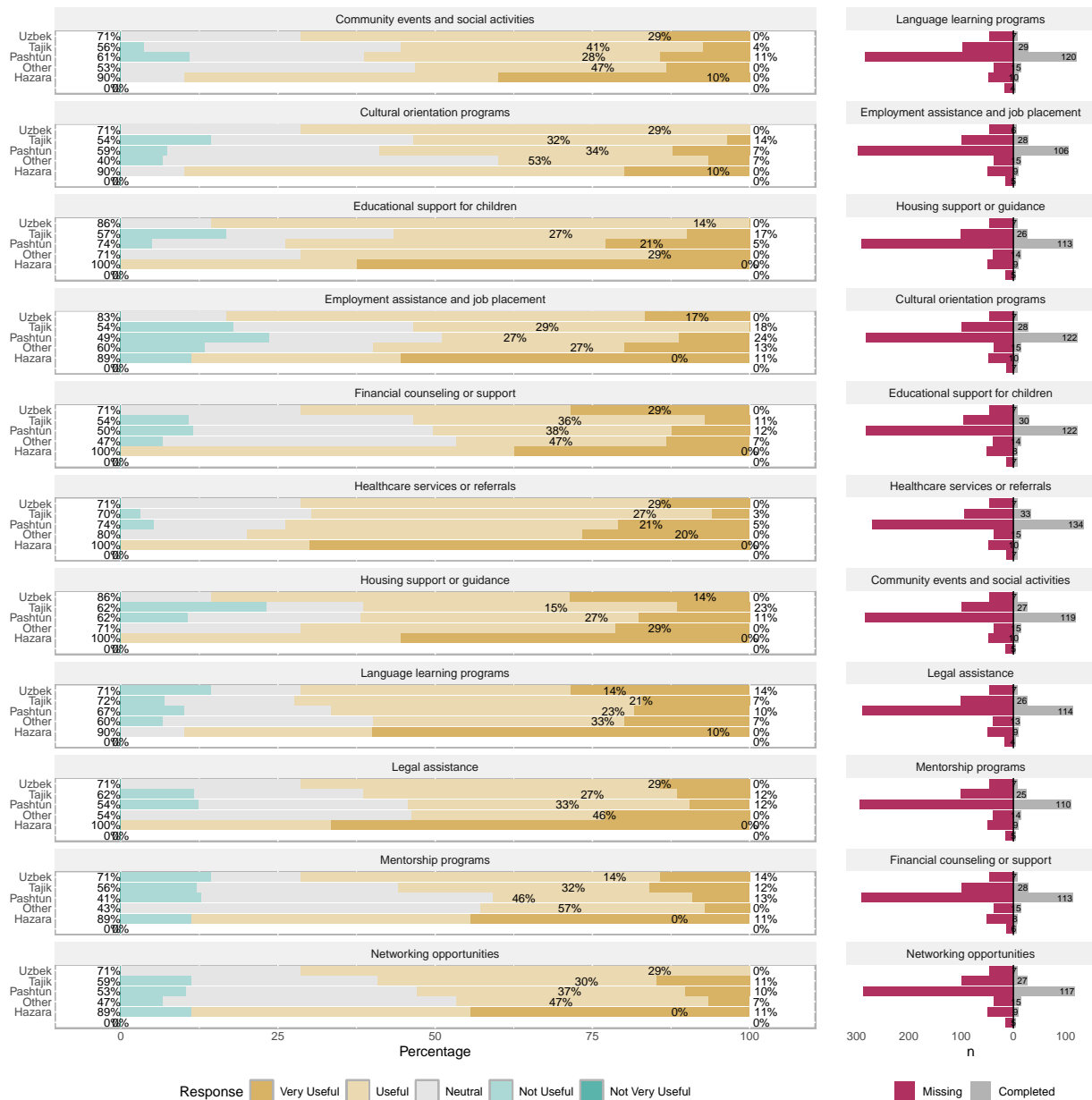


Figure 27: Usefulness of Assistance (by Ethnicity)

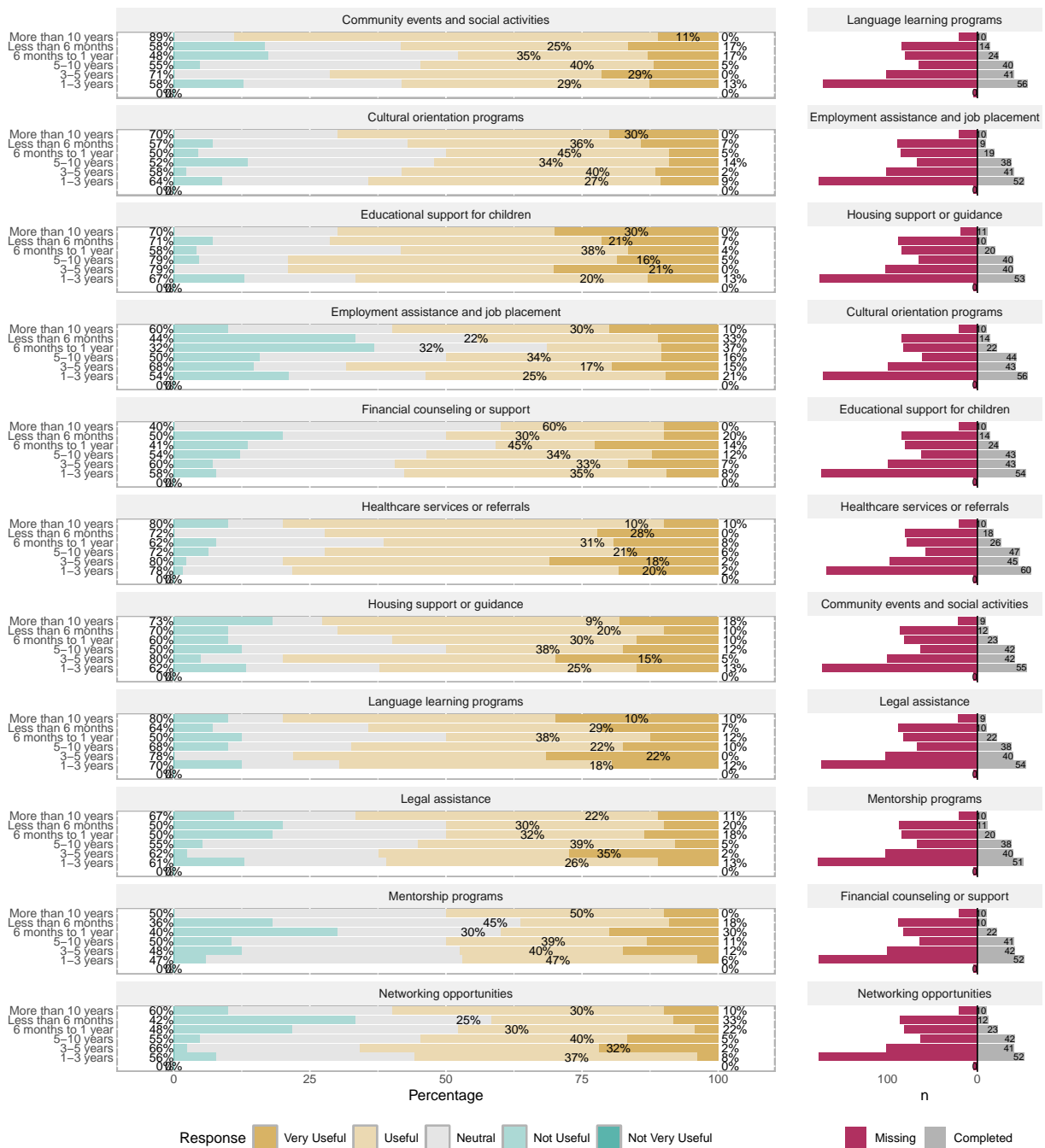


Figure 28: Usefulness of Assistance (by Length of Stay in US)

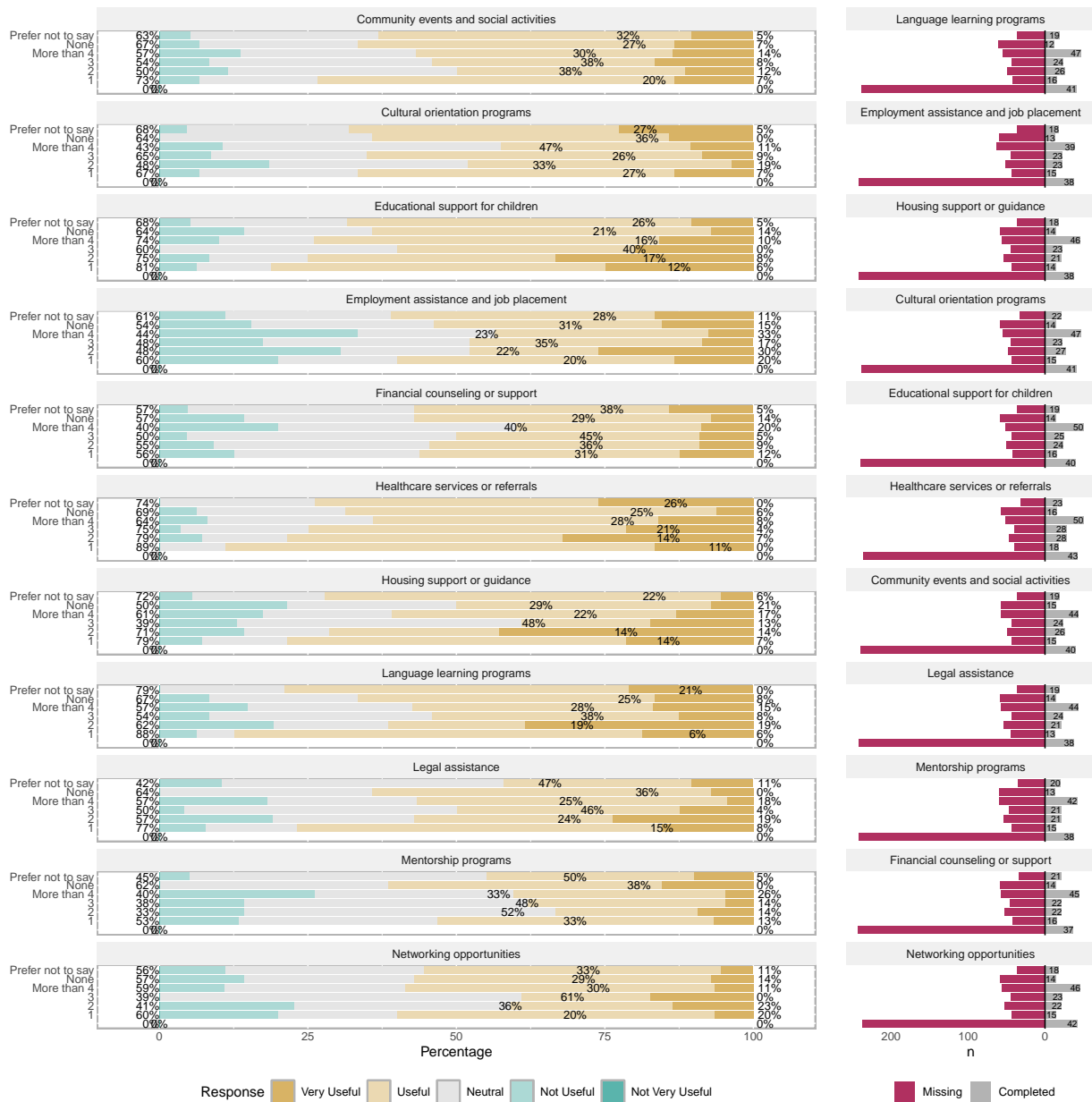


Figure 29: Usefulness of Assistance (by No. of Children)

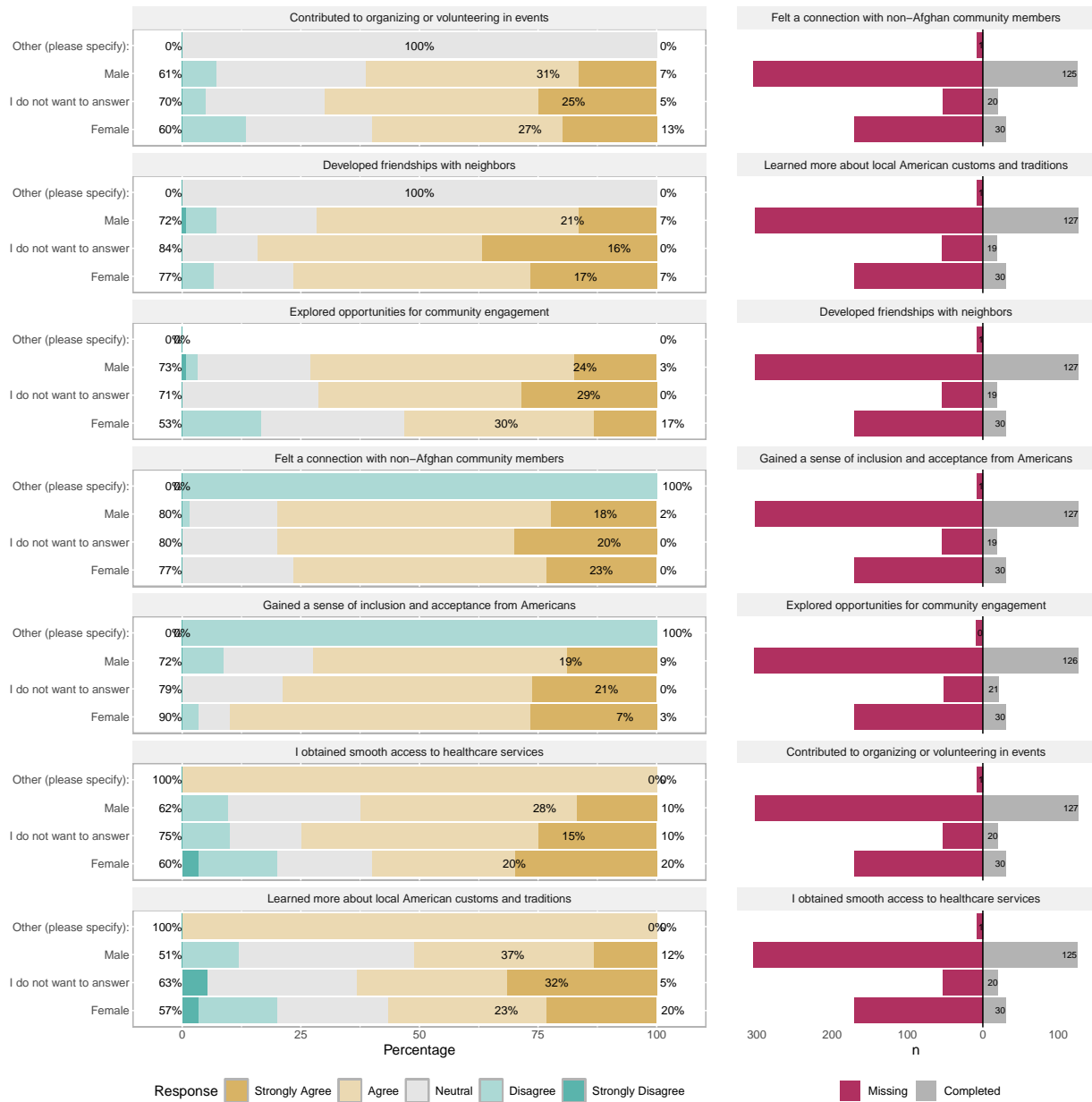


Figure 30: Community Connection (by Gender)

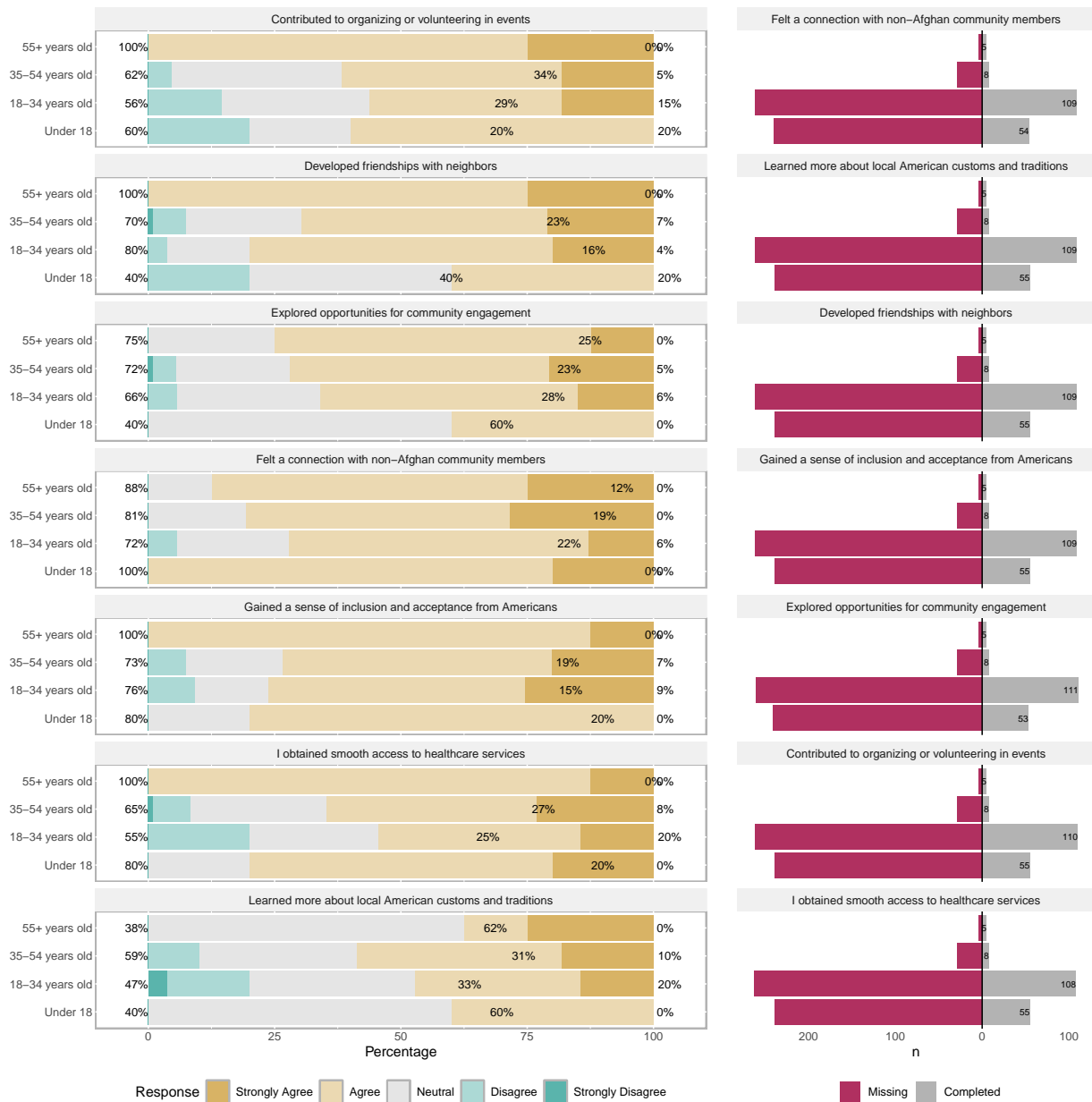


Figure 31: Community Connection (by Age)

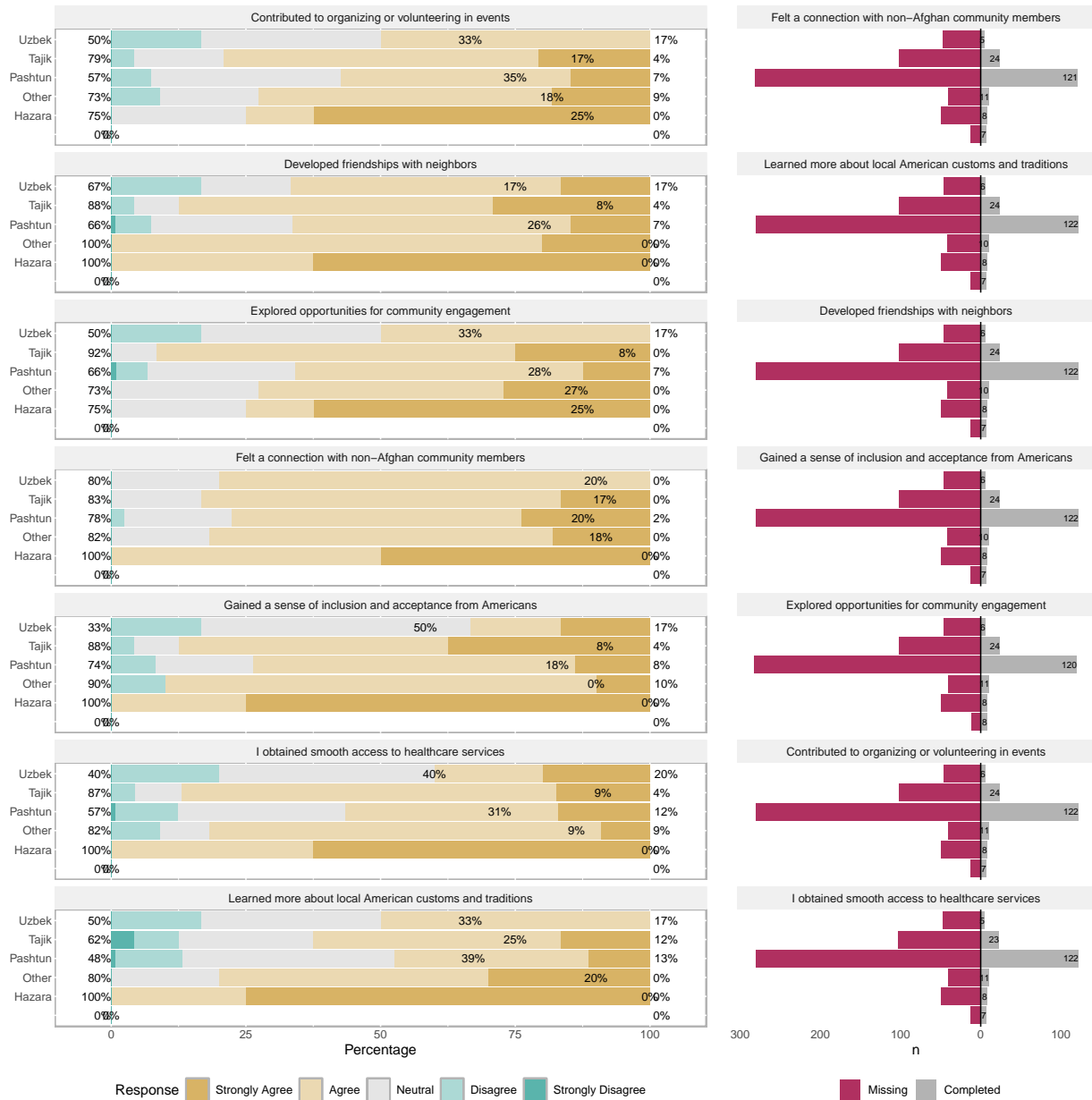


Figure 32: Community Connection (by Ethnicity)

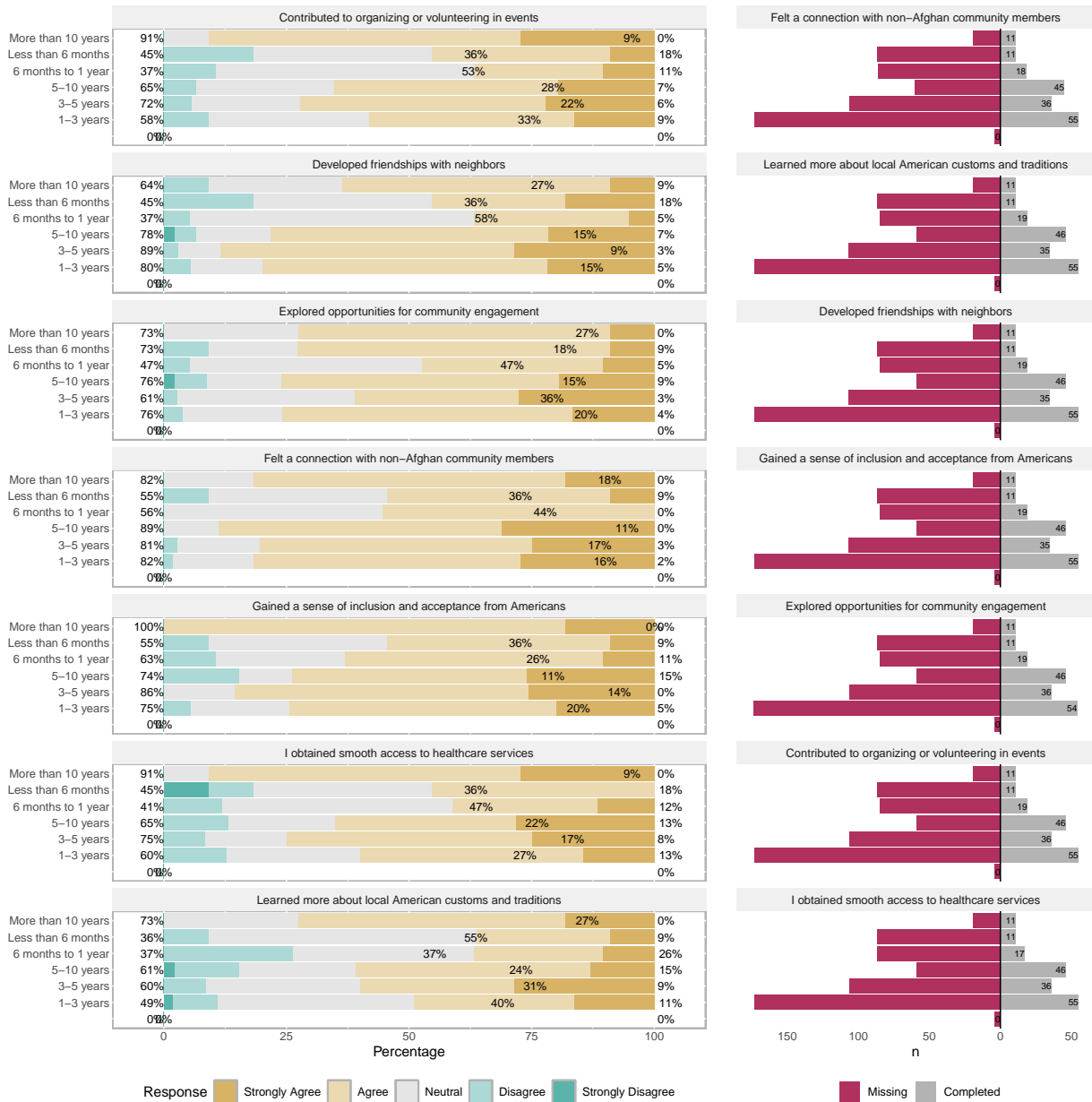


Figure 33: Community Connection (by Length of Stay in US)

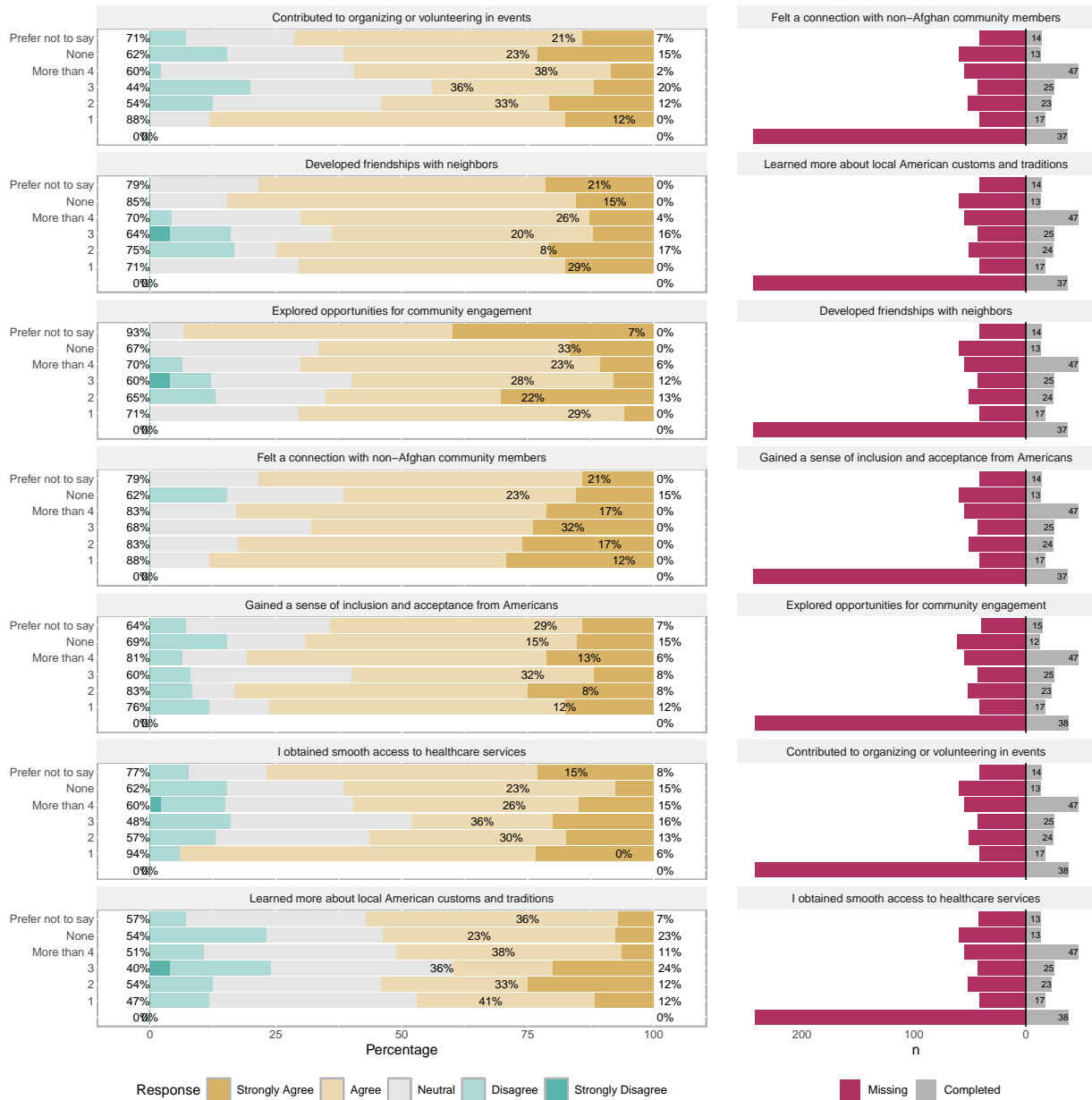


Figure 34: Community Connection (by No. of Children)

# Access to Services and Resources

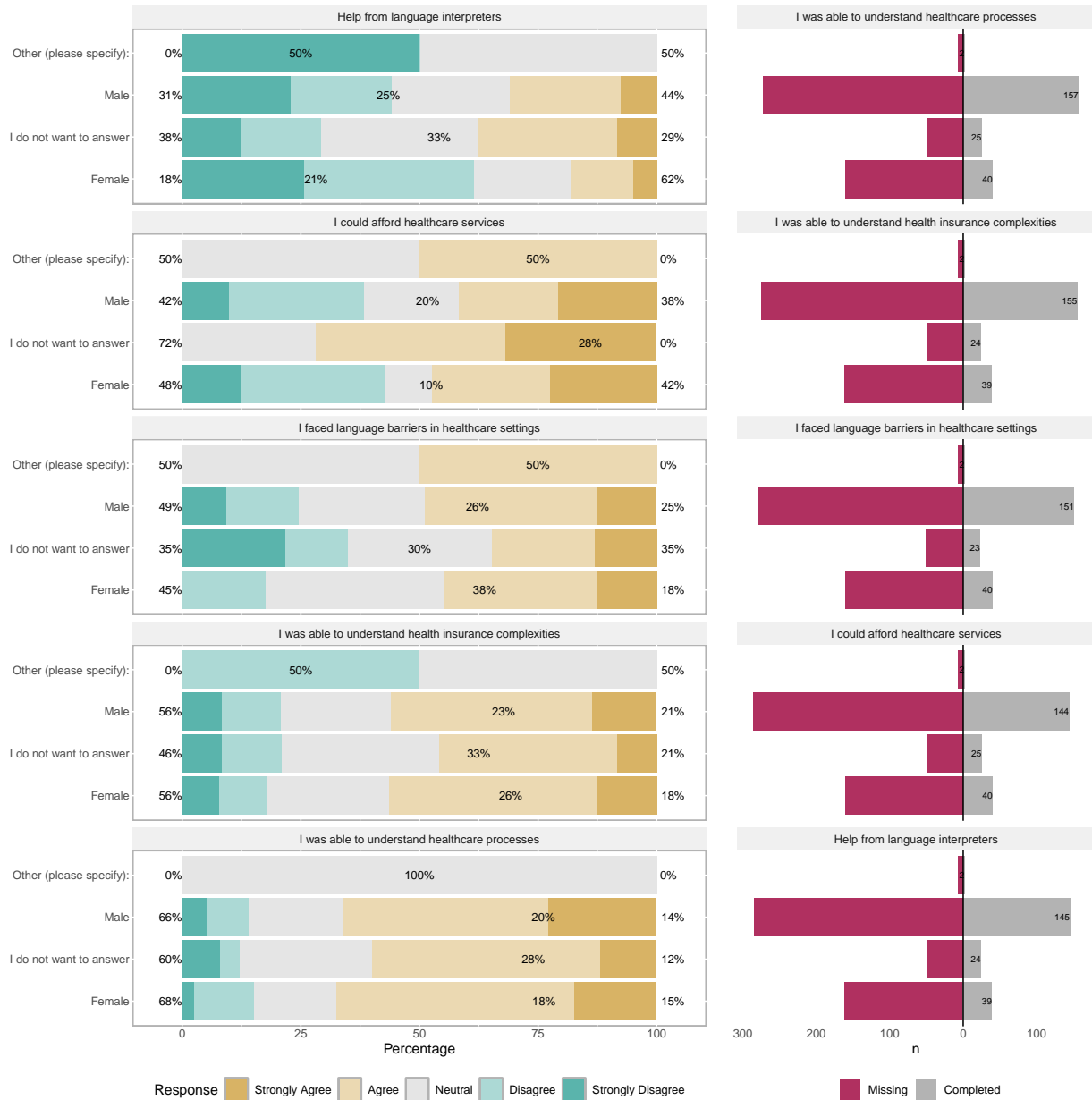


Figure 35: Access to Healthcare (by Gender)

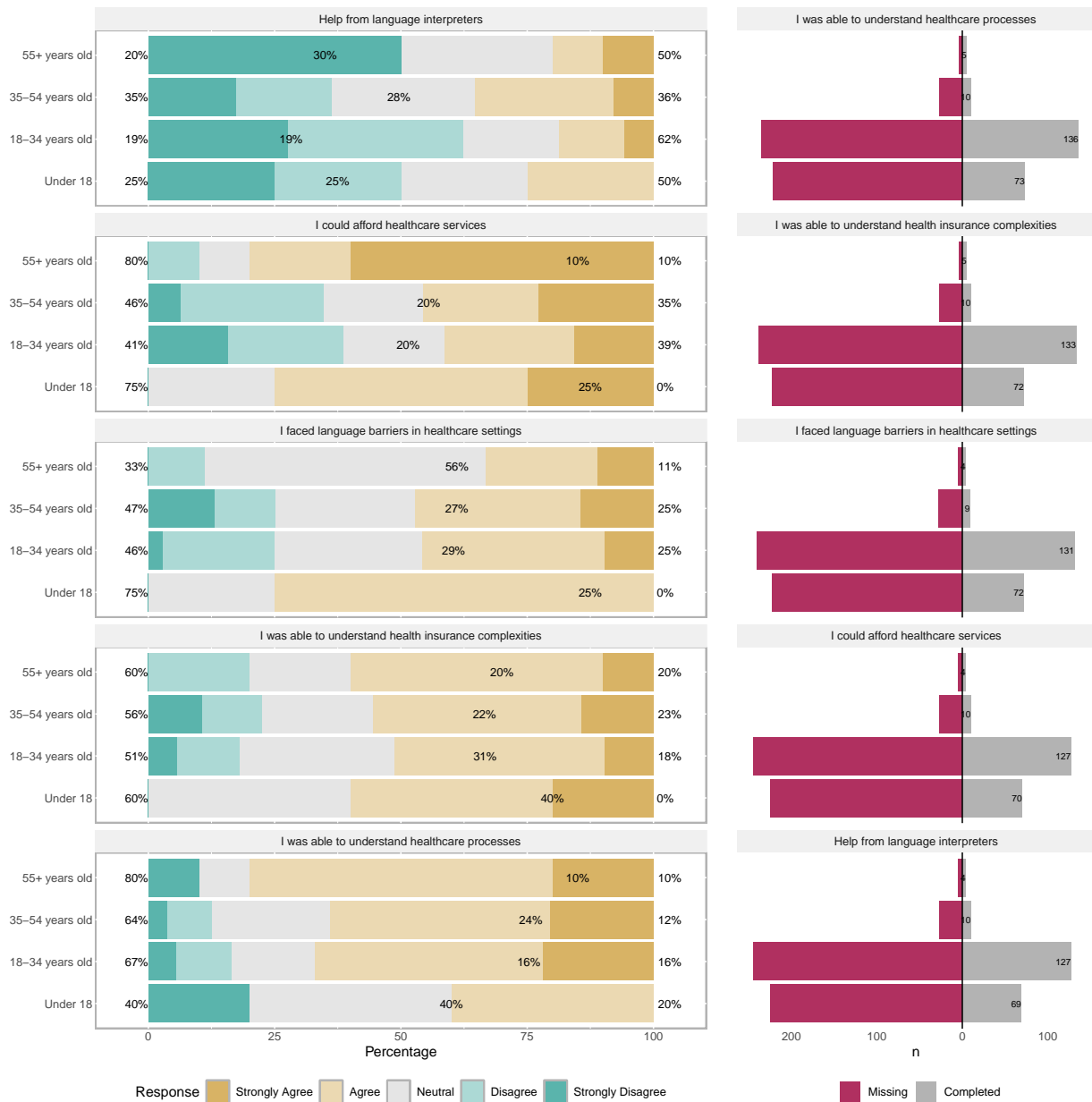


Figure 36: Access to Healthcare (by Age)

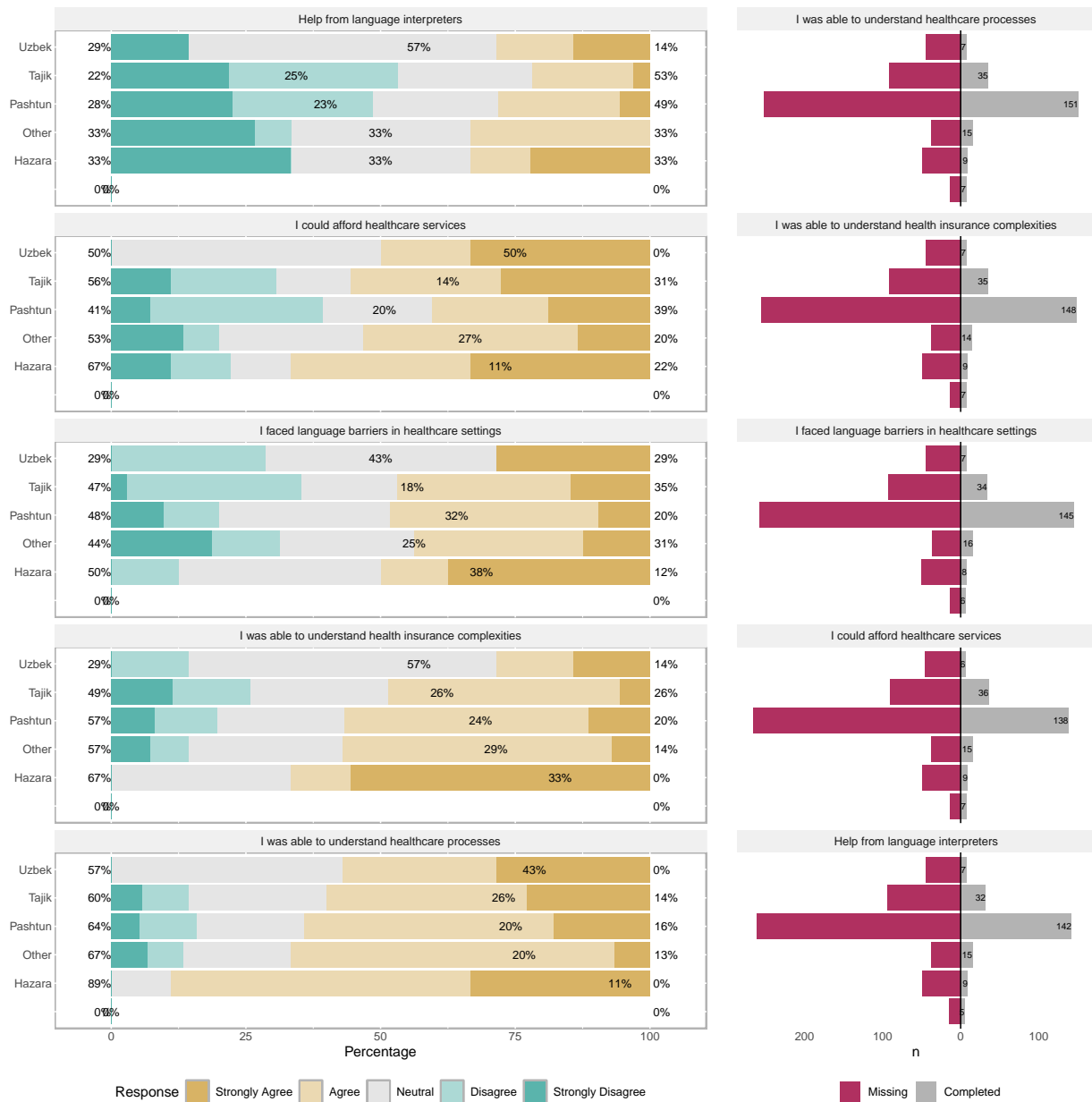


Figure 37: Access to Healthcare (by Ethnicity)

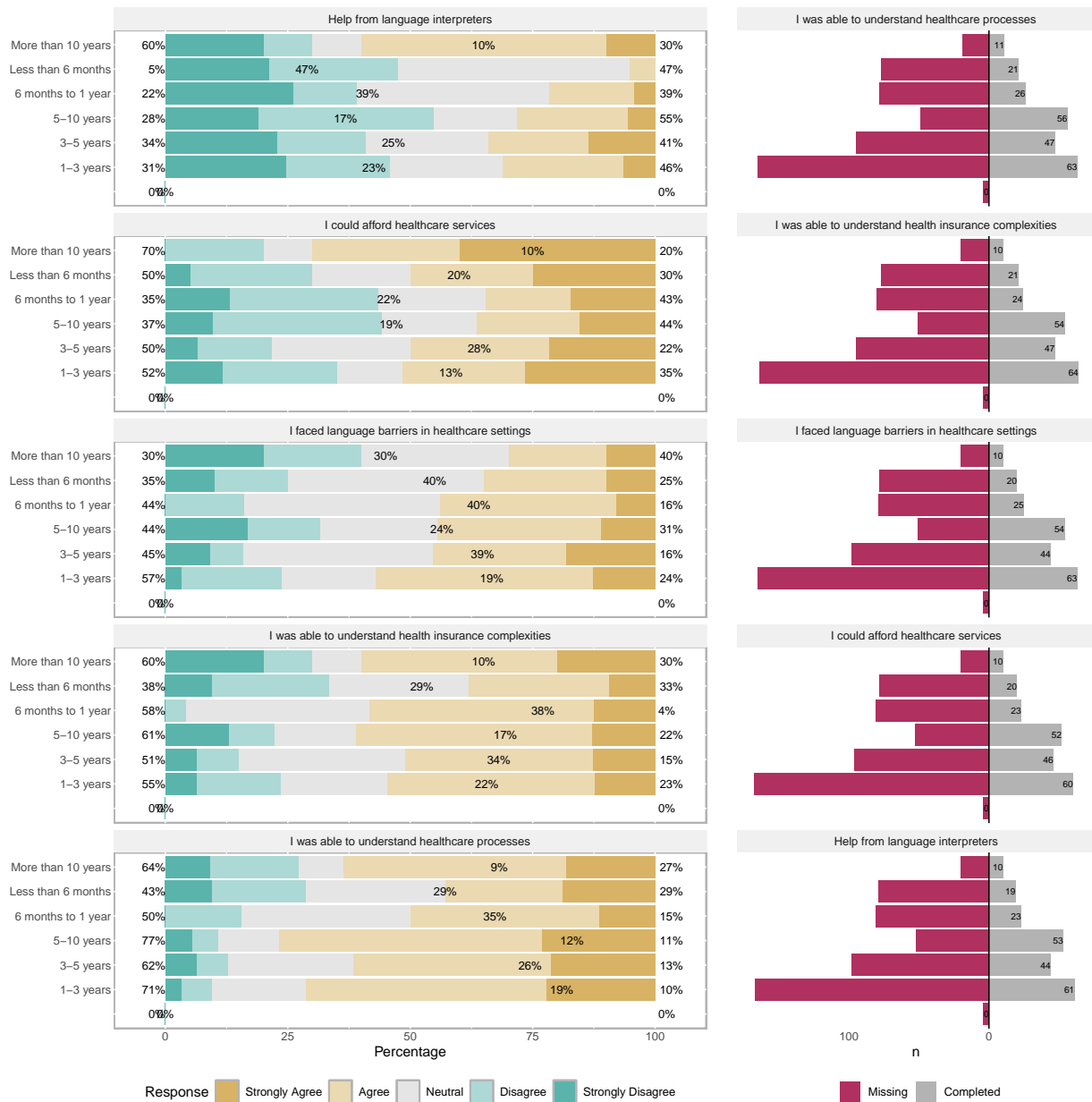


Figure 38: Access to Healthcare (by Length of Stay in US)

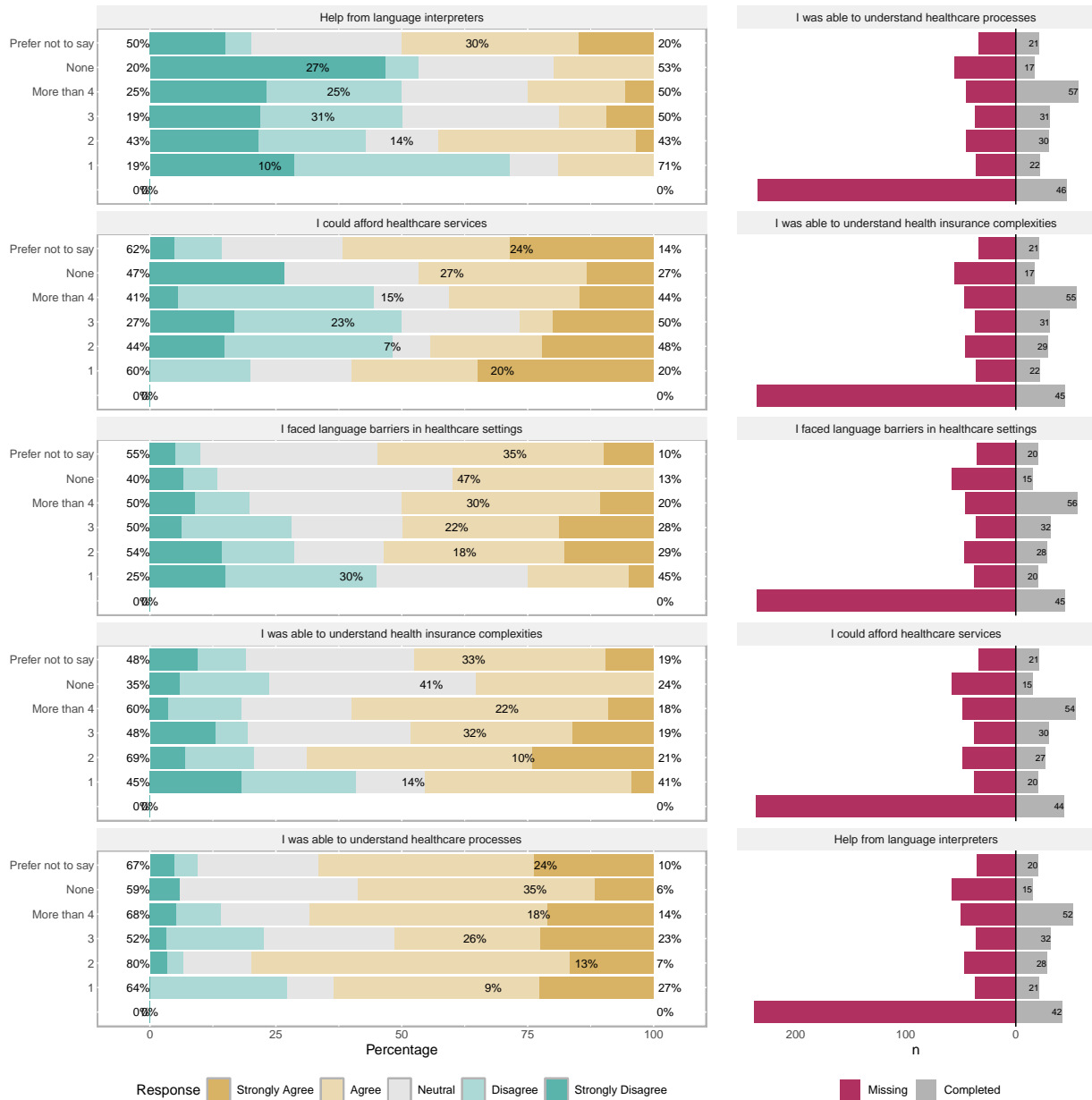


Figure 39: Access to Healthcare (by No. of Children)

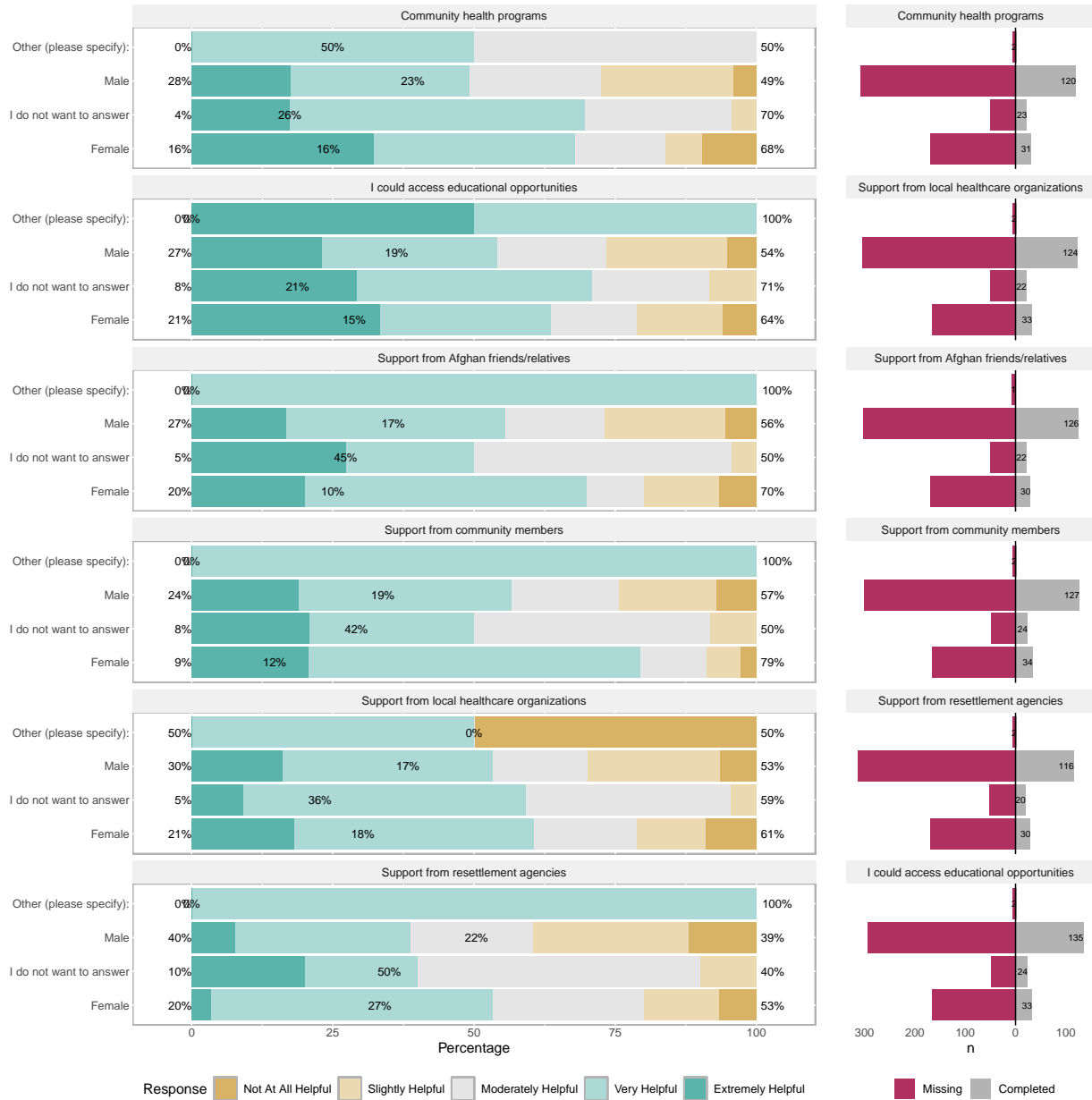


Figure 40: Access to Healthcare Assistance (by Gender)

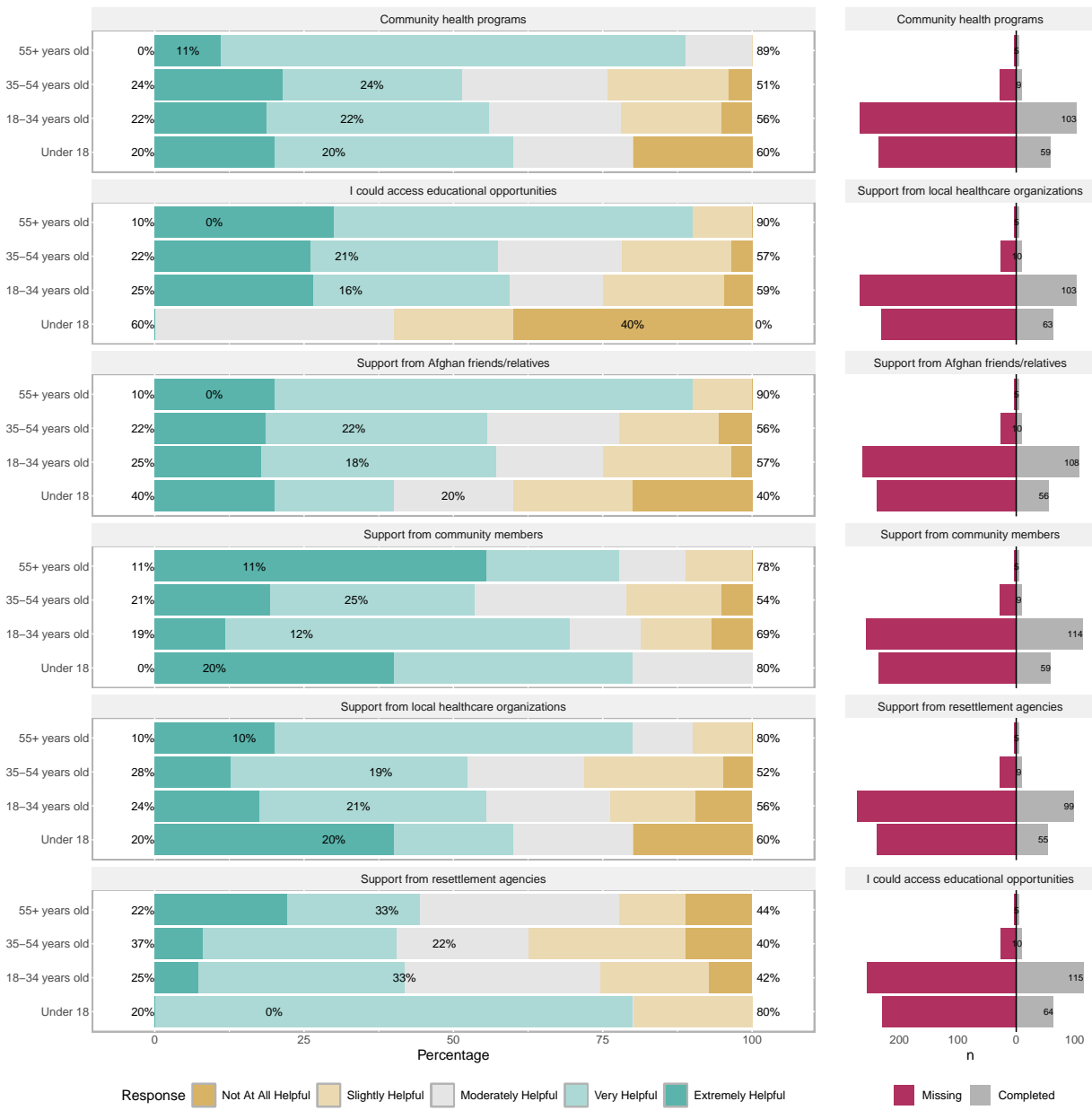


Figure 41: Access to Healthcare Assistance (by Age)

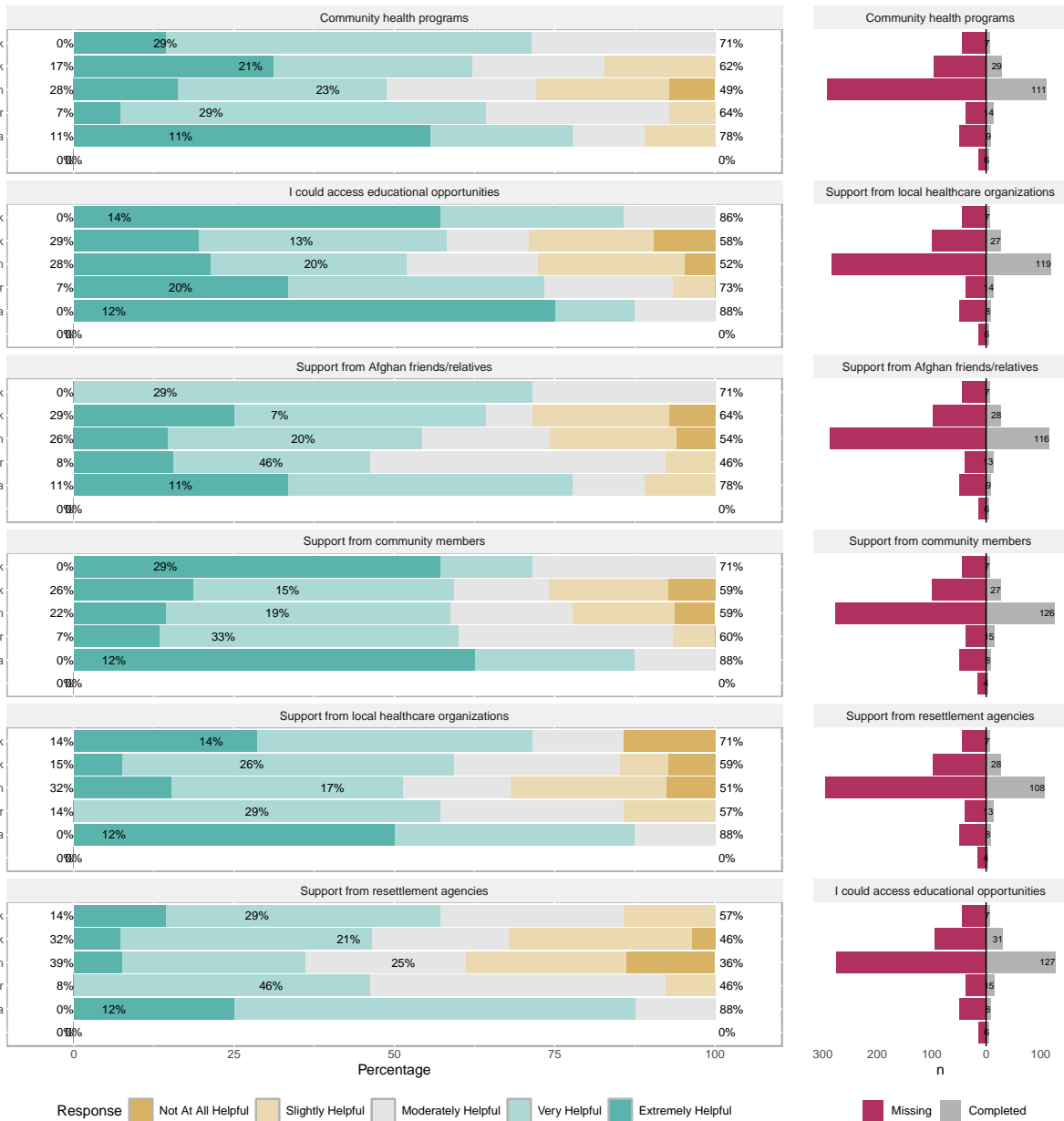


Figure 42: Access to Healthcare Assistance (by Ethnicity)

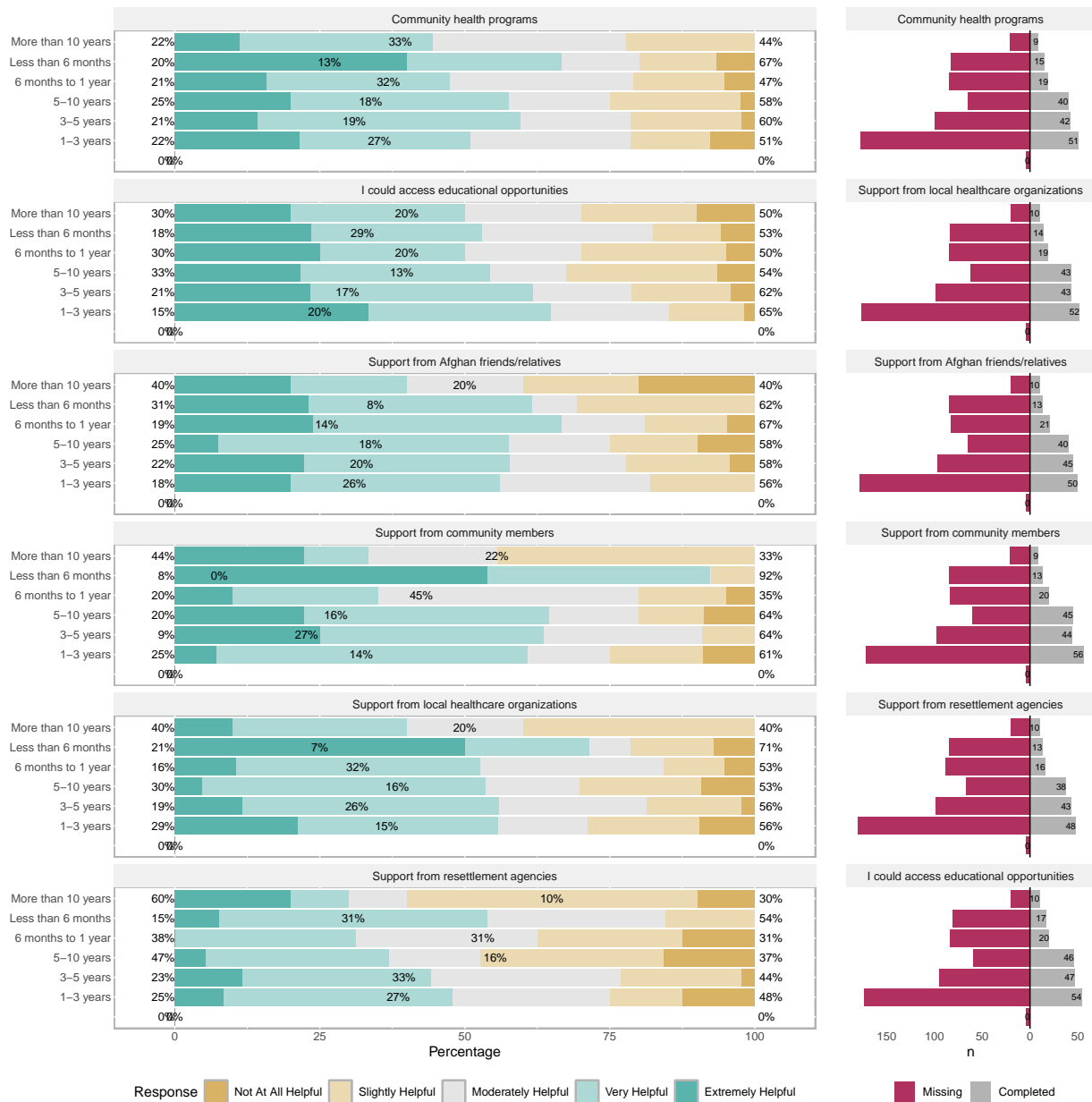


Figure 43: Access to Healthcare Assistance (by Length of Stay in US)

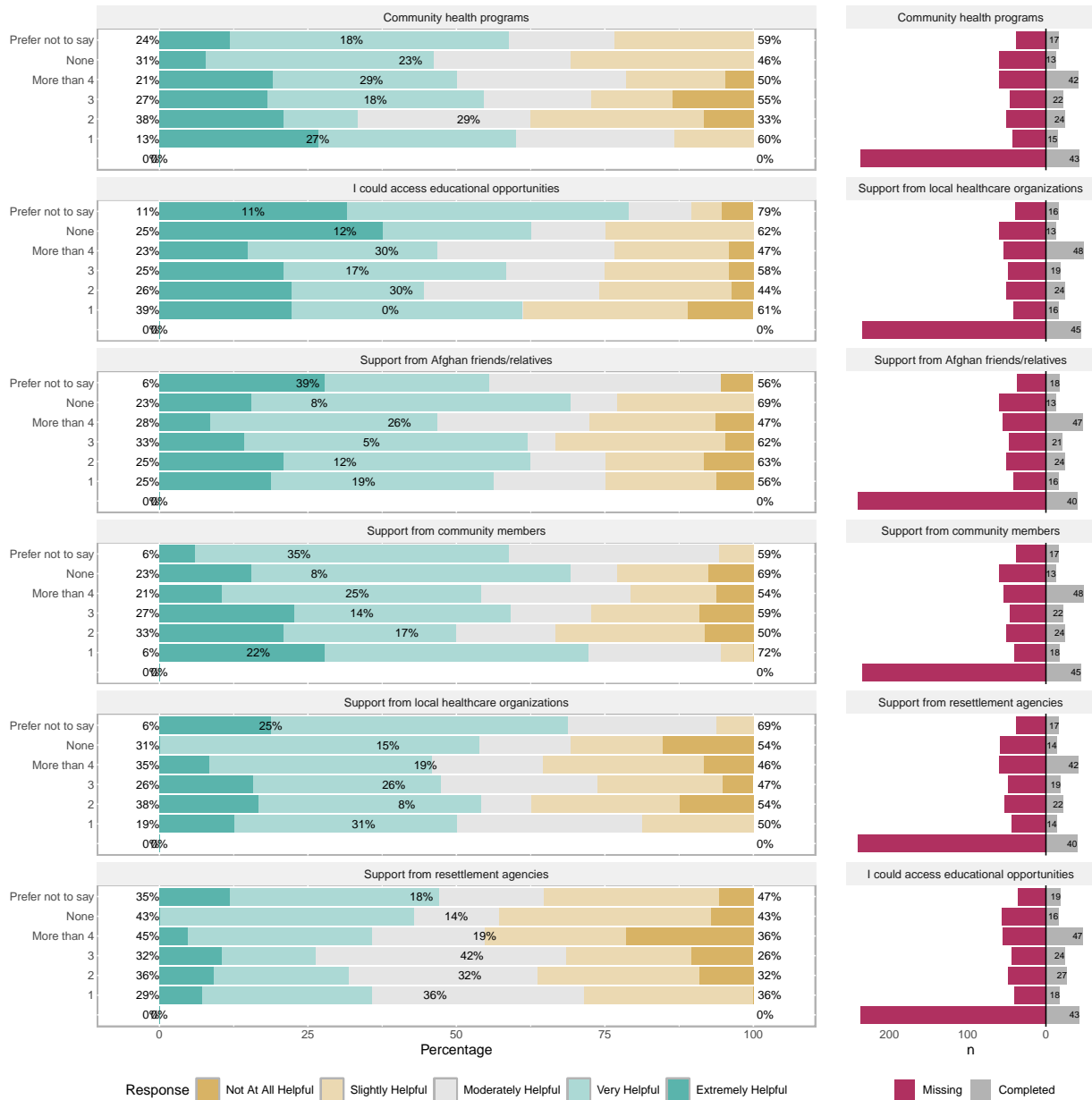


Figure 44: Access to Healthcare Assistance (by No. of Children)

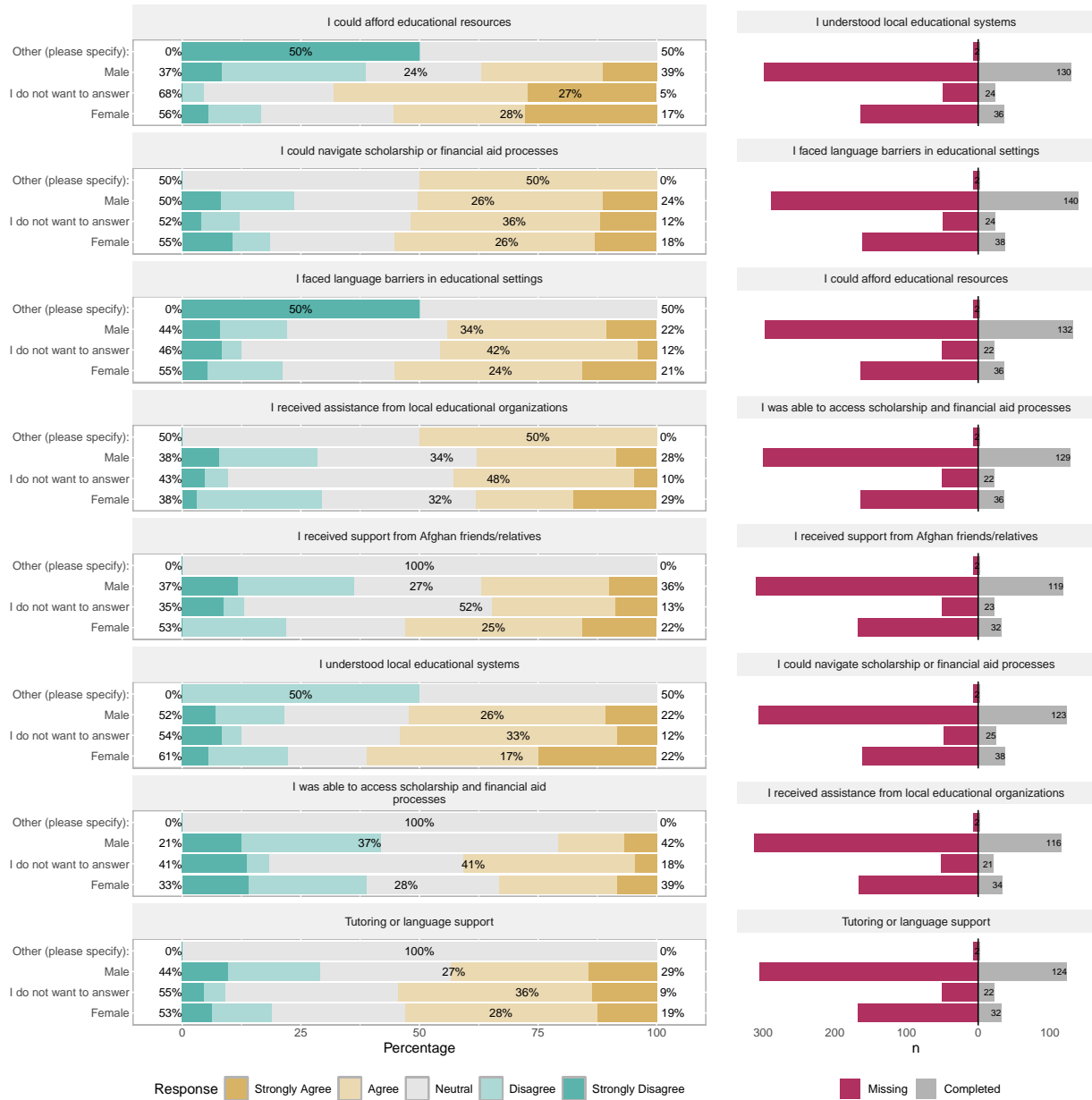


Figure 45: Access to Education (by Gender)

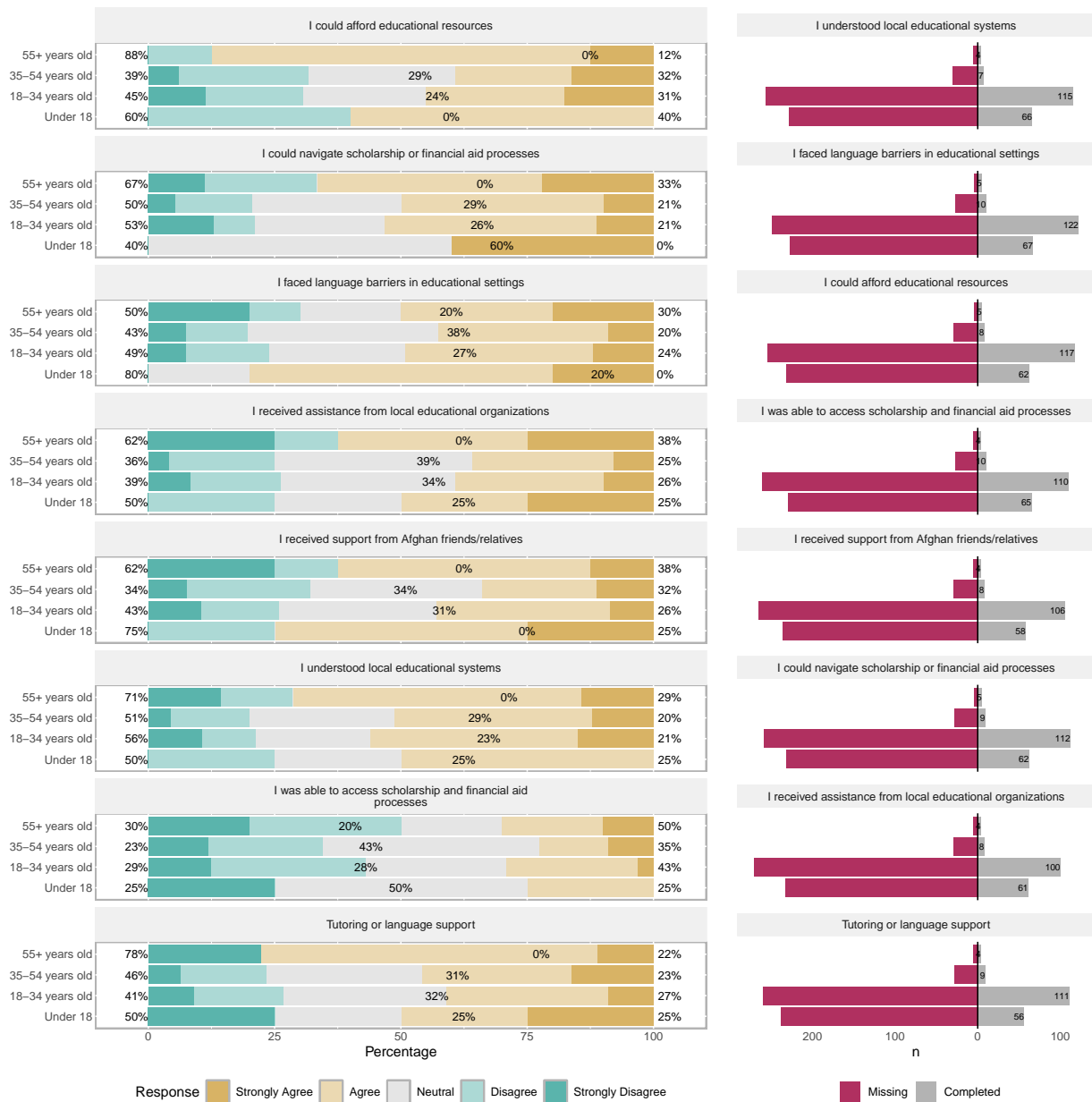


Figure 46: Access to Education (by Age)

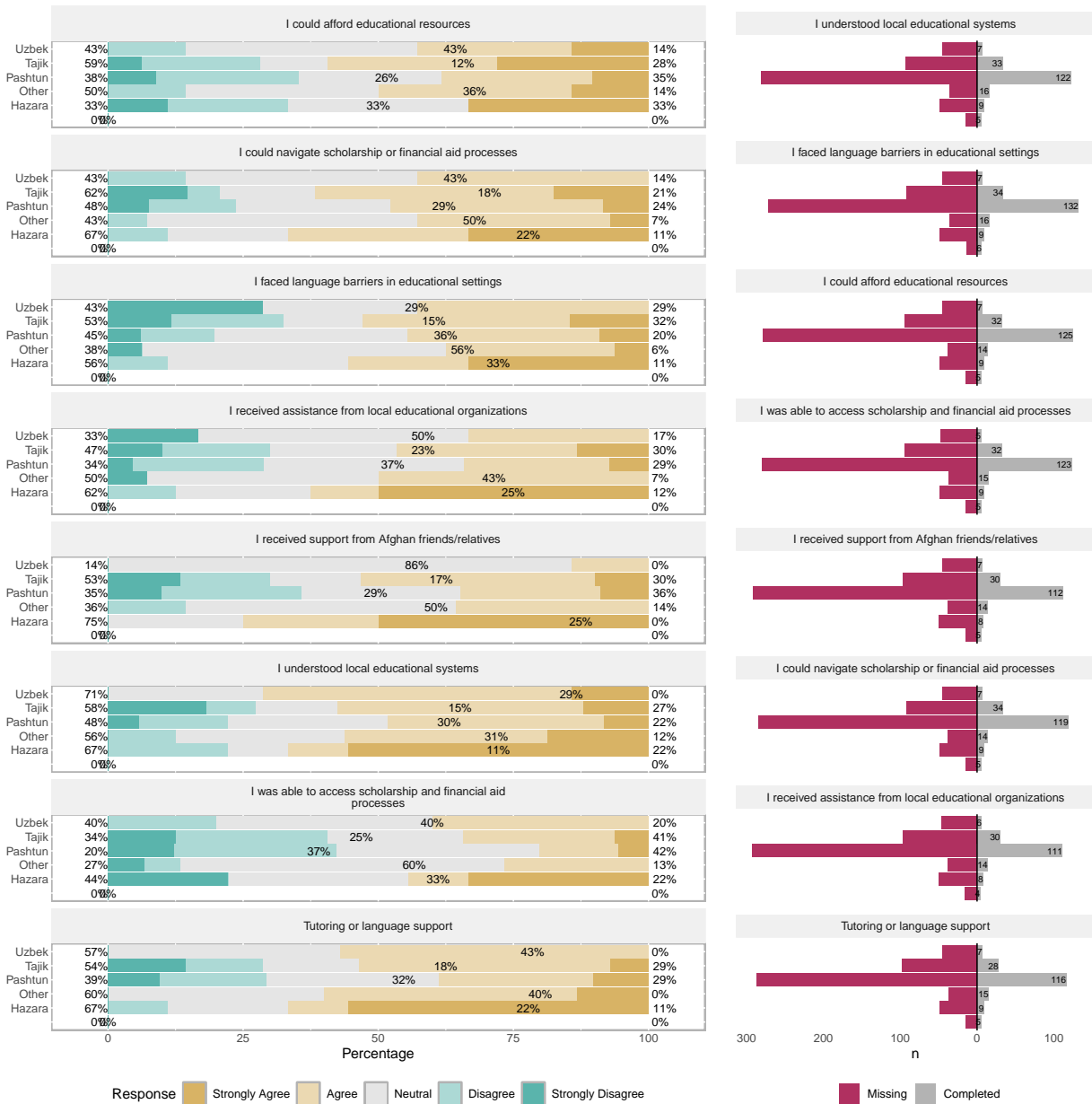


Figure 47: Access to Education (by Ethnicity)

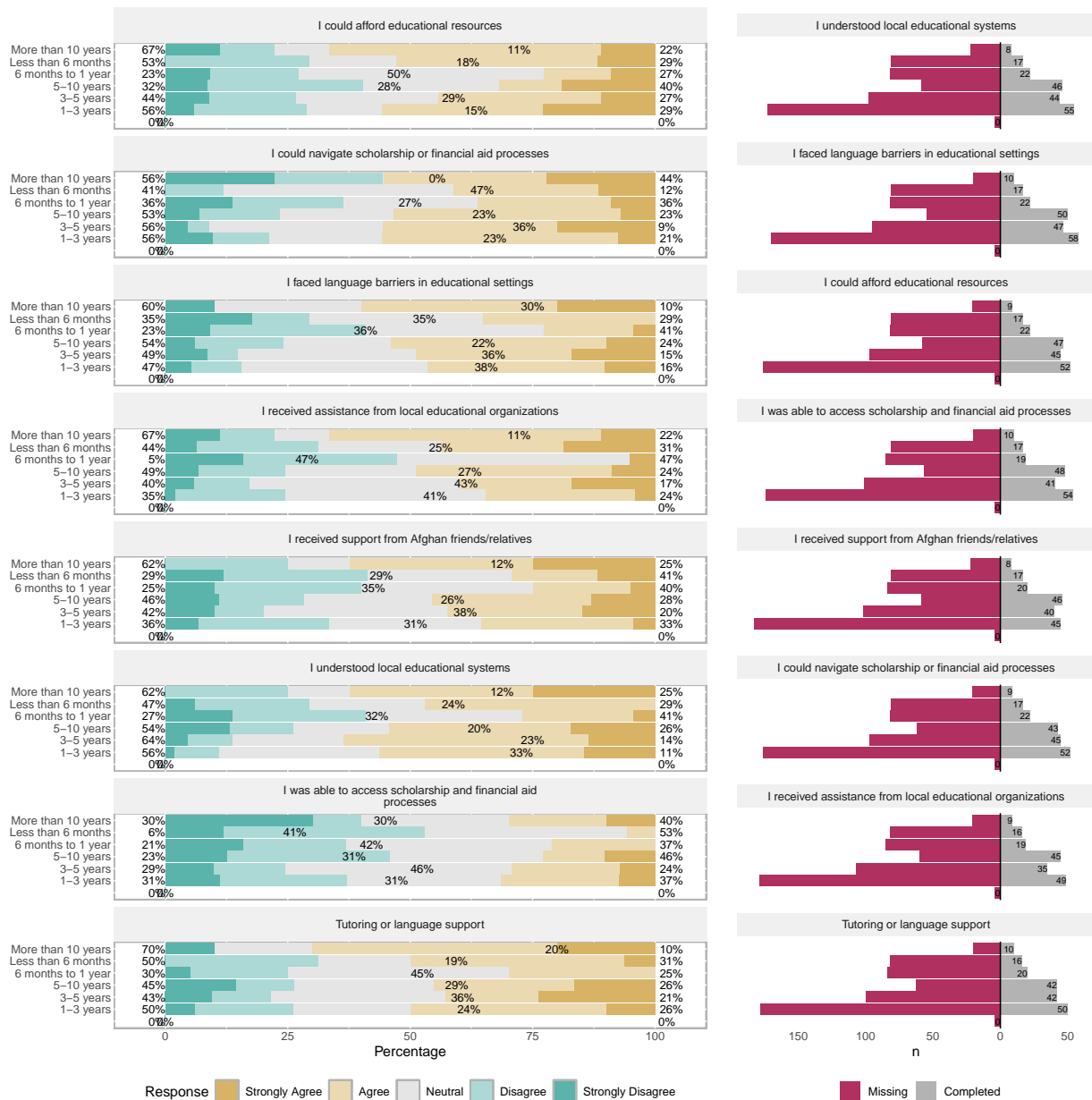


Figure 48: Access to Education (by Length of Stay in US)

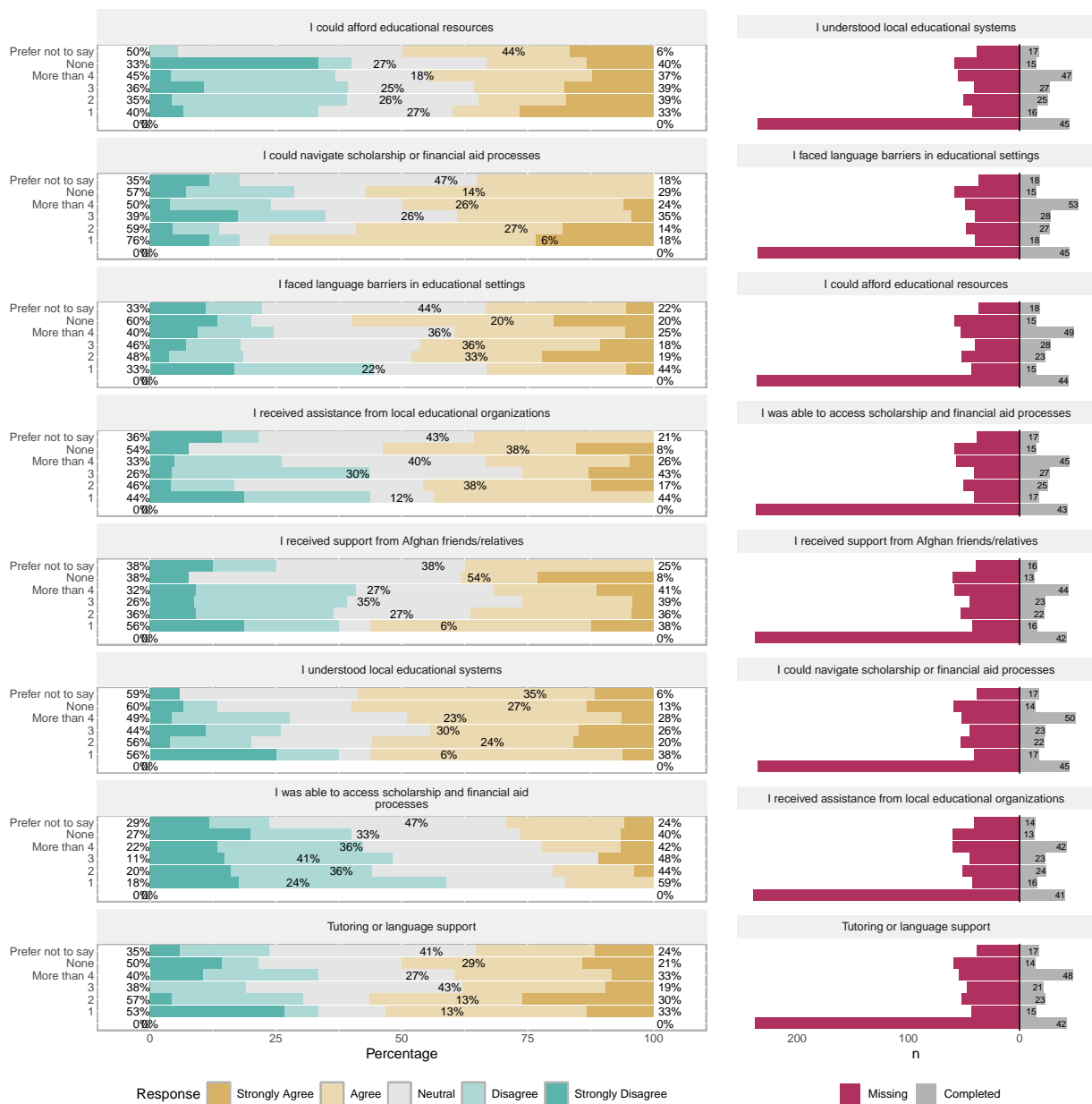


Figure 49: Access to Education (by No. of Children)

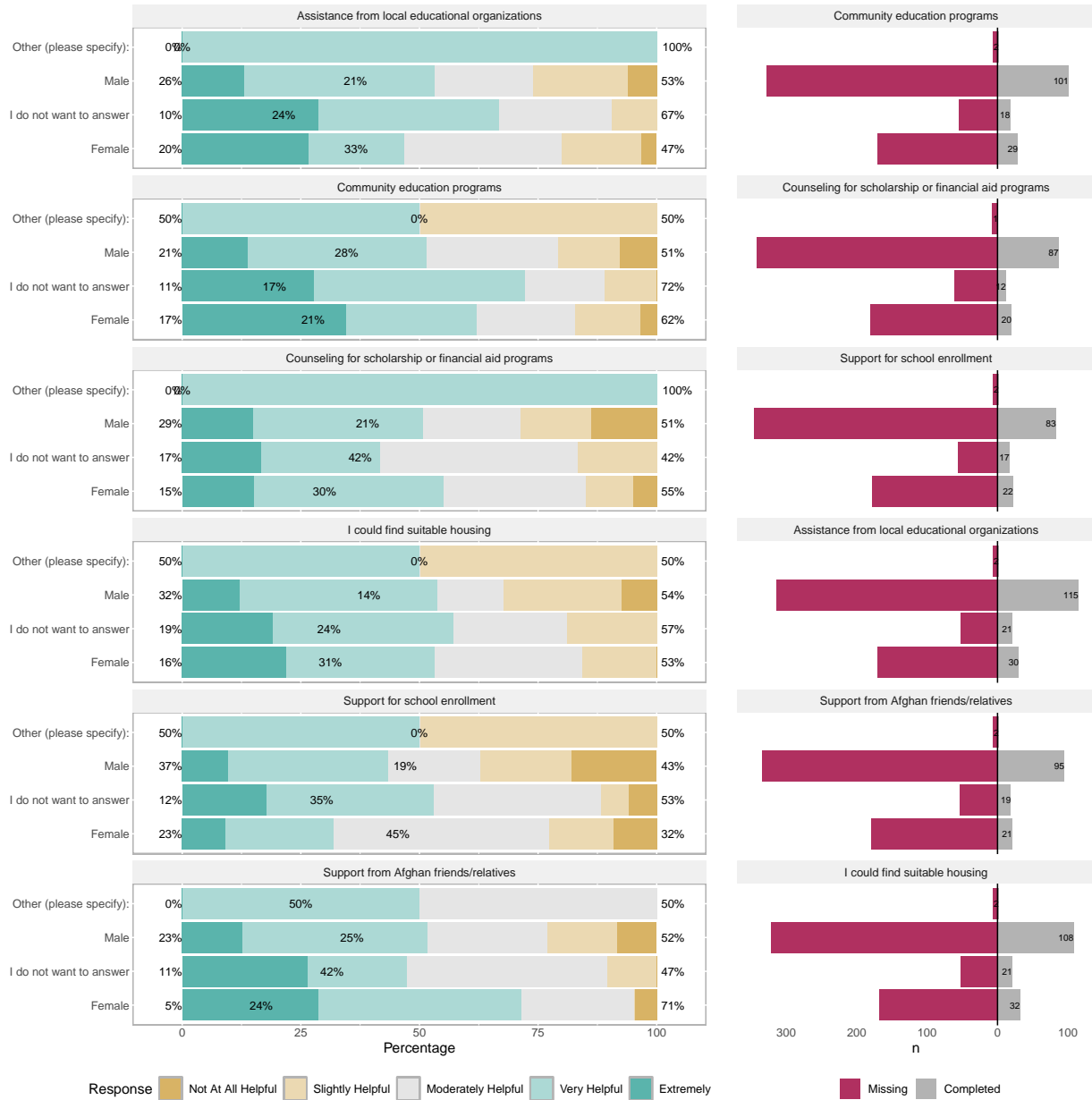


Figure 50: Access to Education Assistance (by Gender)

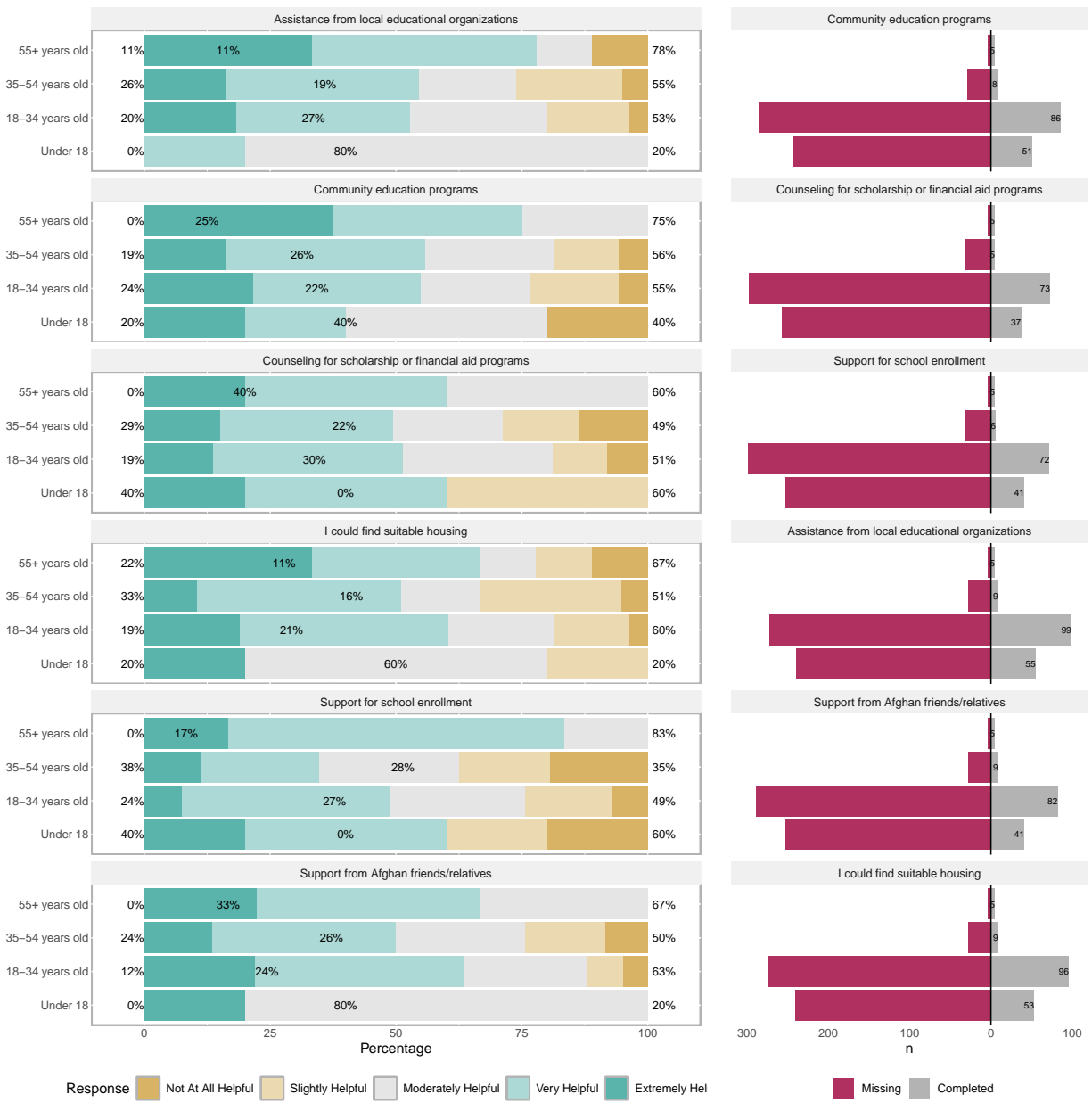


Figure 51: Access to Education Assistance (by Age)

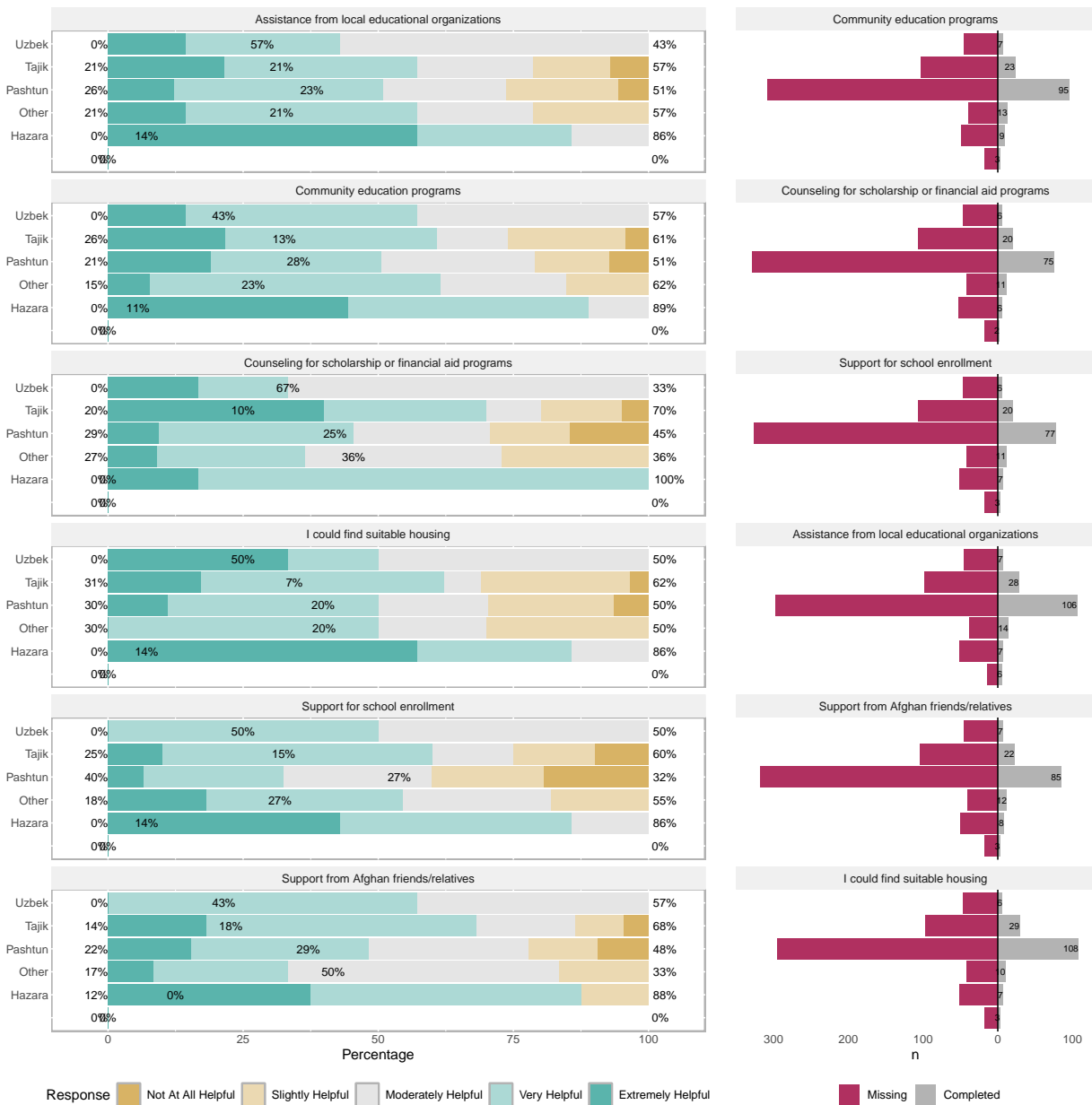


Figure 52: Access to Education Assistance (by Ethnicity))

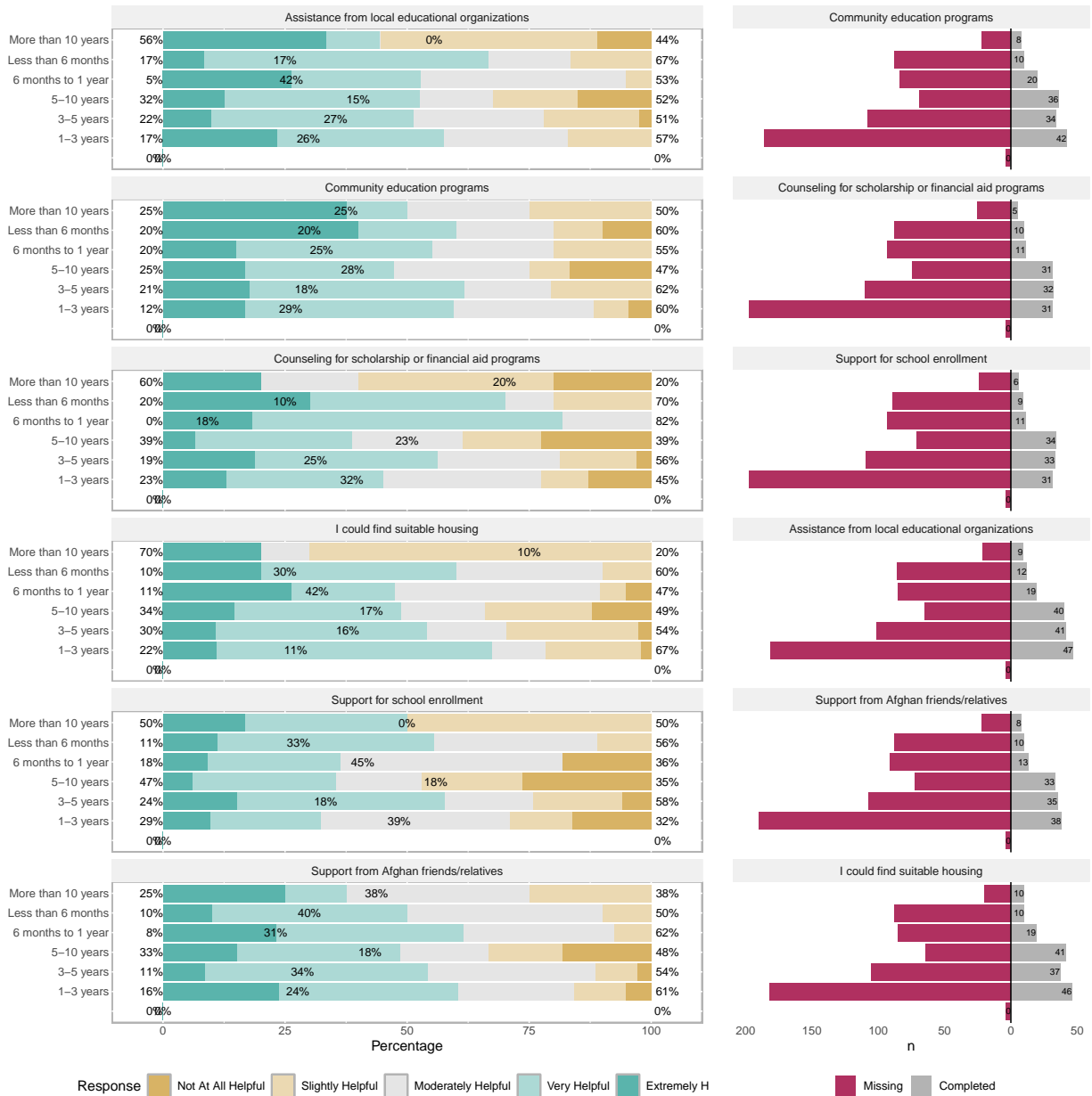
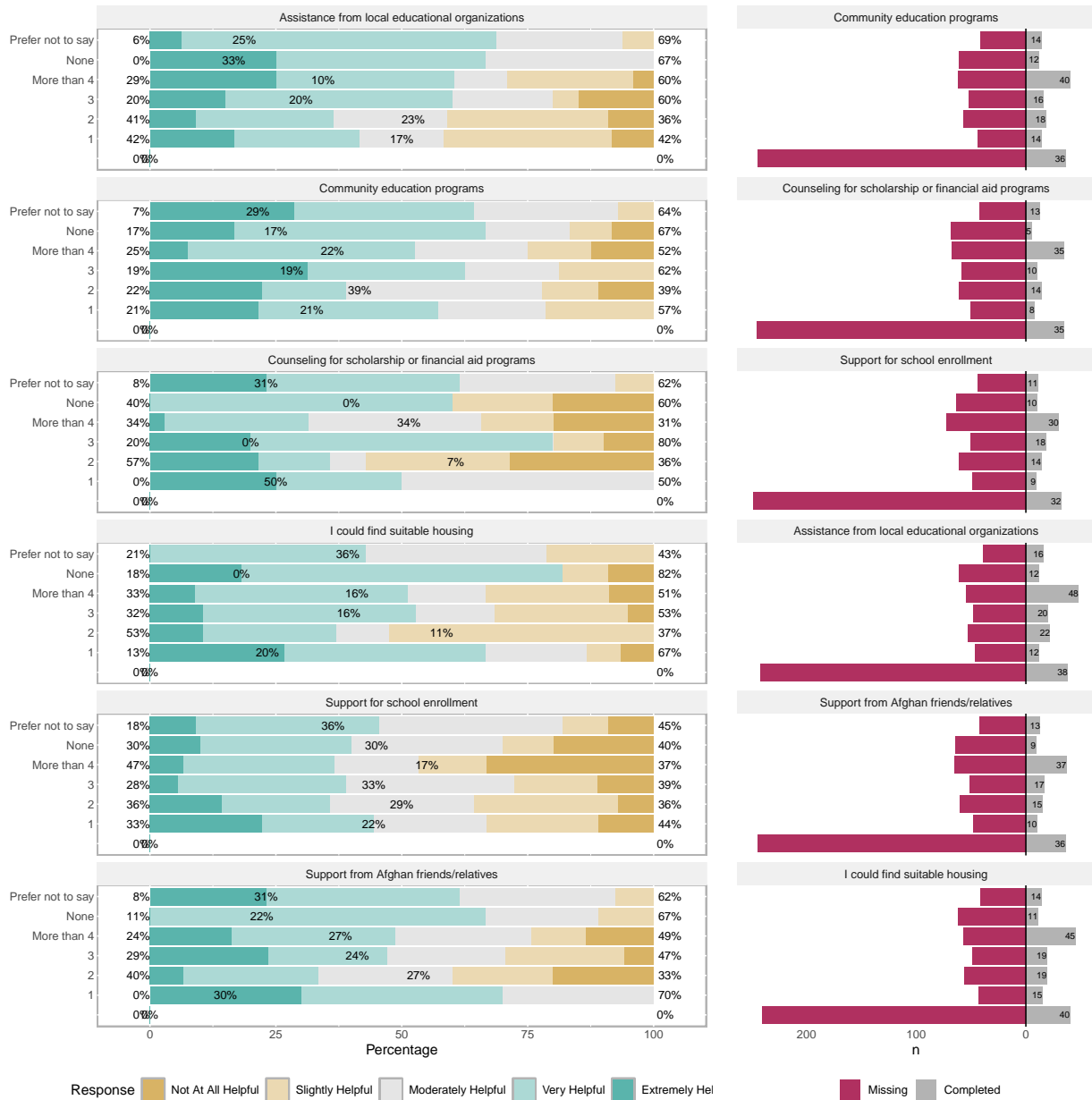


Figure 53: Access to Education Assistance (by Length of Stay in the US))



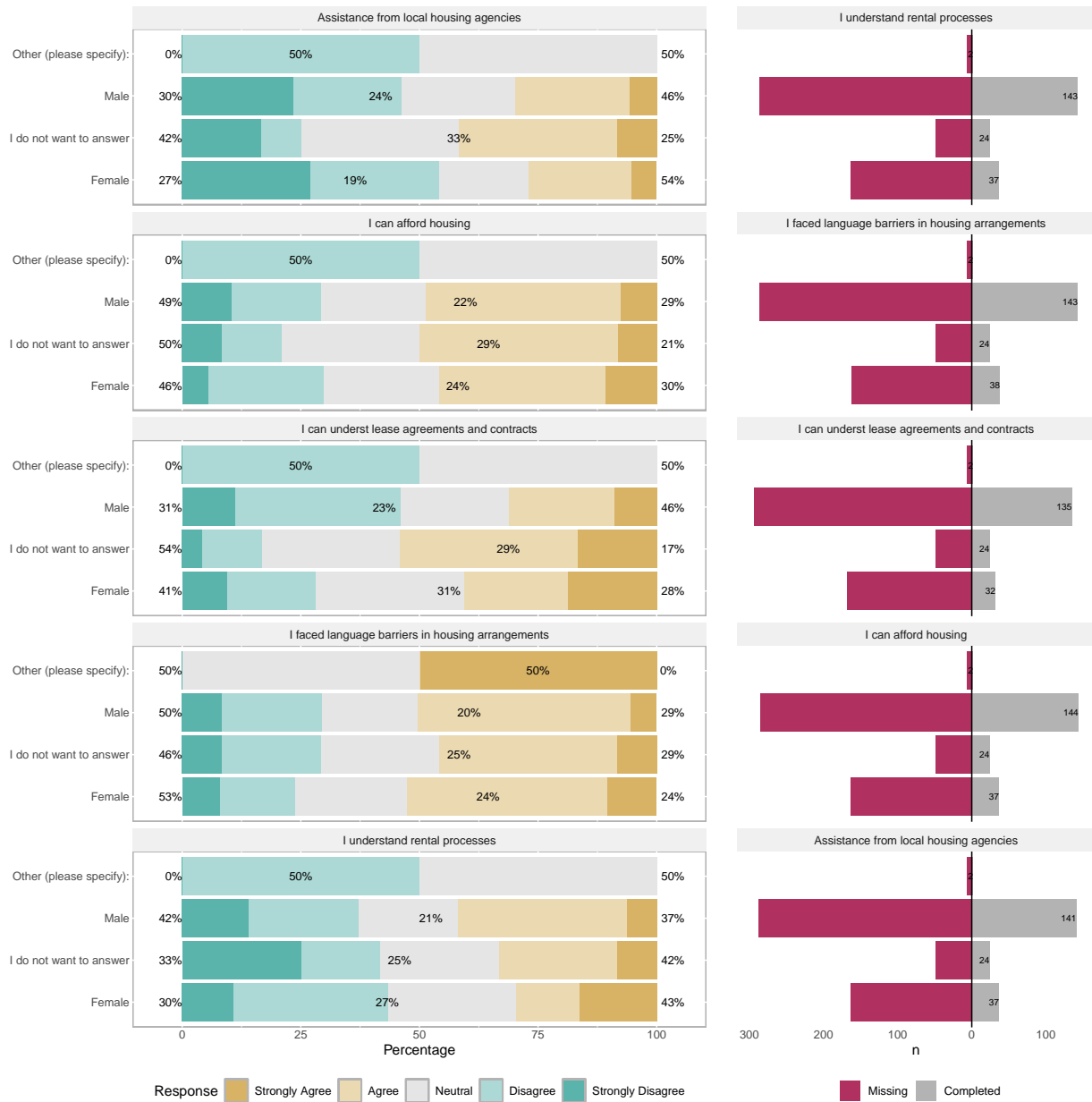


Figure 55: Access to Housing (by Gender)

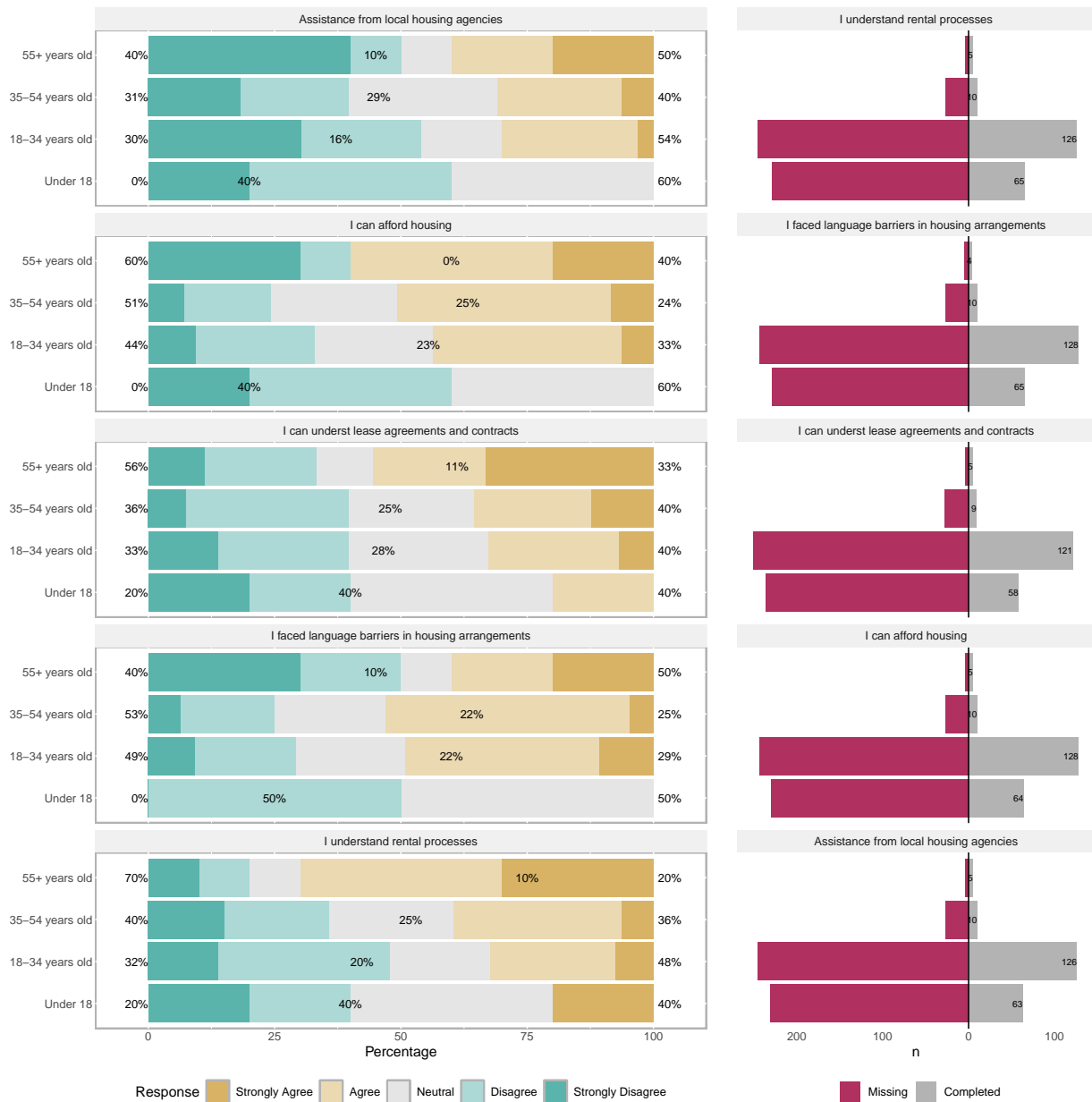


Figure 56: Access to Housing (by Age)

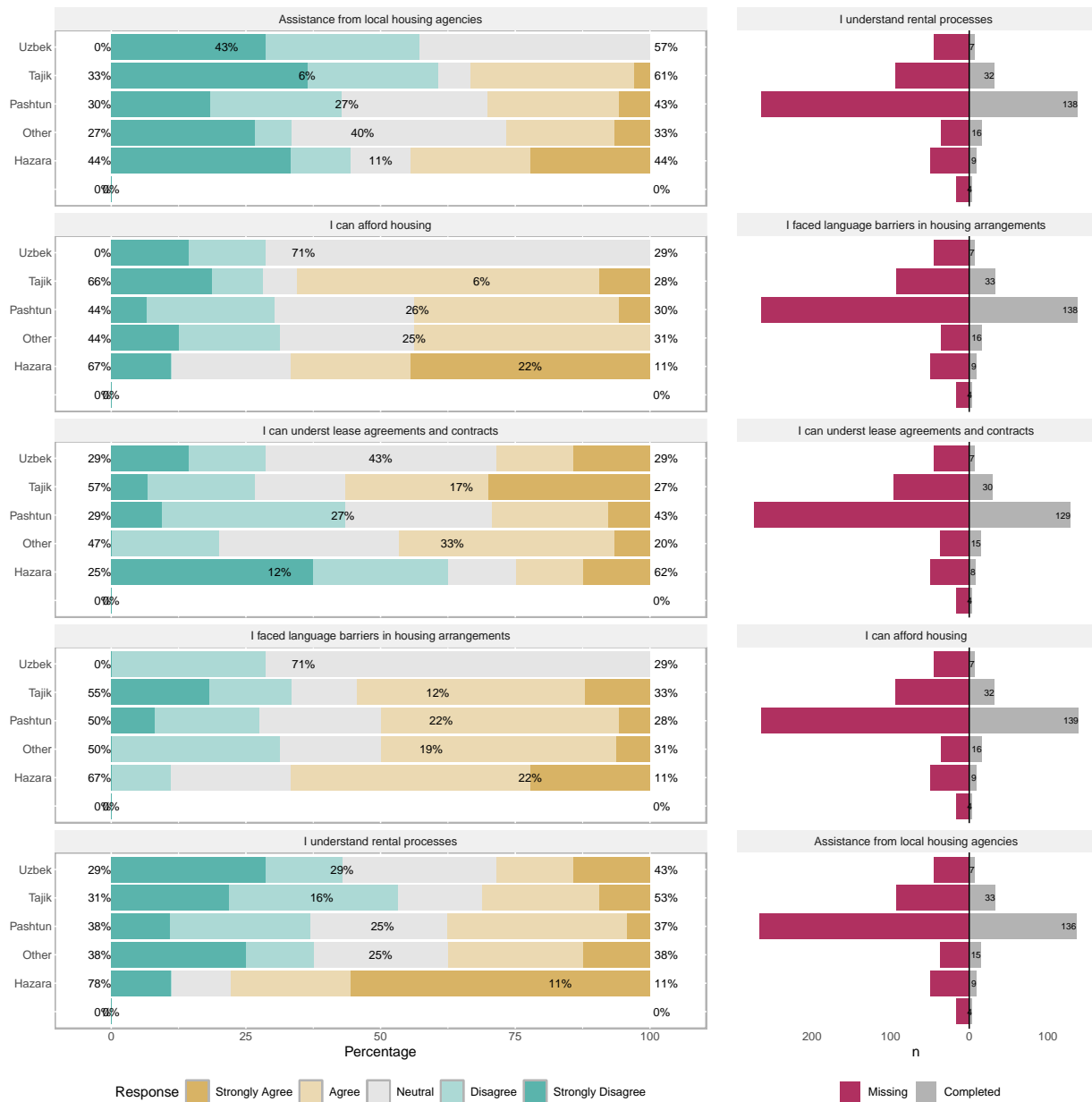


Figure 57: Access to Housing (by Ethnicity)

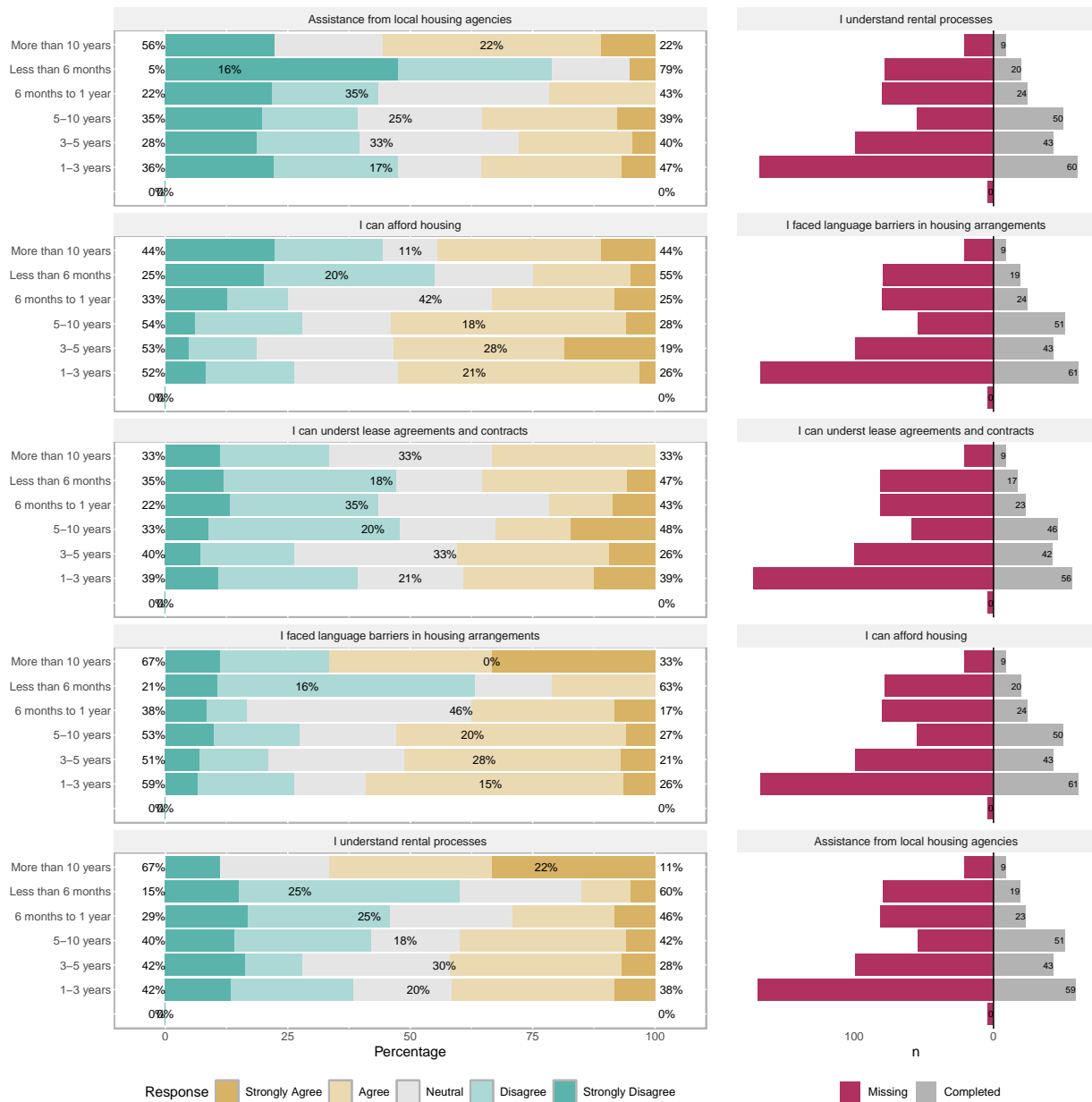


Figure 58: Access to Housing (by Length of Stay in the US)

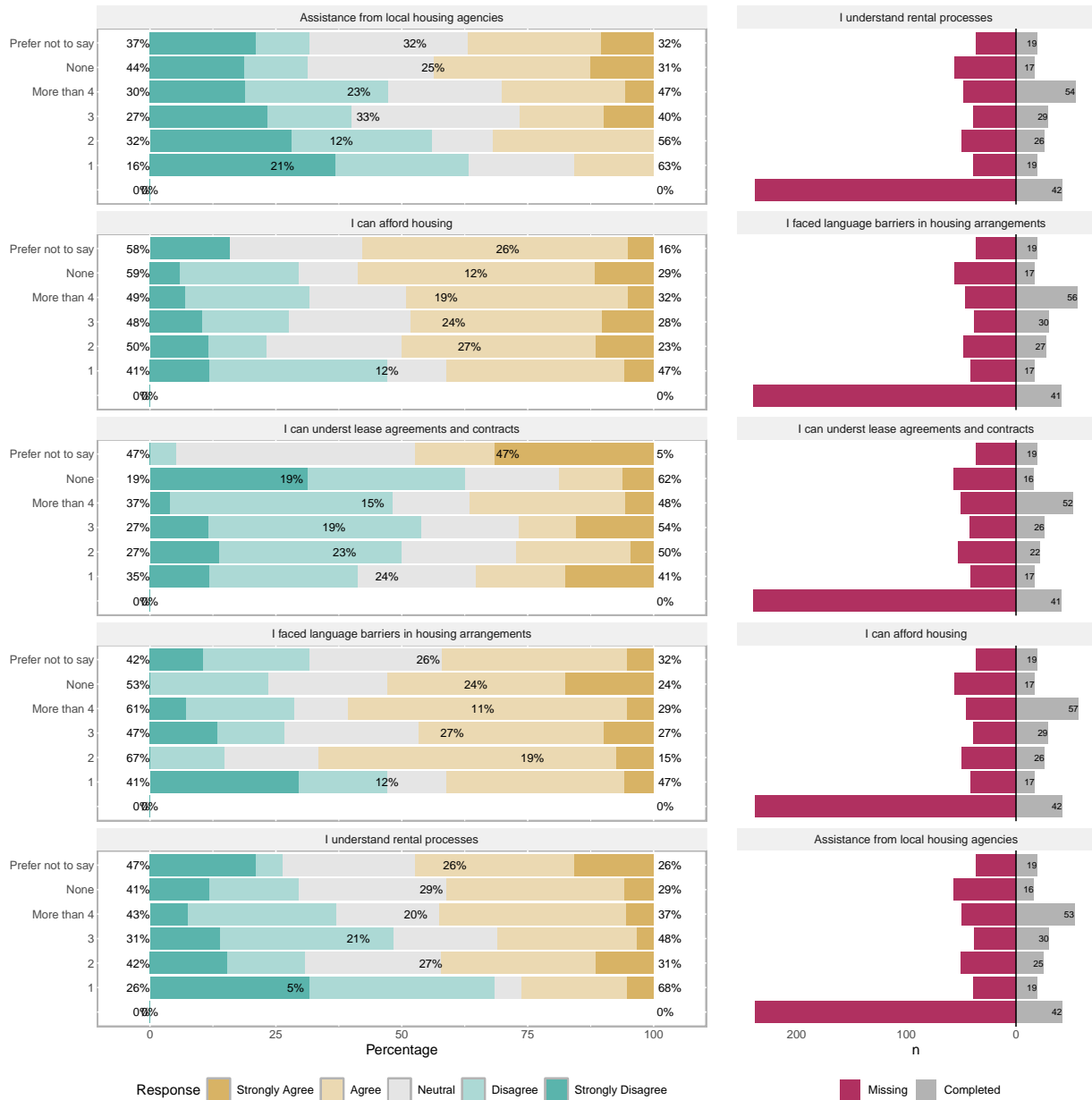


Figure 59: Access to Housing (by No. of Children)

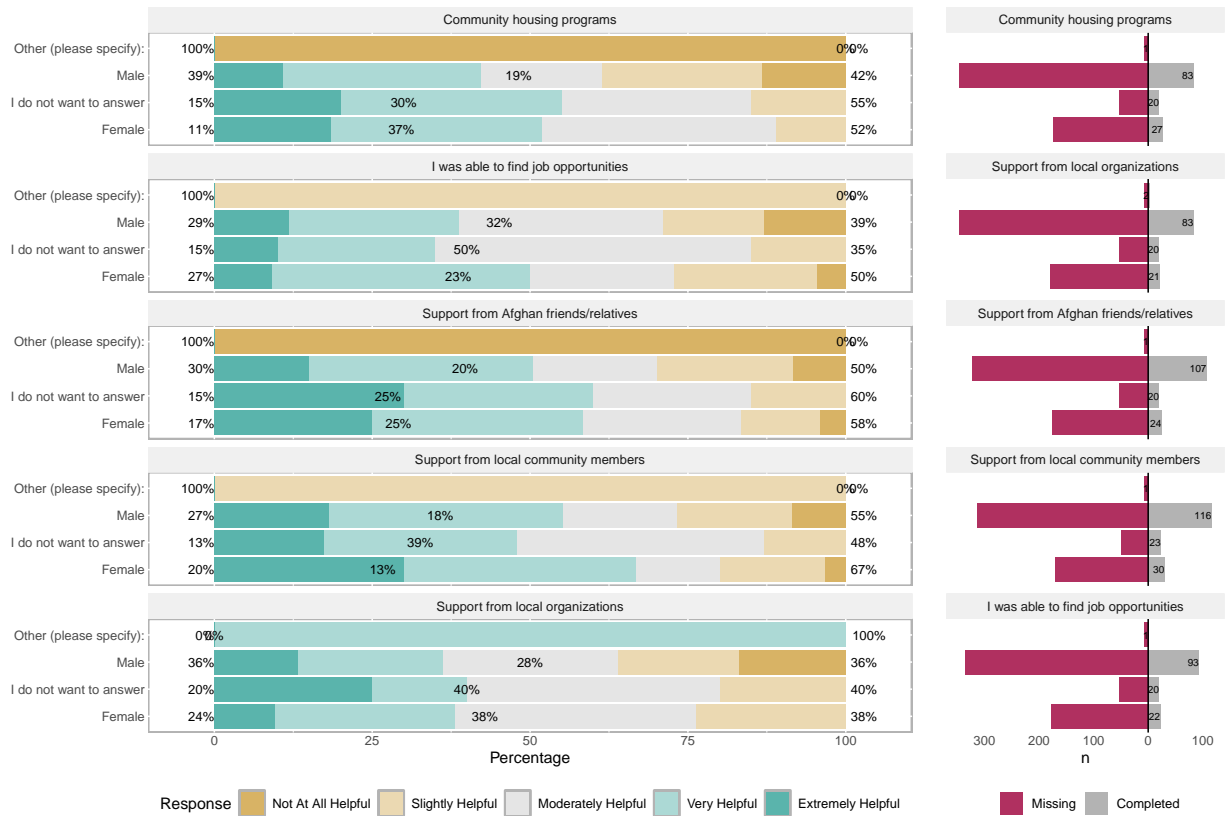


Figure 60: Access to Housing Assistance (by Gender)

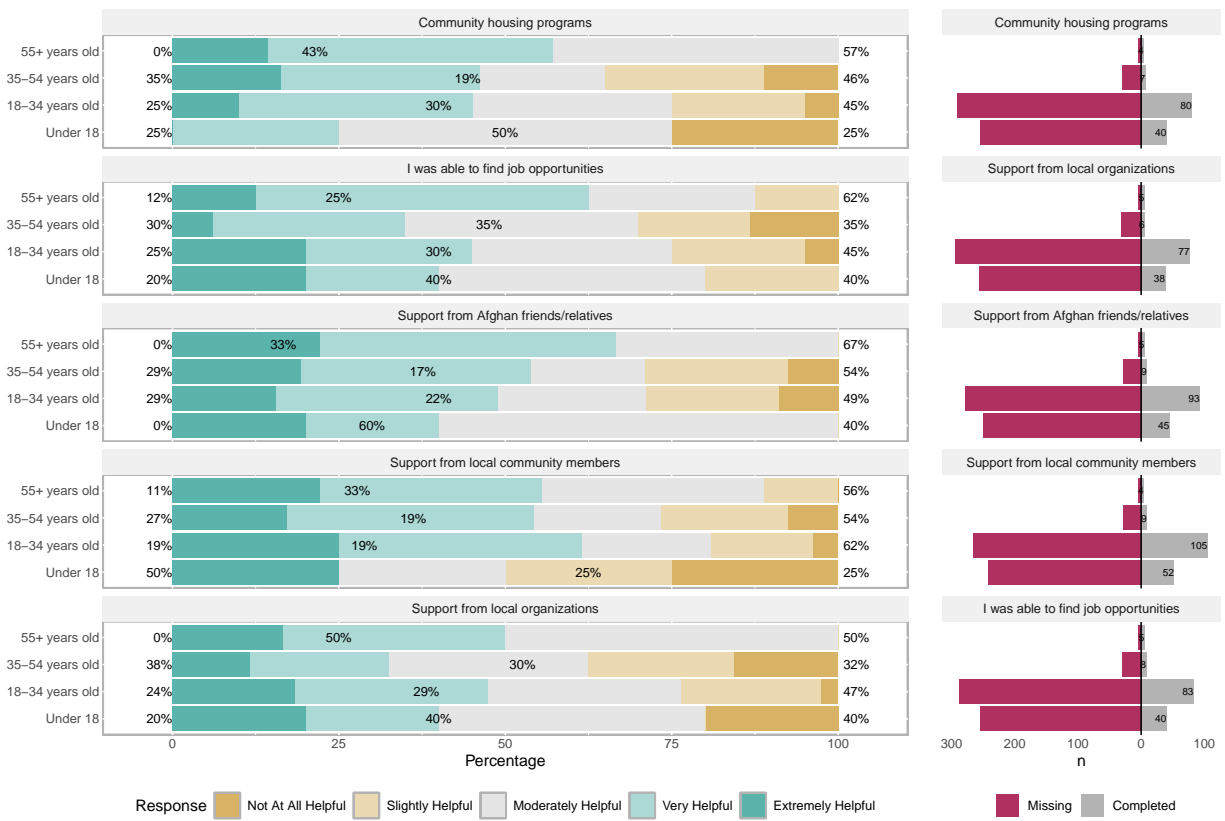


Figure 61: Access to Housing Assistance (by Age)

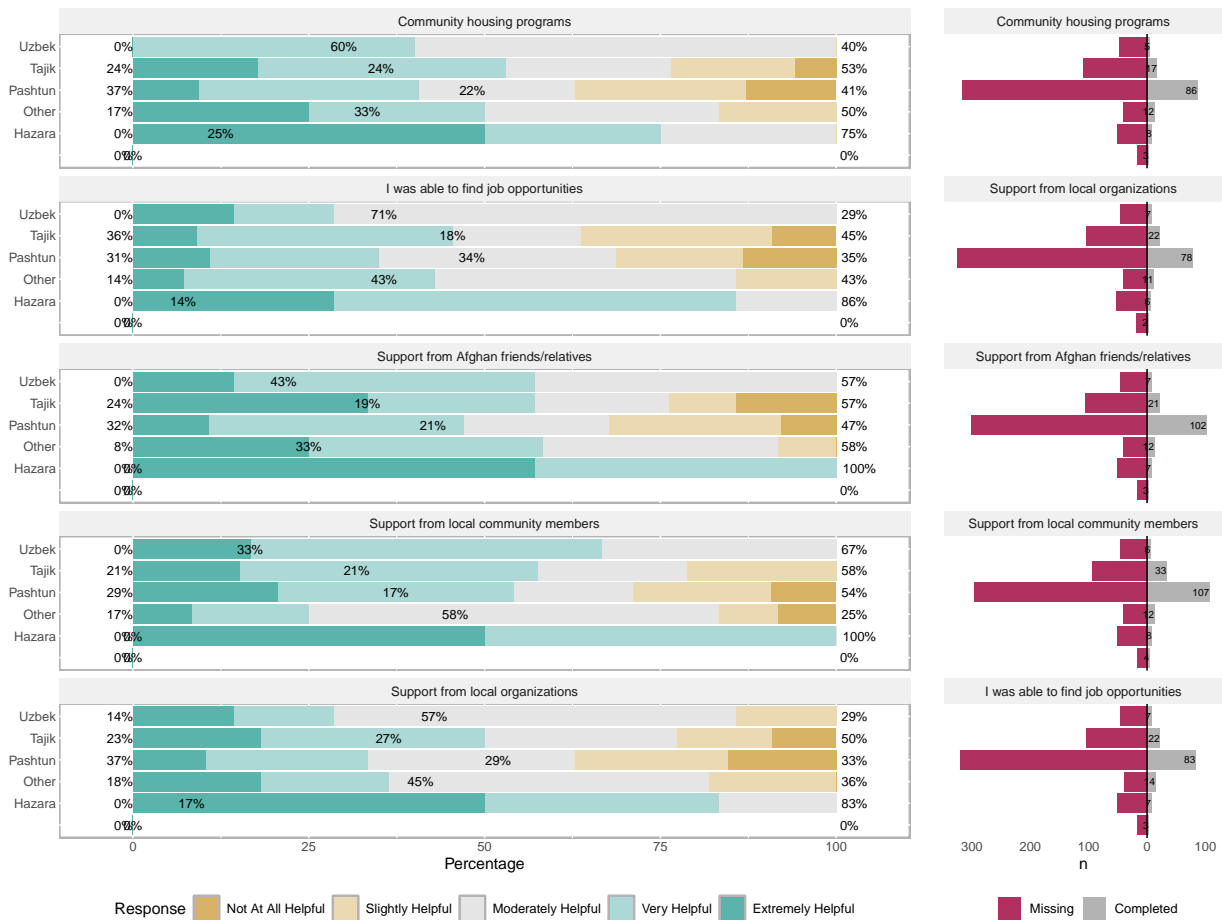


Figure 62: Access to Housing Assistance (by Ethnicity)

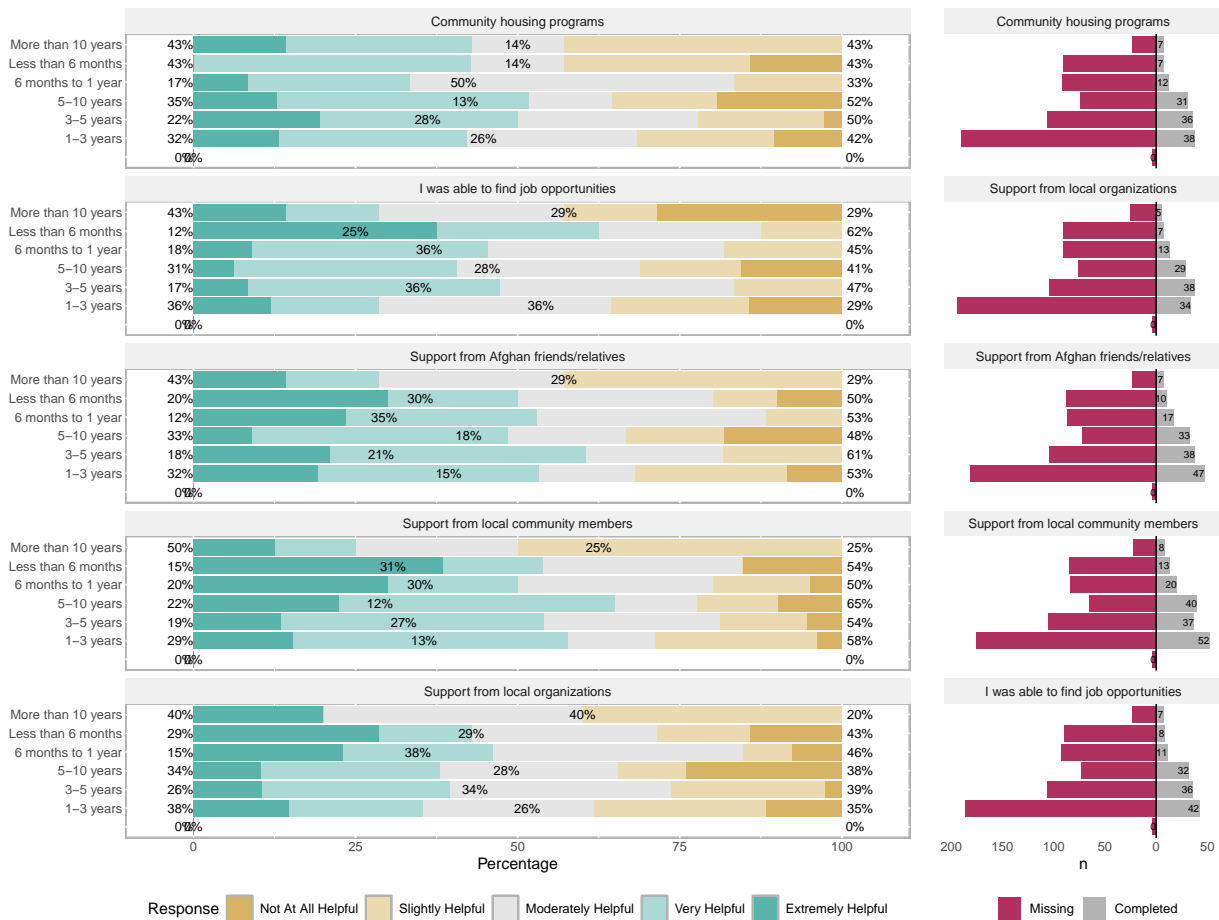


Figure 63: Access to Housing Assistance (by Length of Stay in US)

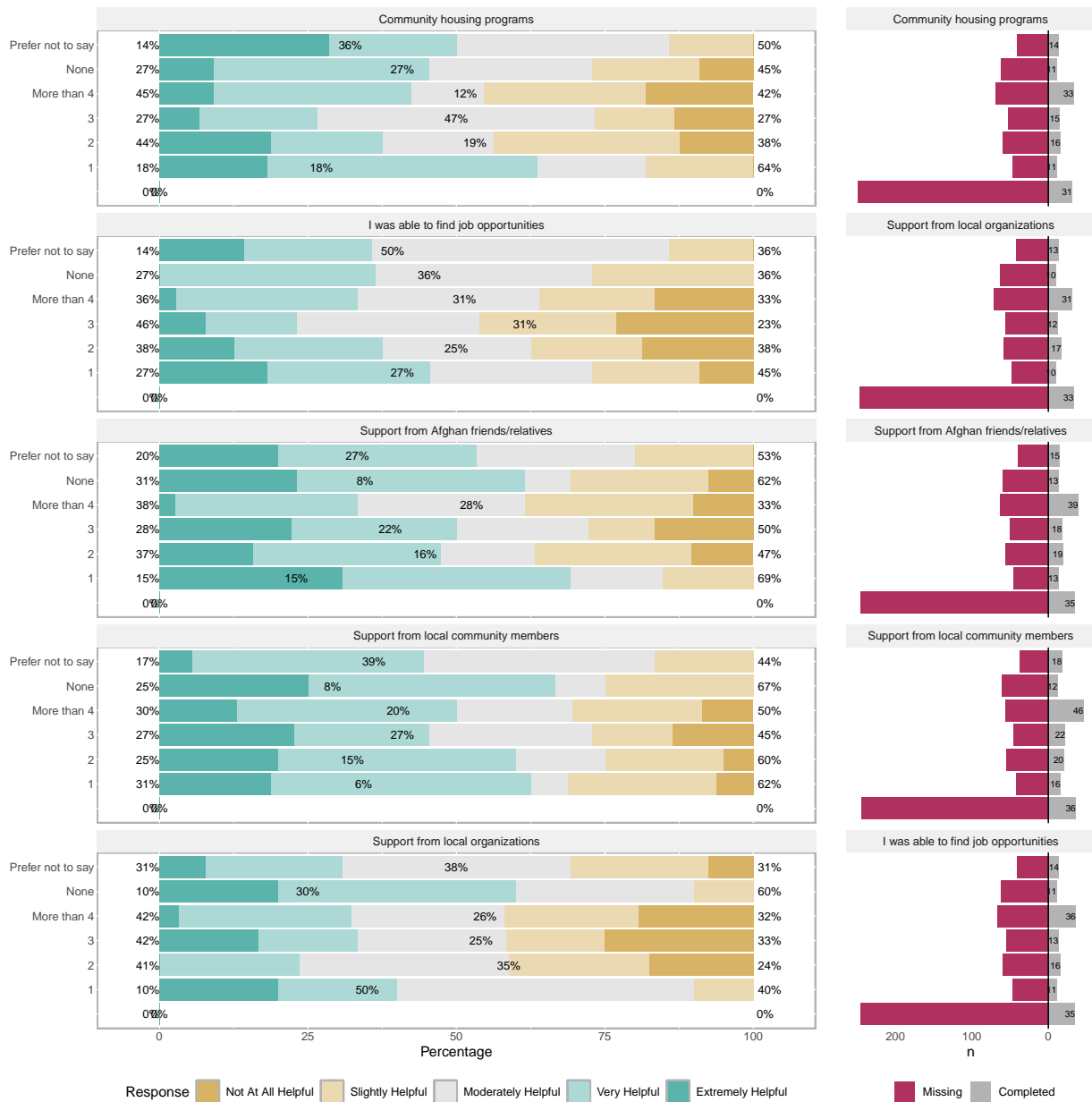


Figure 64: Access to Housing Assistance (by No. of Children)

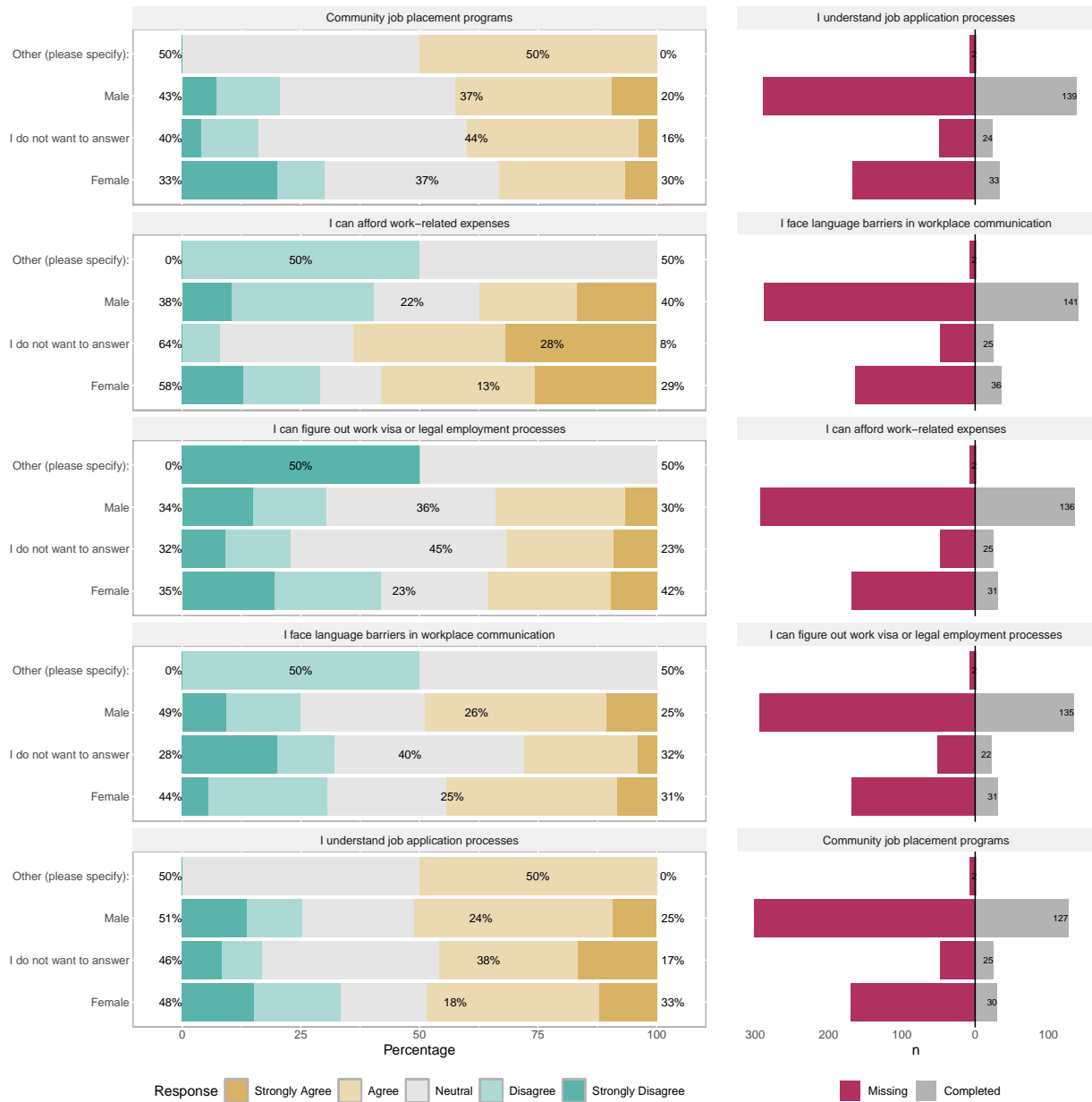


Figure 65: Access to Employment (by Gender)

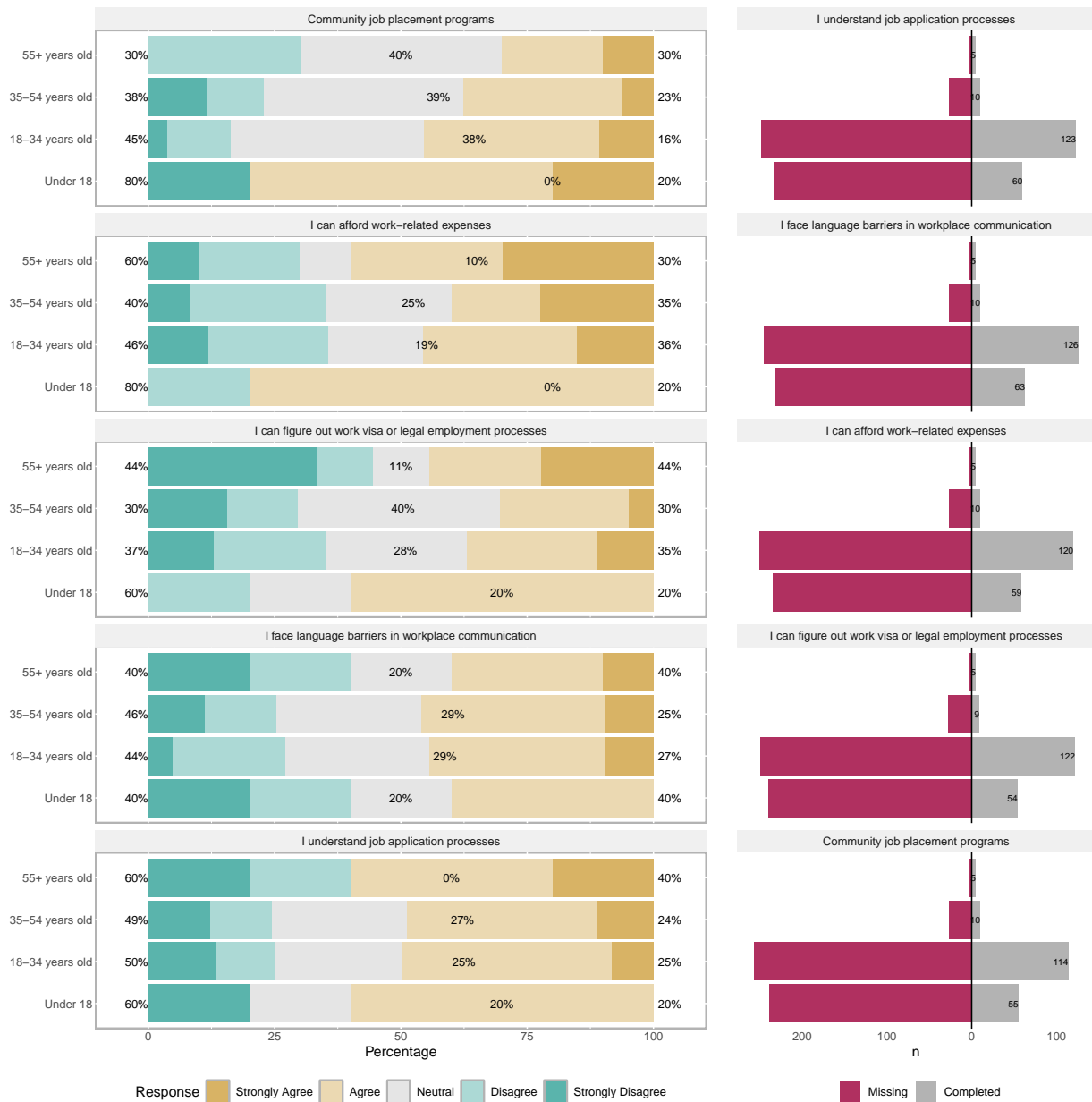


Figure 66: Access to Employment (by Age)

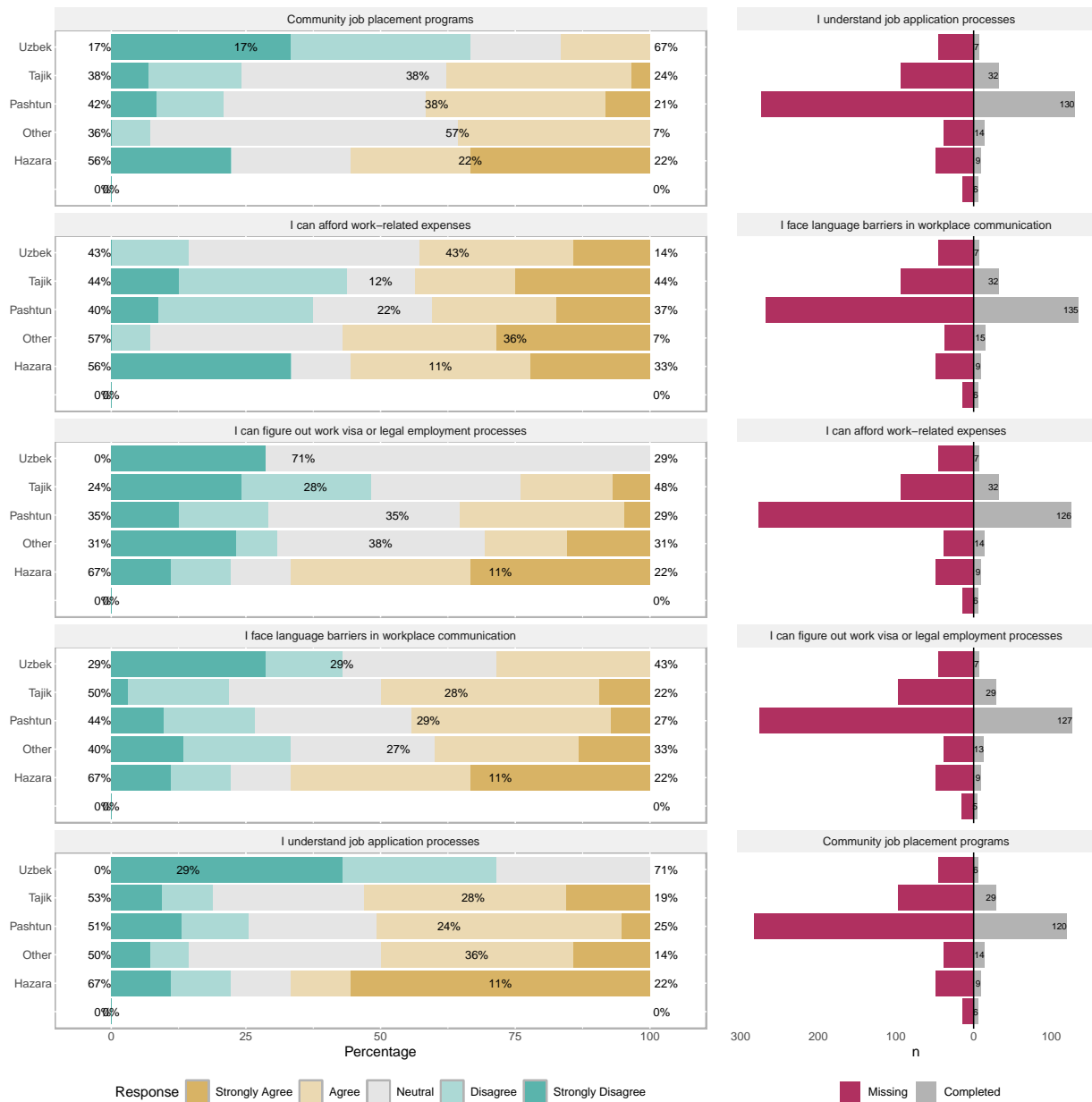


Figure 67: Access to Employment (by Ethnicity)

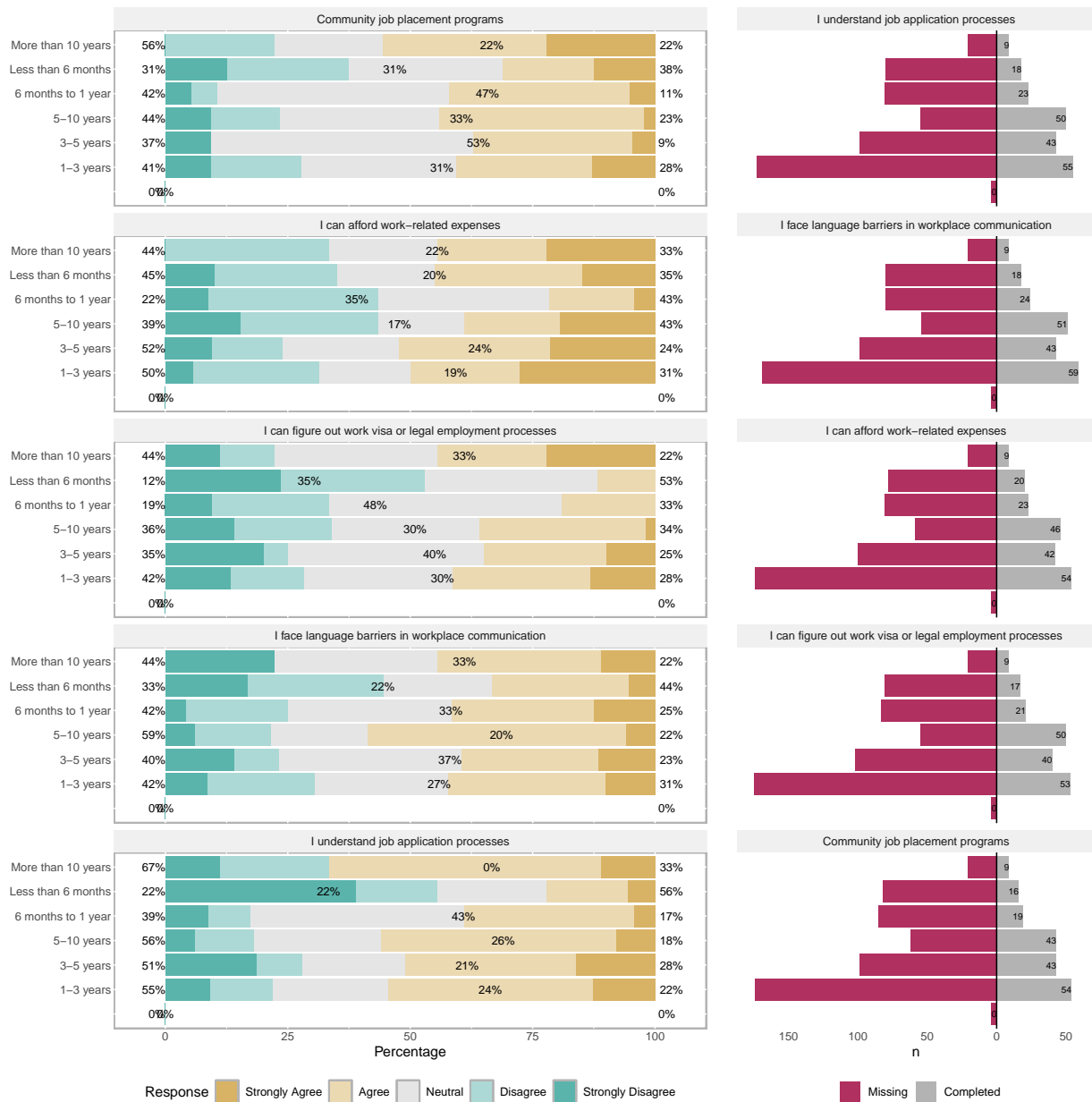


Figure 68: Access to Employment (by Length of Stay in US)



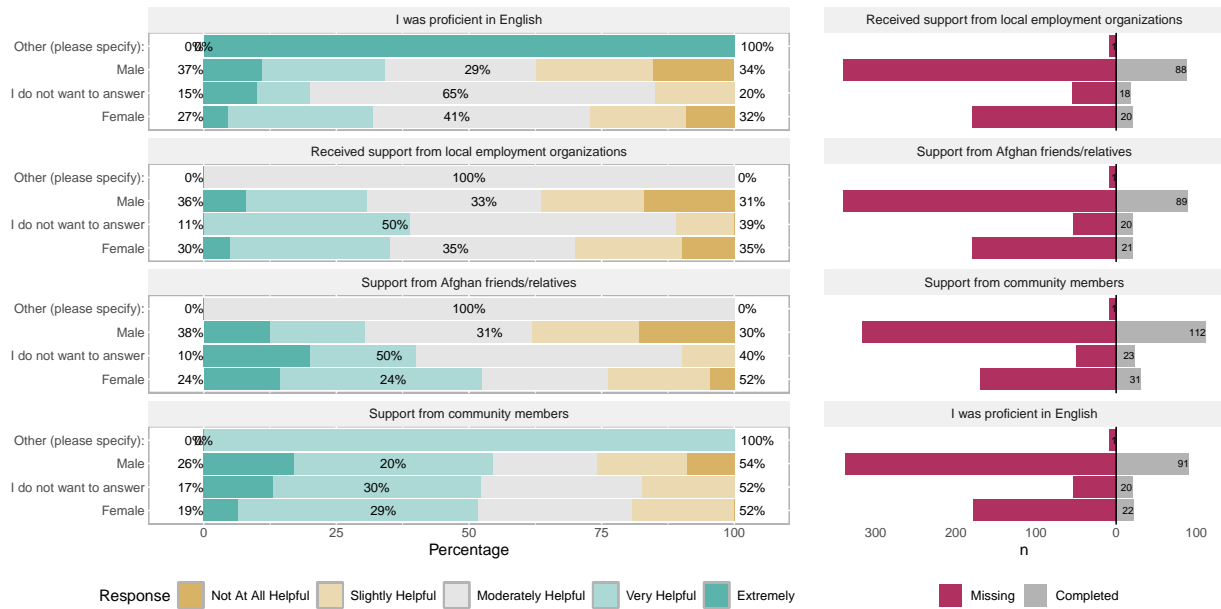


Figure 70: Access to Employment Assistance (by Gender)

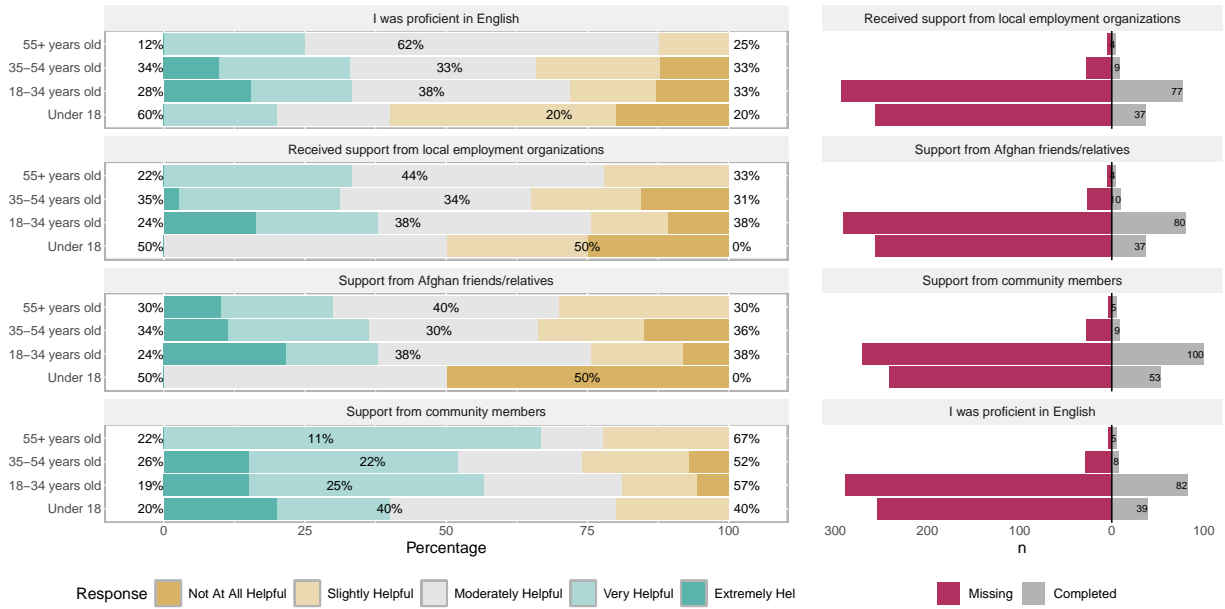


Figure 71: Access to Employment Assistance (by Age)

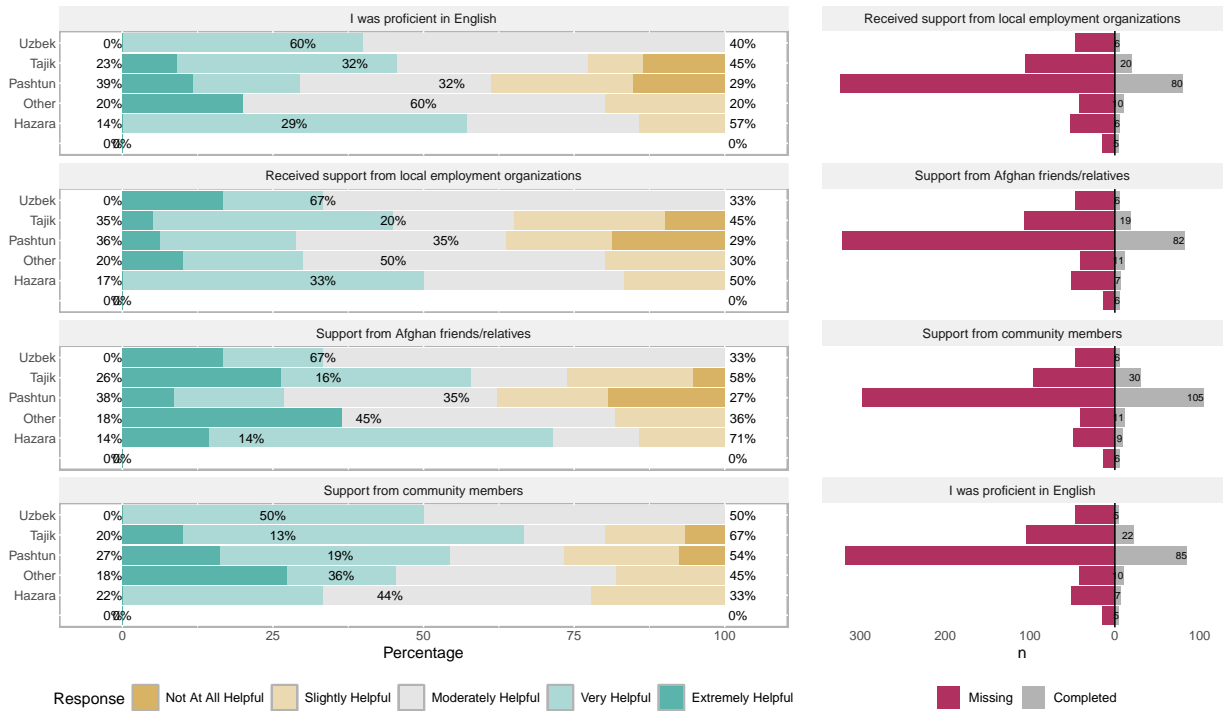


Figure 72: Access to Employment Assistance (by Ethnicity)

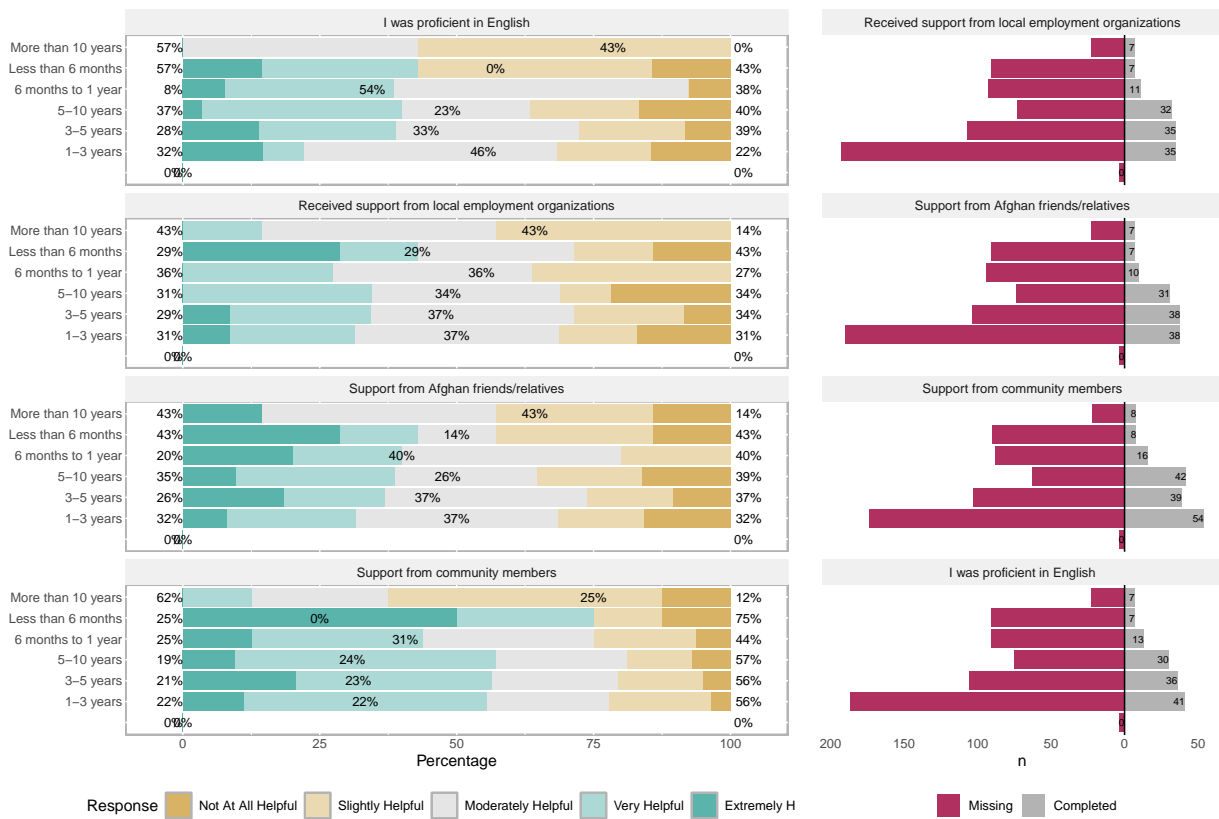


Figure 73: Access to Employment Assistance (by Length of Stay in US)

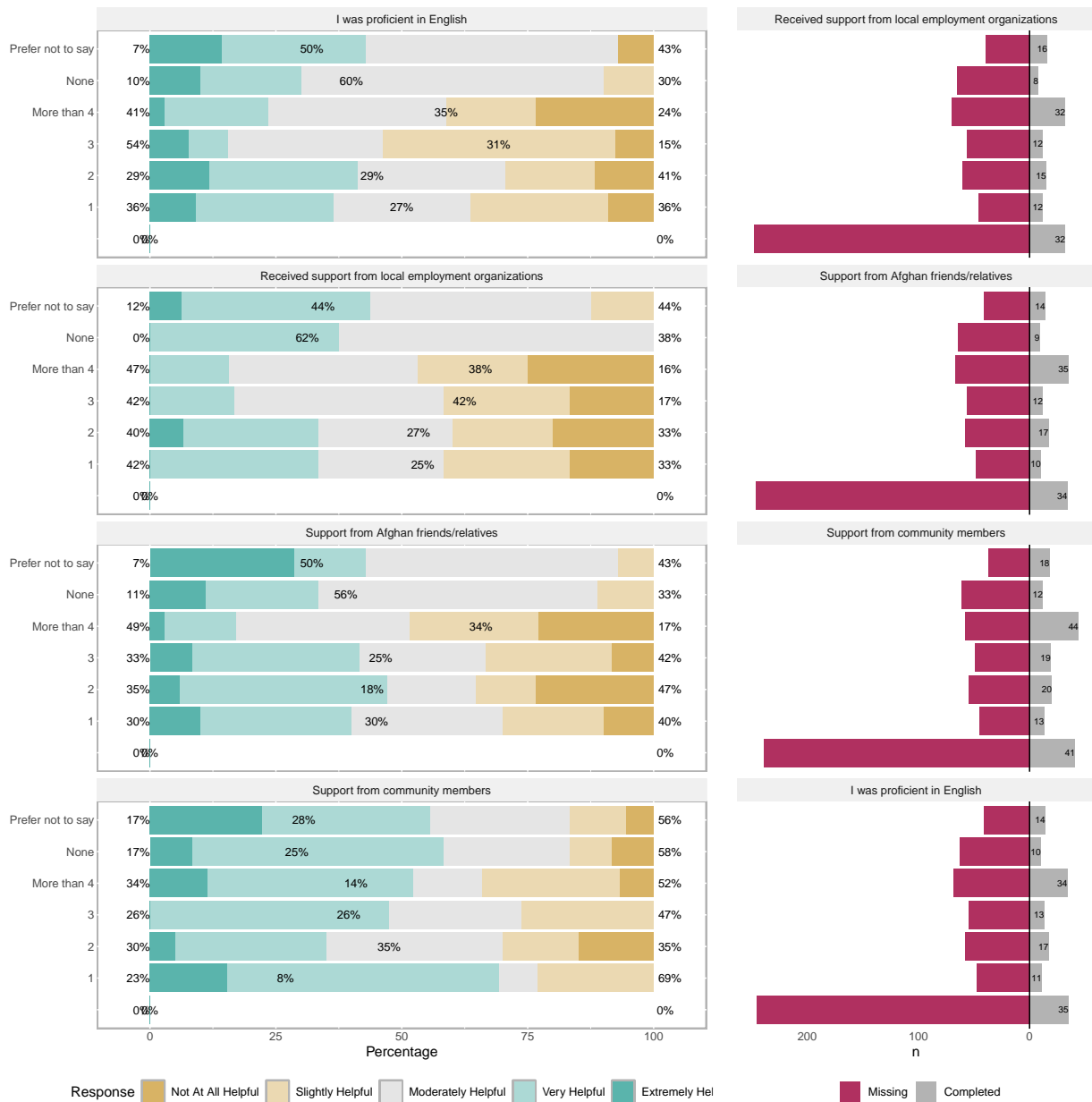


Figure 74: Access to Employment Assistance (by No. of Children)

# Language and Cultural Adaptation

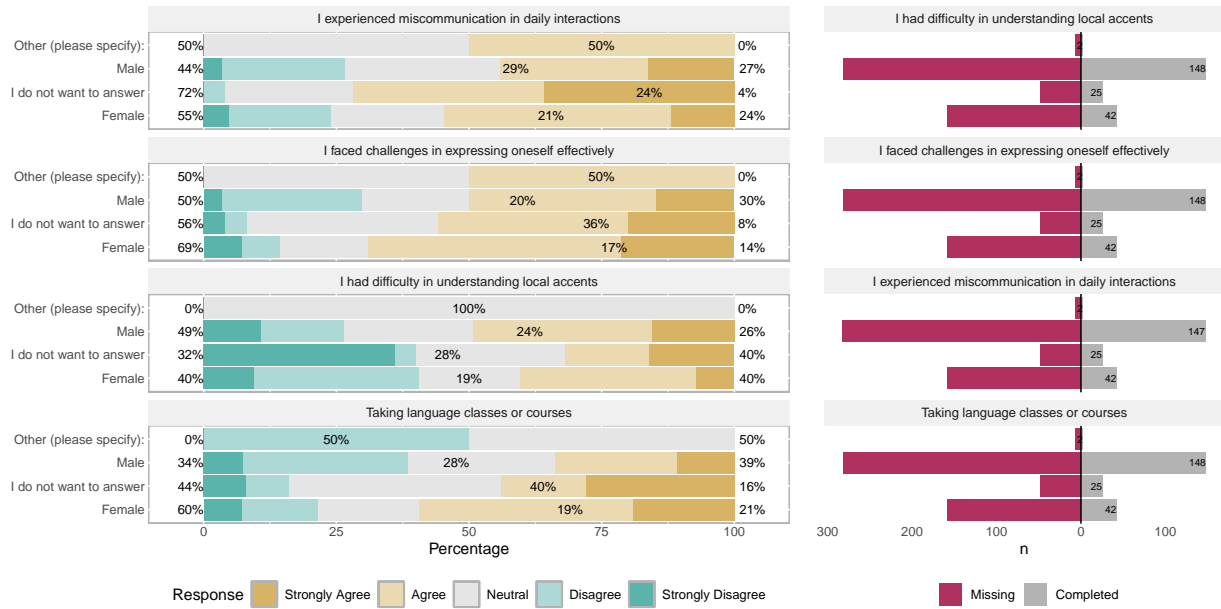


Figure 75: Language Barriers (by Gender)

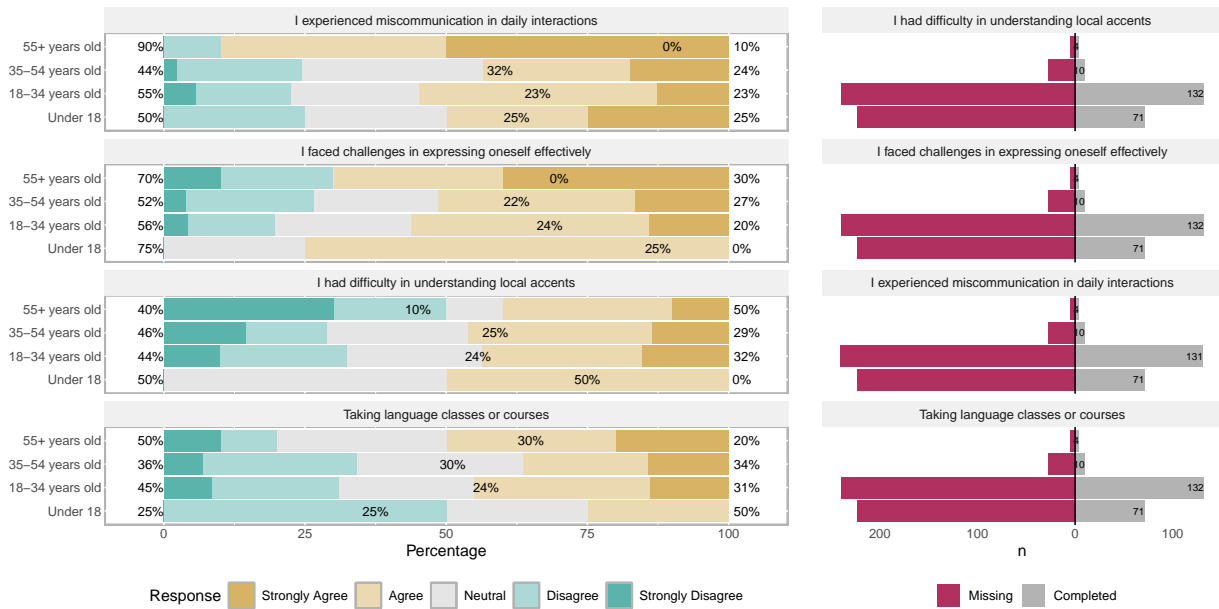


Figure 76: Language Barriers (by Age)

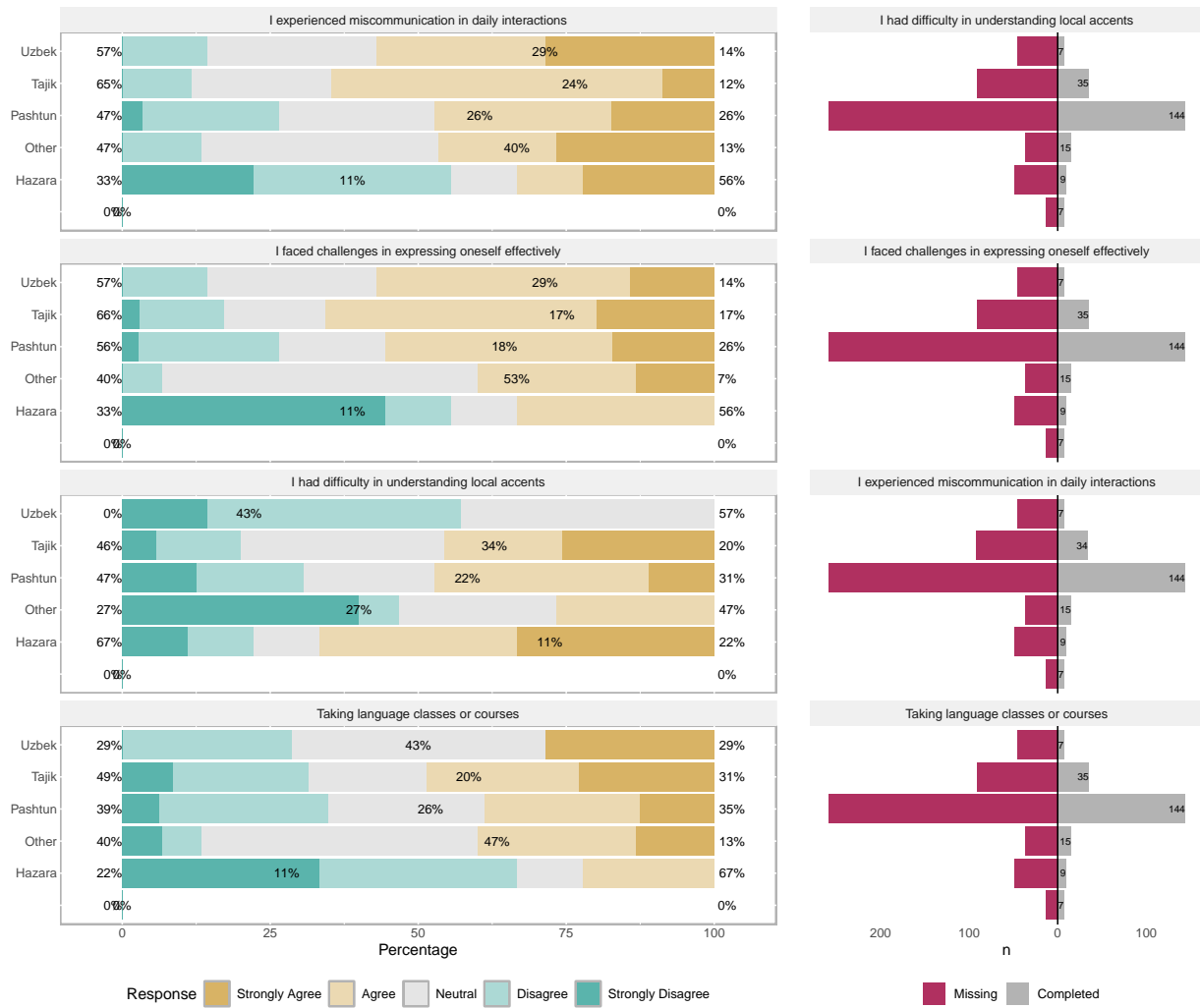


Figure 77: Language Barriers (by Ethnicity)

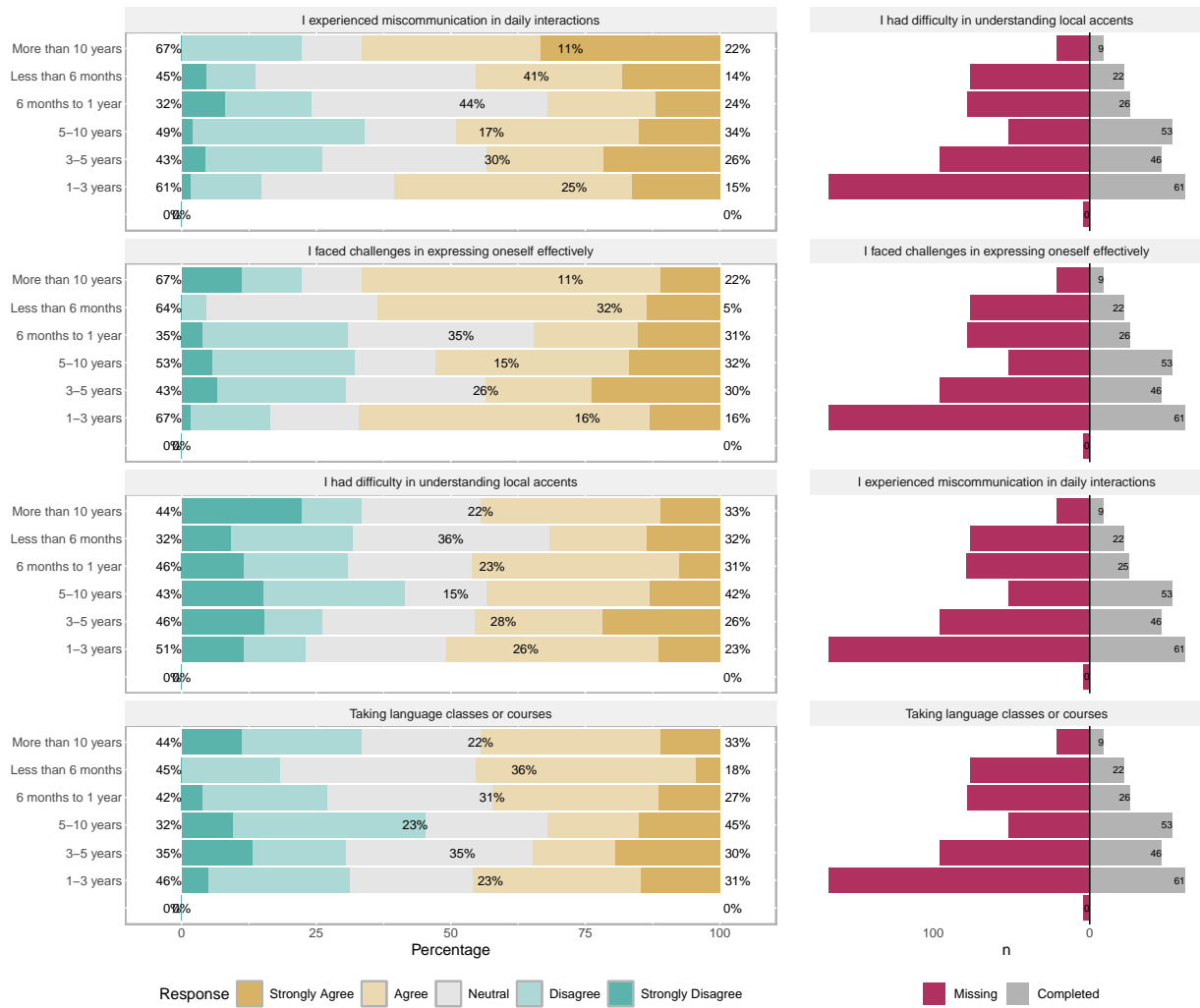


Figure 78: Language Barriers (by Length of Stay in US)

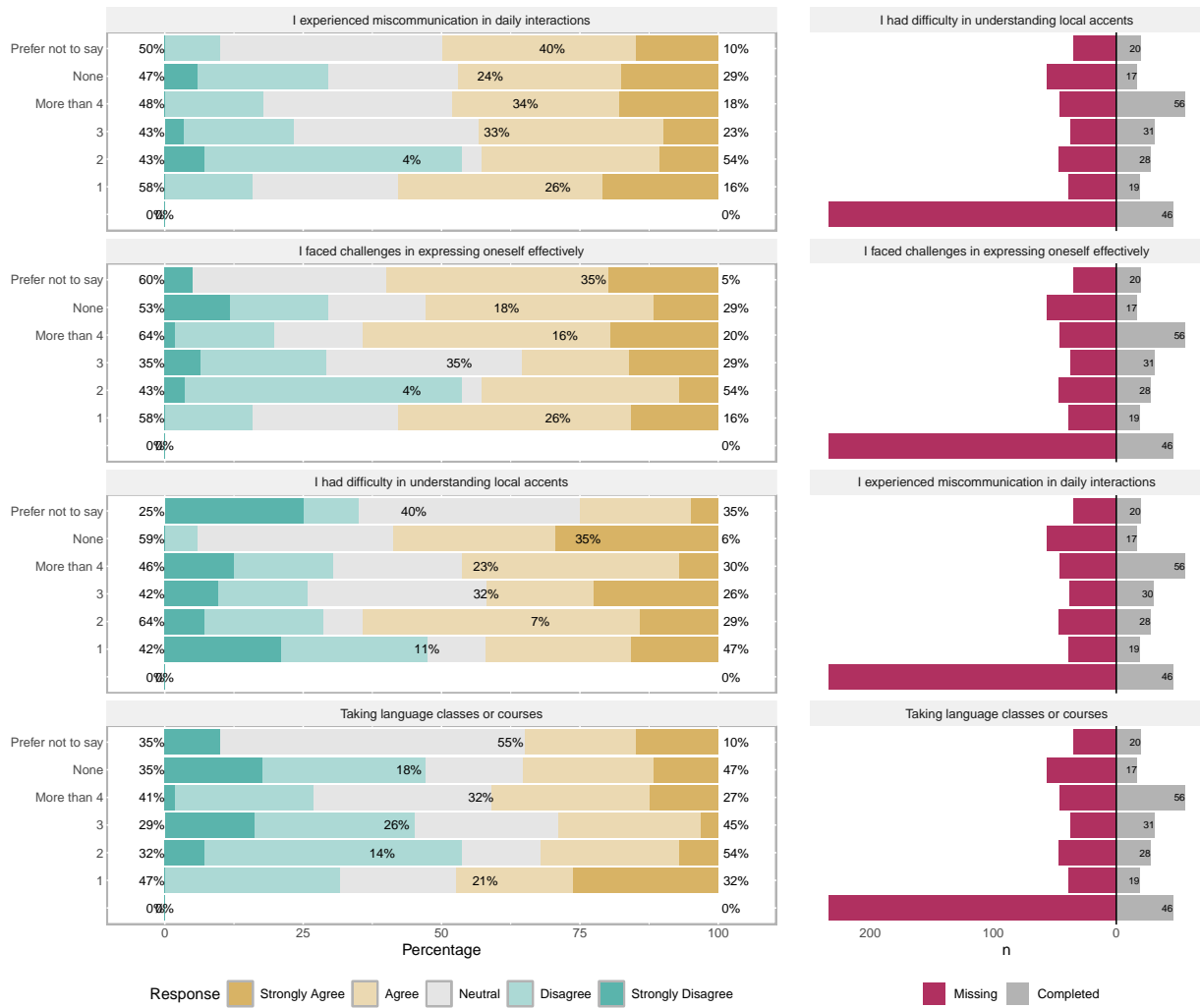


Figure 79: Language Barriers (by No. of Children)

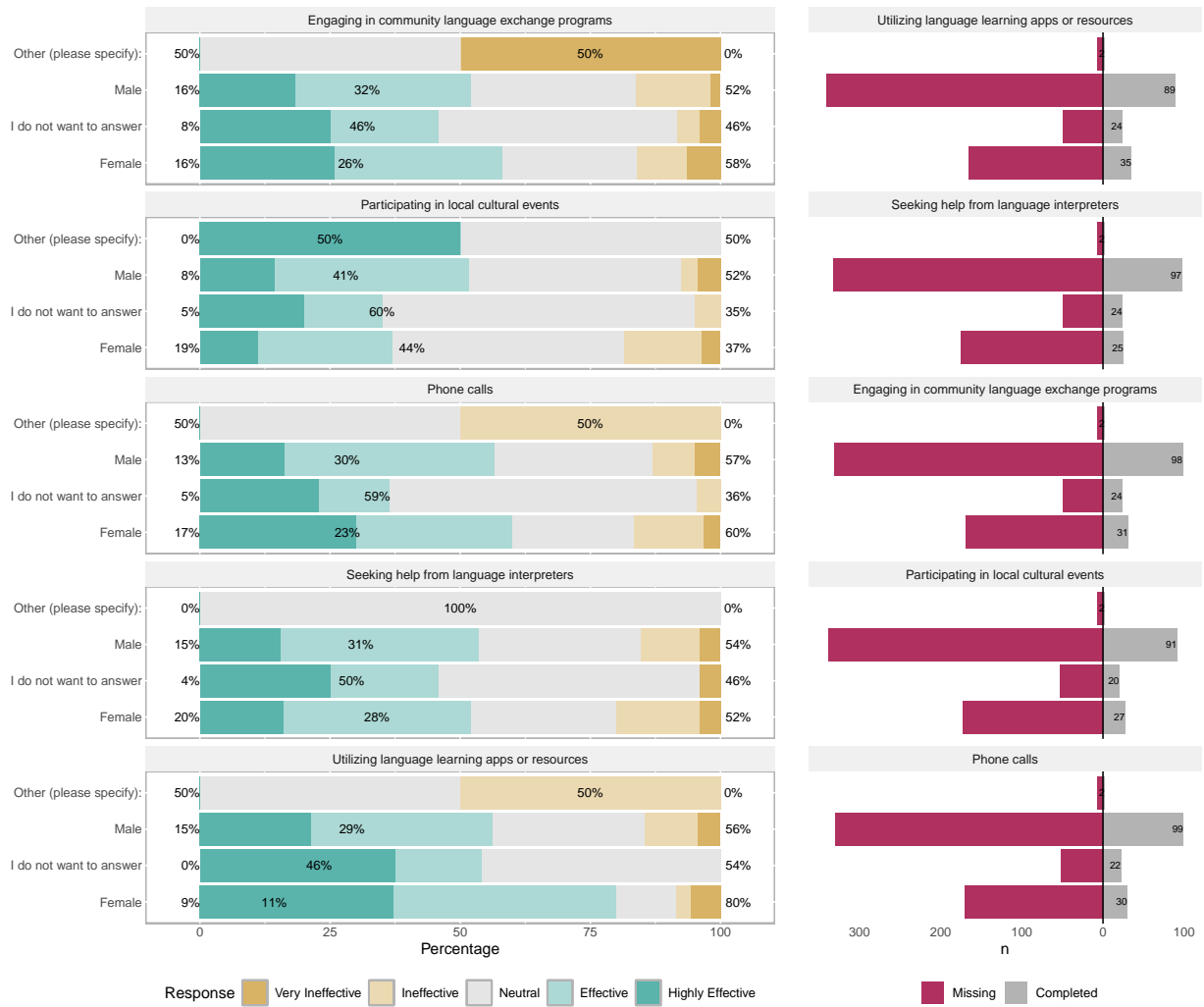


Figure 80: Strategies for Overcoming Language Barriers (by Gender)

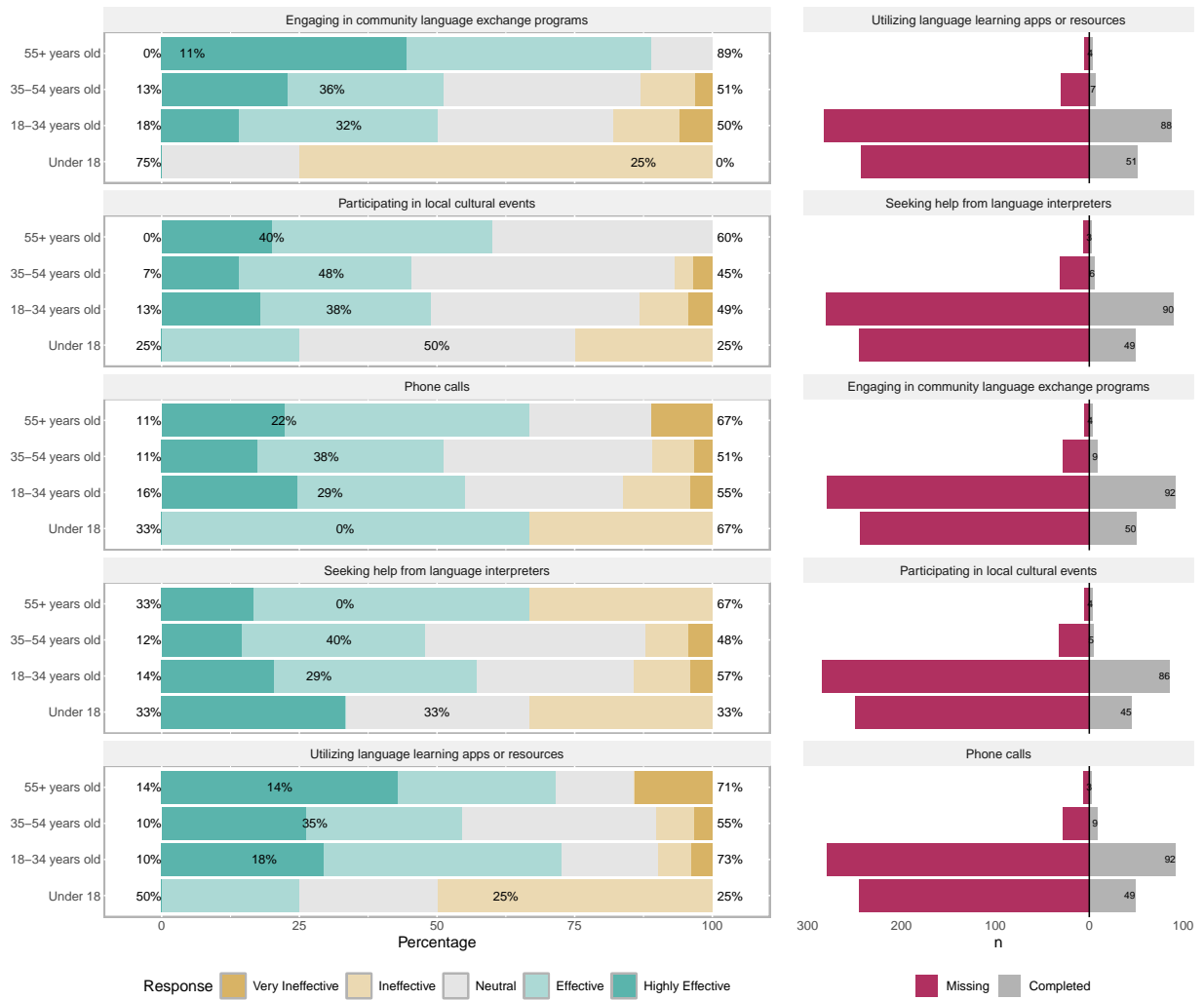


Figure 81: Strategies for Overcoming Language Barriers (by Age)

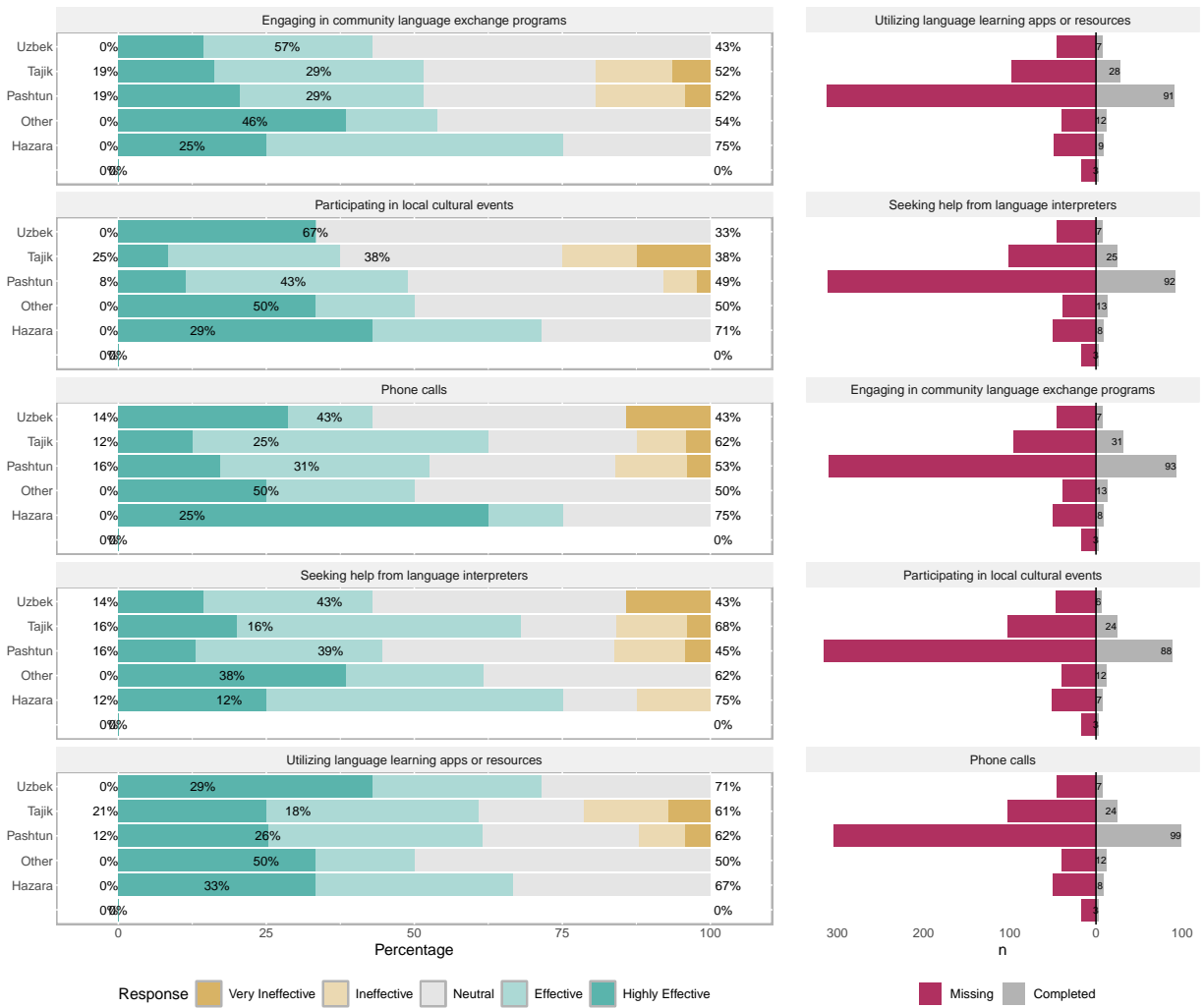


Figure 82: Strategies for Overcoming Language Barriers (by Ethnicity)



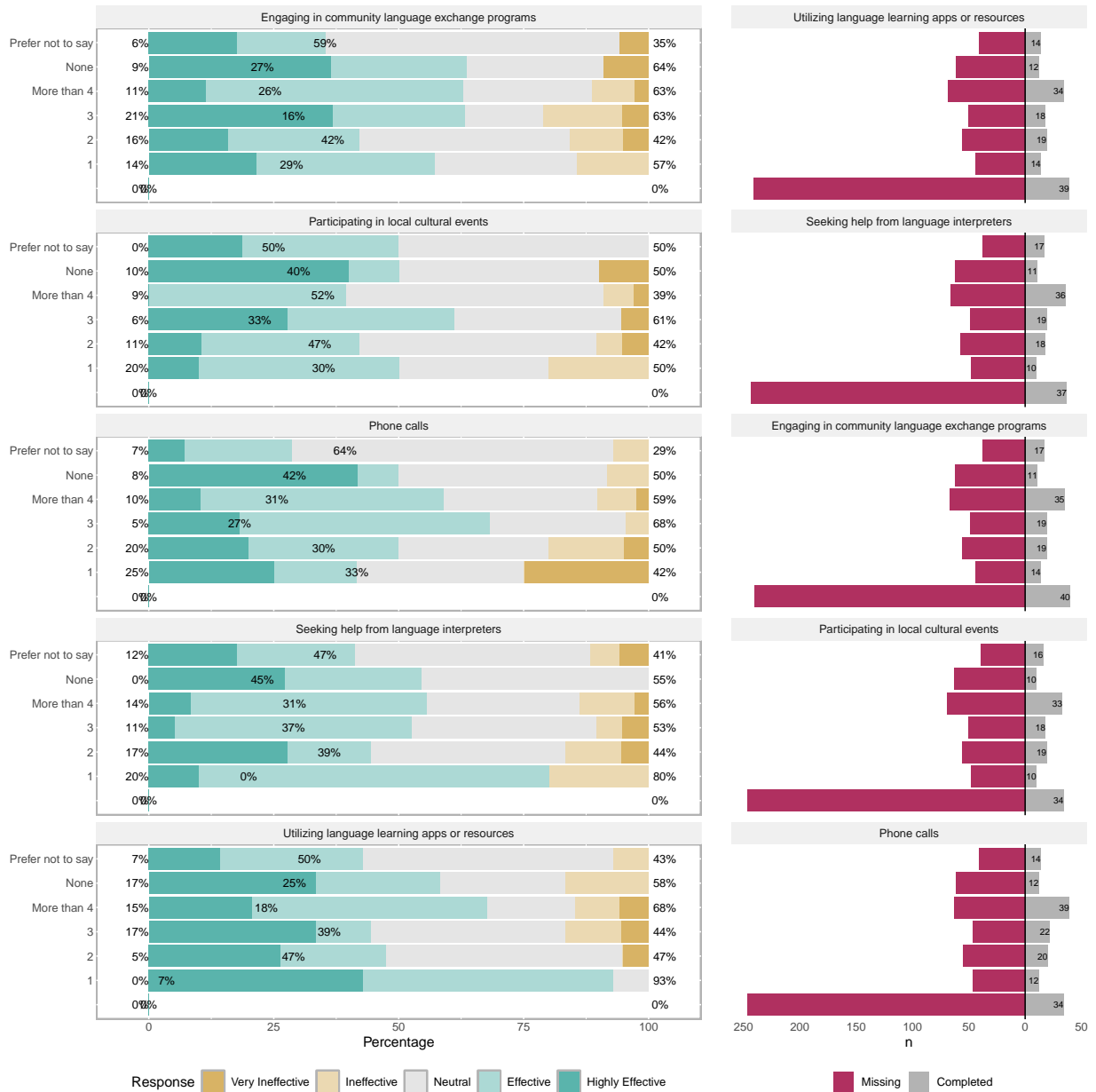


Figure 84: Strategies for Overcoming Language Barriers (by No. of Children)

# Family and Social Relationships

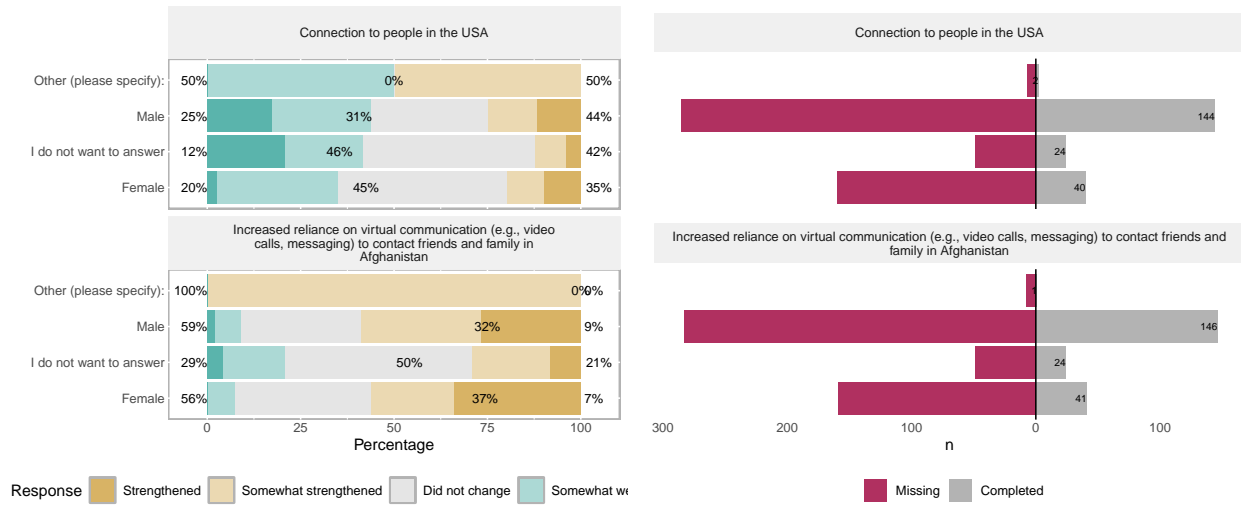


Figure 85: Impact of Moving to US on Relationships (by Gender)

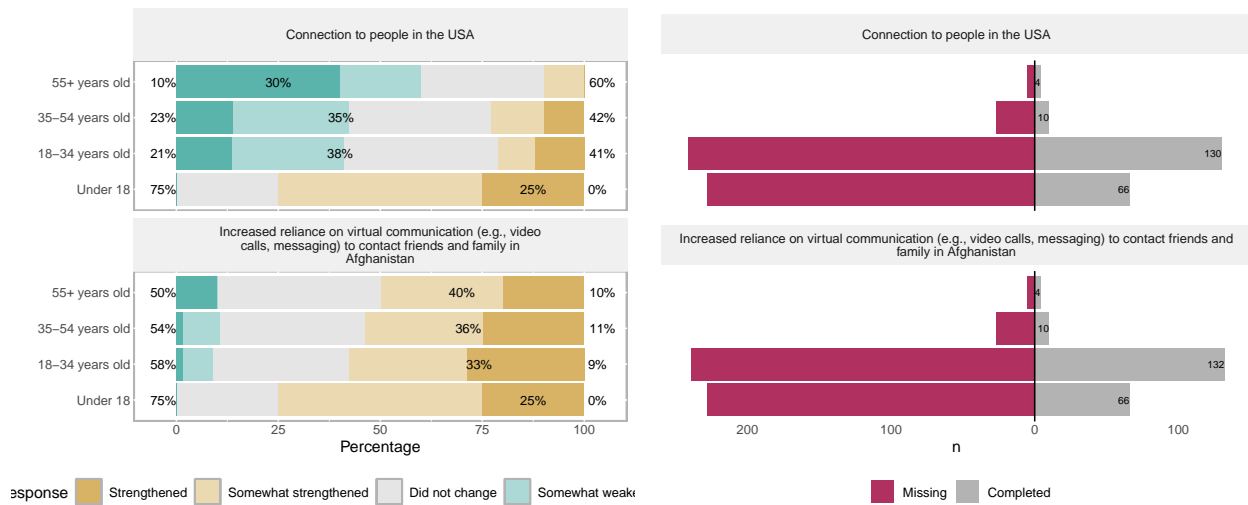


Figure 86: Impact of Moving to US on Relationships (by Age)

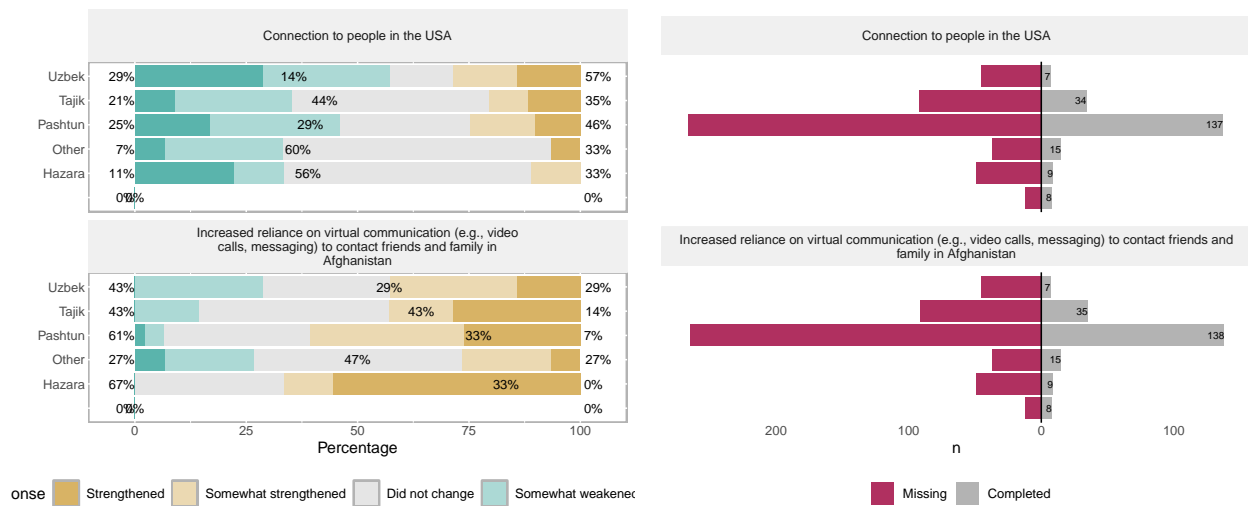


Figure 87: Impact of Moving to US on Relationships (by Ethnicity)

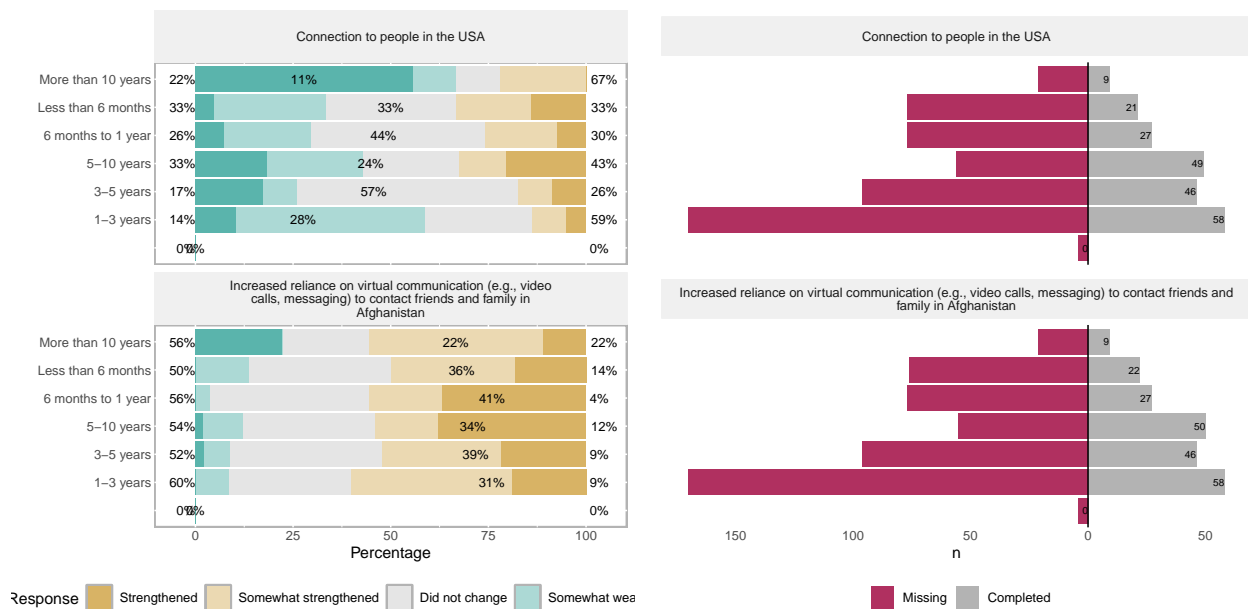


Figure 88: Impact of Moving to US on Relationships (by Length of Stay in US)

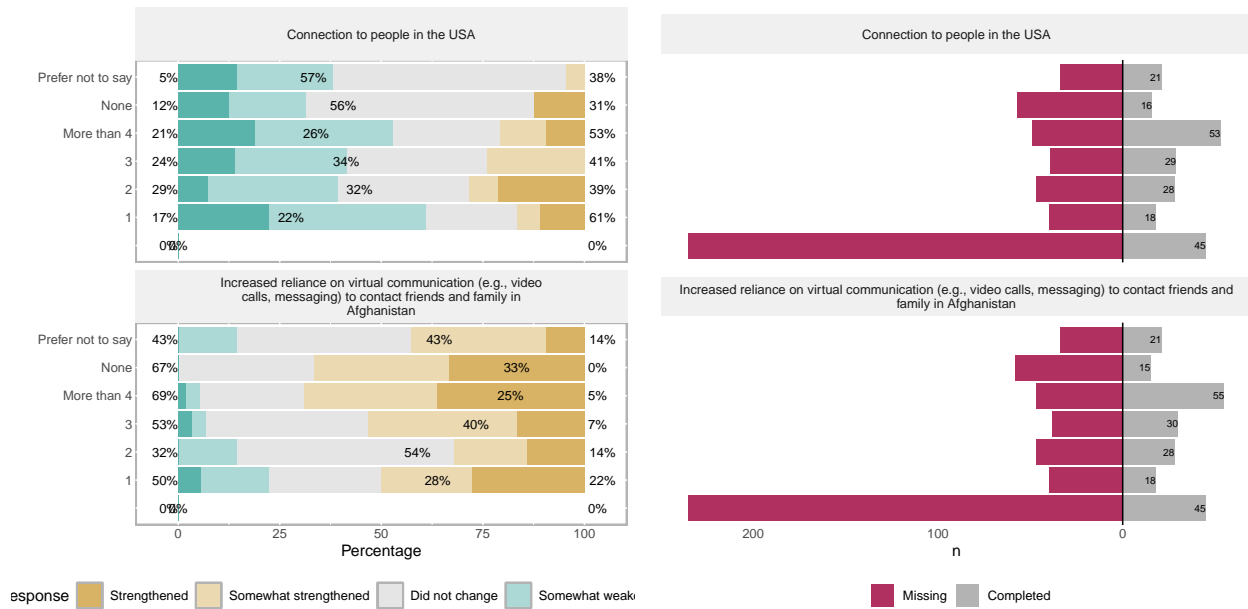


Figure 89: Impact of Moving to US on Relationships (by No. of Children)

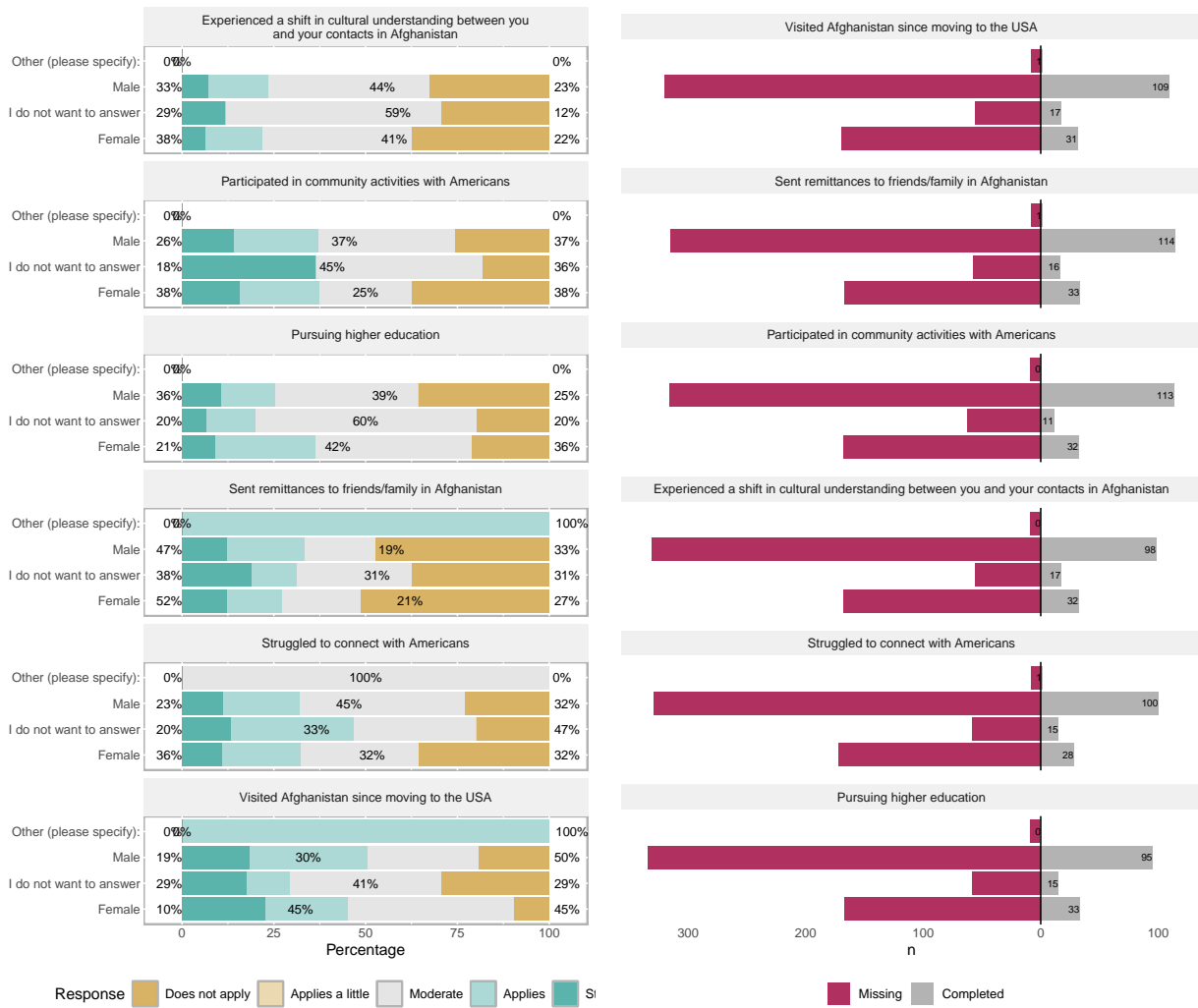


Figure 90: Connections with people in US and Afghanistan (by Gender)

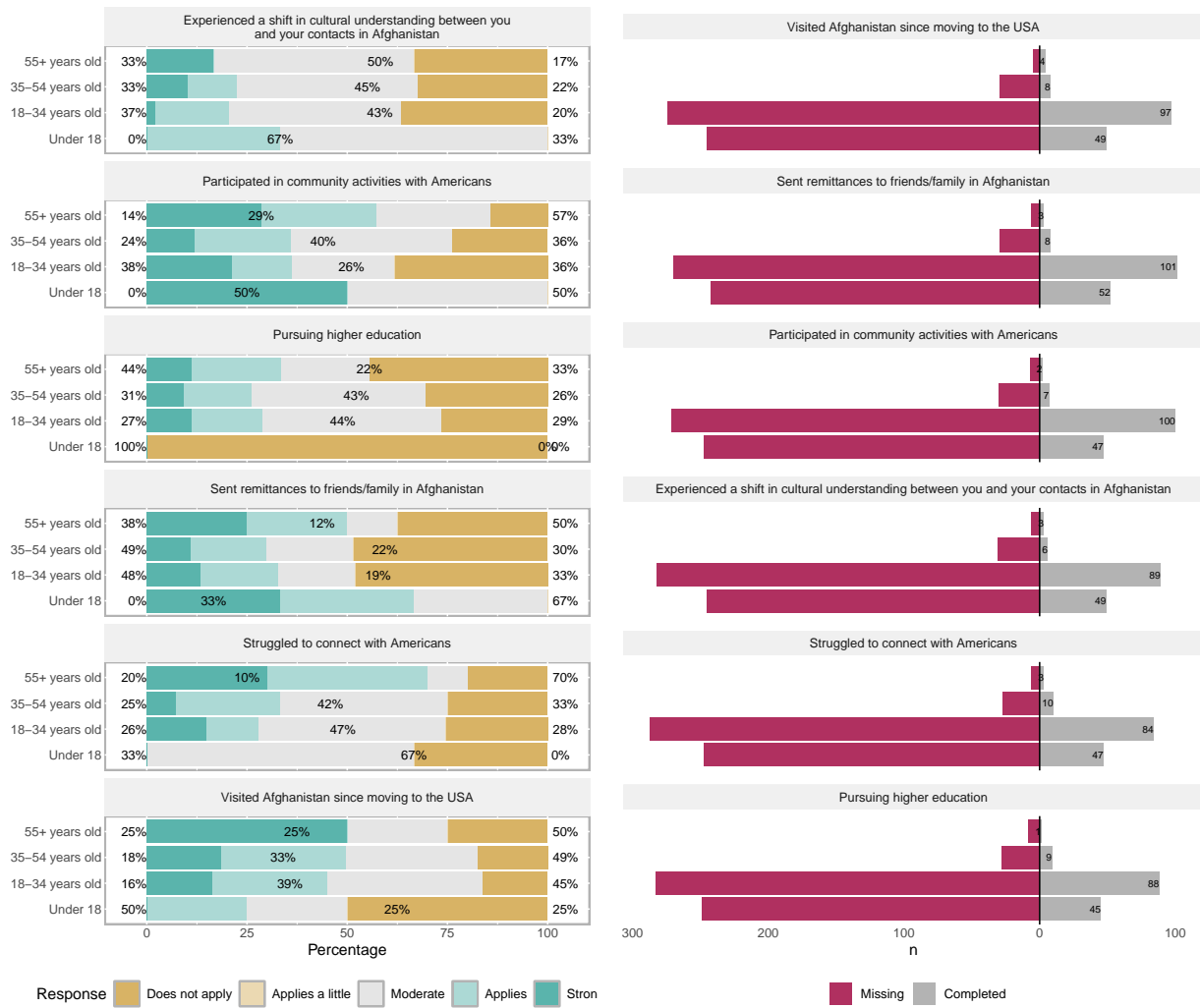


Figure 91: Connections with people in US and Afghanistan (by Age)

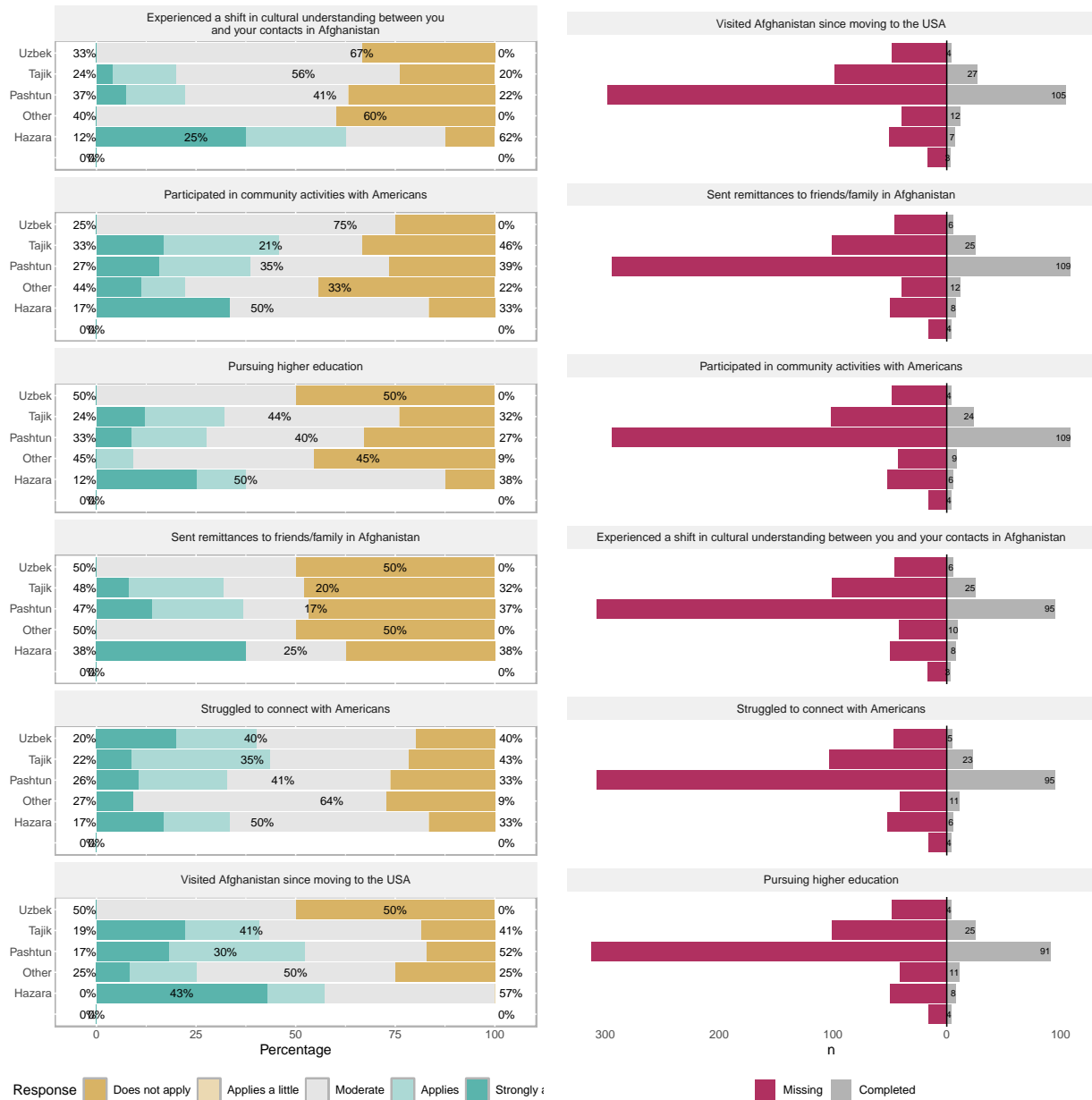


Figure 92: Connections with people in US and Afghanistan (by Ethnicity)

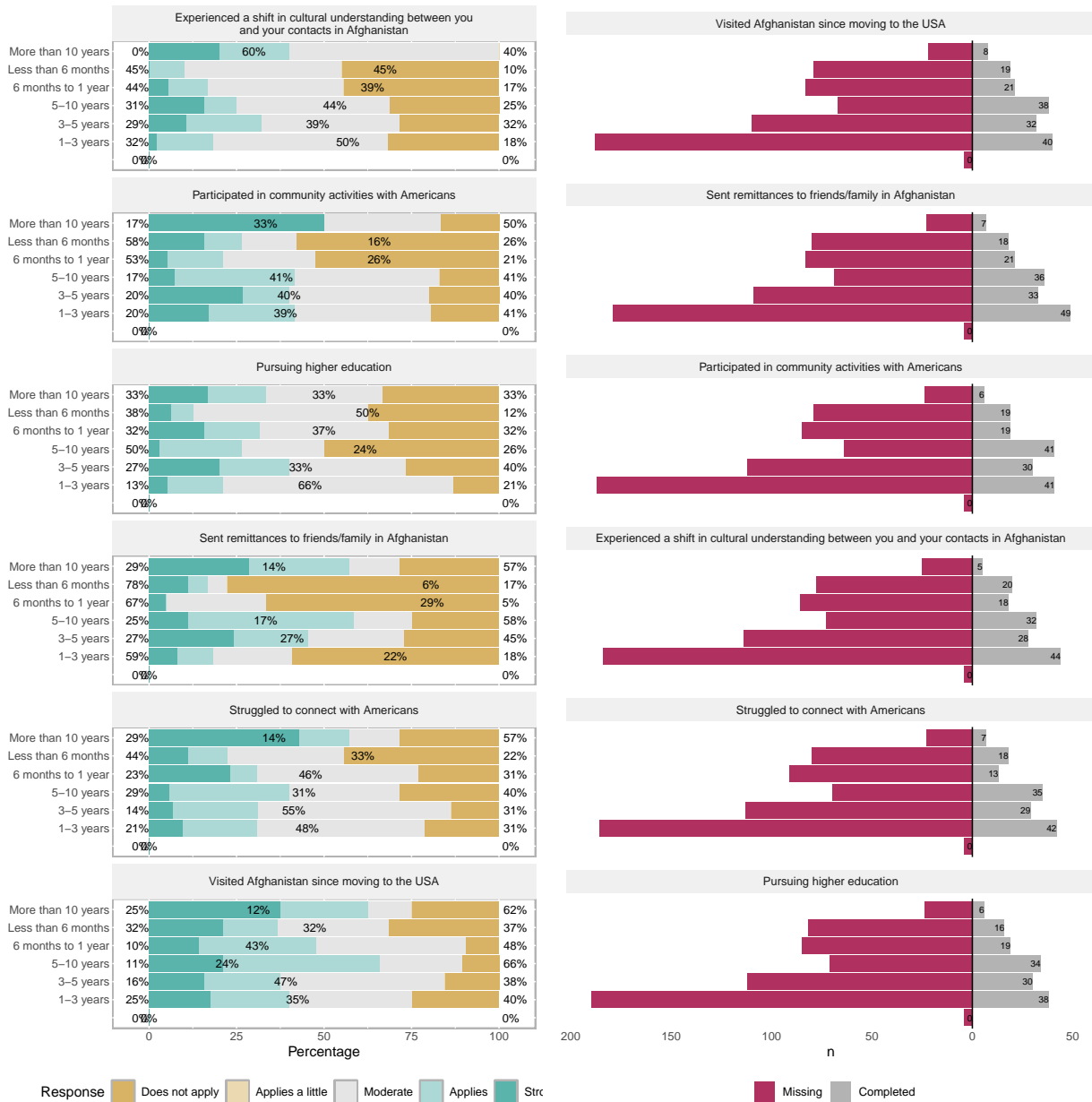


Figure 93: Connections with people in US and Afghanistan (by Length of Stay in US)

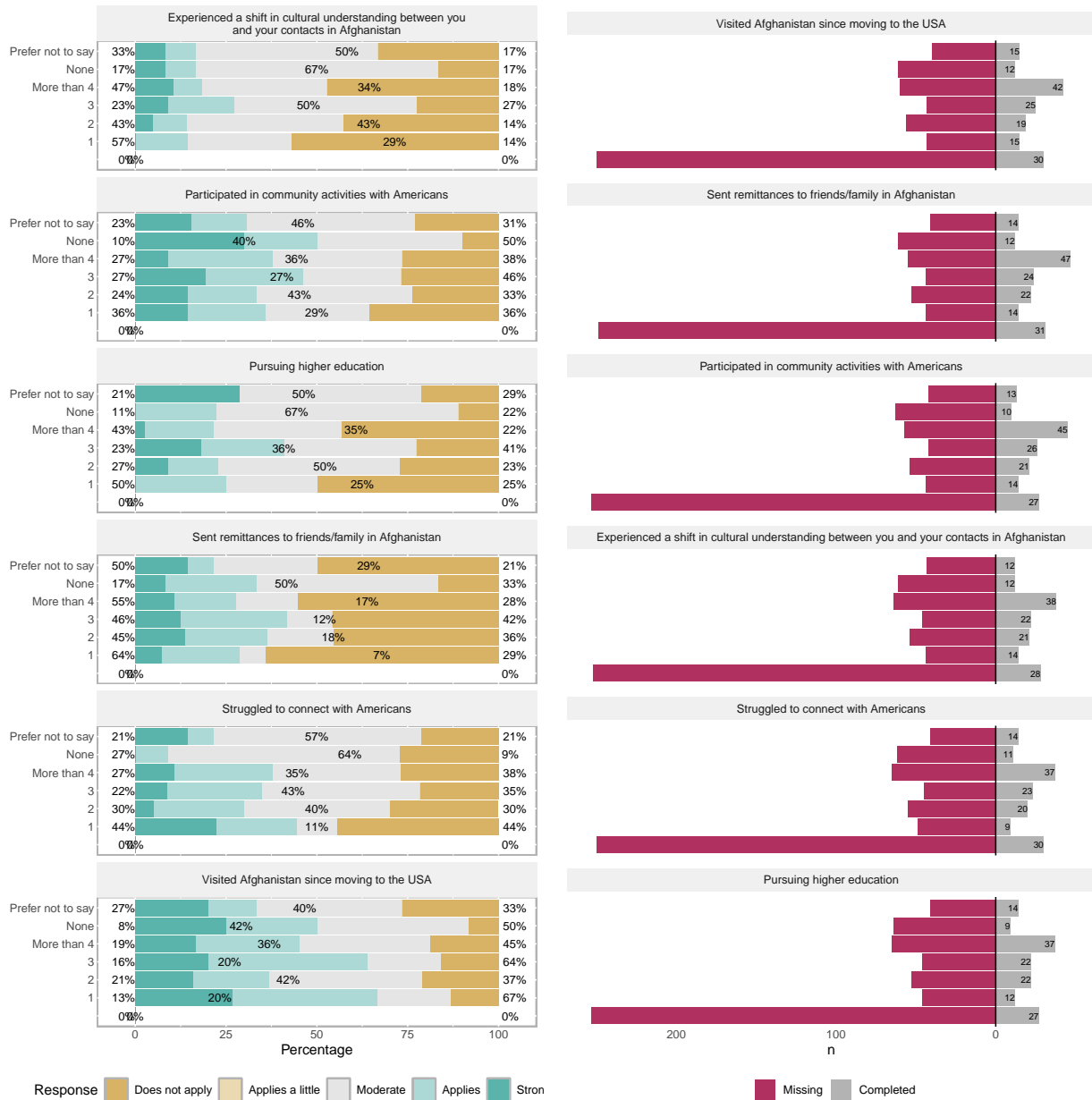


Figure 94: Connections with people in US and Afghanistan (by No. of Children)

# Migration and Resettlement Experience

## Perception of Discrimination

We find that the overwhelming majority of respondents generally answer that they do not agree with the statement that they are discriminated against. This is true for personal experiences, discrimination attributed to nationality or religion, or refugee status.

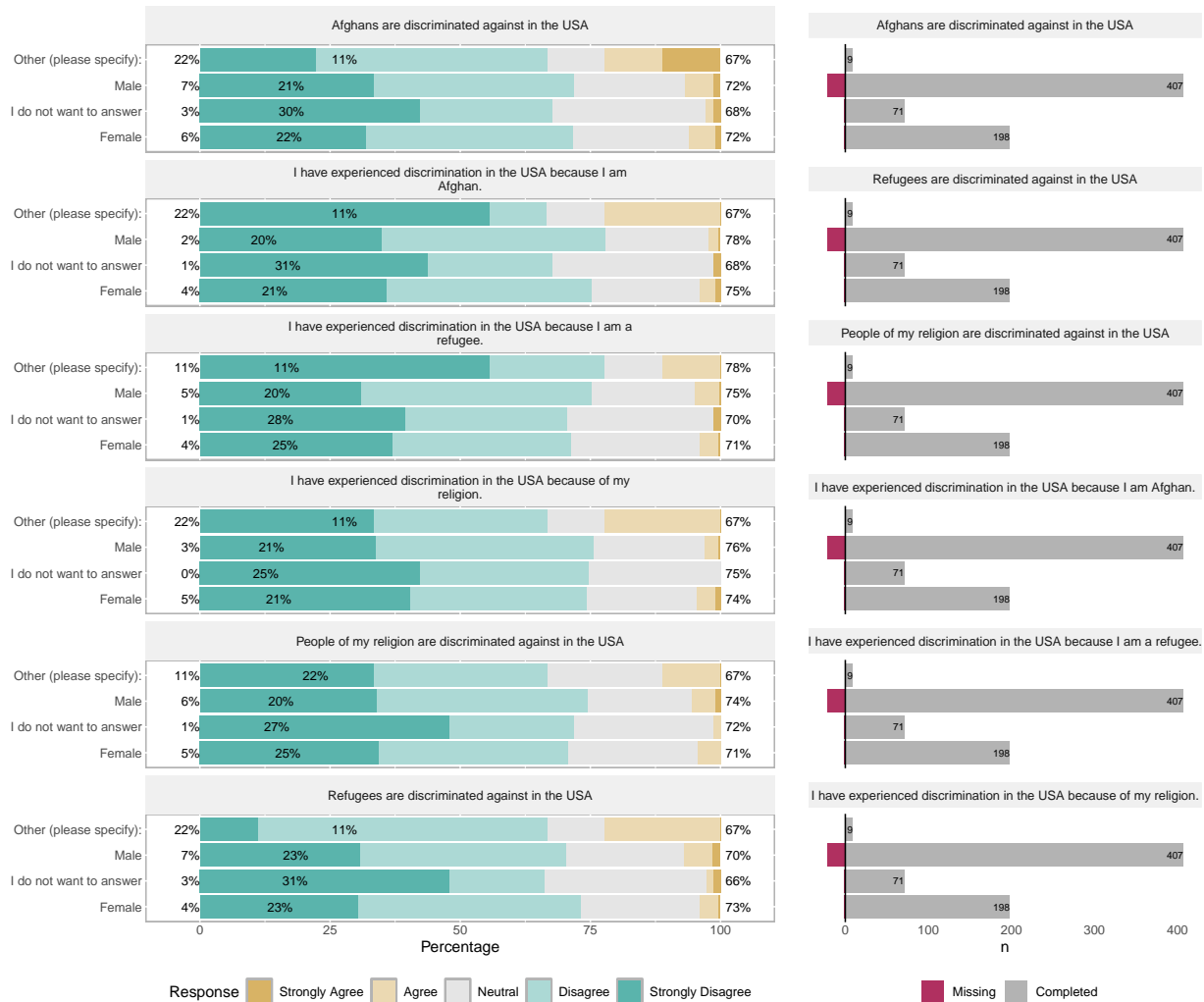


Figure 95: Perceived Discrimination (by Gender)

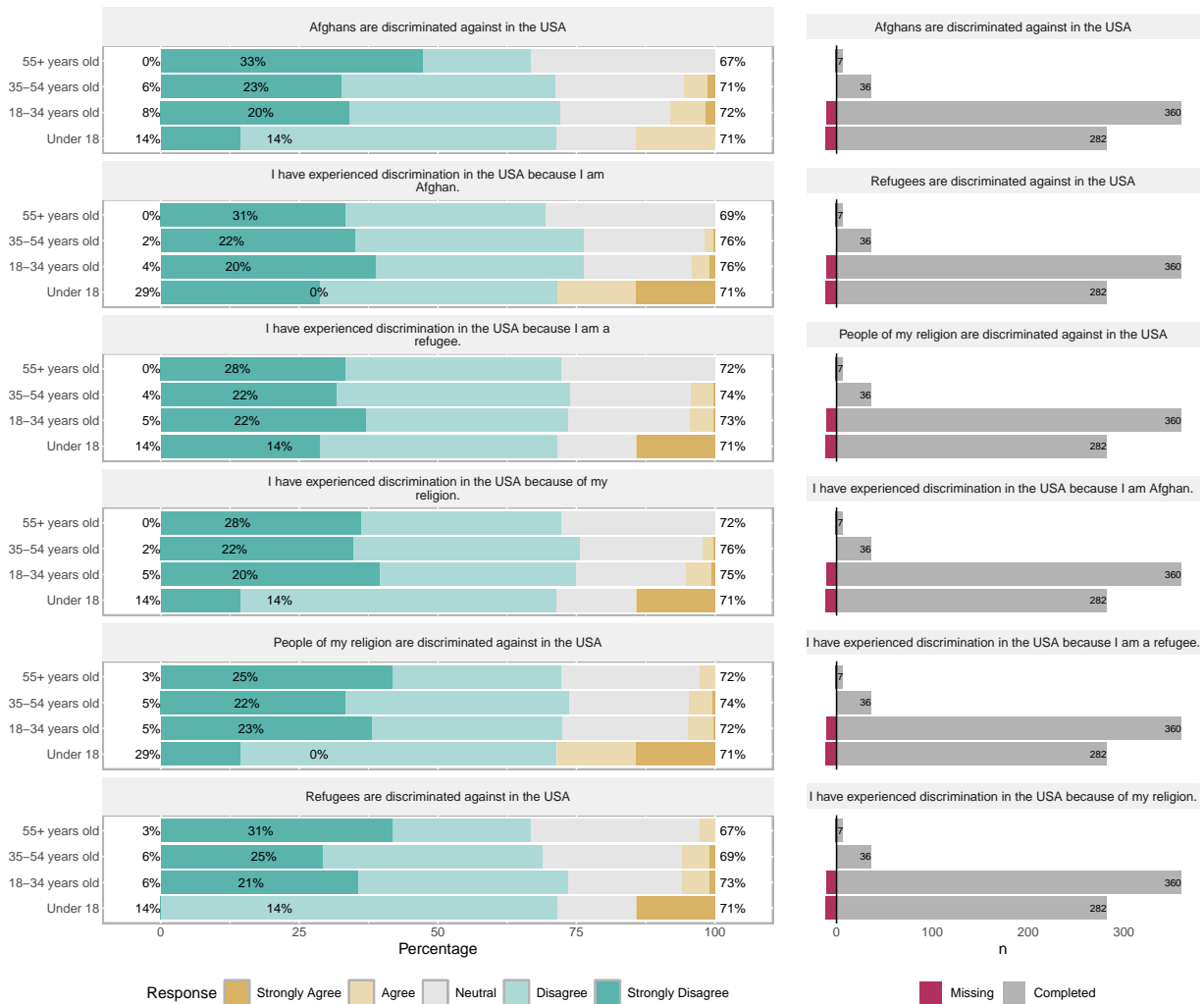


Figure 96: Perceived Discrimination (by Age)

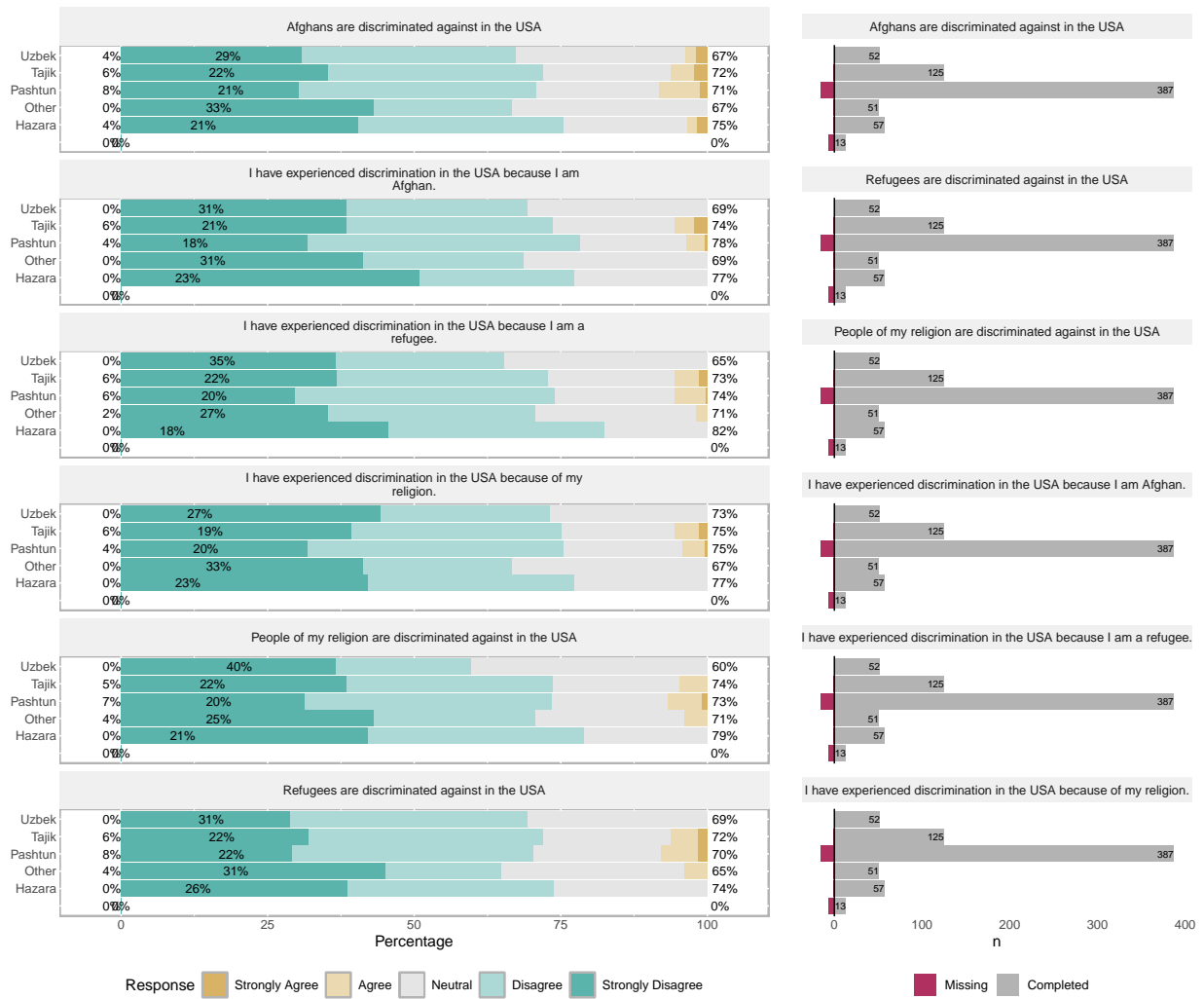


Figure 97: Perceived Discrimination (by Ethnicity)



Figure 98: Perceived Discrimination (by Length of Stay in US)



Figure 99: Perceived Discrimination (by No. of Children)

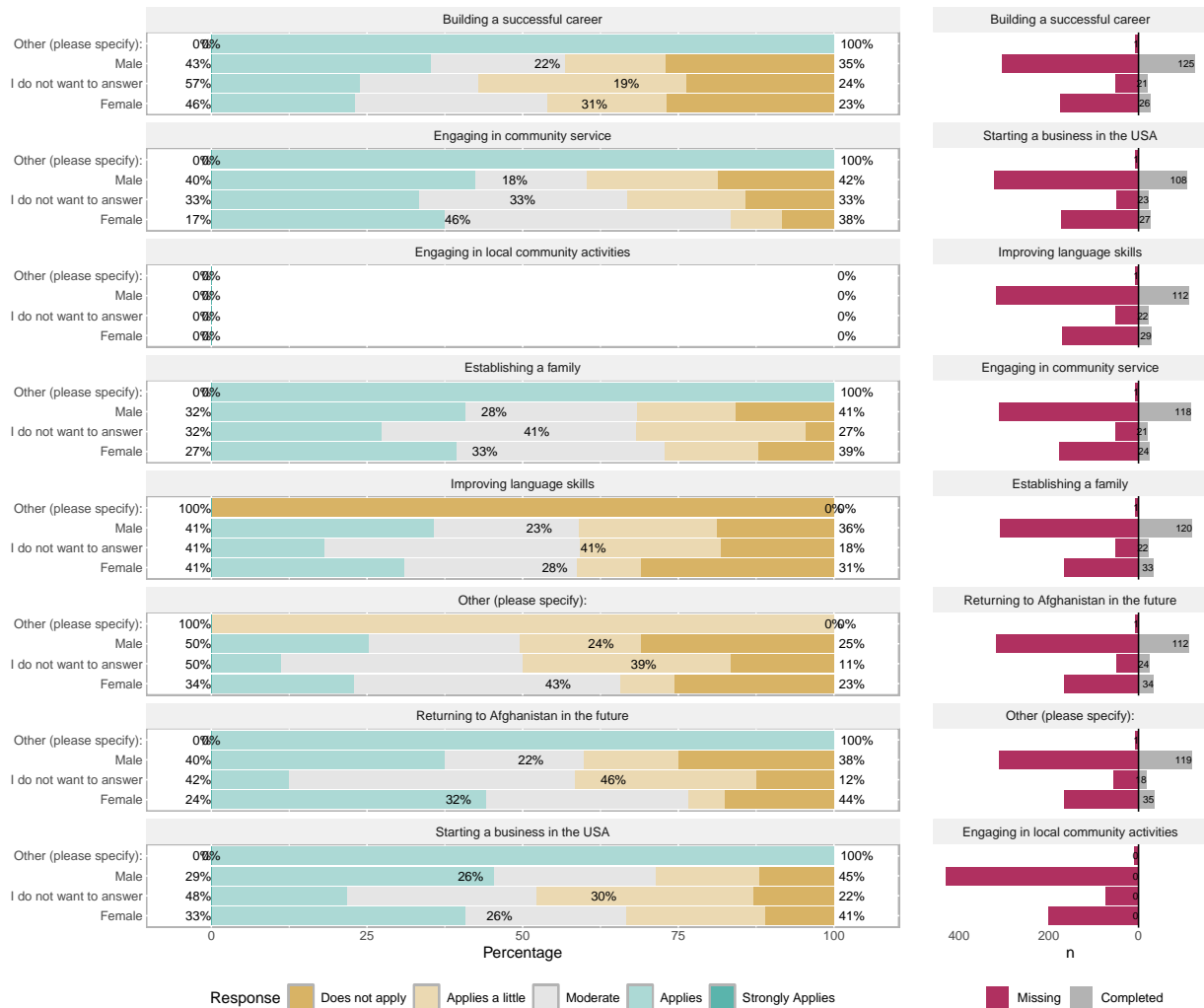


Figure 100: Aspirations for Future (by Gender)

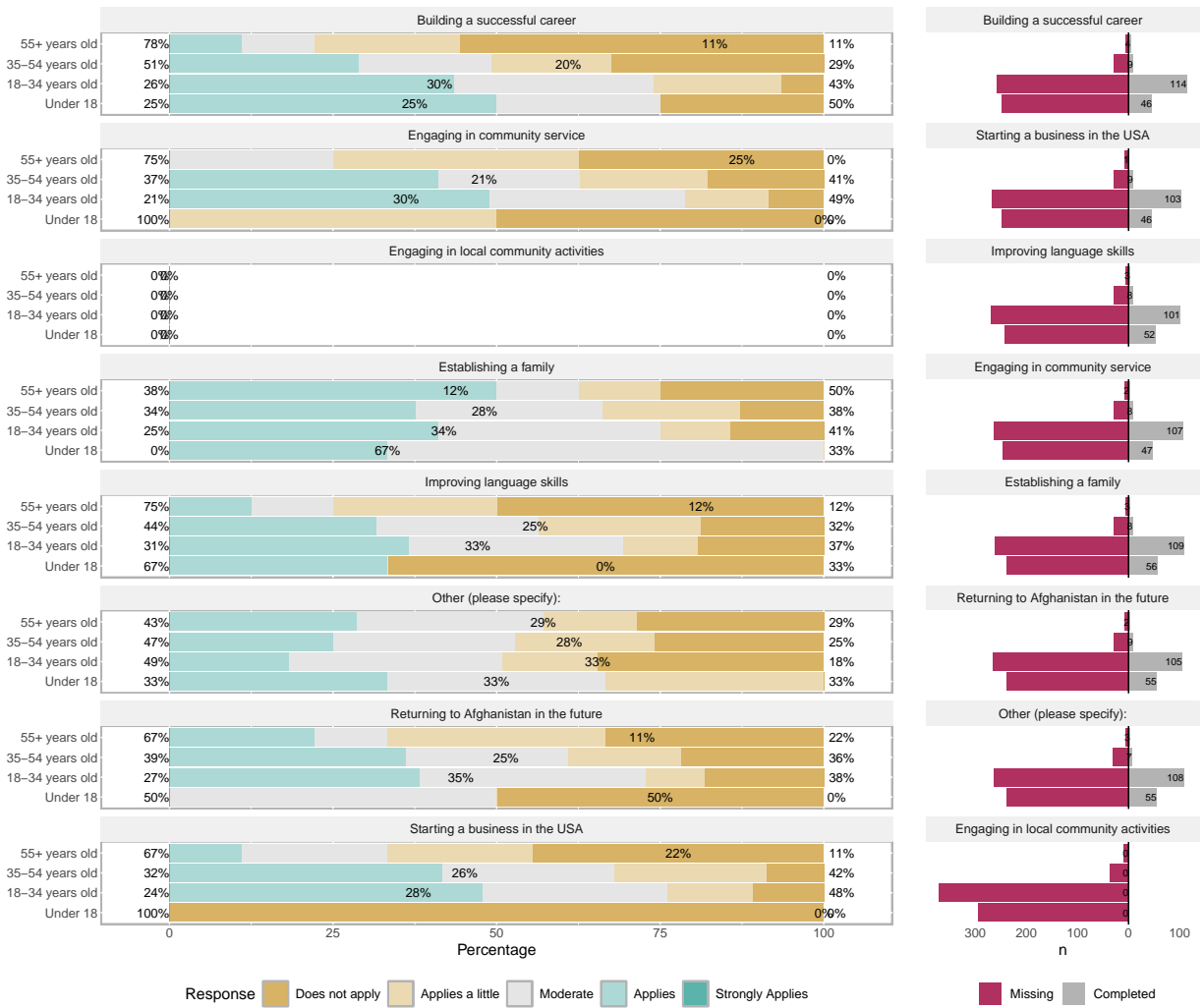


Figure 101: Aspirations for Future (by Age)

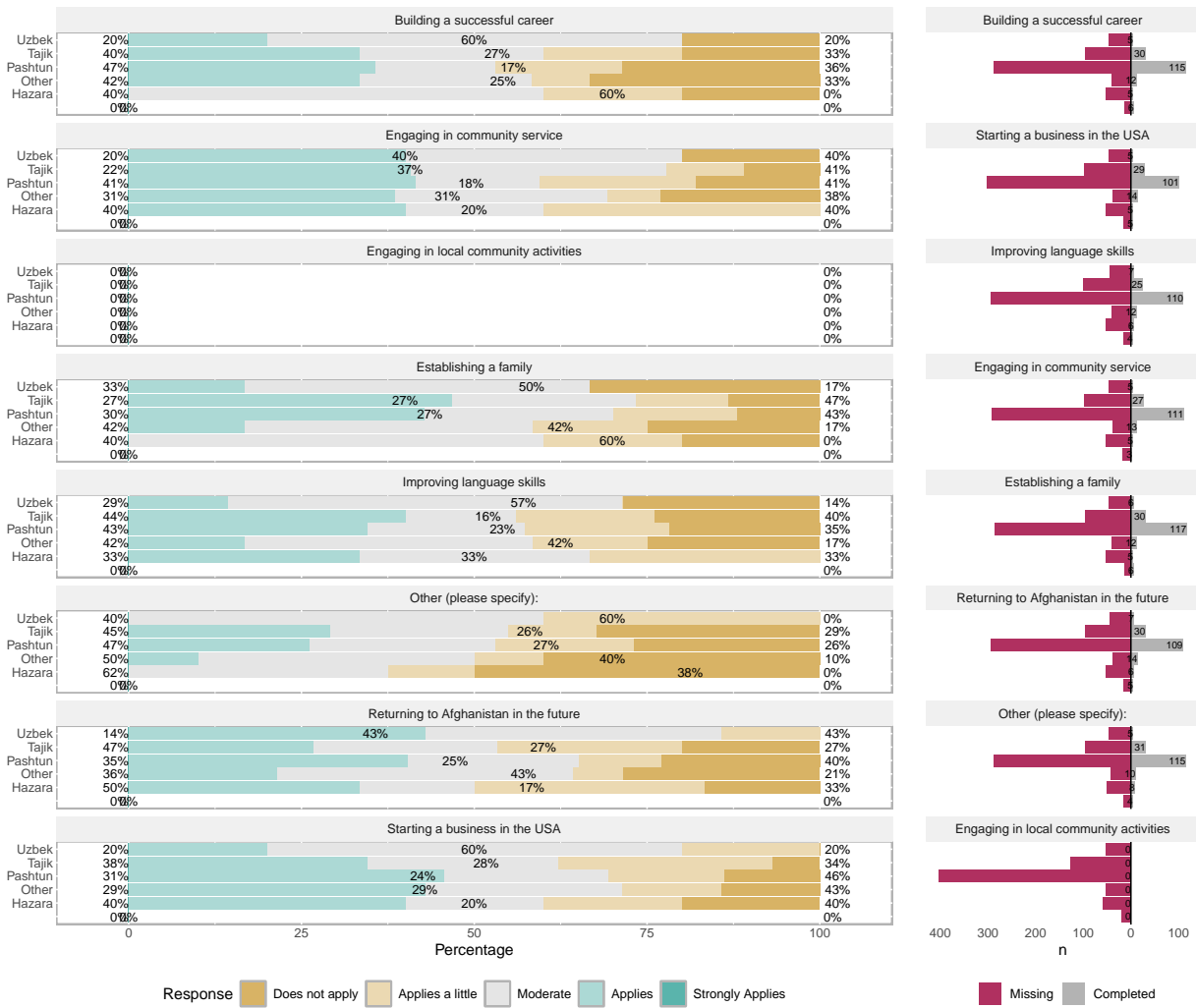


Figure 102: Aspirations for Future (by Ethnicity)

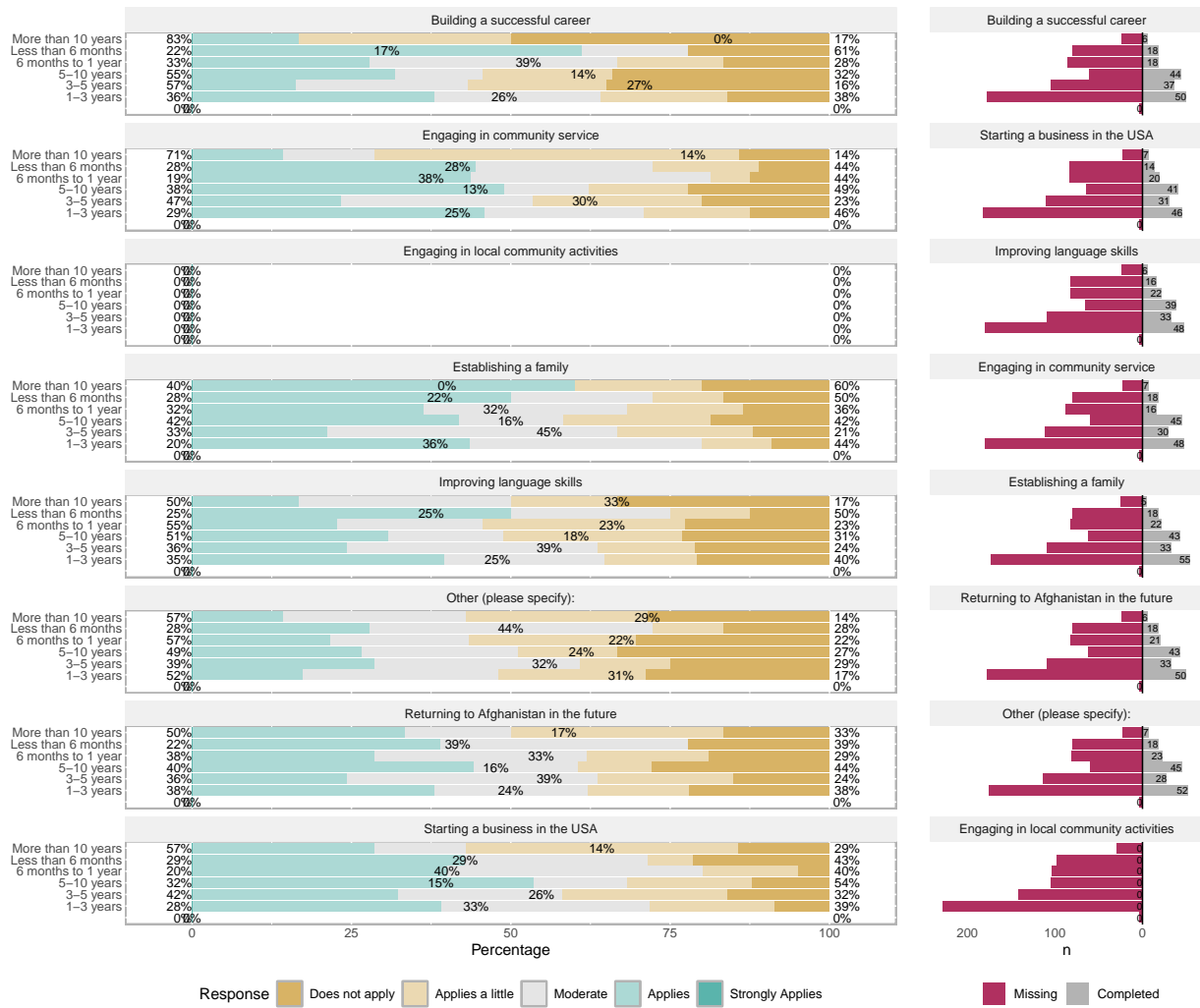


Figure 103: Aspirations for Future (by Length of Stay in US)

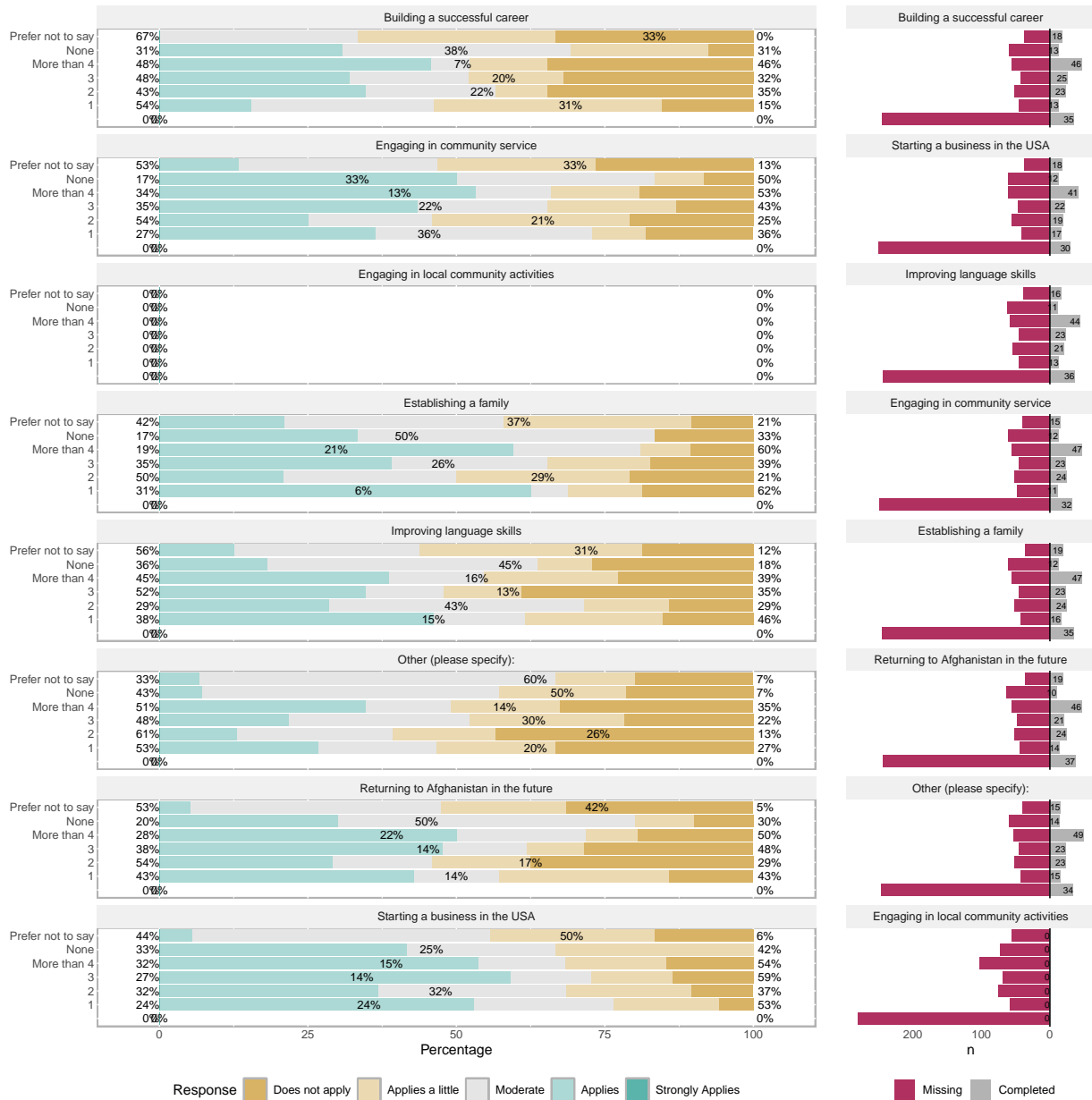


Figure 104: Aspirations for Future (by No. of Children)

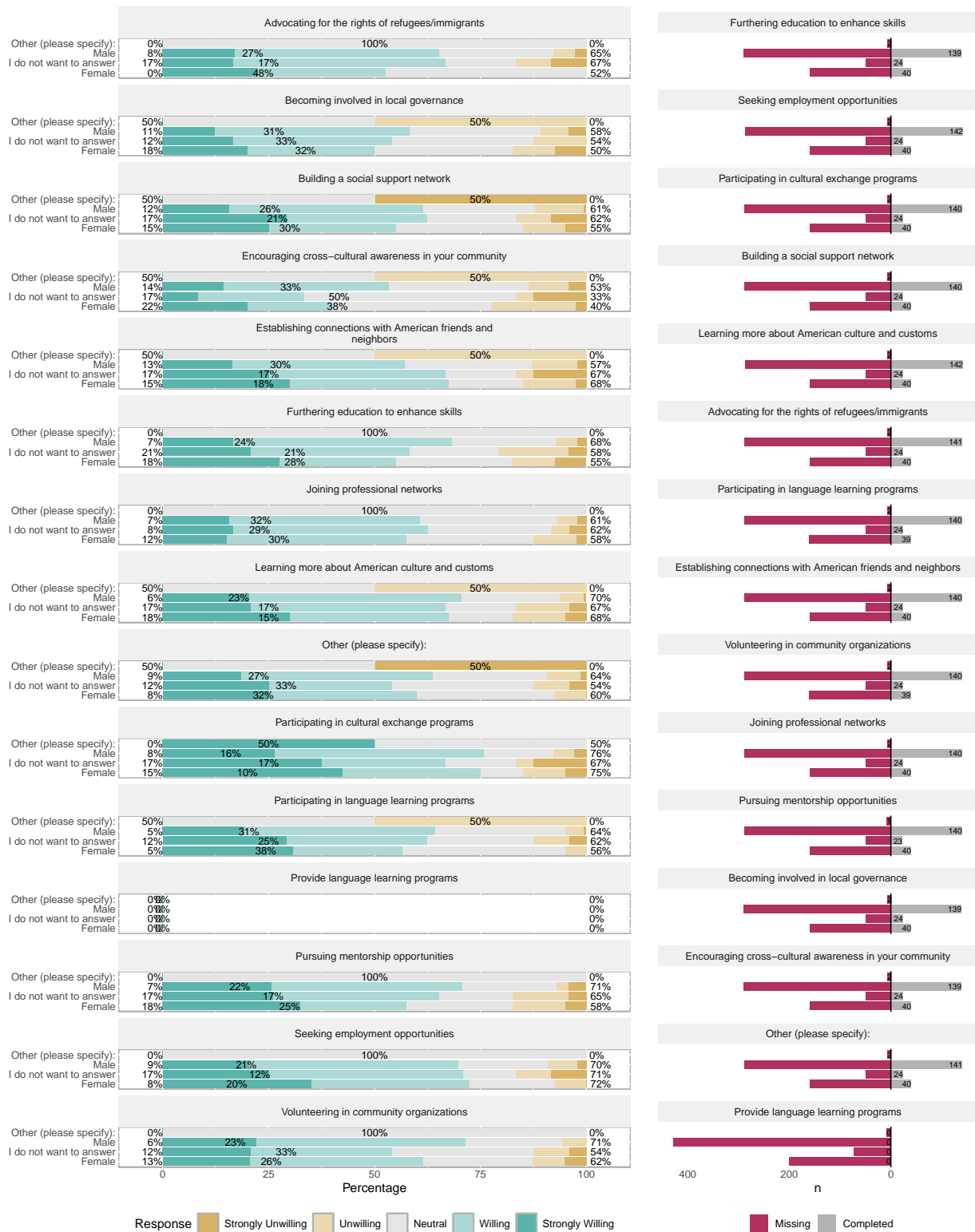


Figure 105: Measures to Integrate into American Society (by Gender)

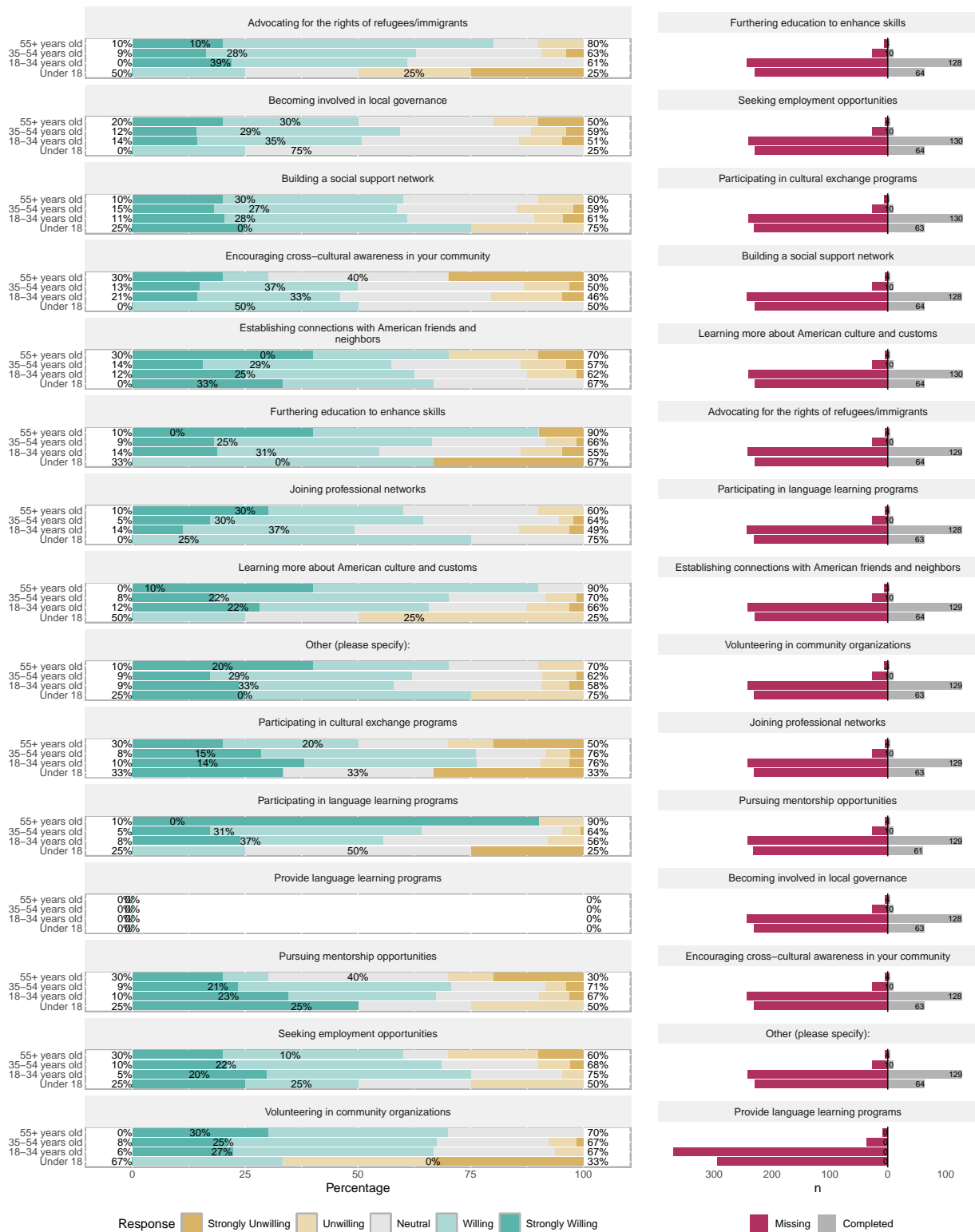


Figure 106: Measures to Integrate into American Society (by Age)

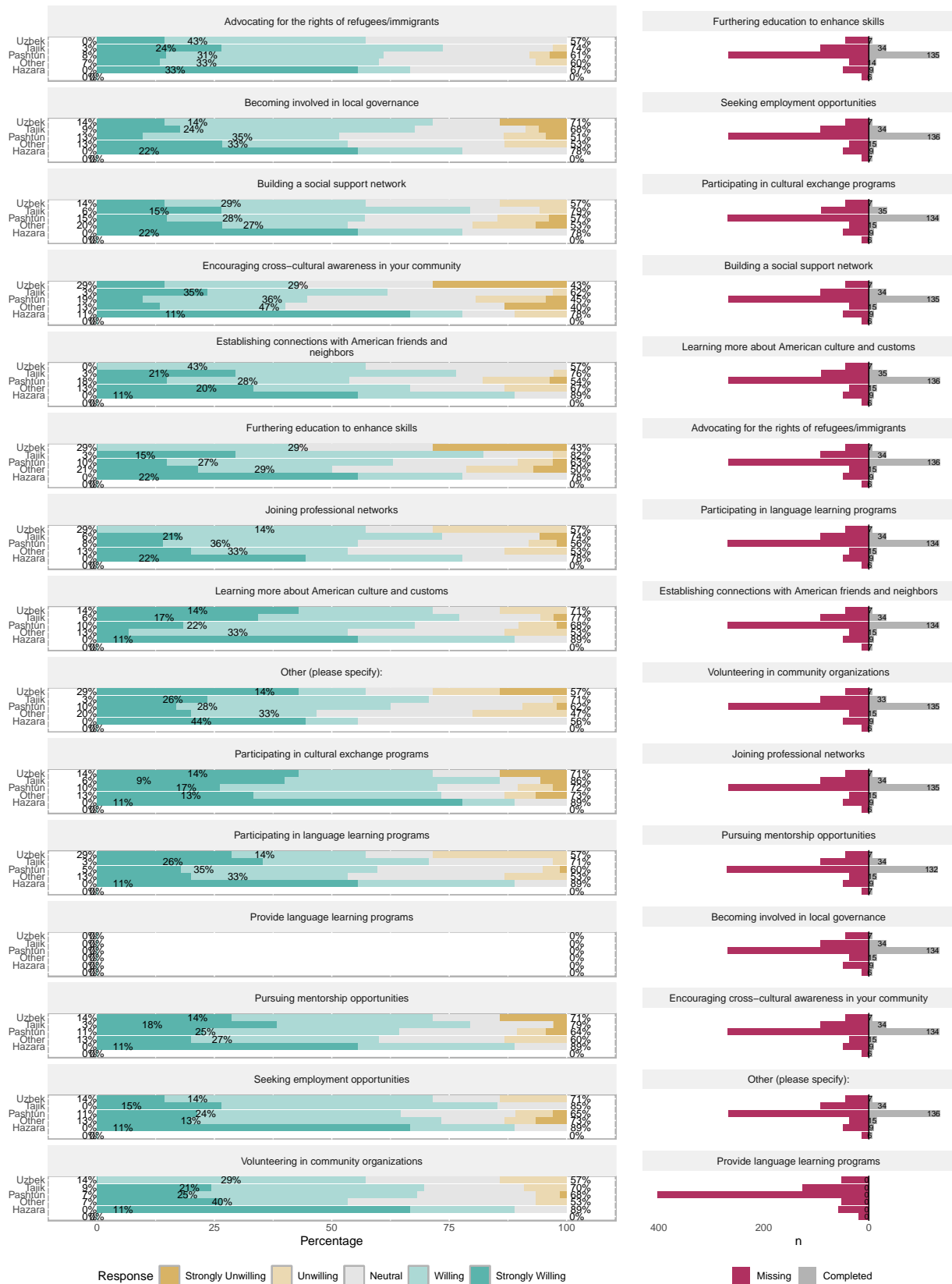


Figure 107: Measures to Integrate into American Society (by Ethnicity)

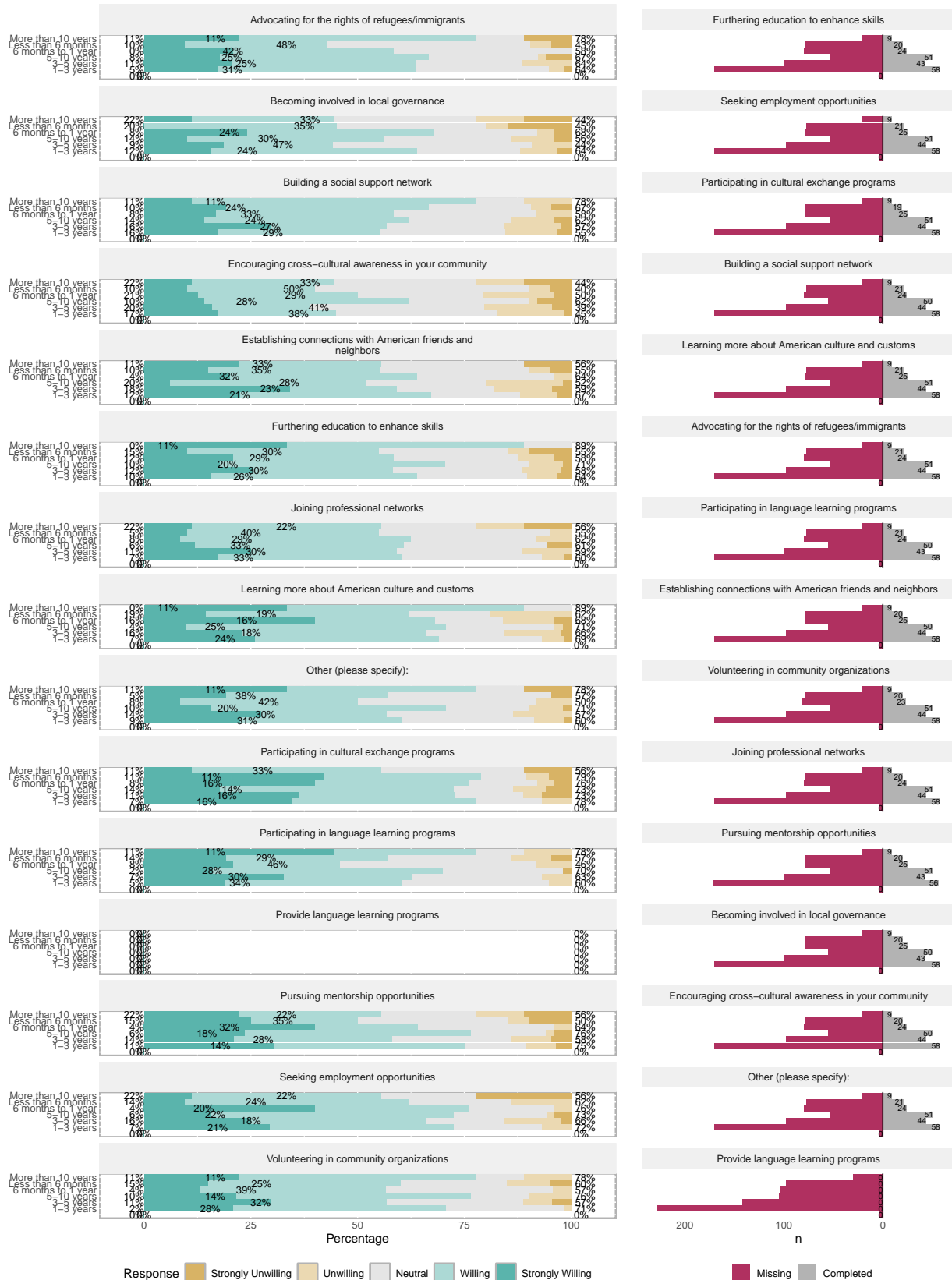


Figure 108: Measures to Integrate into American Society (by Length of Stay in US)

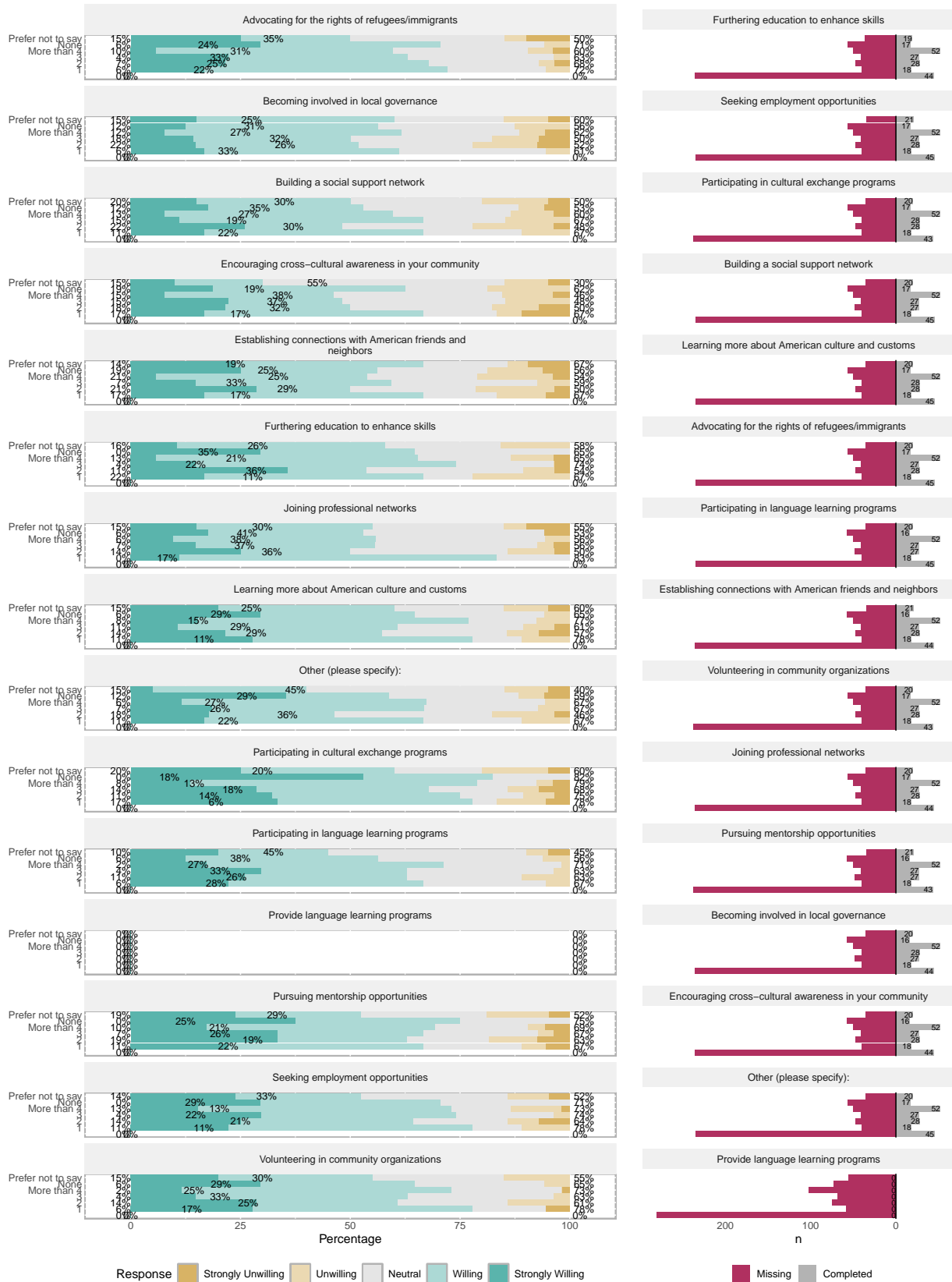
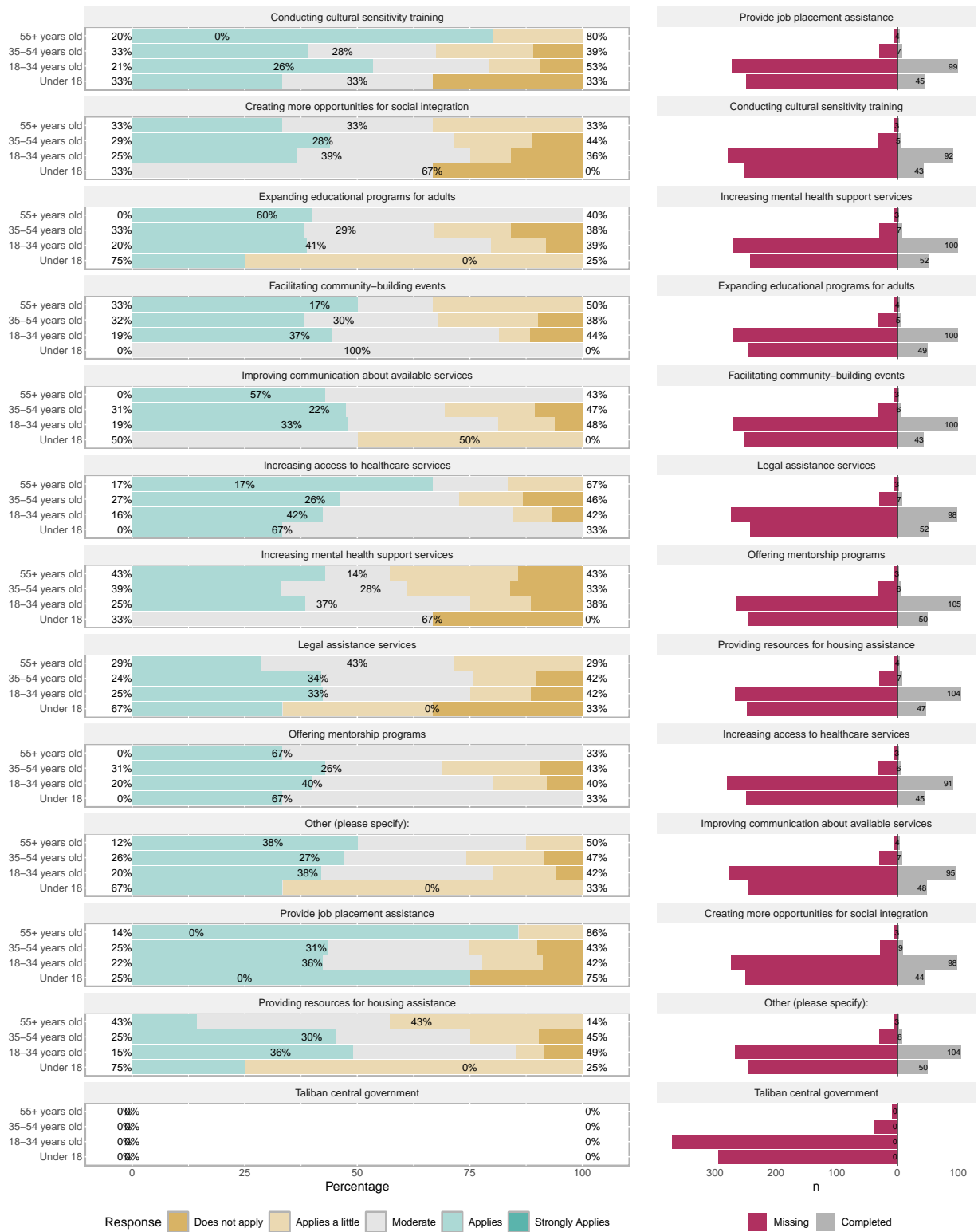


Figure 109: Measures to Integrate into American Society (by No. of Children)

# Evaluations of the CBOs/NGOs



Figure 110: CBO/NGO Evaluation (by Gender)



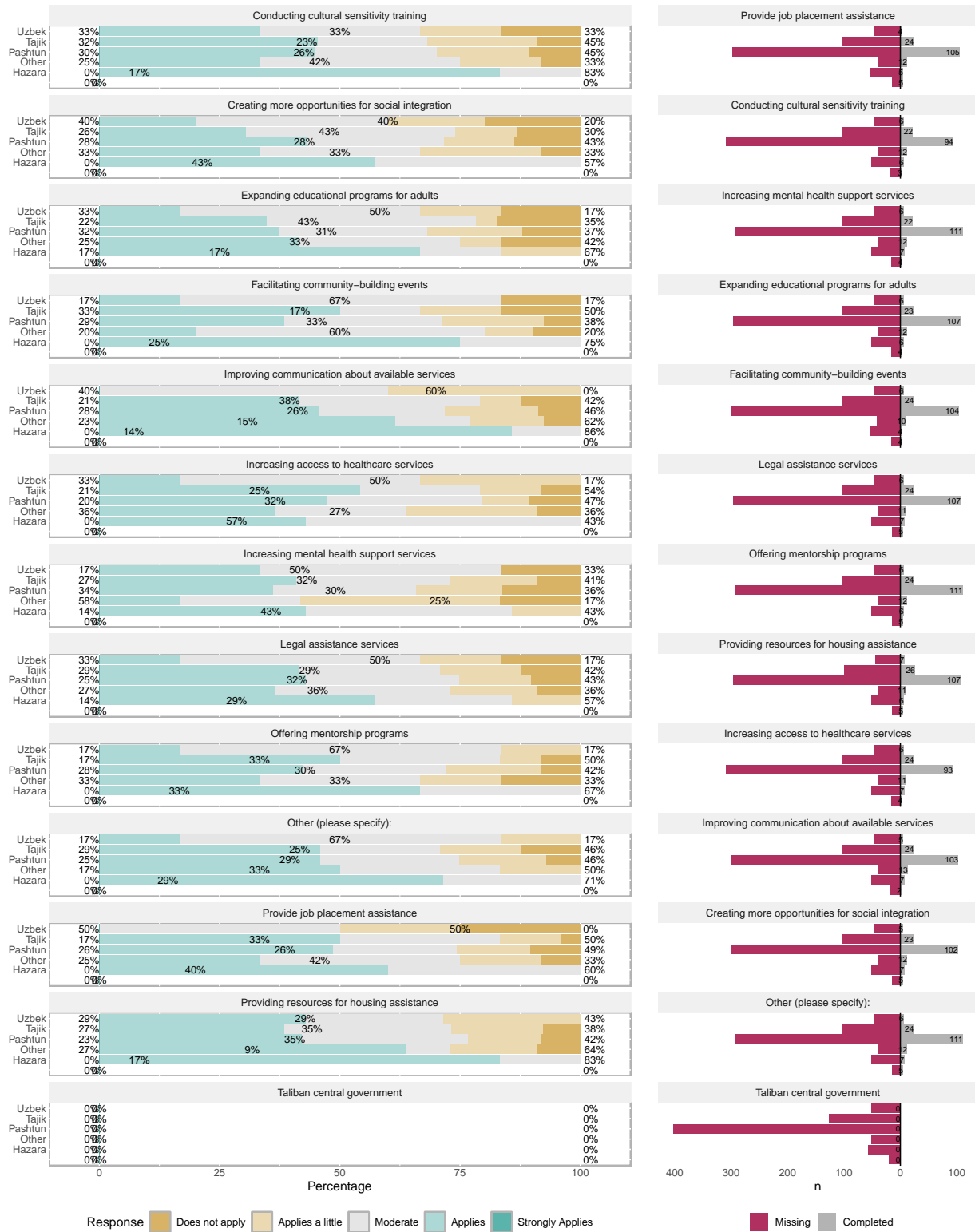


Figure 112: CBO/NGO Evaluation (by Ethnicity)

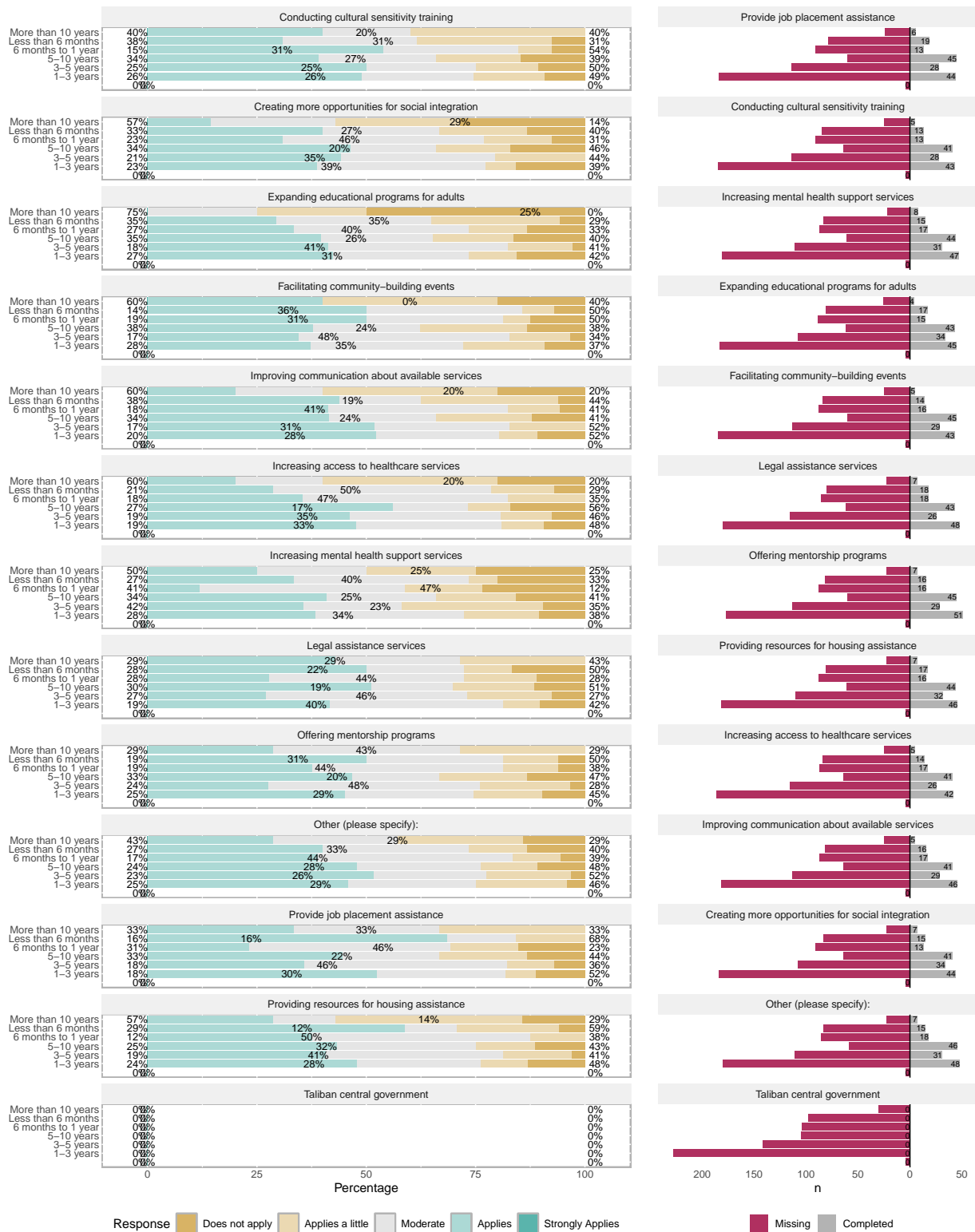


Figure 113: CBO/NGO Evaluation (by Length of Stay in US)

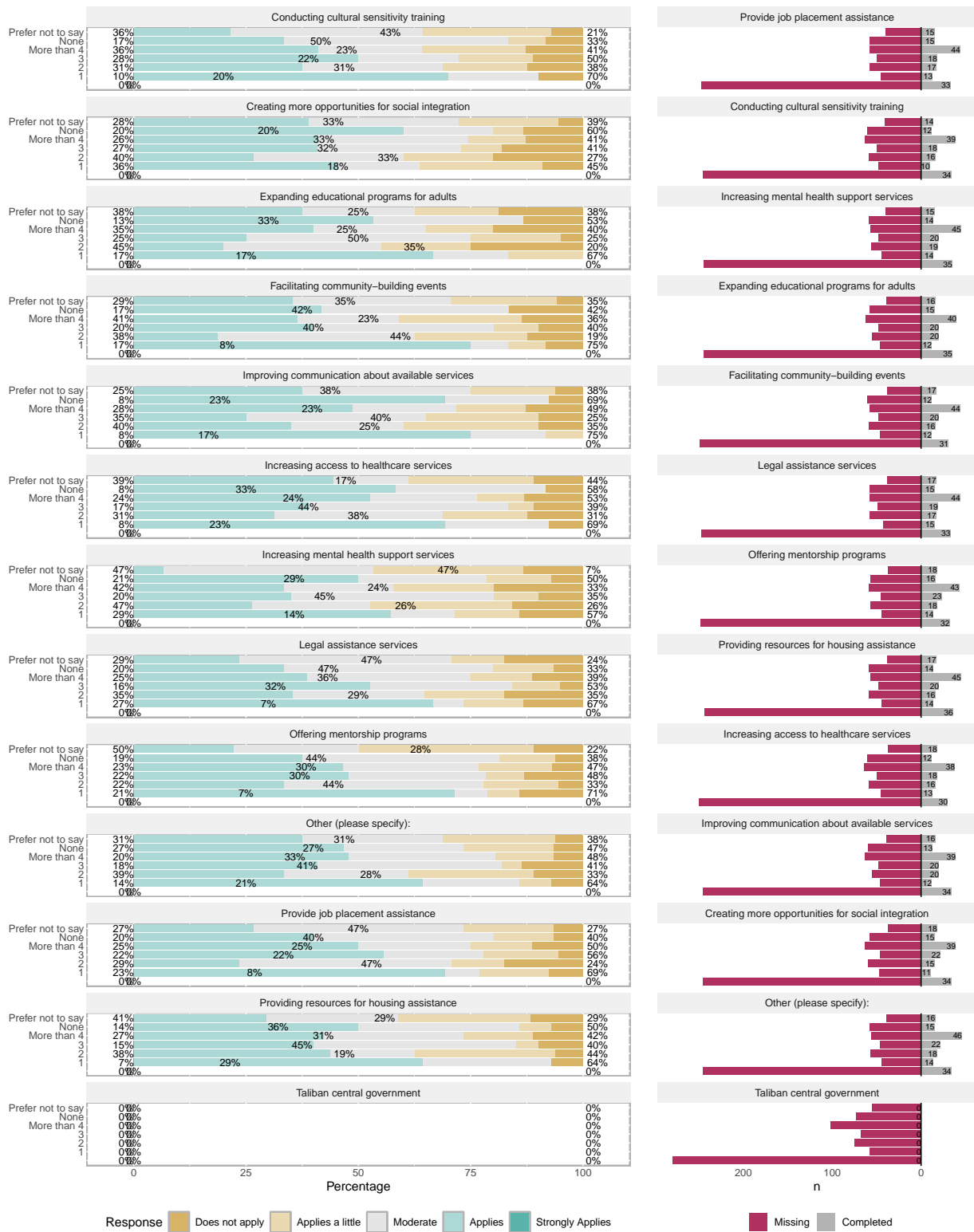


Figure 114: CBO/NGO Evaluation (by No. of Children)

## Evaluations of the Current Government and Other Groups

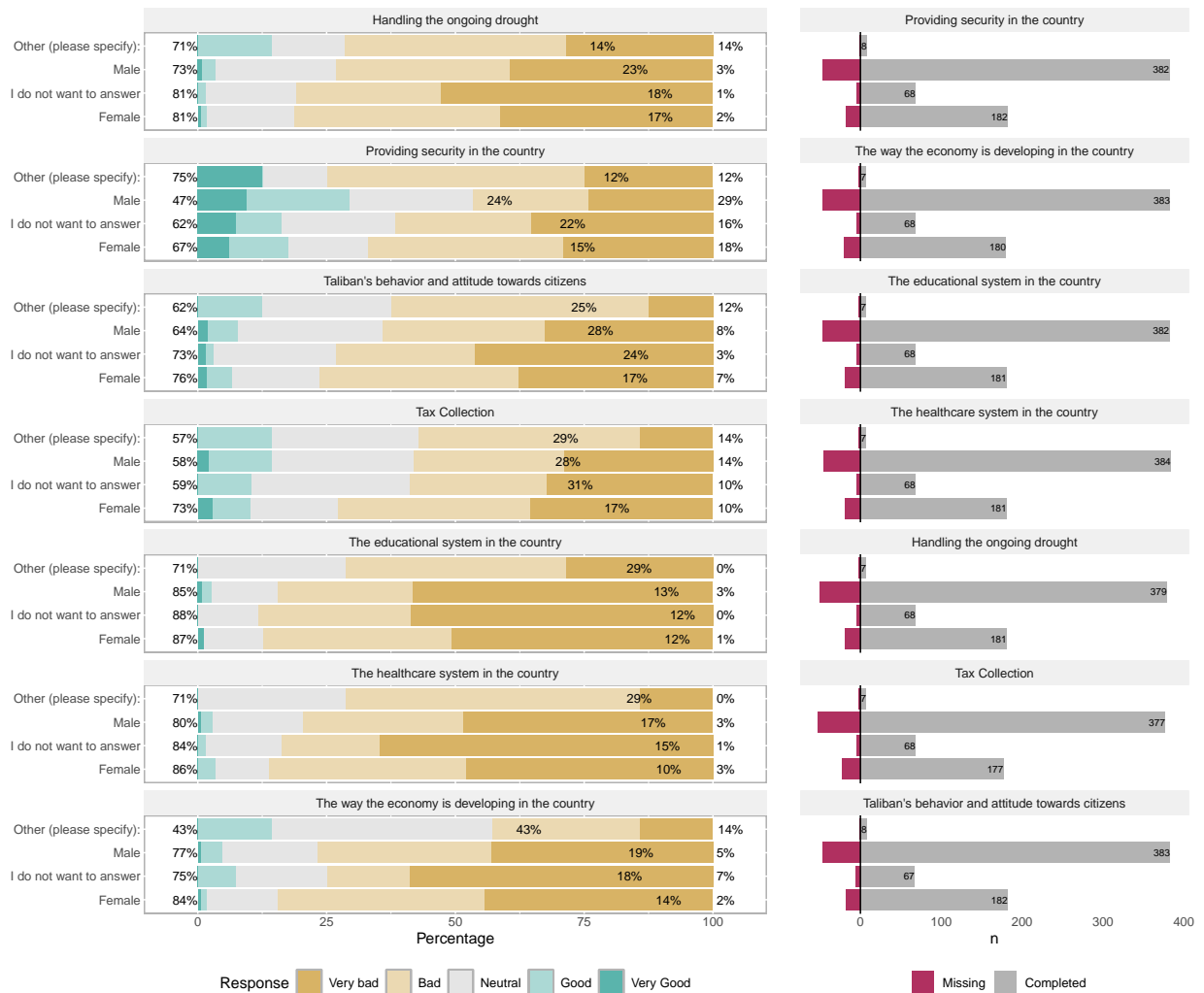


Figure 115: Evaluation of Current Afghan Government (by Gender)

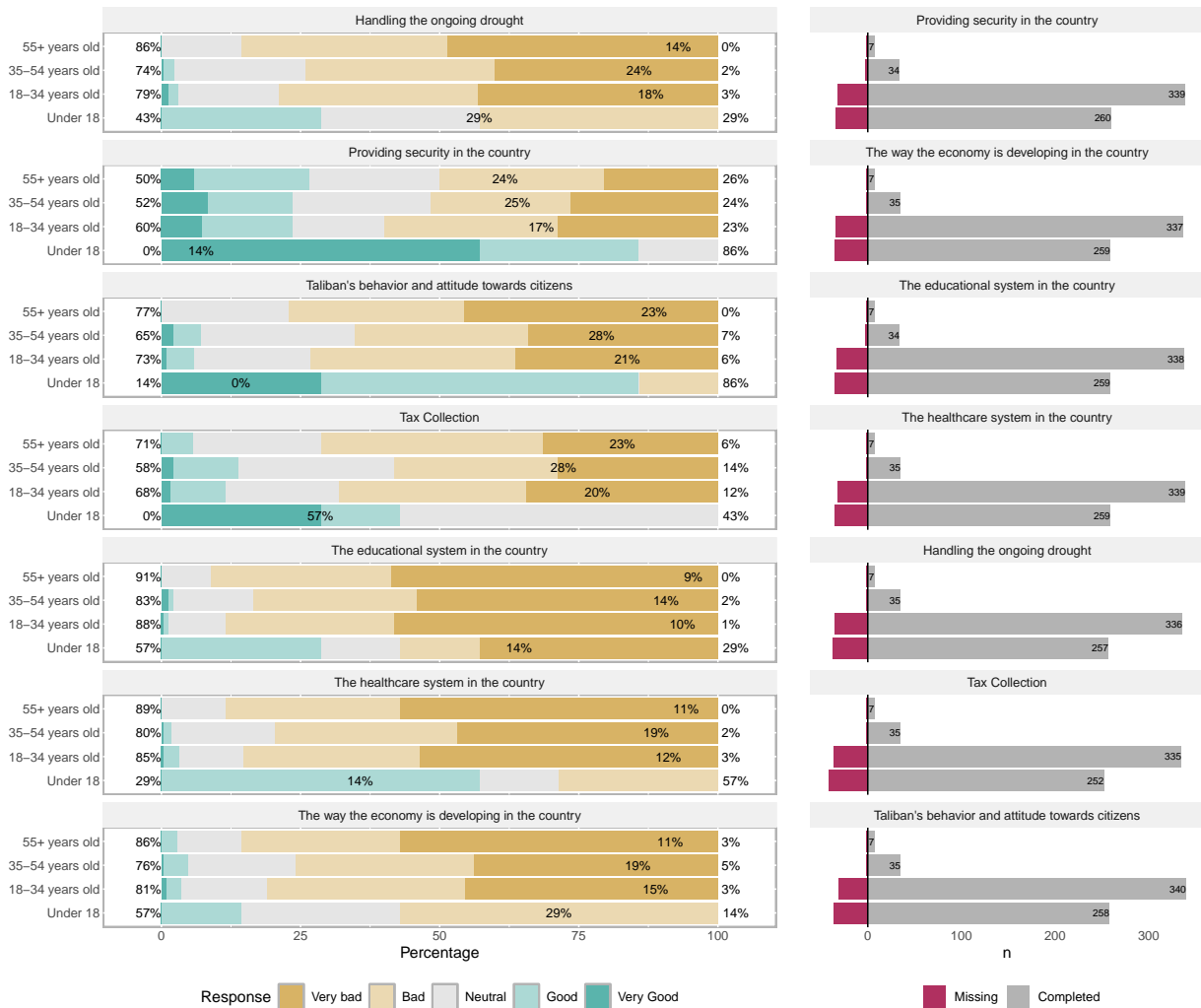


Figure 116: Evaluation of Current Afghan Government (by Age)

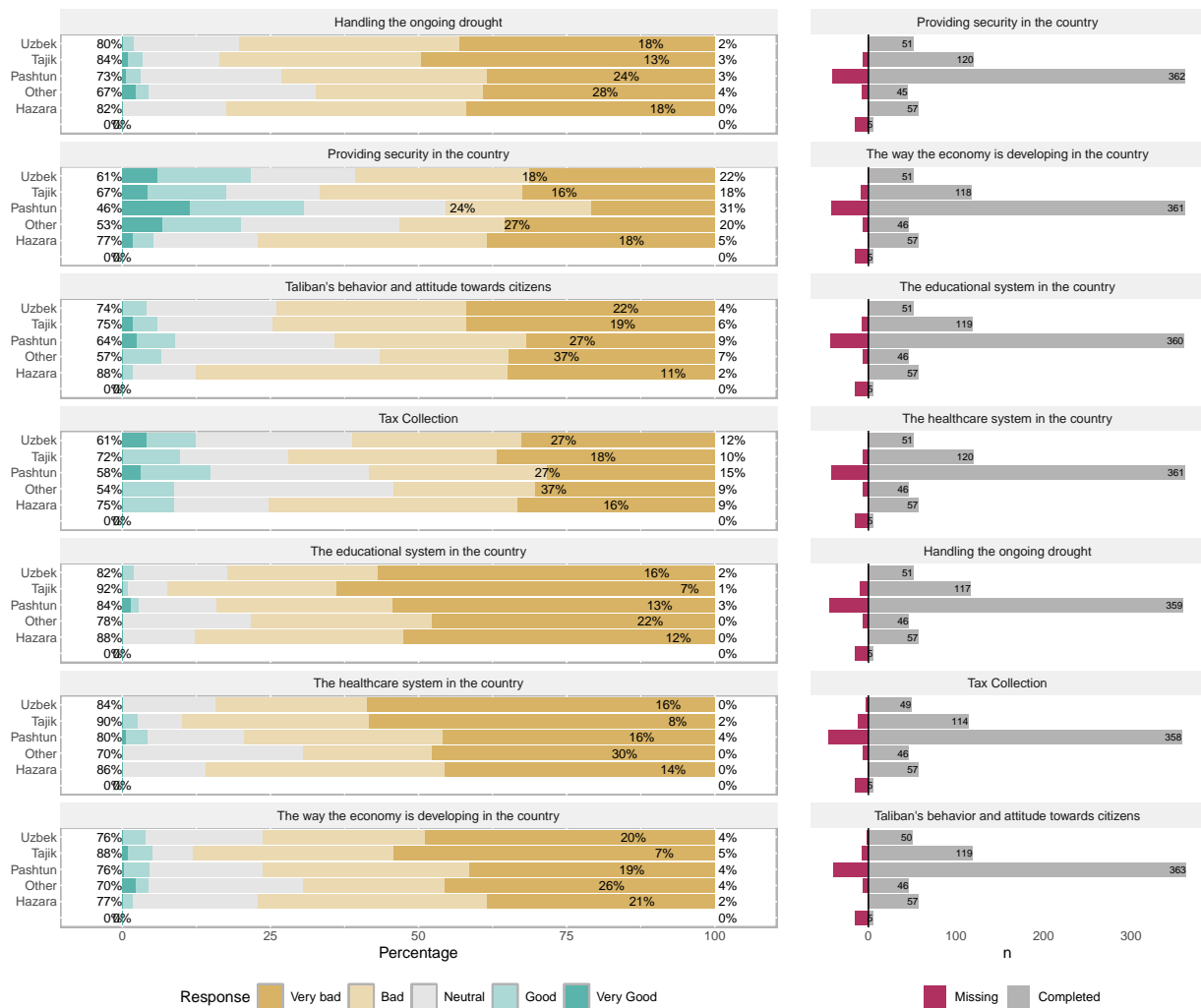


Figure 117: Evaluation of Current Afghan Government (by Ethnicity)

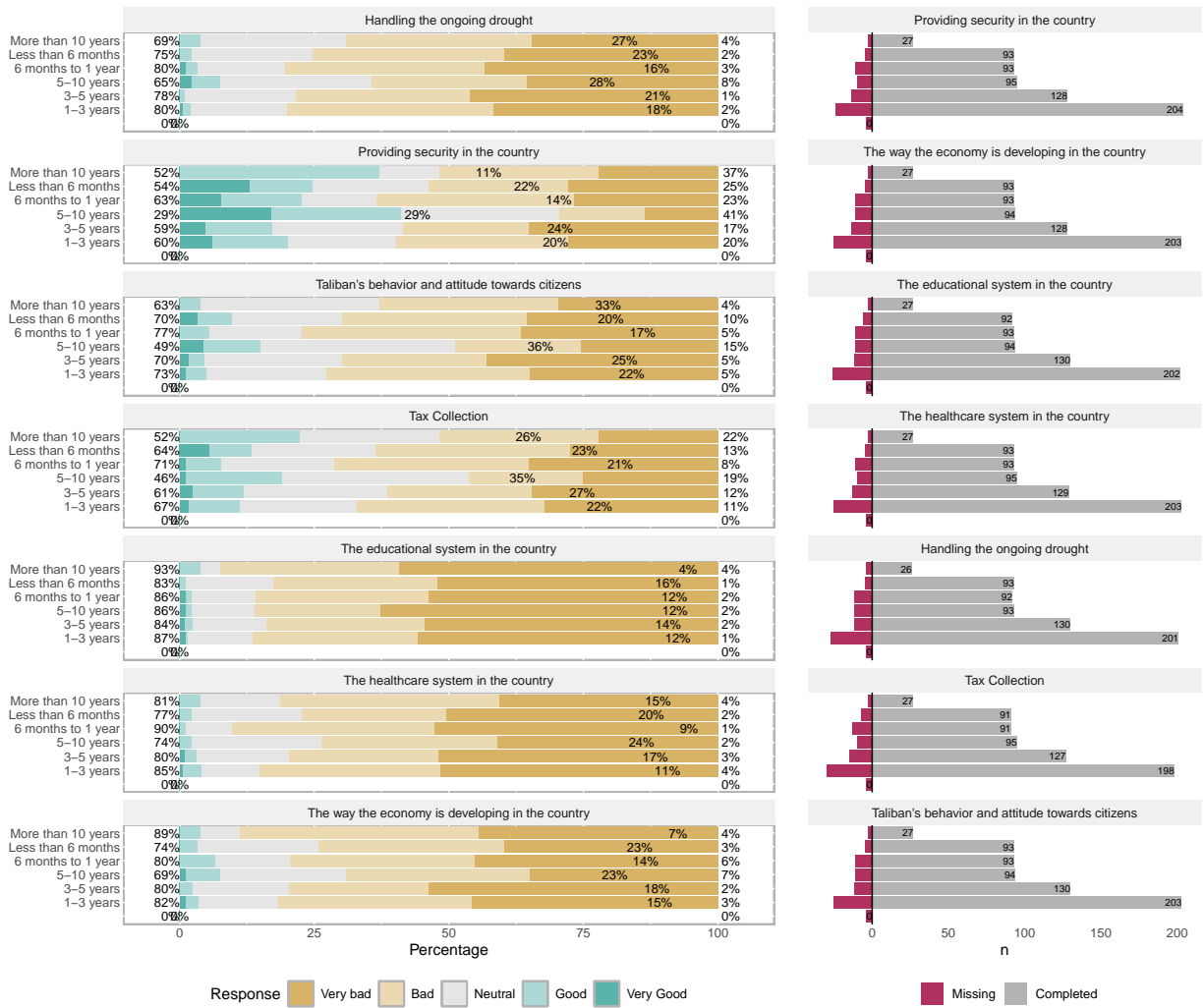


Figure 118: Evaluation of Current Afghan Government (by Length of Stay in US)

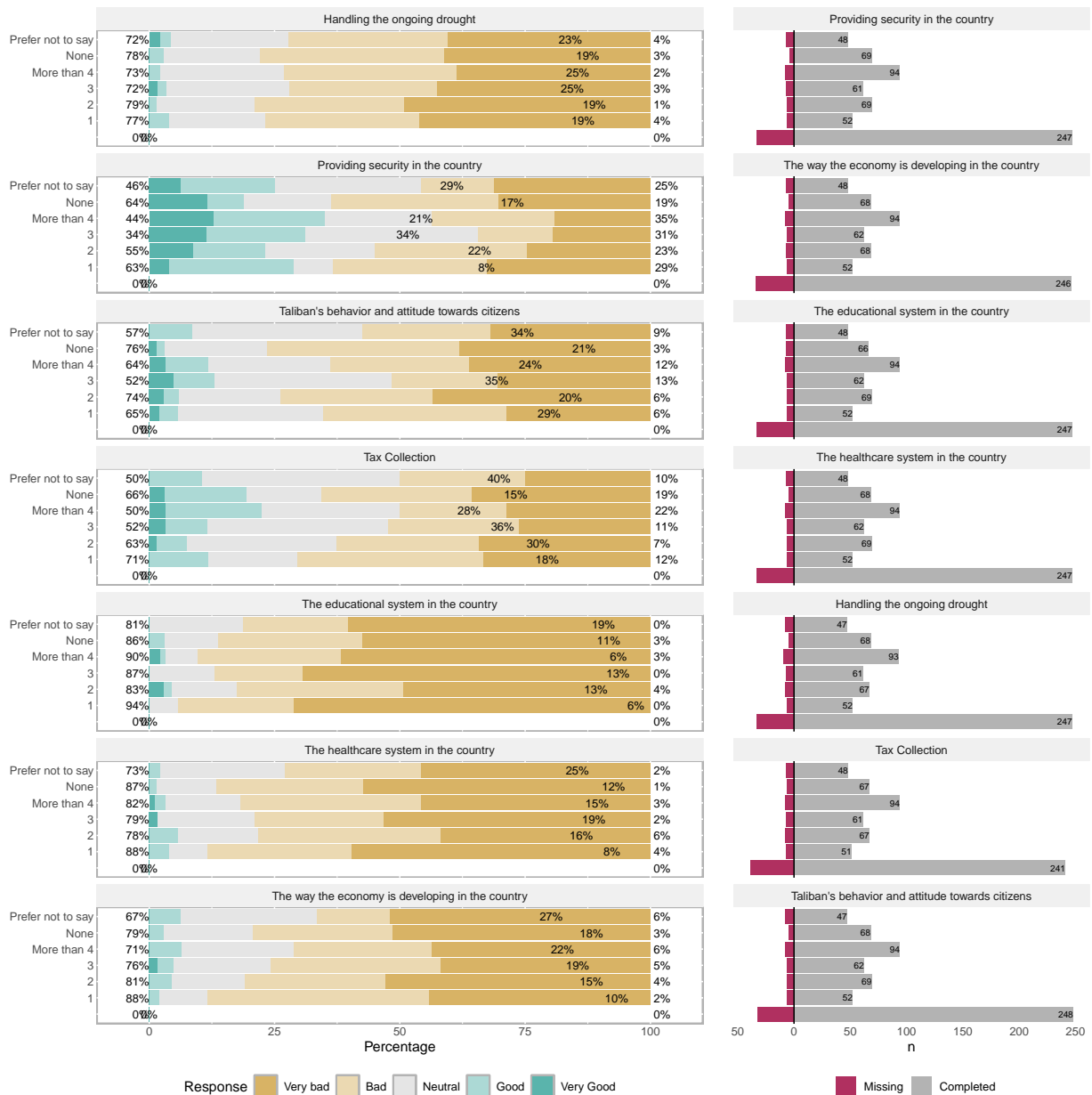


Figure 119: Evaluation of Current Afghan Government (by No. of Children)

## Appendix 2 — Respondent Profile

### Key message

Survey respondents present a picture of a predominantly working-age, recently arrived Afghan refugee and migrant community in the United States. Most are men, and Pashtuns make up the largest ethnic group alongside substantial Tajik, Hazara, and Uzbek representation. Family structures are varied—many households include multiple children—underscoring the need to interpret subsequent findings through the lens of large, multigenerational living arrangements and recent resettlement.

Education levels span a wide spectrum: roughly one-third report university attainment, yet meaningful shares have only secondary schooling or limited or no formal education. Linguistically, the community is both rooted and adaptive—Dari and Pashto are most common, nearly half report speaking English, and a majority identify as multilingual—signaling strong intra-community communication alongside continuing needs for English acquisition to unlock education and employment opportunities.

Labor-market participation is substantial but uneven. About three in ten respondents work full-time and nearly two in ten part-time, while roughly one in five are currently seeking work—an indicator of both resilience and ongoing barriers such as credential transfer, language, and job matching. Geographically, respondents cluster in the Washington, D.C.–Maryland–Virginia (DMV) corridor, with smaller hubs in California and Virginia, reflecting the pull of established networks and local service ecosystems.

Taken together, the chapter depicts a young, family-oriented, linguistically diverse population whose skills and aspirations are significant but not yet fully leveraged. Their concentration in a handful of metro areas, combined with heterogeneous education and English proficiency, points to clear levers for policy and programming—targeted language and workforce support, credential recognition, and place-based services—that can accelerate integration in the chapters and recommendations that follow.

### Basic Demographics

The survey data provide insight into the demographic characteristics of Afghan refugees and migrants in the United States, focusing on gender, age, ethnicity, length of stay, and family composition. A majority of respondents identified as male, about a quarter identified as female, and a smaller group chose not to disclose or specified another category. Most are concentrated in the 25–44 age range, reflecting a predominantly working-age population, with relatively few under 18 or above 55.

Ethnically, the sample is diverse but weighted toward Pashtuns, who represent around half of respondents. Tajiks, Hazaras, and Uzbeks are also represented, along with smaller numbers reporting other identities. In terms of length of stay, most respondents arrived within the past five years, underscoring the recency of Afghan migration waves, though a minority have lived in the U.S. for more than a decade.

Family composition varies considerably. Nearly half of respondents are married or partnered, while about one-third are single. Smaller proportions are widowed or divorced, with some reporting other arrangements. Taken together, the population is relatively young, recently resettled, and embedded in a range of family structures, with Pashtuns forming the largest ethnic group. These baseline demographics are critical for interpreting resettlement experiences and integration outcomes in the chapters that follow.

Table 4: Basic Demographics

		N	%
Gender	Female	201	25.0
	I do not want to answer	73	9.1
	Male	432	53.7
	No Response	89	11.1
	Other (please specify):	9	1.1
Age	18-24 years old	84	10.4
	25-34 years old	210	26.1
	35-44 years old	287	35.7
	45-54 years old	84	10.4
	55-64 years old	22	2.7
	65+ years old	15	1.9
	No Response	93	11.6
Ethnicity	Under 18	9	1.1
	Hazara	58	7.2
	No Response	113	14.1
	Other	52	6.5
	Pashtun	403	50.1
	Tajik	126	15.7
	Uzbek	52	6.5
Length of Stay in US	1-3 years	228	28.4
	3-5 years	142	17.7
	5-10 years	105	13.1
	6 months to 1 year	104	12.9
	Less than 6 months	98	12.2
	More than 10 years	30	3.7
	No Response	97	12.1
Family Composition	Divorced/Separated	10	1.2
	Married/Partnered	361	44.9
	No Response	106	13.2
	Other (please specify):	35	4.4
	Single	266	33.1
	Widowed	26	3.2

## **Children**

Information on respondents' children provides further context to household composition. A substantial portion did not provide information, reflecting a high rate of nonresponse. Among those who did, family sizes vary: some report having one to three children, while a notable number indicate more than four. This suggests that larger families are relatively common among Afghan refugees and migrants.

When focusing specifically on male children, a similar pattern emerges. A considerable share reported one or two sons, while others indicated larger numbers. At the same time, around 15 percent stated that they do not have male children, and some preferred not to disclose. These findings highlight both the diversity of family sizes and the centrality of children in household structures—factors with direct implications for education, housing, and social service needs in resettlement.

## **Education and Language**

The educational background of respondents reveals a wide spectrum of attainment levels. Approximately one-third (31%) reported having completed a university education, a strikingly high share that points to the presence of a well-educated segment within the community. At the same time, nearly one in five (17.7%) had only a high school education, while smaller proportions had attended middle school (9.6%) or elementary school (7.7%). About 7.1% reported no formal education, underscoring the challenges faced by those displaced from rural areas or with limited access to schooling. Another 7% reported technical or other types of education, highlighting alternative training pathways. A notable share (12.7%) chose not to answer, which may reflect reluctance to disclose or difficulty categorizing their experience.

Language skills reveal both continuity and adaptation. The two most widely spoken languages are Dari (63.2%) and Pashto (61.2%), reflecting their centrality in Afghan society and diaspora communities. Nearly half of respondents (47.8%) reported speaking English, showing progress but also the need for further acquisition of the host country's primary language. A smaller share (8.6%) reported speaking other languages, and more than half (54.1%) described themselves as multilingual. This multilingualism underscores adaptability and rich cultural resources, while limited English proficiency remains a barrier to broader integration into U.S. society.

## **Employment**

Employment outcomes illustrate both opportunities and challenges in resettlement. Nearly one-third (30.2%) reported full-time employment and another 17.8% part-time, meaning close to half of the sample is engaged in the labor market. At the same time, a significant share (21.1%) reported that they were currently seeking employment, underscoring persistent barriers to stable work. Smaller proportions were retired (2.5%) or preferred not to disclose their status (14.4%), while 13.9% did not respond.

Taken together, these figures suggest a mixed picture. Many respondents have managed to enter the workforce relatively quickly, yet a considerable number remain unemployed or underemployed. This highlights both resilience and determination to contribute economically, as well as the need for targeted support such as job training, credential recognition, and English-language programs to help respondents translate their skills into stable employment.

Table 5: Children

		N	%
Number of Children	1	58	7.2
	2	75	9.3
	3	68	8.5
	More than 4	102	12.7
	No Response	373	46.4
	None	73	9.1
	Prefer not to say	55	6.8
Number of Male Children	1	85	10.6
	2	77	9.6
	3	48	6.0
	More than 4	38	4.7
	No Response	373	46.4
	None	121	15.0
	Prefer not to say	62	7.7

Table 6: Education

Highest Educ. Attainment	N	%
Elementary School	62	7.7
High School	142	17.7
Junior High (Middle) School	77	9.6
No Education	57	7.1
No Response	102	12.7
Other (Please Specify)	58	7.2
Technical School	57	7.1
University	249	31.0

Table 7: Languages Spoken (Not Mutually Exclusive)

	N	%
English	384	47.8
Pashto	492	61.2
Dari	508	63.2
Other	69	8.6
Multilingual	435	54.1

Table 8: Employment

Employment Status	N	%
Full-time	243	30.2
No Response	112	13.9
Part-time	143	17.8
Prefer not to say	116	14.4
Retired	20	2.5
Seeking opportunities currently	170	21.1

## **Region of Prior Residence in Afghanistan**

Out of 804 survey participants, 132 did not provide information on their last place of residence in Afghanistan, representing 16.4% of the sample. Among those who did respond, Kabul was the most frequently reported location (31.1%), reflecting its role under the republic as a hub for government employees, NGO staff, and other professionals. Many respondents may have originally come from other provinces and relocated to the capital before departure.

Beyond Kabul, respondents reported origins across nearly all provinces, with notable shares from Nangarhar, Kunar, Wardak, Parwan, and Samangan. This wide spread points to the diverse regional backgrounds of Afghan refugees and migrants, encompassing both urban and rural origins. Overall, the data reveal a dual pattern: Kabul anchors a large share of last residences, but the population is geographically diverse—variation that may shape language use, education levels, and employment skills in resettlement.

## **Resettlement Location in US**

The geographic distribution of respondents highlights a strong concentration in a small number of states and counties. The majority were located in Maryland (44.7%) and the District of Columbia (35.4%), which together account for more than four-fifths of the total sample. Within Maryland, Prince George’s County (37.5%) and Montgomery County (6.7%) stand out as key settlement areas, reflecting established Afghan communities that provide important social and cultural support. Smaller but notable clusters were found in California (12.2%) and Virginia (3.5%), particularly in Alameda, Sacramento, and Fairfax Counties.

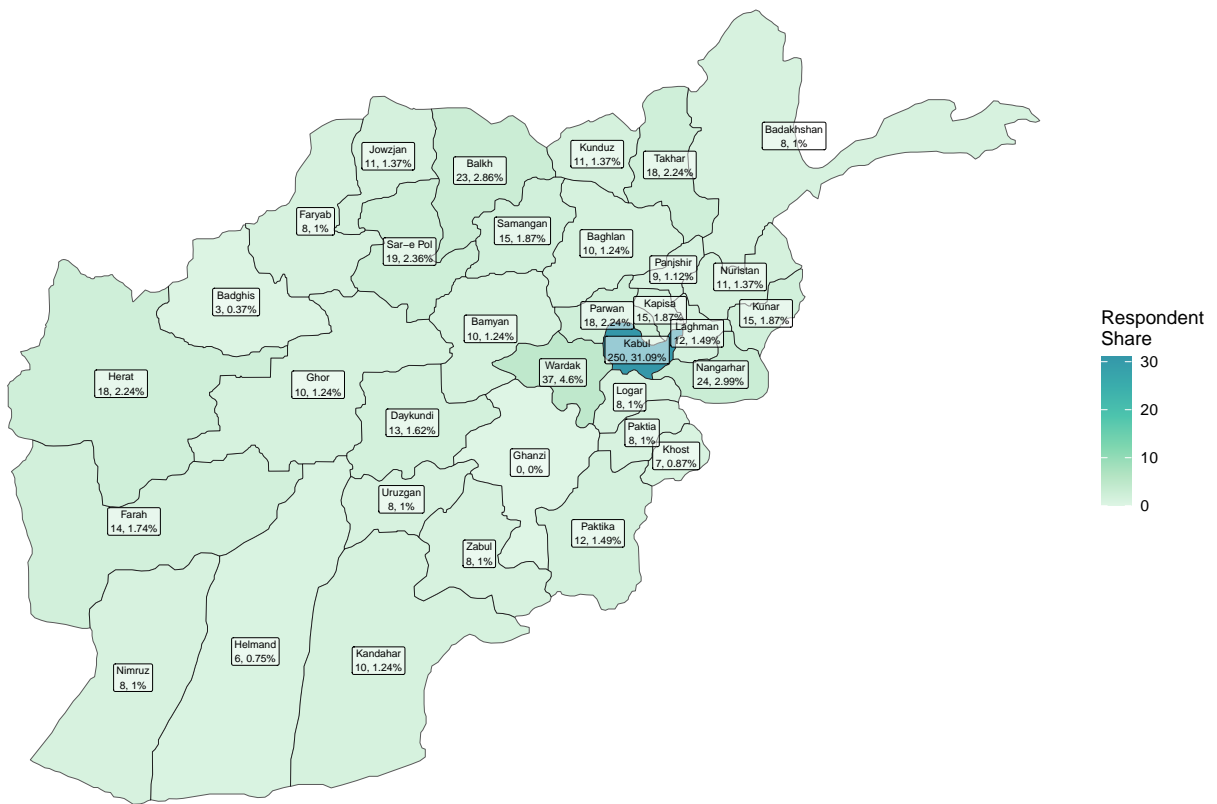
The remaining states—including Texas, Oregon, Missouri, Georgia, and Pennsylvania—had only a handful of respondents each, suggesting more dispersed settlement or limited survey reach in those areas. These patterns align with known resettlement policies and the presence of Afghan diaspora hubs in metropolitan regions where employment, community-based organizations, and extended family networks are available.

The concentration of respondents in the DMV area underscores the importance of local support infrastructures in shaping integration experiences. Because the findings are heavily weighted toward this region, they most strongly reflect Afghan communities in these metropolitan hubs, while experiences in other states are less represented in the dataset.

Region Last Resided in Afghanistan

Label Shows: Region Name, Respondent Count, Respondent Share

804 Total Respondents, 132 Non-Responses (16.42%)



Count and percentage by region last resided in AFG; percentages include nonresponses

Figure 120: Prior Residence

## Appendix 3 — Methodological Notes

### Key Message

This study explores the resettlement and integration experiences of Afghan migrants and refugees in the United States. The survey was conducted between January and October 2024. All findings in this report reflect respondents' perceptions at that time. The research employed a mixed approach to reach participants, combining online and in-person methods. Ethical approval was obtained, and informed consent was carefully incorporated into the survey process. Below, we summarize the sampling and ethical procedures that guided the study.

### Sampling and Recruitment

We employed a **convenience sampling** approach, leveraging our personal and professional networks to reach participants. Recruitment was conducted through **social media platforms** such as LinkedIn, WhatsApp, and Facebook groups. In addition, we conducted **in-person outreach** to engage directly with Afghan migrants and refugees in the United States and encourage their participation.

The survey was administered using **Qualtrics**, which enabled both online distribution and in-person data collection using the same digital platform. This hybrid approach allowed us to access individuals through both digital and physical means, thereby increasing coverage.

Our goal was to reach **as many Afghan migrants and refugees across the United States as possible**. While this approach facilitated broad participation, the use of convenience sampling may introduce selection bias and limit the generalizability of the findings.

### Ethical Considerations

This study was reviewed and approved by the **Research Ethics Review Board** of the **Graduate School of Humanities and Social Sciences, Hiroshima University** (Application Number: **HR-LPES-001626**).

Participants were informed that the survey aimed to explore the resettlement and integration experiences of Afghan refugees and migrants in the United States. They were notified that participation was voluntary, that their responses would remain confidential, and that no personally identifying information would be collected.

### Full Questionnaire

The following pages include the full version of the questionnaire used in this study.

# Survey Questionnaire

---

Start of Block: Informed Consent

## Survey on the Sociopolitical Views and of the Resettlement and Integration of Afghan Refugees/Migrants in the United States of America(USA)

This survey comprises at most 50 questions. We invite you to participate in our survey which explores your experience with resettlement and integration in the USA. Additionally, we are interested in the social and political attitudes of Afghans abroad.

Your participation is voluntary and your insights will be kept confidential, with the information solely used for the purpose of this research.

The survey is being conducted by a research group at Hiroshima University under Assistant Professor Ghulam Dastgir KHAN and Assistant Professor Harunobu SAIJO, in collaboration with a researcher from the Consulate-General of Japan in Nashville. **Please note that we do not collect any personally identifying information.**

Should you have any inquiries regarding the study, feel free to contact Yoshinari Kajishita, a Ph.D. Student at Hiroshima University, at [yoshinari@hiroshima-u.ac.jp](mailto:yoshinari@hiroshima-u.ac.jp)

If you agree to participate in this survey, please start the survey by clicking on the 'NEXT' button below.

End of Block: Informed Consent

---

Start of Block: List Experiment\_Control\_Group

After you read all three statements, please tell us **HOW MANY** of them match your experience or thoughts. (We don't want to know which one, **just how many**.)

I went to a private high-school.

I believe that Afghanistan will be a developed country in 30 years.

I believe that social media is a reliable news source.

How many, if any, of these things match your experience or thoughts?

0 (1)

1 (2)

2 (3)

3 (4)

End of Block: List Experiment\_Control\_Group

---

Start of Block: List Experiment\_Treatment\_1\_Group

After you read all four statements, please tell us **HOW MANY** of them match your experience or thoughts. (We don't want to know which one, just how many.)

I went to a private high-school.

I believe that Afghanistan will be a developed country in 30 years.

I believe that social media is a reliable news source.

I believe that domestic violence is a family matter and should not be reported to the police.

How many, if any, of these things match your experience or thoughts?

0 (1)

1 (2)

2 (3)

3 (4)

4 (5)

End of Block: List Experiment\_Treatment\_1\_Group

---

Start of Block: List Experiment\_Treatment\_2\_Group

After you read all four statements, please tell us **HOW MANY** of them match your experience or thoughts. (We don't want to know which one, **just how many**.)

I went to a private high-school.

I believe that Afghanistan will be a developed country in 30 years.

I believe that social media is a reliable news source.

I am willing to support the Taliban if they open girls' schools.

How many, if any, of these things match your experience or thoughts?

0 (1)

1 (2)

2 (3)

3 (4)

4 (5)

End of Block: List Experiment\_Treatment\_2\_Group

---

Start of Block: List Experiment\_Treatment\_3\_Group

After you read all four statements, please tell us **HOW MANY** of them match your experience or thoughts. (We don't want to know which one, **just how many**.)

I went to a private high-school.

I believe that Afghanistan will be a developed country in 30 years.

I believe that social media is a reliable news source.

I am willing to support the Taliban as the current government of Afghanistan.

How many, if any, of these things match your experience or thoughts?

0 (1)

1 (2)

2 (3)

3 (4)

4 (5)

End of Block: List Experiment\_Treatment\_3\_Group

---

Start of Block: List Experiment\_Direct\_Question\_Group

Did you go to a private high-school?

Yes (1)

No (2)

---

Do you believe that Afghanistan will be a developed country in 30 years?

Yes (1)

No (2)

---

Do you believe that social media is a reliable news source?

Yes (1)

No (2)

---

Do you agree that domestic violence is a family matter and should not be reported to the police?

Yes (1)

No (2)

---

Are you willing to support the Taliban if they open girls' schools?

Yes (1)

No (2)

---

Q220 Are you willing to support the Taliban as the current government of Afghanistan?

Yes (1)

No (2)

End of Block: List Experiment\_Direct\_Question\_Group

---

Start of Block: Demographic Information 1



Q1 What is your gender?

- Male (1)
  - Female (2)
  - Other (please specify): (9)
- 

- I do not want to answer (10)

End of Block: Demographic Information 1

---

Start of Block: Demographic Information 2

Q2 What is your age?

- Under 18 (8)
- 18-24 years old (9)
- 25-34 years old (10)
- 35-44 years old (11)
- 45-54 years old (12)
- 55-64 years old (13)
- 65+ years old (14)

-----  
Page Break

---



Q3 What is the highest degree or certificate that you obtained?

- No Education (1)
  - Elementary School (2)
  - Junior High (Middle) School (3)
  - High School (4)
  - Technical School (6)
  - University (5)
  - Other (Please Specify) (7)
- 

-----

Q4 How long have you been in the USA?

- Less than 6 months (1)
  - 6 months to 1 year (2)
  - 1-3 years (3)
  - 3-5 years (4)
  - 5-10 years (5)
  - More than 10 years (6)
-



Q5 What languages do you speak (Select all that apply)?

- English (1)
  - Dari (2)
  - Pashto (12)
  - Other languages (please specify): (3)
- 



Q6 What is your ethnicity?

- Uzbek (4)
  - Tajik (2)
  - Hazara (3)
  - Pashtun (1)
  - Other (5) \_\_\_\_\_
- 

Page Break

---



Q7

What is your current employment status?

- Full-time (1)
  - Part-time (2)
  - Seeking opportunities currently (3)
  - Retired (4)
  - Prefer not to say (5)
- 

Q8 What is your current profession/occupation? We would greatly appreciate it if you could share the details.

---

Q9 What was your profession/occupation in Afghanistan? We would greatly appreciate it if you could share the details.

---

Q10 Please describe your family composition:

- Single (1)
  - Married/Partnered (2)
  - Divorced/Separated (4)
  - Widowed (6)
  - Other (please specify): (7)
-

End of Block: Demographic Information 2

---

Start of Block: Demographic Information 2 on their Children (if Q10 is NOT Single)

Q10.1 How many children do you have?

- None (1)
  - 1 (2)
  - 2 (3)
  - 3 (4)
  - More than 4 (5)
  - Prefer not to say (6)
- 

Q10.2 How many male children do you have?

- None (1)
- 1 (2)
- 2 (3)
- 3 (4)
- More than 4 (5)
- Prefer not to say (6)

End of Block: Demographic Information 2 on their Children (if Q10 is NOT Single)

---

Start of Block: 27, 28

27 How much do you agree with the following statements?

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Afghans are discriminated against in the USA (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refugees are discriminated against in the USA (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of my religion are discriminated against in the USA (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



28 How much do you agree with the following statements?

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
I have experienced discrimination in the USA because I am Afghan. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced discrimination in the USA because I am a refugee. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced discrimination in the USA because of my religion. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: 27, 28

---

### Start of Block: Migration and Resettlement Experience:

Q11 Finally, the last text entry we'll talk about is the "Form" type. It's like a group of smaller text boxes that are all put together, and allows you to gather smaller pieces of information. It's typically something you'd see for collecting personal information or other related fields.

You can also change the size of the text boxes and specify which validation each should have by clicking "Click here to edit form fields" below (if you're in the editor, of course). This can force users to enter a phone number or zip code or email address in a specific box. For this example, none of them have validation so that you don't have to fill it out if you're taking the survey, but remember that the option is there for your own surveys!

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (5)	Strongly Disagree (6)
Pursuing employment opportunities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escaping conflict or persecution in your home country (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joining family members already in the USA (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving your family's quality of life (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in cultural exchange or exploration (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing better healthcare services (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fleeing environmental challenges or natural disasters (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escaping political instability (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking religious freedom (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurial opportunities (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire for a diverse and inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

environment  
(15)

Attraction to  
the American  
way of life (16)

---

Q12 I experienced this feeling upon arriving in the USA.

	Strongly Agree (1)	Somewhat Agree (12)	Neutral (13)	Somewhat Disagree (14)	Strongly Disagree (15)
Sense of excitement and anticipation (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling overwhelmed by the new environment (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive impressions of the local culture (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initial challenges in adapting to the surroundings (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural shock (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of belonging (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 I faced these challenges in the early days of my resettlement.

	Strongly Agree (1)	Somewhat Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Language barriers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in finding suitable housing (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating public transportation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting to the local climate (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty establishing social connections (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty accessing essential services (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty understanding local customs and norms (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 When you last resided in Afghanistan, which province did you live in?

▼ Badakhshan (1) ... Zabul (34)

Q15 Please select 'strongly agree' to show you are paying attention to this question.

- Strongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

**End of Block: Migration and Resettlement Experience:**

---

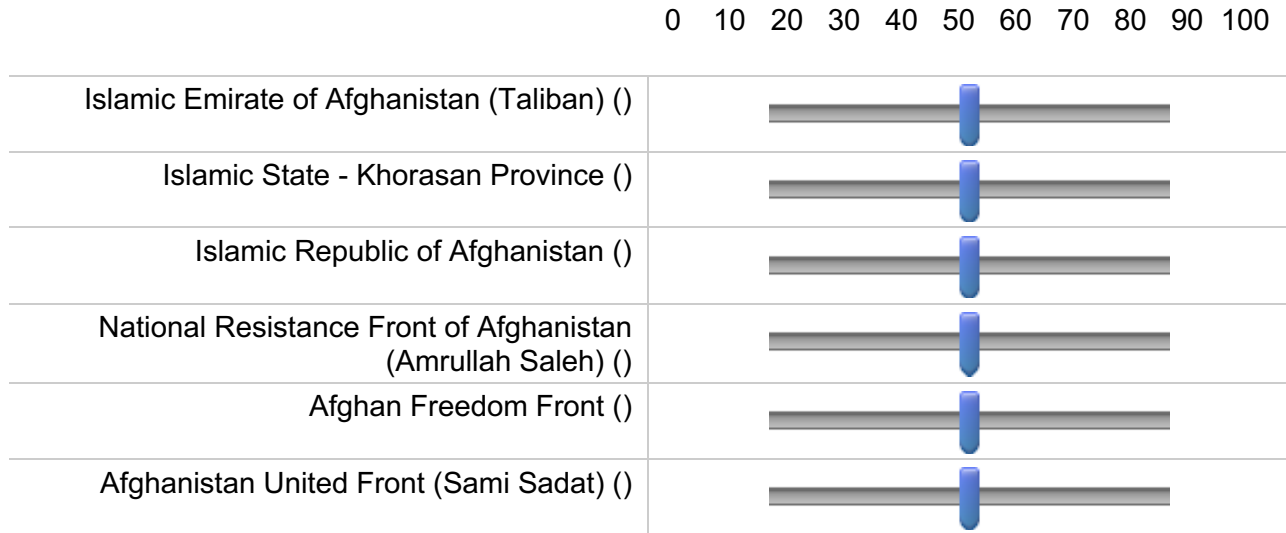
**Start of Block: 31, 34**

31 I am going to ask a number of questions related to the current Afghan government's performance. How would you evaluate the performance of the current government in the following issues?

	Not the government's responsibility (1)	Very bad (2)	Bad (3)	Neutral (4)	Good (5)	Very Good (6)
Providing security in the country (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way the economy is developing in the country (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educational system in the country (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The healthcare system in the country (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling the ongoing drought (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tax Collection (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taliban's behavior and attitude towards citizens (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34 I'd like to get your feelings towards organizations in Afghanistan. I'd like you to rate that organization using something we call the feeling thermometer. Ratings between 50 degrees and 100 degrees mean that you feel favorable and warm toward the organization. Ratings between 0 degrees and 50 degrees mean that you don't feel favorable toward the organization and that you don't care too much for that organization. You would rate the organization at the 50 degree mark if you don't feel particularly warm or cold toward the organization. If we come to a organization whose name you don't recognize, you don't need to rate that organization.

Not Applicable



End of Block: 31, 34

Start of Block: Community Engagement and Support:



Q16 Did you receive assistance for these issues from local communities and organizations, including CBOs (community-based organizations) and NGOs (non-governmental organizations), to support your integration? Please select "Did Not Receive" if you did not receive that assistance. If you did receive, how useful was the assistance for you?

	Very Useful (1)	Useful (2)	Neutral (3)	Not Useful (4)	Very Not Useful (5)	Did Not Receive (6)
Language learning programs (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment assistance and job placement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing support or guidance (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural orientation programs (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational support for children (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare services or referrals (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community events and social activities (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal assistance (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship programs (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial counseling or support (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Networking  
opportunities  
(14)

---

Q17.a Have you participated in any Afghan community events or activities since your resettlement in the U.S?

Yes (4)

No (5)

---

Q17.b Have you participated in any non-Afghan community events or activities since your resettlement in the U.S?

Yes (4)

No (5)

End of Block: Community Engagement and Support:

---

Start of Block: Community Connection (if either Q18.1 or Q18.2 is Yes )



17.c How much do you agree or disagree with the following statements about community connection during your first year of life in USA?

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Felt a connection with Afghan community members (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt a connection with non-Afghan community members (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned more about local American customs and traditions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed friendships with neighbors (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gained a sense of inclusion and acceptance from Americans (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explored opportunities for community engagement (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to organizing or volunteering in events (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Community Connection (if either Q18.1 or Q18.2 is Yes )

Start of Block: Access to Services and Resources:



Q18.a How much do you agree with the following statements about accessing **healthcare services** during your first year of life in USA? Please select "did not seek" if the statement does not apply to you.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Did Not Seek (6)
I obtained smooth access to healthcare services (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to understand healthcare processes (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to understand health insurance complexities (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I faced language barriers in healthcare settings (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could afford healthcare services (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q18.b Did you receive the following types of assistance for accessing **healthcare services** during your first year of life in USA? If not, please select "did not receive". If yes, how helpful was the assistance?

	Not At All Helpful (1)	Slightly Helpful (2)	Moderately Helpful (3)	Very Helpful (4)	Extremely Helpful (5)	Did Not Receive (6)
Help from language interpreters (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health programs (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from local healthcare organizations (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Afghan friends/relatives (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from community members (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from resettlement agencies (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break



Q19.a How much do you agree with the following statements about accessing **education services** during your first year of life in USA? Please select "did not seek" if the statement does not apply to you.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Did Not Seek (6)
I could access educational opportunities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood local educational systems (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I faced language barriers in educational settings (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could afford educational resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to access scholarship and financial aid processes (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received support from Afghan friends/relatives (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could navigate scholarship or financial aid processes (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received assistance from local educational organizations (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q19.b Did you receive the following types of assistance for accessing **education services** during your first year of life in USA? If not, please select "did not receive". If yes, how helpful was the assistance?

	Not At All Helpful (1)	Slightly Helpful (2)	Moderately Helpful (3)	Very Helpful (4)	Extremely Helpful (5)	Did Not Receive (6)
Tutoring or language support (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community education programs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling for scholarship or financial aid programs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for school enrollment (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance from local educational organizations (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Afghan friends/relatives (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q20.a How much do you agree with the following statements about accessing housing services during your first year of life in USA? Please select "did not seek" if the statement does not apply to you.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Did Not Seek (6)
I could find suitable housing (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand rental processes (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I faced language barriers in housing arrangements (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand lease agreements and contracts (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can afford housing (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q20.b Did you receive the following types of assistance for accessing **housing services** during your first year of life in USA? If not, please select "did not receive". If yes, how helpful was the assistance?

	Not At All Helpful (1)	Slightly Helpful (2)	Moderately Helpful (3)	Very Helpful (4)	Extremely Helpful (5)	Did Not Receive (6)
Assistance from local housing agencies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community housing programs (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from local organizations (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Afghan friends/relatives (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from local community members (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q21.a How much do you agree with the following statements about accessing **employment** during your first year of life in USA? Please select "did not seek" if the statement does not apply to you.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Did Not Seek (6)
I was able to find job opportunities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand job application processes (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I face language barriers in workplace communication (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can afford work-related expenses (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can figure out work visa or legal employment processes (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q21.b Did you receive the following types of assistance for accessing **employment** during your first year of life in USA? If not, please select "did not receive". If yes, how helpful was the assistance?

	Not At All Helpful (1)	Slightly Helpful (2)	Moderately Helpful (3)	Very Helpful (4)	Extremely Helpful (5)	Did Not Receive (6)
Community job placement programs (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received support from local employment organizations (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from Afghan friends/relatives (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from community members (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Access to Services and Resources:

Start of Block: Language and Cultural Adaptation:



Q22 How much do you agree with the following statements about language barriers during your first year of life in USA?

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
I was proficient in English (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had difficulty in understanding local accents (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I faced challenges in expressing oneself effectively (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced miscommunication in daily interactions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q23 What strategies proved effective in overcoming these challenges and adapting to a new language and culture during your first year of life in USA? Please choose "did not pursue" if you did not utilize this strategy.

	Very Ineffective (1)	Ineffective (2)	Neutral (3)	Effective (4)	Highly Effective (5)	Did Not Pursue (6)
Taking language classes or courses (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing language learning apps or resources (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking help from language interpreters (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in community language exchange programs (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in local cultural events (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Language and Cultural Adaptation:

Start of Block: Family and Social Relationships:



Q24 In the past month, how often have you used the following methods to keep in touch with your family and friends in Afghanistan?

	Never (1)	Less than once a week (2)	About once a week (3)	More than once a week (8)	Most days (9)
Phone calls (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video calls (e.g., Whatsapp, Zoom, Skype) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media (e.g., Facebook, Instagram) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending emails or messages (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25.a How has moving to the USA impacted your relationships?

	Strengthened (1)	Somewhat strengthened (2)	Did not change (3)	Somewhat weakened (4)	Weakened (5)
Connection to family and friends in Afghanistan (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connection to people in the USA (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q25.b How much does each of the following apply since moving to the USA?

	Does not apply (1)	Applies a little (2)	Moderate (3)	Applies (4)	Strongly applies (5)
Increased reliance on virtual communication (e.g., video calls, messaging) to contact friends and family in Afghanistan (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited Afghanistan since moving to the USA (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sent remittances to friends/family in Afghanistan (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in community activities with Americans (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced a shift in cultural understanding between you and your contacts in Afghanistan (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Struggled to connect with Americans (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Family and Social Relationships:

Start of Block: Future Aspirations:26 29



Q26 What are your aspirations for the future? (Select all that apply)

	Does not apply (1)	Applies a little (2)	Moderate (3)	Applies (4)	Strongly applies (5)
Pursuing higher education (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a successful career (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starting a business in the USA (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving language skills (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in community service (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a family (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning to Afghanistan in the future (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q29 Which of the following measures are you willing to take (or keep taking) to integrate into American society?

	Strongly Unwilling (1)	Unwilling (2)	Neutral (3)	Willing (4)	Strongly Willing (5)
Engaging in local community activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furthering education to enhance skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking employment opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in cultural exchange programs (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a social support network (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning more about American culture and customs (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating for the rights of refugees/immigrants (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in language learning programs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing connections with American friends and neighbors (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering in community organizations (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joining professional networks (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuing mentorship opportunities (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Becoming involved  
in local governance  
(16)

Encouraging cross-  
cultural awareness  
in your community  
(17)

Other (please  
specify): (18)

End of Block: Future Aspirations:26 29

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Start of Block: Feedback on Services and Suggestions:



Q30 How can Community-Based Organizations/Non-Governmental Organizations improve or expand their current services to better cater to your needs? (Select all that apply)

	Does not apply (1)	Applies a little (2)	Moderate (3)	Applies (4)	Strongly applies (5)
Provide language learning programs (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide job placement assistance (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting cultural sensitivity training (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing mental health support services (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanding educational programs for adults (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating community-building events (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal assistance services (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering mentorship programs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing resources for housing assistance (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing access to healthcare services (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improving communication about available services (14)

Creating more opportunities for social integration (15)

Other (please specify): (16)

End of Block: Feedback on Services and Suggestions:

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Start of Block: Evaluation of Afghan government



Q32 I am going to name a number of organizations in Afghanistan. For each one, could you tell me how much confidence you have in them: is it a great deal of confidence, quite a lot of confidence, not very much confidence or none at all?

	A great deal (1)	Quite a lot (2)	Neutral (3)	Not very much (4)	None at all (5)
Taliban central government (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taliban local government (your home region) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taliban police (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taliban military (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taliban justice system (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local elites (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civil society in Afghanistan (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign NGOs in Afghanistan (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 Now I'd like you to tell me your views on corruption – when people pay a bribe, give a gift or do a favor to other people in order to get the things they need done or the services they need. How would you place your views on corruption in Afghanistan on a 10-point scale where “1” means “there is no corruption in this country” and “10” means “there is abundant corruption in this country”. If your views are somewhat mixed, choose the appropriate number in between using slider.

0 1 2 3 4 5 6 7 8 9 10

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Level of Corruption ()



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End of Block: Evaluation of Afghan government

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