

Pre-Analysis Plan: Government Mobile Salary Payments in Afghanistan *

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1 Introduction

1.1 Abstract

Governments must pay their employees for states to function. In Afghanistan, where international actors have committed to providing substantial resources to paying government salaries, much is lost to leakage and to payments to ghost workers. Mobile Salary Payments (MSPs)—a system enabling employees to receive their salaries directly via mobile money—present a potential solution. We are partnering with the Afghan government to evaluate the impacts of MSPs. Our experiment will begin with a sample of approximately 30,000 public teachers spanning roughly 1,800 public schools distributed over three provinces. The government will then scale the reform to cover eight additional provinces (approximately 80,000 teachers).¹ Broadly, our objectives are to assess whether MSPs affect leakage in disbursement, payments to ghost workers, teachers’ salary payment experience, and teachers’ financial participation.

1.2 Background

1.2.1 Motivation

Strengthening state institutions and guaranteeing service delivery are widely viewed as critical for promoting peace, stability, and development. To do so, it is essential that government employees are paid and that salaries are not lost to corruption. The Afghan government spends 59.5% of its annual 7.3B USD budget on salaries. The international community covers about 5B of the Afghan annual budget, with most of the remaining 2.3B coming from domestic revenue. The international community is committed to providing support to Afghanistan, including for salaries, for the foreseeable future. While measuring the share of salaries lost to corruption is challenging (indeed, doing so is a fundamental objective of the proposed research), some reports place the value as high as 40%.

Anecdotally, delays in payment, garnishments, and payments to ghost employees—fake employees added to the payroll so that others can capture their salary—are common. Many of these issues stem from the fact that most of the salary payments outside urban centers happen in cash as part of a “trusted agent” system. In this system, instead of paying teachers directly, the governments makes

¹We will also examine data from the reform after it scales, though this phase of the program will not be conducted as an RCT.

a transfer to a bursar, who is in charge of then distributing cash to the teachers of one or more schools.

While the problems with the existing trusted agent system are widely acknowledged, transitioning all government workers to bank transfers is infeasible since only 10% of Afghans use a bank account. At the same time, 74% of Afghans have a mobile phone. For this reason, the Afghan government is implementing a large reform to start paying all government salaries with mobile money.² The stated aims of this reform are to eliminate ghost workers, to reduce leakage, to improve the payment experience, and to create an inclusive digital payment system appropriate for Afghanistan. Our evaluation intends to assess the extent to which the reform is achieving these objectives.

Updating Afghanistan’s payment system using MSPs could recover substantial resources. In addition, MSPs are potentially scalable to other governments in countries with limited formal financial architecture.

1.2.2 Prior Work

Our team ran a pilot test of this reform with 4,000 employees in the Ministry of Labor, in Kabul. The goals of this pilot were to stress-test the mobile payment infrastructure, to learn best practices for enrolling employees into MSPs, to get crude estimates of treatment effects for power calculations on the main experiment; and to build up trust with key government actors in the High Economic Council and in the ministries involved in scaling MSPs to other ministries. The pilot started in October 2016, and involved two main elements. First, all employees were verified during an in-person registration process. Second, through a randomized staggered rollout, employees were randomly transitioned into receiving their salaries via MSPs over the course of four months. We find that MSP rollout removed roughly 10% of the employees from the payroll, exceeding the 1% increase in outlay necessary to break even on recurrent costs. However, during this proof-of-concept stage, the government had not established a mechanism for determining who would be permanently removed. Consequently, it is challenging to determine the ultimate impact of the Ministry of Labor pilot on the payroll.

1.2.3 Literature

Our study principally concerns the potential for technology to improve the ways that governments process payments (Muralidharan et al., 2016; Banerjee et al., 2018). It

²The reform has been approved by the President’s High Economic Council, and milestones in the reform are included as conditions for future assistance from the European Union.

also relates to studies of how technology can improve accountability more generally (Duffo et al., 2012; Callen and Long, 2015; Callen et al., 2016; Dhaliwal and Hanna, 2017). In addition, it relates to the literature on measuring the degree of waste in service provision, such as absence and leakage (Chaudhury et al., 2006; Reinnika and Svensson, 2004; Olken, 2007). We also relate to the literature on experiments at scale (Muralidharan et al., 2016; Muralidharan and Niehaus, 2017) and the literature on how mobile money might expand financial inclusion (Aker et al., 2016; Blumenstock et al., 2016, 2015; Jack and Suri, 2014; Suri and Jack, 2016).

We contribute to the first literature by testing a new technology for improving payments. We contribute to literature on accountability by examining whether creating a system that records payment transactions in real-time reduces corruption. We aim to contribute to the literature on waste by providing (to our knowledge) the first full accounting of ghost workers, absent workers, and their relative degree (and their correlates). Our experiment is at scale. We contribute to the literature on digital financial inclusion by examining whether MSPs promotes financial inclusion.

1.3 Contextual Considerations

Our study takes place during an active conflict and spans both a parliamentary and a presidential election. It involves a broad set of public sector, private sector, and international stakeholders operating at all levels of the government. It also takes place at a moment in Afghanistan’s history when the conflict is worsening considerably, yet a peace process is in motion, and when international commitment to the future of the country is highly unpredictable.

Practically, this limits our ability to speak concretely about: (i) which administrative data we will have guaranteed access to and over what horizon; (ii) where we will be able to safely collect data; (iii) and the extent to which the Afghan government will succeed in its implementation of the project.

For all of these reasons, this study requires a highly adaptive approach. At the time of writing, we have completed and analyzed a baseline survey and have completed the fieldwork for, but have not yet in anyway analyzed, a midline survey.

We are filing this version of the Pre-Analysis Plan in January of 2019 so that we can begin to analyze post-treatment primary and administrative data. This analysis is not only useful for research, but provides useful and rapid feedback to our implementing partners, who value these insights as they adaptively implement the program. However, we may amend our proposed analyses, depending on circumstances on the ground. If this happens, we will file a second pre-analysis plan before analyzing our endline data. Currently, the endline is scheduled to be conducted in

April of 2019.

1.4 Research Questions

The primary *descriptive* research questions this study seeks to answer are:

1. How many ghosts are on the payroll?
2. How much is lost to leakage during salary disbursement?

The primary *experimental* research questions this study seeks to answer are whether the MSP reform:

- reduces ghost workers;
- reduces leakage in salary disbursements;
- improves the salary payment experience of teachers;
- increases teachers' use of other digital financial services.

Through answering the above, we hope to shed light on deeper questions regarding:

- the causes of leakage;
- the downstream effects of an inefficient payment system;
- who benefits from leakage, and how implementing MSPs shifts rents;
- policy interventions that may reduce leakage and improve downstream outcomes;
- how to improve the salary experience for civil servants in Afghanistan.

2 Research Strategy

2.1 Sampling

2.1.1 Sampling Frame

The eligible population for this study is the set of teachers employed (i.e., on official government payrolls) by the Ministry of Education in three provinces (Kandahar,

Nangarhar, and Parwan) in Afghanistan. At the time when the randomization was done (on the first month of Afghan year 1397), the payroll records available (pertaining to the first 11 month of the Afghan year 1396) contained information about 34,666 employees being paid for work carried out in one of the 1,921 schools active in those three provinces.³

The experimental sample is determined as follows:

- First, the set of 1,921 schools are divided across the three provinces into 501 distinct registration zones, using information on schools location, number of employees, and security.
- In the next step, a set of 100 ‘buffer’ registration zones are removed from the experimental sample. These zones are, by design, less secure, do not have typical schools (e.g., schools are madrassas or vocational training institutes, or other non-traditional schools managed by the ministry of education), or they are zones where each school in the zone contains 10 or fewer employees. The final condition we include because the fixed cost of surveying in a school with only 10 teachers was too high. Note, these criteria were not rigidly and uniformly applied in creating the buffer, so that our experimental sample would still contain insecure regions, some non-traditional schools, and some small schools as well. We created buffer zones so that the implementing partner could iteratively work out and adapt both the process of biometrically registering employees and the logistics of managing agents to ensure that teachers could withdraw their salary on payday.

To elaborate, to our knowledge no intervention of this sort has been attempted, particularly in an environment as fragile and lacking in capacity as Afghanistan. Correspondingly, we are heavily involved in both the design and implementation of the reform, and expect substantial refinements and anticipate that many of the key lessons will come from the implementation and policy reform process itself.

Our experimental sample consists of the following:

- 1,535 schools with administrative data
- 29,792 teachers with administrative data

³Only 1,829 schools had at least one employee appearing in the payroll records for this period, while the remaining 92 schools had no employees paid during those 11 months. We exclude a sample of 29 schools in the Nangarhar province that were part of an initial pilot from the experimental sample.

- 401 registration zones
- 401 schools where we conducted a full listing exercise, one in each registration zone. In each registration zone, we randomly select one school among the set of secure regular schools (as defined above). With three treatment arms, we have approximately 133 schools per treatment arm.
- 1,203 teachers, within those 401 schools (3 in each school), where we anticipate to conduct in depth baseline surveys.
- We anticipate conducting 2,005 endline surveys (5 teachers in each school). At the time of writing, this is subject to some uncertainty. First, because it is challenging to predict when the registration process will be totally completed, and when mobile payments will begin being processed, the timing remains a bit uncertain, though we expect to conduct the endline in *[April 2019]*. We also plan to update our power calculations (and our forecasts of attrition) at that point, based on lessons from the baseline and midline survey, which will partly determine how many follow up surveys we will conduct. At minimum, we will attempt to keep all 1,203 teachers from the baseline in a panel.

2.1.2 Statistical Power

Our key outcomes are observed from multiple data sources, which have different implications for statistical power. Across all outcomes, we set the significance level α at 0.05, assume an intra-cluster correlation ρ of .15, and aim for power of 0.8.

- For outcomes in the administrative data, the MDE is 0.14 standard deviations.⁴
 - The main outcomes which use administrative data are: (i) employees' monthly salary payment, and (ii) whether an employee is removed from the payroll.
- For outcomes using our leakage measure, which will be available for all teachers in the survey sample (we assume 18 teachers per school, which is the average number of teachers found at baseline), the MDE is 0.15 standard deviations.⁵

⁴power twomeans 0, k1(133) k2(133) m1(74) m2(74) power(0.8) rho(.15)

⁵power twomeans 0, k1(133) k2(133) m1(18) m2(18) power(0.8) rho(.15)

- The main outcomes which use administrative data are: (i) employees’ monthly salary payment, and (ii) whether an employee is removed from the payroll.
- For outcomes using our survey measures, which will be available at a minimum for 3 teachers in each registration zone, the MDE size is 0.23 standard deviations. If we survey 5 teachers per school, then the MDE will be 0.19.⁶

2.1.3 Details of the MSP Reform

The MSP reform involves three elements: (i) registering employees in mobile wallets and thereby auditing the payroll (hereafter ‘registration’); (ii) having the Ministry of Education (MoE) determine who should remain on the payroll after registration (hereafter ‘adjudication’), and (iii) the processing of payments using mobile money (hereafter, ‘payment’). The Ministry of Education is implementing the reform using a randomized and staggered rollout. We will measure how these reforms change the overall wage bill paid by the Ministry, impact teacher attendance in schools, affect the salary payment experience, teacher morale, and the financial lives of teachers in line with the goals articulated in subsection 1.4.

The MSP initiative involves three steps:

1. **Registration:** An MNO contracted by the government is attempting to contact every teacher on the payroll during a pre-scheduled and pre-announced visit to the registration zone. During the visit, the MNO will collect data on each teacher’s national Tazkera ID, government ID, and biometric measurements. The purpose of registration is to provide teachers with a mobile wallet and to identify whether the teachers currently on the payroll can be found in the field. Importantly, before registration teams visit registration zones, teachers are informed that it is critical to appear for registration, and that their ability to continue receiving a salary depends on appearing for registration. Employees also receive a mobile-money-enabled sim card during registration.
2. **Adjudication:** The data collected during registration are transmitted to a committee at the Ministry of Education. Our research team is comparing the individuals located during registration with those appearing on the payroll. We

⁶power twomeans 0, k1(133) k2(133) m1(3) m2(3) power(0.8) rho(.15) and power twomeans 0, k1(133) k2(133) m1(5) m2(5) power(0.8) rho(.15)

are doing this because the government simply lacks the capacity at this stage to perform a challenging data merge.

Based on these data, the committee will then determine who should remain on the payroll. Such a committee is novel at the MoE, and it is challenging to predict whether they will indeed remove people from the payroll.

The implication for research is that we may be able to identify ghost workers based on a comparison of the registration and payroll data, but they may not ultimately be removed because the committee fails to do so.

3. **Payment:** The list of verified employees created during the adjudication step will be transmitted to the Mobile Network Operator (MNO). Finally, the MNO will deliver wallet-enabled SIM cards to teachers in the field, authenticating their identity by taking a biometric measurement. Biometric authentication is also required when employees exchange mobile money for cash at mobile money agents.

2.1.4 Assignment to Treatment

The basic design for the evaluation randomizes the timing of the verification process and of the implementation of MSPs at the registration zone level. After the buffer zones are removed (see above), the remaining 401 zones are assigned to one of three conditions:

1. Early registration, early payment (hereafter EE): 137 zones where payroll verification begins in May 2018 and MSP payment begins as soon as the verification is completed (October 2018);
2. Early registration, late payment (hereafter EL): 129 zones where payroll verification also begins in May 2018, but MSP payments are delayed by six months with respect to the EE group;
3. Late registration, late payment (hereafter LL): 135 zones where payroll verification and MSP payments are delayed respectively by four and six months with respect to the EE group.

Because our implementing partners are under immense political pressure to show progress on increasing the number of government workers paid via mobile money, we are not able to delay the initiation of payment in the second and third treatment arms beyond April 2019.

Treatment assignment is stratified at the district level. Our three provinces contain 49 districts. Our experimental sample, spans 42 districts.⁷

2.1.5 Attrition from the Sample

Attrition will affect our different datasets in different ways. In the administrative payroll data, there is limited risk of attrition. Employees exiting the payroll, for example because of them being terminated, is instead to be considered an outcome and can be observed in our data. There are three reasons respondents might attrit from our survey sample:

1. Respondents might refuse their second interview or fail to appear for their interview. This type of attrition affects most surveys, is standard, and methods for dealing with it are well-understood.
2. We may no longer be able to visit some schools because of changing security conditions.⁸ Based on recent trends in the rate at which the Taliban are claiming territory, we expect that the rate of attrition because of this should remain at around 5%. We will attempt to interview teachers whose schools become too insecure for survey firms to visit at alternate locations.
3. Employees may be removed from the payroll of our sample schools, either because they are transferred to a different school, or because they are removed from the payroll altogether. We expect the endline to take place roughly 10 months after the baseline. In the administrative data, we observe that in the sample of people working at a school in a month, on average 91% are still working in the same school ten months afterwards. So, we can expect an attrition rate of about 9% in our endline because of this factor.

We hope to limit attrition in general by sampling only schools that were determined to be safe by our survey firm (and corroborated as safe by data from the Independent Directorate of Local Governance).

⁷The fact that the number of zones per treatment is not equal is due to the stratification: not all districts have a number of registration zone that is a multiple of three. The different sizes are due to the random assignment of the one or two "remainder" zones in such districts.

⁸As an example, of the 401 schools selected for the baseline listing exercise and survey, 20 (5%) could not be visited because they fell under Taliban control. To minimize this type of issue, a few months before the baseline, we requested that our survey firm provide an assessment of the security of all schools in the three provinces. All schools selected for the baseline were considered (at the time of the assessment) safe enough to be visited by the survey firm. The security situation changed slightly by the time the teams went to field.

Potential for treatment-related attrition: Our hope is that we will limit treatment-related attrition by stratifying treatment at the district-level. This provides an even spatial distribution of the three treatment arms, equalizing the exposure of all three arms to the loss of government control.

2.2 Fieldwork

2.2.1 Instruments

We have four primary survey instruments:

1. **Leakage Survey:** When government employees are being registered for a mobile wallet, the implementing partner agreed to ask a simple four question survey which includes the following questions: Questions:
 - Please think of the most recent salary payment you received from MoE. In which month did you receive this payment? If you don't remember the precise day, please approximate.
 - We understand that payments are sometimes received with a delay. Could you please indicate which month the payment was for? If the payment is for multiple months of accumulated backpay, please indicate all relevant months: (Select all that apply)
 - If only 1 month: How much was the total salary payment that you received that month? This is not the salary you should expect to receive based on your grade and experience, but the salary you actually received. If you aren't sure, please estimate.
 - If multiple months: How much was the total salary payment that you last received? To confirm, this total also reflects backpay.

These data automatically populate online as workers are registered. At the time of writing, we currently have approximately 11,000 observations. Note that all 11,000 are recorded pre-treatment. This will give us a highly precise estimate of leakage prior to treatment for the entire sample. We will rely on post-treatment surveys to estimate treatment effects.

2. **Listing Survey:** In each school, we administer a short survey of every teacher available. The exercise begins with an unannounced visit where an enumerator lists the identity of employees present at the school at the time of the visit. Teachers present at the school are then asked basic questions regarding their

identity and job, and about their salary experience (with a special focus on the timing of salary payments and leakage). The enumerator arrives at the school with a pre-compiled list (built from the payroll records) of employees recently paid for work at that school. During the visit, the principal is asked for an explanation for absent employees. The enumerator also takes pictures of a number of key administrative documents, including attendance registries.

At the time of writing, we have completed this survey in 380 of the originally sampled 401 schools. The 21 schools removed from the sample are no longer under government control. In this exercises, we surveyed approximately 7,000 teachers with the short-form survey.⁹

3. **Full Survey:** After administering the listing survey, we randomly select a subset of teacher for full surveys. The instrument is reproduced in the Appendix. Teachers Surveys: During the visit to the school, 5 teachers (3 at baseline) will be randomly selected (based on the listing) for an in-depth 30 minutes survey. At the baseline, these teachers will be asked about their salary experience, employment history, teaching experience, and mobile usage. The endline survey will have similar content.

At the time of writing, we have competed a baseline with approximately 1,100 teachers using the long-form survey.¹⁰

4. **Financial Inclusion Survey:** At the behest of Innovations for Poverty Action, we have selected an entirely separate sample of teachers during Midline (November 2018) to conduct a financial inclusion survey. We will use a standardized survey instrument provided to us by Innovations for Poverty Action. One goal of this is to assist IPA in testing their instrument in several different contexts. We are also directly interested in whether we observe treatment effects using these measures. IPA has provided funding to cover approximately 400 teachers. This survey was conducted at a time when teachers in the EE group had only received one or two payments via mobile money. It was added much later in the course of the project, and so we only mention it briefly here.
5. **Phone Survey to Verify Ghost Workers:** Establishing that we are measuring ghosts is extremely important. The extent to which ghost workers are a problem arises frequently in policy discussions of whether NATO and the US

⁹The survey questionnaire used for the listing survey is available in Appendix A.2.

¹⁰The survey questionnaire used for the full survey is available in Appendix A.3.

should sustain their level of engagement in Afghanistan. Moreover, eliminating them is a critical goal of the reform. Understanding corruption dynamics related to ghost workers is also of research interest. We therefore want to do everything we can to ensure that we accurately measuring the number of ghost workers. At the time of writing, we are considering deploying a phone survey to see if we can track down ghosts on the phone in order to provide additional validation to our measure.

The first three instruments were developed by the survey team. Substantial sections were piloted during the MoLSAMD pilot study. We also piloted the instruments in a set of 12 schools in Nangarhar. The Financial Inclusion Survey was designed by IPA.

2.2.2 Administrative Data:

We collect administrative data from the following sources:

- **Payroll data (M-41):** These data comprise our primary source of administrative data. They are the payroll records for the universe of employees and are generated when the Ministry of Education submit requests for salaries to the Ministry of Finance (once a month). These records contain employee level information, including names, basic demographics, and monthly salaries.
- **Mobile Money Transactions data:** These data record any payment issued via mobile money and are transaction level. This will contain information about the salary availability and disbursement, and the usage of the mobile money among employees (saving balances, P2P transfers, payment for phone credit, etc.).

3 Empirical Analysis

3.1 Primary and Secondary Outcomes

This section lists outcomes of interest in the experiment, describes our plans for multiple hypothesis test corrections, and enumerates our hypotheses. We divide the outcomes and corresponding hypotheses into four families of interest. We are primarily interested in evaluating the effect of the reform on 1) the payroll, 2) teachers' satisfaction with the payment process, 3) teachers' financial inclusion, 4) the quality of education. We are also interested in providing descriptive information

on the number of ghosts identified by the reform, and on the teachers' use of the mobile money platform. For each of these families, we distinguish between primary outcomes, secondary outcomes, and exploratory outcomes. We emphasize that at the time of writing both the pace of the reform and our ability to access data for constructing outcomes is highly uncertain because of the complexities on the ground.

With respect to multiple hypothesis testing, when evaluating the reform using the four families of outcomes of primary interest we plan to adjust p-values for the family-wise error rate (FWER) across different primary outcomes in the same family and for the false discovery rate (FDR) when analysing the single variables comprising the indices.

1. *Payroll*: From the payroll data, we directly measure the number and identity of teachers paid and the total amount disbursed, per school, per month. Please see subsection 3.4.1 for details.
 - (a) Primary Outcomes:
 - i. *Number of Employees Paid*: this is the sum of employees paid in a specific school and month (with a positive net salary) according to payroll records.
 - ii. *Total Salaries Paid*: this is the sum of the net salaries paid to employees in a specific school and month according to payroll records.
 - iii. *Likelihood Employee Paid*: this is a dummy equal to one if an employee is paid in a specific month and school.
 - (b) Secondary Outcomes:
 - i. *Number of Transfers*: this is the sum of employees paid in a specific school and month (with a positive net salary) according to payroll records.
 - ii. *Salary per Employee*: this is the sum of the net salaries paid to employees in a specific school and month according to payroll records.
 - (c) Hypothesis: The hypothesis is that the reform will reduce the number of teachers in the payroll, the total amount of salaries paid, and the likelihood of an employee paid at baseline to be also be paid in the post reform period. We will compare the EE arm to the LL arm. We are also interested in understanding the mechanism (is the reduction due to the registration or payment): for this we will also compare the EL arm to the EE arm and the LL arm (secondary).

2. *Teachers' satisfaction with the payment process:*

(a) Primary Outcomes:

- i. *Leakage:* We measure leakage as the difference between the official salary requested in the M41 and the amount that employees report receiving. Please see subsection 3.4.3 for details.
- ii. *Satisfaction Index:* We build an index of satisfaction from the responses to the endline questionnaire (S54 and S58).
- iii. *Delays:* We measure delays as the difference between the day in which the salary is due and the day that employees report receiving the salary.

(b) Secondary Outcomes:

- i. *Self-Reported Leakage Index:* We build an index of self-reported leakage from the responses to the endline questionnaire (S13-S15,S23,S24,S29,S31,S33,S38,S42,S43).
- ii. *Total Time of Cashing-Out Index:* We build a total time of cashing-out index as the sum to the endline responses on the total time to travel to the point for cashing-out and the total waiting time for cashing-out.
- iii. *Cost of Travel:* We use the endline responses on the cost to travel to the point for cashing-out.

- (c) Hypothesis: The hypotheses corresponding to this family are that the reform: (a) will reduce leakage; (b) increase MoE employees satisfaction with the salary that they receive; and (c) reduce delays in disbursement. For these analyses, we will compare the EE arm to the EL arm.

3. *Teachers' financial inclusion:*

(a) Primary Outcomes:

- i. *Formal Account Ownership:* We will use the financial health survey responses to question 21A.
- ii. *Number of Peer-to-Peer Transactions:* We will use the financial health survey response to question 23 and 23C.
- iii. *Savings Index:* We build an index of savings from the responses to the financial health survey (39, 61, 62, 63)

(b) Secondary Outcomes:

- i. *Financial Empowerment Index*: We build an index of financial empowerment from the responses to the financial health survey (48,49)
- ii. *Consumption Index*: We build an index of consumption from the responses to the financial health survey (31A,31B,31C,31D,60)
- iii. *Salary Calculation Understanding*: We will use the financial health survey response to question 32.

(c) Exploratory Outcomes:

- i. *Borrowing Index*: We build an index of financial empowerment from the responses to the financial health survey (64-67)

(d) Hypotheses: The primary hypotheses are that mobile salary payments will increase savings in general and promote a sense of financial health and empowerment. We will compare the EE arm to the LL arm. We are also interested in understanding the mechanism (is the reduction due to the registration or the payment): for this we will also compare the EL arm to the EE arm and the LL arm (secondary).

4. *Quality of Education*:

(a) Primary Outcomes:

- i. *Teacher attendance, relative to current payroll*: Among the population of teachers who was paid at time t , we define a dummy variable equal to 1 if the teacher is present during an unannounced visit at time t .
- ii. *Teacher attendance, relative to baseline*: Among the population of teachers who was paid at baseline, we define a dummy variable equal to 1 if the teacher is present during an unannounced endline visit.
- iii. *Student Outcomes*: We plan of getting access to student test scores, student attendance, and matriculation rates.

(b) Secondary Outcomes:

- i. *Hours Worked*: We measure the total numbers of hours worked in a week in the endline survey.

(c) Exploratory Outcomes:

- i. *Teacher Attendance, CDR Monitoring*: We plan on building a measure of attendance based on Call Detail Records.

(d) Hypothesis: The primary hypothesis is whether the overall reform had any effect on teacher attendance. We will compare the EE arm to the

LL arm. We are also interested in understanding the mechanism (is any improvement due to the registration or the payment): for this we will also compare the EL arm to the EE arm and the LL arm (secondary). We also plan to investigate the timing of the effect by examining attendance during the midline unannounced visit (secondary).

5. *Descriptive Analysis I - Ghost workers:*

(a) Primary Outcomes:

- i. *Ghosts, without committee confirmation:* We will define ghosts as teachers who appears on the payroll prior to the reform who but who do not appear during registration. There is some question regarding how many months an employee should be paid in advance of registration to count as an employee. We will consider several different periods of pre-registration employment.
- ii. *Ghosts, with committee confirmation:* According to this definition, a ghost is a teacher who appears on the payroll prior to the reform and who is removed from the payroll by the MoE adjudication committee. Please see subsection 3.4.2 for details.

(b) Secondary Outcomes: we plan to conduct a phone survey with employees who registered and employees who failed to register. We will compare their response rate, and their knowledge of their position and school to investigate the validity of our definition of ghosts.

(c) Hypotheses: This exercise is descriptive and will not compare different treatment arms. The primary hypothesis is whether the reform identified any ghost workers and whether the committee removed any ghost workers from the payroll.

6. *Descriptive Analysis II - Mobile Wallet Use:*

(a) Primary Outcomes:

- i. *Balance on MM Wallet* We will measure both the total balance on the MM Wallet and a dummy for whether the balance is greater than 0.
- ii. *Peer-to-Peer Transfers* We will measure the number of transfers, the total amount transferred, and a dummy for the employee making any P2P transfer.

- iii. *Airtime Purchase* We will measure the number of airtime purchases, the total amount spent, and a dummy for the employee making any airtime purchase using the MM balance.
- (b) Hypotheses: This exercise is descriptive and will not compare different treatment arms. The primary hypothesis is whether employees use the mobile money wallet to save money, make peer-to-peer transactions, or purchase airtime credit. We will also compare the EE to the EL arm to check whether receiving a salary has an additional effect with respect to the mere mobile wallet account creation.

3.2 Exploratory Outcomes

We are also interested in the impacts of the reform on a set of downstream outcomes:

1. *Community perceptions and government support*: We will attempt to gather data on voter registrations, support for the Kabul-based government, and perceptions of government efficacy. The key theory we aim to test using these data is whether the roll-out of the MSP intervention signals a clear enough commitment on the part of the government to improve services that it changes perceptions. These analyses are also conditional on obtaining the data, which is not certain at this point. We also plan on asking teachers during the endline whether they intend to vote and registered for voting in the upcoming presidential election.
2. *Intrahousehold control of resources*: A key question of interest is whether being able to keep salary payments in a mobile wallet, as opposed to having to bring it home as cash, changes female teachers ability to exercise control over how the money is used. We worked with colleagues who have done work in this domain to create an instrument for the Ministry of Labor pilot. Initially, we do not see that MSPs have much of an impact on these variables in the Ministry of Labor Pilot. We are considering revising them from the endline, though we may omit this altogether.

3.3 Balance Checks

At the randomization stage, balance was checked on 6 variables: the number of schools in a zone, the number of teachers in a zone, the average size of a school, the proportion of teachers who were female, teachers' average age, and average salary. We exclude all the assignments for which the p-value of a t-test for the difference between

the “Early Registration, Early Payment” group and any of the other treatment groups was smaller than 0.2.¹¹ The assignment protocol guarantees balanced treatments, as shown in Table 1. In Table 2, we show that the variables are balanced across treatments also for the subsample of schools selected for the baseline listing exercise and survey.

Table 1: Balance Table (Full Sample)

	(1)	(2)	(3)	(4)
	Full Sample	Early Early	Early Late	Late Late
<i>Panel A: Registration Zone Level</i>				
Schools per zone	3.83	3.91	3.60	3.96
	[3.494]	[3.520]	[3.406]	[3.566]
Employees per zone	74.29	76.50	69.88	76.27
	[54.424]	[59.708]	[49.844]	[53.126]
<i>N</i>	401	137	129	135
<i>Panel B: School Level</i>				
Employees per school	19.41	19.55	19.38	19.28
	[22.836]	[22.643]	[23.466]	[22.513]
<i>N</i>	1535	536	465	534
<i>Panel C: Employee Level</i>				
Female	0.13	0.12	0.14	0.12
	[0.331]	[0.321]	[0.346]	[0.329]
Age	40.22	40.37	40.12	40.15
	[13.489]	[13.598]	[13.411]	[13.444]
Sum Net Payment 1-11/1396	83935.76	84649.70	84843.03	82414.83
	[35314.247]	[36686.060]	[34180.618]	[34816.858]
<i>N</i>	29792	10481	9014	10297

¹¹We do not test instead for the two other groups being balanced with each other. The randomization was conducted first, jointly, for Parwan and Nangarhar, because the data for Kandahar was not available but timely randomization for these two provinces was necessary for the implementation. The registration zones had to be randomized six times before achieving balance. In a second moment, the randomization was conducted only for the remaining registration zones in Kandahar, keeping fixed the previous assignment for Nangarhar and Parwan. At this stage, balance was checked on the full three-provinces sample. Only one iteration of the randomization was necessary this time to achieve balance.

Table 2: Balance Table (Survey Subsample)

	(1)	(2)	(3)	(4)
	Full Sample	Early Early	Early Late	Late Late
<i>Panel A: School Level</i>				
Employees per school	31.99 [32.445]	32.06 [33.975]	32.66 [30.827]	31.29 [32.591]
<i>N</i>	401	137	129	135
<i>Panel B: Employee Level</i>				
Female	0.22 [0.411]	0.20 [0.403]	0.23 [0.420]	0.21 [0.411]
Age	40.21 [13.504]	40.27 [13.734]	40.04 [13.465]	40.32 [13.300]
Sum Net Payment 1-11/1396	87947.63 [35584.054]	89126.32 [38708.664]	88125.57 [36039.776]	86544.60 [31455.571]
<i>N</i>	12829	4392	4213	4224

3.4 Treatment Effects

3.4.1 Impacts on the Total Wage Bill

To estimate impacts on the wage bill, we fix the sample to be teachers in the M41 prior to treatment. We then estimate

$$Salary_{iszt} = \alpha_0 + \alpha_1 EE_{zt} + \alpha_2 EL_{zt} + \alpha_3 X_{iszt} + \gamma_i + \mu_t + \varepsilon_{iszt} \quad (1)$$

where $Salary_{iszt}$ is the amount of salary requested for employee i in school s in zone z at time t and EE_{zt} is a dummy variable equal to one for the early registration, early payment (EE) treatment arm (after treatment begins) and EL_{zt} is the same for for the early registration, late payment (EL). Some specifications may include time-varying individual level controls X_{iszt} , though this will change the sample considerably. Consequently, we will privilege specifications that do not include X_{iszt} .

3.4.2 Ghost Workers

We define a variable $Ghost_{isz}$ as a dummy variable equal to one for any employee i belonging to school s in zone z in the M-41 prior to treatment who did not appear for registration. We note that we only observe this in the cross-section as, according

to the current plan, registration will only occur in the field once. We define an additional variable $Removed_{isz}$ as a dummy variable equal to one for any employee actually removed from the MoE during the adjudication process.

Because $Ghost_{isz}$ reliably identifies ghosts, treatment effects estimated using this measure indicate how much the budget *could be* reduced if the MoE removed every employee who did not appear during registration. Treatment effects estimated using $Removed_{isz}$ provide an account of how much the payroll was, in fact, reduced because of the program. Note that some employees registered themselves after the mobile registration teams left the field. We therefore will also report conservative estimates that count only people who never registered for a mobile wallet as ghosts.¹²

3.4.3 Estimating Impacts on Leakage

We measure leakage for teacher i as described above. We expect that changing the mode of payment will be the component of the reform that impacts leakage. It is, however, possible that registration has some impact on leakage simply by sending a signal that the salary payments scheme is under scrutiny.

We thus will estimate:

$$Leakage_{iszt} = \gamma_0 + \gamma_1 EE_{zt} + \gamma_2 EL_{zt} + \gamma_3 X_{iszt} + \gamma_i + \mu_t + \omega_{iszt}. \quad (2)$$

If processing payments using mobile money reduces leakage, then γ_1 will be negative. If registration, in itself, affects leakage, then γ_2 will also be negative. We will also run the corresponding specification for a simple differences in means in the endline cross-section.

3.4.4 Attendance impacts

For every teacher recorded in the M41, we can check attendance through the use of unannounced visits to schools. To test impacts on attendance, we run a variant

¹²We will also report a second measure of ghosts using information on which employees registered during the first registration drive (that is, “registered on time”). A ghost will be defined as an employee who did not register within July 19, 2018 which is the date when the MNOs concluded the field registration activities in the early registration zones (even if the employee might eventually register). This measure will possibly overestimate the true number of ghosts by including real teachers who were not informed of the registration activities, were sick or otherwise did not participate. On the other hand, our main definition of ghost that includes only those employee who never registered (even after July 19) is likely to be a conservative underestimate of the true number of ghosts.

of specification 1 that replaces a dummy variable equal to one when teachers are present on the left hand side of the regression.

3.4.5 Other teacher-related outcomes

To test the impact of the treatments on other teacher-related outcomes listed in Section 3.1, where such outcomes are collected through post-treatment surveys, we will estimate:

$$Y_{isz} = \delta_0 + \delta_1 EE_{zt} + \delta_2 EL_{zt} + \delta_3 X_{iszt} + \omega_{isz}. \quad (3)$$

3.5 Heterogeneous Effects

We will test for heterogeneous effects in two primary ways.

First, following standard regression-based approaches, we will look for differential (linear) effects of treatment on outcomes by subgroup. For a subgroup defined by X_i or X_s , we will test for heterogeneous effects by interacting our treatment variables with the heterogeneity variable. For instance, the heterogeneous version of specification 4 would estimate:

$$Y_{isz} = \beta_0 + \beta_1 \text{Early Registration}_z + X_{isz} \beta_2 (\text{Early Registration}_z * X_{isz}) + \eta_{isz} \quad (4)$$

where β_2 is a test for heterogeneity. In this “standard” approach, we will test for heterogeneity by the following characteristics:

- *Teacher quality*: Good vs. Bad teachers - from unannounced visit, and from principal; how was the teacher hired (through nepotism or merit); and whether the district was part of a separate national priority program called the Citizen’s Charter. The Citizen’s Charter aimed to improve school management by delegating control to local councils created by the National Solidarity Program. At the time of writing, we have limited visibility into how the Citizen’s Charter is progressing.
- *Ease of access to mobile payment infrastructure*: distance to closest agent; number of agents in treatment zone; rates of MM adoption; quality of MM agents?
- *School characteristics*: School size (number of teachers); Type of school (administrative office, madrassa); Remoteness (travel time to nearest market, road access); characteristics of local principal (years in job, salary)

- *Baseline measures of school quality*: Number of ghosts; amount of leakage;
- *Fragility, conflict, and government control*: turnout in prior elections; support for governing party in prior elections; history of violence measured using significant acts (SIGACTS); history of Taliban control

Second, we will use machine learning approaches that use cross-validation to discover primary axes of heterogeneity. We will do this by applying two related techniques: (i) the *sorted effects* method of Chernozhukov et al. (2018), which calculate a collection of estimated partial effects sorted in increasing order and indexed by percentiles; and (ii) the tree-based approaches of Wager and Athey (2015) and Athey and Imbens (2016), which provide non-linear approaches for estimating heterogeneity in causal effects in experimental and observational studies and for conducting hypothesis tests about the magnitude of differences in treatment effects across subsets of the population. With these methods, we intend to provide the full set of X_i and X_s collected in our baseline survey, to allow the unsupervised algorithms to discover the primary directions of heterogeneous effects in our data.

3.6 Clustering

We will cluster standard errors at the registration zone level, which is the level at which treatment varies. We will also use randomization inference, taking into account the specific rules used in assignment protocol.

A Appendix:

A.1 Research Team

- Principal Investigators: Joshua Blumenstock, Michael Callen, Stefano Fiorin, and Tarek Ghani
- Policy Coordination: Michael Callen, Stefano Fiorin, Tarek Ghani, and Aarya Nijat
- Research Assistance: Eddy Chebelyon, Karrar Hussain Jaffar, Anastasiia Faikina, Jiyoung Kim, Ofir Reich, Sami Safiullah
- Field Research Assistance: Shahim Kabuli
- Research Coordination: Kelsey Reiff

A.2 Baseline Listing Survey

Ministry of Education Mobile Salary Payments Baseline Survey – School Visits

Management Section

MM1a. School ID: _____
(New in MOE Baseline)

MM1b. Visit Type: (New in MOE Baseline)

1. Announced visit 2. Unannounced visit

MM2. Wave Number 1 (Was M-2 in MOL W2 / Endline, wave changed)

MM3. Year of Interview: 2017
(Was M-3 in MOL W2 / Endline, year changed)

MM4. Month of Interview
(Was M-4 in MOL W2 / Endline)

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

MM5. Date of Interview: _____
(Was M-5 in MOL W2 / Endline)

MM6. Day of Week of Interview
(Was M-6 in MOL W2 / Endline)

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

MM7a. Interviewer Code: _____
(Was M-7 in MOL W2 / Endline)

MM7b. Interviewer Name: _____
(New in MOE Baseline)

MM8. Interview Completed on the_____

(Was M-8 in MOL W2 / Endline)

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

MM9. Supervisor Code: _____

(Was M-9 in MOL W2 / Endline)

MM10. Record Time (using 24 hour clock) Interview Began: ____: ____

(Record Time Began Starting With I-1)

(Was M-10 in MOL W2 / Endline)

MM11. Record Time (using 24 hour clock) Interview Ended: __ __: __ __

(Fill in all four data positions)

(Was M-11 in MOL W2 / Endline)

MM12. Record Length of Interview in Minutes: ___ ___

(Was M-12 in MOL W2 / Endline)

MM13. Date Formatted Field: OCT 2017

(Was M-13 in MOL W2 / Endline, date changed)

MM14. Language of Interview

(Was M-14 in MOL W2 / Endline)

1. Pashto
2. Dari
3. Other (Specify): _____

MM15. Language of Questionnaire

(Was M-15 in MOL W2 / Endline)

1. Pashto

2. Dari

Section 1: Introduction

Interviewer: Ask to be introduced to the principal, or if unavailable, to the most senior person at the school.

L-1. (Interviewer) Is the principal present at the school?

1. Yes
2. No

L-2a. (Interviewer) Who assisted you with the listing exercise?

L2a. First Name: _____ L2b. Father's Name: _____

L2c. Last Name: _____

L2d. Position: **(Select all that apply)**

1. Principal
2. Deputy-Teaching Affairs (Mu'awen e Tadreesi)
3. Head Teachers
4. Department Officers
5. Teacher
6. Deputy Admin Affairs
7. Admin Officer
8. Attendance Officer
9. Trainings Officer/ Teacher (controls students, keeps order, etc)
10. Storekeeper
11. Librarian
12. Lab Officer
13. Guard (night watchman)
14. Gardner
15. Cleaning Supervisor (Mubasera)
16. Cleaning staff
96. Other (specify): _____

L-2b. How many shifts are there in this school?

1. One shift

- 2. Two shifts
- 3. Three shifts
- 4. More than three shifts: -- -- (**specify, max 10**)
- 98. Refused
- 99. Don't Know

L-2c. What is the starting time and end time of each shift? (**Interviewer: Use 24 hour format. For example, 1:32 in the afternoon would be entered as 1332**)

Shift 1 Start Time: -- -- -- -- End Time: -- -- -- --

Shift 2 Start Time: -- -- -- -- End Time: -- -- -- --

Shift 3 Start Time: -- -- -- -- End Time: -- -- -- --

(Repeats up to max of 10)

L-2d. And what is the current shift considered?

- 1. First shift
- 2. Second shift
- 3. Third shift
- 4. Fourth shift
- 5. Fifth shift
- 6. Sixth shift
- 7. Seventh shift
- 8. Eighth shift
- 9. Ninth shift
- 10. Tenth shift
- 98. Refused
- 99. Don't Know

INTERVIEWER: Read the entire script below to the principal or official assisting you with the listing exercise: Michael Callen, Ph.D., and research associates are studying if a mobile salary payment system can have benefits to employees and to society. As you can see in this letter [hand over letter from MoE] we have the permission of the Ministry of Education to conduct this study. Today we will take note of all employees present at school at this moment. With their consent, we will also ask them some questions like their position and their Takzera number. We will also take pictures of some documents, like time sheets and attendance log-books.

After this visit, we will come to this school again in the course of the next few months to repeat this exercise.

Section 2: Time Table Availability

Interviewer: Ask to be shown the time table with the times and subjects for each teacher. Remind the principal/senior employee that we have the permission of MoE to access and take pictures of this and other documents.

L-3a. (Interviewer) Were you shown the time table?

1. Yes (**Go to L-3b**)
2. No (**Skip to L-3f**)

L-3b. (If code 1 “yes” in L-3a) (Ask Principal) For how many more months is this time table valid? **If the respondent responds “next quarter” or “next year,” work with them to determine how many additional months this will be.**

----- months

97. Not Asked
98. Refused
99. Don't Know

L-3c. (If code 1 “yes” in L-3a) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the time tables.

1. Yes, able to take photos (**Go to L-3d**)
2. No, unable to take photos (**Skip to L-3e**)

97. Not Asked

L-3d. (If code 1 “yes” in L-3c) (Interviewer) Please take photos of the entire time table. If there are multiple time tables present, please take photos of each.

[Photo Prompts]

L-3e. (If code 2 “no” in L-3c) (Interviewer) Why were you unable to take photos of the time tables?

1. Respondent did not allow / was not comfortable

96. Other (Specify): -----

97. Not Asked

L-3f. (If code 2 “No” in L-3a) (Interviewer) Why did the respondent refuse to show you the time table?(**Open Ended with Precodes**)

1. No such table exists

2. The respondent was not comfortable sharing the tables with the interviewer

96. Other (Specify):-----

97. Not Asked

Section 3: Zumra Availability

Interviewer: Ask to be shown the Zumra document, with the names of all teachers, the subjects, and grades they are teaching. Remind the principal/senior employee that we have the permission of Ministry of Education to access and take pictures of this and other documents.

L-4a. (Interviewer) Were you shown the zumra document?

1. Yes (**Go to L-4b**)

2. No (**Skip to L-4f**)

L-4b. (If code 1 “yes” in L-4a) (Ask Principal) For how many more months is this zumra valid? (**Interviewer: If the respondent responds “next quarter” or “next year,” work with them to determine how many additional months this will be.**)

--- --- months

97. Not Asked

98. Refused

99. Don't Know

L-4c. (If code 1 “yes” in L-4a) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the zumra document.

1. Yes, able to take photos (**Go to L-4d**)
2. No, unable to take photos (**Skip to L-4e**)

97. Not Asked

L-4d. (If code 1 “yes” in L-4c) (Interviewer) Please take photos of the entire zumra document. If there are multiple zumra documents present (or if the zumra contains multiple pages), please take photos of each.

[Photo Prompts]

L-4e. (If code 2 “no” in L-4c) (Interviewer) Why were you unable to take photos of the zumra?

1. Respondent did not allow / was not comfortable

96. Other (Specify): -----

97. Not Asked

L-4f. (If code 2 “No” in L-4a) (Interviewer) Why did the respondent refuse to show you the zumra? (**Open Ended with Precodes**)

1. No such document exists
2. The respondent was not comfortable sharing the zumra with the interviewer

96. Other (Specify): -----

97. Not Asked

Section 4: M41 Availability

Interviewer: Ask to be shown the most recent M41 form they submitted to Ministry of Education. Remind the principal/senior employee that we have the permission of Ministry of Education to access and take pictures of this and other documents.

L-5a. (Interviewer) Were you shown the M41?

1. Yes (**Go to L-5b**)
2. No (**Skip to L-5e**)

L-5b. (If code 1 “yes” in L-5a) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the M41.

1. Yes, able to take photos (**Go to L-5c**)
2. No, unable to take photos (**Skip to L-5d**)

97. Not Asked

L-5c. (If code 1 “yes” in L-5b) (Interviewer) Please take photos of the entire M41. If the M41 contains multiple pages, please take photos of each.

[Photo Prompts]

L-5d. (If code 2 “no” in L-5b) (Interviewer) Why were you unable to take photos of the M41?

1. Respondent did not allow / was not comfortable

----- 96. Other (Specify): -----

97. Not Asked

L-5e. (If code 2 “No” in L-5a) (Interviewer) Why did the respondent refuse to show you the M41? **(Open Ended with Precodes)**

1. No such document exists

2. The respondent was not comfortable sharing the M41 with the interviewer

96. Other (Specify): -----

97. Not Asked

Section 5: Hazery (Attendance Logbook and Monthly Report) Availability

Interviewer: Ask to be shown both the current and the previous month’s daily attendance logbooks (Ketabe Hazery Mamoren) signed by teachers and other employees each day. Also ask to be shown the monthly attendance report (Jadwale Rapore Hazery Mahwar) for the previous month, which has been used to compile the last M41. Remind the principal/senior employee that we have the permission of MoE to access and take pictures of this and other documents.

L-6a. (Interviewer) Were you shown the current month’s attendance logbook?

1. Yes **(Go to L-6b)**

2. No **(Skip to L-6e)**

L-6b. (If code 1 “yes” in L-6a) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the current attendance logbook

1. Yes, able to take photos **(Go to L-6c)**

2. No, unable to take photos **(Skip to L-6d)**

97. Not Asked

L-6c. (If code 1 “yes” in L-6b) (Interviewer) Please take photos of the entire attendance logbook. If there are multiple attendance logbooks (or if the attendance logbook contains multiple pages), please take photos of each.

[Photo Prompts]

L-6d. (If code 2 “no” in L-6b) (Interviewer) Why were you unable to take photos of the current attendance logbook?

1. Respondent did not allow / was not comfortable

96. Other (Specify): -----

97. Not Asked

L-6e. (If code 2 “No” in L-6a) (Interviewer) Why did the respondent refuse to show you the current attendance logbook? (**Open Ended with Precodes**)

1. No such document exists
2. The respondent was not comfortable sharing the current attendance logbook with the interviewer

96. Other (Specify): -----

97. Not Asked

L-6f. (Interviewer) Were you shown the previous month attendance logbook?

1. Yes (**Go to L-6g**)
2. No (**Skip to L-6j**)

L-6g. (If code 1 “yes” in L-6f) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the previous month attendance logbook

1. Yes, able to take photos (**Go to L-6h**)
2. No, unable to take photos (**Skip to L-6i**)

97. Not Asked

L-6h. (If code 1 “yes” in L-6g) (Interviewer) Please take photos of the entire attendance logbook. If there are multiple attendance logbooks (or if the attendance logbook contains multiple pages), please take photos of each.

[Photo Prompts]

L-6i. (If code 2 “no” in L-6g) (Interviewer) Why were you unable to take photos of the previous month attendance logbook?

1. Respondent did not allow / was not comfortable

96. Other (Specify): -----

97. Not Asked

L-6j. (If code 2 “No” in L-6f) (Interviewer) Why did the respondent refuse to show you the previous month attendance logbook? (**Open Ended with Precodes**)

1. No such document exists
2. The respondent was not comfortable sharing the previous month attendance logbook with the interviewer

96. Other (Specify): -----

97. Not Asked

L-6k. (Interviewer) Were you shown the last monthly attendance report?

1. Yes (**Go to L-6l**)
2. No (**Skip to L-6o**)

L-6l. (If code 1 “yes” in L-6k) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the last monthly attendance report

1. Yes, able to take photos (**Go to L-6m**)
2. No, unable to take photos (**Skip to L-6n**)

97. Not Asked

L-6m. (If code 1 “yes” in L-6l) (Interviewer) Please take photos of the entire monthly attendance report. If there are multiple attendance monthly attendance reports (or if the monthly attendance report contains multiple pages), please take photos of each.

[Photo Prompts]

L-6n. (If code 2 “no” in L-6l) (Interviewer) Why were you unable to take photos of the last monthly attendance report?

1. Respondent did not allow / was not comfortable

96. Other (Specify): -----

97. Not Asked

L-6o. (If code 2 “No” in L-6k) (Interviewer) Why did the respondent refuse to show you the last monthly attendance report? (**Open Ended with Precodes**)

1. No such document exists
2. The respondent was not comfortable sharing the last monthly attendance report with the interviewer

 96. Other (Specify): -----

97. Not Asked

Section 6: Phone Numbers Availability

Interviewer: Ask the principal/senior employee for the cell phone numbers of all employees of the school (along with their names). If an employee has more than one cell phone number, ask for all the numbers. If a document with the phone numbers does not exist, ask for the phone numbers to be written on a paper sheet, and take a picture of the sheet. If the phone number of an employee is not available, write N/A along with that employee name.

L-7a. (Interviewer) Were you given the phone numbers of all employees?

1. Yes (**Go to L-7b**)
2. No (**Skip to L-7e**)

L-7b. (If code 1 “yes” in L-7a) (Interviewer) Please ask the principal / senior employee assisting you for consent to take a photo of the list of names and phone numbers.

1. Yes, able to take photos (**Go to L-7c**)
2. No, unable to take photos (**Skip to L-7d**)

 97. Not Asked

L-7c. (If code 1 “yes” in L-7b) (Interviewer) Please take photos of the entire phone number list. If the list contains multiple pages, please take photos of each.

[Photo Prompts]

L-7d. (If code 2 “no” in L-7b) (Interviewer) Why were you unable to take photos of the phone number phone numbers list?

1. Respondent did not allow / was not comfortable

 96. Other (Specify): -----

97. Not Asked

L-7e. (If code 2 “No” in L-7a) (Interviewer) Why did the respondent refuse to show you the phone number list? **(Open Ended with Precodes)**

1. No such document exists and the respondent does not know the phone numbers
2. The respondent was not comfortable sharing the phone numbers list with the interviewer

- 96. Other (Specify): -----
97. Not Asked

Section 7: Employee Listing Exercise

Interviewer: The interviewer will ask the principal (or other senior employee) to be introduced to all employees currently at the school for a quick listing exercise. This can be done in several ways: the interviewer might visits all classes and offices, one at a time; or the principal might call a small group of employees in an office, and then move on with another group of employees; or all employees can be called at the same time, especially in smaller schools.

You should introduce yourself to all employees present in the school, regardless of their position. Each employee will have to be listed and asked the questions in this section.

L-8. (Interviewer) How is the introduction and listing exercise with all employees currently at the school being carried out?

1. Interviewer was given permission to walk around the building and visit all class room one at a time.
2. Groups of employees were brought to a central room for the exercise.
3. All employees were brought to a central room for the exercise.

- 96. Other (specify): -----
97. Not Asked

Interviewer: Questions L-9 through L-22 are repeated for all employees present in the school.

L-9. (Interviewer) You will now begin an employee interview.

1. Continue **(Go to L-10a)**
2. No other employees are present in the school at this time **(Skip to L-23)**

L-10a. (Interviewer) What are the first name, father’s name, and last name of the employee you are speaking to?

- L-14a. First Name: ----- L-14b. Father’s Name: -----
L-14c. Last Name: -----

97. Not Asked

L-10b. (Interviewer) Is this employee included on the pre-compiled list?

[List populates for reference]

1. Yes
2. No

97. Not Asked

(Interviewer) Read entire consent:

Michael Callen, Ph.D., and research associates are studying if a mobile salary payment system can have benefits to employees and to society. The Ministry of Education (MOE) has expressed an interest in improving the salary experience of its employees. The researchers want to learn more about your current experience, and also get your feedback on a new opportunity that the Ministry is planning to implement that will change how salaries are paid. The study is sponsored by grants from the International Growth Centre, Abdul Latif Jameel Poverty Action Lab, Innovations for Poverty Action, the Laura and John Arnold Foundation, and the Weiss Fund.

You were randomly selected from MOE employees across Afghanistan to participate in this study. We have permission of the Minister and the Deputy Ministers to ask these questions. However, we will not be reporting your individual responses to Ministry; the researchers will only provide the Ministry with anonymous answers that have been grouped together.

If you agree to be in this study, the following will happen to you:

1. We will ask you some questions about your job (position, and if you are a teacher subject and grades).
2. We will also ask you for your APIN and Takzera number.

The survey interview will take approximately 10 minutes and we will record your answers on a tablet, which will later be electronically transferred to the researchers at UC San Diego. After this visit, we will come to this school again in the course of the next few month to repeat this exercise. The reason why we ask you for your signature is to be able to easily identify you the next time we will visit this school, and to match your responses through time.

1. In addition to these surveys, the US researchers are planning another type of research that uses computer programming to analyze large amounts of data. This aspect of the research project does not require anything from you, but we would like to ask your permission to link your survey responses to this other data that will

be separately collected. The data will be provided to the US researchers directly from the mobile phone carrier that is distributing the mobile salary payments for the Ministry. This data will NOT contain any voice calls or recordings, but it will provide the date, time, and amount of the payment from the Ministry and some geographical location data. The researchers will store this data on a secure RAID server dedicated specifically to hosting data related to this project. Separately, the researchers will also receive administrative data (name, job title, etc.) from the Ministry. The US researchers process this data so that your identifying information (for example, your name) is not included in the analysis or reporting. The US researchers will use this data and retain it for future studies to see if the computing analysis using the large datasets can complement the type of information learned from surveys.

Participation in this study may involve some added risks.

2. There is a risk of loss of confidentiality. For example, if the researcher’s computers are hacked, then your answers and information could be released. However, we are taking a number of steps to make sure this doesn’t happen. Any information like your name will be separated from your other answers, so that only our researchers will be able to track your answers back to you. Also, your answers are saved on a password-protected computer. Research records will be kept confidential to the extent allowed by law. Research records may be reviewed by the UCSD Institutional Review Board.

3. There’s also a chance that you might get bored or tired during the interview. If this happens, you can stop the interview at any time. Because this is a research study, there may also be some unknown risks that are currently unforeseeable.

The alternatives to participation in this study are to choose to not participate. There are no direct benefits or direct costs to you in participating in the study. The researchers, however, may learn more about a mobile salary payment system that can have benefits to employees and to society.

L-11a. Do you agree to participate?

1. Yes (**Continue to L-12**)
2. No (**Skip to next employee**)

L-11b. (If code 2 “no” to L-11a) Why do you prefer not to participate?

Record verbatim: _____ (**Skip to next employee**)

97. Not Asked (**Continue to L-12**)
98. Refused (**Skip to next employee**)
99. Don’t Know (**Skip to next employee**)

**L-11c. (If code 1 “yes” to L-11a) Gender of teacher.
(INTERVIEWER CODE FROM OBSERVATION)**

1. Male
2. Female
-
97. Not Asked

L-11d. (If coded 1 “yes” to L-11a) (ASK) What year were you born? (Use Afghan Calendar)

Year: -----

-
97. Not asked
98. Refused
99. Don't Know

L-12. (If code 1 “yes” to L-11a) Do you have any teaching assignment at this school?

1. Yes
2. No

-
98. Refused
99. Don't Know

L-13. (If code 1 “yes” to L-11a) Open ended with precodes list, select all that apply) What is your position at this school?

1. Principal
2. Deputy-Teaching Affairs (Mu'awen e Tadreesi)
3. Head Teachers
4. Department Officers
5. Teacher
6. Deputy Admin Affairs
7. Admin Officer
8. Attendance Officer

- 9. Trainings Officer/ Teacher (controls students, keeps order, etc)
- 10. Storekeeper
- 11. Librarian
- 12. Lab Officer
- 13. Guard (night watchman)
- 14. Gardner
- 15. Cleaning Supervisor (Mubasera)
- 16. Cleaning staff

-
- 96. Other (specify): -----
 - 97. Not Asked
 - 98. Refused
 - 99. Don't Know

L-14. (If code 1 “yes” to L-12) Which grades do you typically teach? (Select all that apply)

Grades Employee Teaches											
1	2	3	4	5	6	7	8	9	10	11	12

-
- 97. Not Asked
 - 98. Refused
 - 99. Don't Know

L-15. (If code 1 “yes” to L-12) (If codes 1, two, or 3 only then skip) What subjects do you typically teach? (Select all that apply)

- 1. Math
- 2. Science
- 3. Physics
- 4. Chemistry
- 5. Geography
- 6. History
- 7. Painting
- 8. Writing
- 9. English
- 10. Informatics

11. Religious studies

96. Other (specify): -----

97. Not Asked

98. Refused

99. Don't Know

L-15b. Please think of the most recent salary payment you received from MoE. In which month did you receive this payment? If you don't remember the precise day, please approximate.

1 Hamal

2 Sawor

3 Jawza

4 Saratan

5 Assad

6 Sonbola

7 Mizan

8 Aqrab

9 Qaws

10 Jaddee

11 Dalwa

12 Hoot

97 Not Asked

98 Refused

99 Don't Know

L-15c. We understand that payments are sometimes received with a delay. Could you please indicate which month the payment was for? If the payment is for multiple months of accumulated backpay, please indicate all relevant months: **(Select all that apply)**

1 Hamal

2 Sawor

3 Jawza

4 Saratan

5 Assad

- 6 Sonbola
- 7 Mizan
- 8 Aqrab
- 9 Qaws
- 10 Jaddee
- 11 Dalwa
- 12 Hoot

-
- 97 Not Asked
 - 98 Refused
 - 99 Don't Know

L-15d. [If only 1 month in L-15c] How much was the total salary payment that you received that month? This is not the salary you should expect to receive based on your grade and experience, but the salary you actually received. If you aren't sure, please estimate.

Afs: -----

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

L-15e. [If multiple months in L-15c] How much was the total salary payment that you last received? To confirm, this total also reflects backpay.

1 Afs: -----

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

Interviewer: I would now like to ask you for identification so that we are able to link your information in potential future surveys.

L-16a. (If code 1 "yes" to L-11a) Can you please provide your Afghan Personnel Identification Number (APIN)? If you have your APIN card with you, it would be great if I could see it.

Interviewer: If the respondent does not know the number, suggest to have it checked in the school records (the operation manager of the school should have this information).

----- - ----- - -----

-
- 98. Refused (vol.)

99. Don't Know (vol.)

L-16b. (If answered L-16a) (Interviewer) Was an ID card with the APIN number shown, or did the employee remember it without providing a card? **INTERVIEWER: If you are shown a document, confirm that the document really belongs to that respondent (check picture and name).**

1. Card Shown

2. No Card Shown, employee remembered
3. No Card Shown, Checked in School Records

97. Not Asked

L-17a. (If code 1 "yes" to L-11a) Can you please provide your Tazkera identification number? If you have your Tazkera card with you, it would be great if I could see it.

Interviewer: If the respondent does not know the number, suggest to have it checked in the school records (the operation manager of the school should have this information).

98. Refused (vol.)

99. Don't Know (vol.)

L-17b. (If answered L-17a) (Interviewer) Was Tazkera card shown, or did the employee remember it without providing the card?**INTERVIEWER: If you are shown a document, confirm that the document really belong to that respondent (check picture and name).**

1. Tazkera card Shown

2. No Tazkera card shown, employee remembered

3. No card shown, checked in school records

97. Not Asked

L-18. (If code 1 "yes" to L-11a) Can you please provide me your cell phone number? If you use more than one number, please provide all the phone numbers you may use. **(Interviewer: Prompt after each phone number "Is there any other phone number you use?")**

First Mention: -----

Second Mention: -----

Third Mention: -----

Fourth Mention: -----

Fifth Mention: -----

Sixth Mention: -----

Seventh Mention: -----

Eighth Mention: -----

Ninth Mention: -----

Tenth Mention: -----

95. No phone number / no other phone number

98. Refused (vol.)

99. Don't Know (vol.)

L-20a. (If code 1 "yes" to L-11a) Can I please ask you to put your signature on this tablet?

1. Yes

2. No (Refused)

L-20b. (If code 2 "no" in L-20a) Why do you prefer not to have your signature recorded? **(Open ended with pre-codes) (Do not read options)**

1. Fears information being used maliciously

2. Uncomfortable with this

3. Burdensome / would take too much time4. Physically unable to sign tablet

96. Other (specify): -----

97. Not asked

98. Refused (vol.)

99. Don't Know (vol.)

L-20c. (If code 1 "yes" to L-20a) Respondent signature:

[Signature]

Interviewer: Thank respondent for their time. Please proceed and continue conducting interviews until you have met every employee currently at this school [Section begins again with L-9 until all present employees have been interviewed]

Section 8: Exercise Conclusion

Interviewer: Please return to the principal or senior official assisting you with this exercise. The following section will list a few questions about the employees that you just interviewed.

L23a. (If code 2 “no” in L-10b) This employee does not appear on our records based on M41 forms, but is present at school today – do you know why this may be?

Reason: _____ (**Skip to L-23b**)

Precoded Options:

- 1 Employee should appear on M41 forms (reopen M41 list)
- 2 Employee is hired and paid by an NGO
- 3 Recruited recently
- 4 Transferred to this school recently

- 98. Refused (vol.) (**Skip to L-23b**)
- 99. Don't Know (vol.) (**Skip to L-23b**)

L23al. (Ask if code 1 in L23a) Is this employee included on the pre-compiled list?

(Interviewer: Ask the principal / senior official assisting you to help with this)

[Employee List Populates]

- 900. Employee not listed
- 997. Not asked

L23b. (If [Teacher's Name] in L-10b is not code 1 'yes') This employee appears on our records based on M41 forms. However he/she is not here – do you know why this may be?

Reason: _____

- 2 Employee works a different shift
- 3 Deceased
- 4 Retired
- 5 Fired
- 6 Resigned
- 7 Transferred to another school
- 8 Sick
- 9 On Leave
- 10 Pregnant
- 11 Haji or Umrah

- 98. Refused (vol.)

99. Don't Know (vol.)

Interviewer: Please thank the principal/senior employee for their time.

Section 9: Monitoring

Interviewer: Before completing this survey, please answer a few questions regarding the school visit.

MN-1. When you arrived at the school, approximately how many employees were present at the school? If you do not have a precise number, please estimate.

Employees: -- -- --

MN-2. Did you notice additional employees arriving at the school after your arrival?

1. Yes
2. No

MN-3. Did you notice anyone making attempts to call absent employees to the school after your arrival?

MN-4. Did you see both male and female students attending the school?

1. Both male and female students were present
2. Only male students were present
3. Only female students were present
4. No students were present

MN-5. Would you describe the principal or other senior person that you interviewed very cooperative, somewhat cooperative, somewhat uncooperative, or very uncooperative?

1. Very cooperative
2. Somewhat cooperative
3. Somewhat uncooperative
4. Very uncooperative

MN-6. Was it your sense that all the teachers you talked to were really teaching at the school?

1. Yes, all seemed to be regular teachers.
2. No, some of the teachers did not seem like real employees.

MN-7. Did the students seem to know all the teachers you talked to?

1. Yes
2. No
9. Not able to observe (no students present)

A.3 Baseline In-Depth Teacher Survey

Ministry of Education Mobile Salary Payments Baseline Survey - Teachers Management Section

M1. Respondent Identification Number: - - - -
(Was M-1 in MOL W2 / Endline)

M2. Wave Number 1
(Was M-2 in MOL W2 / Endline, wave changed)

M3. Year of Interview: 2017
(Was M-3 in MOL W2 / Endline, year changed)

M4. Month of Interview
(Was M-4 in MOL W2 / Endline)

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

M5. Date of Interview: -- --
(Was M-5 in MOL W2 / Endline)

M6. Day of Week of Interview
(Was M-6 in MOL W2 / Endline)

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

M7a. Interviewer Code: - - - - -
(Was M-7 in MOL W2 / Endline)

M7b. Interviewer Name: -----

(New in MOE Baseline)

M8. Interview Completed on the ...

(Was M-8 in MOL W2 / Endline)

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

M9. Supervisor Code: ___ ___ ___

(Was M-9 in MOL W2 / Endline)

M10. Record Time (using 24 hour clock) Interview Began: __ __: __ __

(Record Time Began Starting With I-1)

(Was M-10 in MOL W2 / Endline)

M11. Record Time (using 24 hour clock) Interview Ended: __ __: __ __

(Fill in all four data positions)

(Was M-11 in MOL W2 / Endline)

M12. Record Length of Interview in Minutes: ___ ___

(Was M-12 in MOL W2 / Endline)

M13. Date Formatted Field: OCT 2017

(Was M-13 in MOL W2 / Endline, date changed)

M14. Language of Interview

(Was M-14 in MOL W2 / Endline)

1. Pashto
2. Dari
3. Other (Specify): _____

M15. Language of Questionnaire

(Was M-15 in MOL W2 / Endline)

1. Pashto
2. Dari

M-16. Employee ID Number

(Was M-16 in MOL W2 / Endline)

S1. Before we start the interview, can you please tell me if you have received at least one salary payment from MoE during your time working here?

1. Yes (Proceed to H1)
2. No (Thank and End Interview)

Interviewer: Confirm the sample frame data for each of the following questions with the respondent.

[Instruction for interviewer: work with the respondent and confirm that the spelling is accurate]

I-1. First Name (Dari): _____

(Was M-17a in MOL W2 / Endline)

I-2. Father's Name (Dari): _____

(Was M-17b in MOL W2 / Endline)

I-3. Family Name (Dari): _____

(Was M-17c in MOL W2 / Endline)

I-4. Gender

(INTERVIEWER: Do not ask, record from observation)

(Was D-1 in MOL W2 / Endline)

1. Male
2. Female

I-5a. Age: _ _

(INTERVIEWER: Record actual age; if respondent refuses, please estimate)

(Was D-2 in MOL W2 / Endline)

I-5b. (DO NOT READ) Interviewer: Did respondent refuse to give his/her age, leaving you to estimate?

(New in MOE Baseline)

1. Yes, respondent refused age
2. No, respondent did not refuse age

I-8. Marriage Status

(New in MOE Baseline)

1. Single
2. Married
3. Divorced (from a legal point of view)
4. Widowed
5. Separated

98. Refused

99. Don't Know

I-9. Which ethnic group do you belong to?

(New in MOE Baseline)

1. Pashtun
2. Tajik
3. Uzbek
4. Hazara
5. Turkmen
6. Baloch
7. Kirghiz
8. Nuristani
9. Aimak
10. Arab

97. Other (Specify): -----

98. Refused (vol.)

99. Don't Know (vol.)

I-10. What is the primary language that you speak at home? (**Interviewer: Accept only one response. If the respondent lists multiple, please ask them which language they speak most often**)

(New in MOE Baseline)

1. Pashto
2. Dari
3. Uzbeki
4. Turkmani
5. Urdu
6. Hindi
7. English
8. Arabic
9. Russian
10. None
11. Other (SPECIFY)

98. Refused (vol.)

99. Don't Know (vol.)

I-11. How many years of formal education have you completed?

(New in MOE Baseline)

1. Illiterate
2. Up to and including 5 years
3. 6 to 8 Years
4. 9-10 Years
5. 11-12 Years
6. College graduate
7. Post-Graduate

8. Refused (vol.)
9. Don't Know (vol.)

Section 1: Employment History

Interviewer Read: *I now have some questions about your employment history.*

H-1a. How long ago were you originally hired at MOE? If you are unsure, please estimate.

New in MOE Baseline)

1. Less than 1 year ago (**SKIP TO H-2**)
2. About 1 year ago (**SKIP TO H-2**)
3. More than one year ago (**GO TO H-1b**)

98. Refused (vol.) (**SKIP TO H-2**)
99. Don't Know (vol.) (**SKIP TO H-2**)

H-1b. (If code 3 in H-1a) And how many years ago was it that you were originally hired at MOE? If you are unsure, please estimate. (*New in MOE Baseline*)

-- --

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

H-2. (ASK ALL) Are you currently a contractor or a full teacher? (*New in MOE Baseline*)

1. Contractor
2. Full teacher

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

H-3a. Thinking back to when you were first employed, was it as a contractor or as a full teacher?(*New in MOE Baseline*)

1. Contractor
2. Full teacher

98. Refused (vol.)

99. Don't know (vol.)

H-3b. Thinking about when you were first employed, did you start to work for MoE before you were officially hired and added to the payroll?

1 Yes

2 No

98 Refused

99 Don't Know

H-4. Which of the following steps was involved in hiring for your original position?
(Was H-3 in MOL W2 / Endline)

	Yes	No	Refused	Dont Know
a. Completed a standard exam for the position	1	2	98	99
b. Submitted a written application listing your qualifications	1	2	98	99
c. Completed a formal interview with a hiring manager	1	2	98	99
d. Received a written offer of employment from the Ministry	1	2	98	99
e. Pay a bribe to obtain the position	1	2	98	99

H-5. (If code 1 in H-4a) What was your score in the standard exam for the position?(Accept alphanumeric responses)

(New in MOE Baseline)

97. Not asked

98. Refused (vol.)

99. Don't know (vol.)

H-6. (ASK ALL) Did you know the person who hired you for your first position?
(Was H-4 in MOL W2 / Endline)

1. Yes (GO TO H-7)

2. No (SKIP TO H-8)

98. Refused (vol.) (SKIP TO H-8)

99. Don't Know (vol.) (SKIP TO H-8)

H-7. (If yes in H-6) And what relation is this person who hired you?
(Was H-5 in MOL W2 / Endline, info added to code 1)

1. Relative / a member of my family

2. Friend

96. Other (specify):-----

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

H-8. (Ask All) Do you hold the same position now that you were originally hired for?

(Was H-6 in MOL W2 / Endline)

1. Yes (**SKIP TO H-11**)

2. No (**GO TO H-9**)

98. Refused (vol.) (**SKIP TO H-11**)

99. Don't know (vol.) (**SKIP TO H-11**)

H-9. (If No code 2 "no" in H-8) Have you been promoted to a higher grade since you were originally hired?

(Was H-7 in MOL W2 / Endline)

1. Yes (**GO TO H-10**)

2. No (**SKIP TO H-11**)

97. Not Asked

98. Refused (vol.) (**SKIP TO H-11**)

99. Don't Know (vol.) (**SKIP TO H-11**)

H-10. (If Yes code 1 "yes" in H-9), How many grades have you been promoted since then?

(Was H-8 in MOL W2 / Endline)

97. Not Asked

98. Refused

99. Don't Know

[**H-11 Intentionally Left Blank**]

H-12. (ASK ALL) Do you have any relatives working in this school?

(New in MOE Baseline)

1. Yes (**GO TO H-13**)

2. No (**SKIP TO H-14**)

98. Refused (**SKIP TO H-14**)

99. Don't Know (**SKIP TO H-14**)

**H-13. (If code 1 “yes” in H-12) What are their positions?
(Open ended with precodes list) (Select all that apply)
(New in MOE Baseline)**

1. Principal
2. Deputy-Teaching Affairs (Mu’awen e Tadreesi)
3. Head Teachers
4. Department Officers
5. Teacher
6. Deputy Admin Affairs
7. Admin Officer
8. Attendance Officer
9. Trainings Officer/ Teacher (controls students, keeps order, etc)
10. Storekeeper
11. Librarian
12. Lab Officer
13. Guard (night watchman)
14. Gardner
15. Cleaning Supervisor (Mubasera)
16. Cleaning staff

-
96. Other (specify): -----
 97. Not Asked
 98. Refused
 99. Don’t Know

H-14. (ASK ALL) Do you have any relatives working for MoE outside of this school?

- (New in MOE Baseline)**
1. Yes (**GO TO H-15**)
 2. No (**SKIP TO H-16**)

-
98. Refused (**SKIP TO H-16**)
 99. Don’t Know (**SKIP TO H-16**)

**H-15. (If code 1 “yes” to H-14) What are their positions?
(Open ended with precodes list) (Select all that apply)
(New in MOE Baseline)**

1. Principal
2. Deputy-Teaching Affairs (Mu’awen e Tadreesi)
3. Head Teachers

4. Department Officers
5. Teacher
6. Deputy Admin Affairs
7. Admin Officer
8. Attendance Officer
9. Trainings Officer/ Teacher (controls students, keeps order, etc)
10. Storekeeper
11. Librarian
12. Lab Officer
13. Guard (night watchman)
14. Gardner
15. Cleaning Supervisor (Mubasera)
16. Cleaning staff

-
96. Other (specify): -----
 97. Not Asked
 98. Refused
 99. Don't Know

H-16. (Ask All) Do you happen to work under any of your relatives (either under their direct supervision or indirectly, and either at this school, or in another position at MoE)?

(New in MOE Baseline)

1. Yes (**GO TO H-17**)
2. No (**SKIP TO T-1**)

-
98. Refused (**SKIP TO T-1**)
 99. Don't Know (**SKIP TO T-1**)

H-17. (If code 1 "yes" in H-16) What are their positions?

(Open ended)

(New in MOE Baseline)

Position: -----

-
97. Not Asked
 98. Refused 99. Don't Know

Section 2: Teaching Experience

INTERVIEWER READ: I would now like to ask you some questions about your experience as a teacher at this school.

T-1. (ASK ALL) In a typical week, How many hours a week do you work at this school?

(New in MOE Baseline)

1. Less than 5 hours per week
2. Between 6 and 10 hours
3. Between 11 and 15 hours
4. Between 16 and 20 hours
5. Between 21 and 25 hours
6. Between 26 and 30 hours
7. Between 31 and 35 hours
8. Between 36 and 40 hours
9. More than 40 hours per week

98. Refused
99. Don't Know

T-2. Do you typically teach only in the morning, only in the afternoon, or both?

(New in MOE Baseline)

1. Only in the morning
2. Only in the afternoon
3. Both in the morning and the afternoon

98. Refused
99. Don't Know

T-3. Which subjects do you teach? (Select all that apply)

(New in MOE Baseline)

1. Math 2. Science
3. Physics
4. Chemistry
5. Geography
6. History
7. Painting
8. Writing
9. English
10. Informatics

96. Other (specify): -----
98. Refused
99. Don't Know

T-4. How many classes are you currently teaching?

(New in MOE Baseline)

Classes: -- --

98. Refused

99. Don't Know

T-9 Are you a homeroom (Negaran) teacher for any class?

(New in MOE Baseline)

1. Yes

2. No

98. Refused

99. Don't Know

T-13. (ASK ALL) Currently, do you only work as a teacher at this school, or do you also have another job?

(New in MOE Baseline)

1. I only work as a teacher at this school (**SKIP TO T-15**)

2. I have a second job (**GO TO T-14**)

98. Refused (**SKIP TO T-15**)

99. Don't Know (**SKIP TO T-15**)

T-14. (If code 2 "I have a second job" in T-13) What type of job is it? What type of position is your other job? (**Select all that apply**)

(New in MOE Baseline)

1. Teacher at another public school

2. Teacher at a private school

3. Employee in the public sector

4. Employee at a private firm

5. Owner of a business

96. Other (specify): -----97. Not asked

98. Refused

99. Don't Know

T-15. (ASK ALL) If you were not working as a teacher for MoE, what do you think would be the hourly wage of the best job you could get instead?

(New in MOE Baseline)

-- -- -- -- Afghanis per hour

- 98. Refused
- 99. Don't Know

Section 3: Mobile Usage

INTERVIEWER READ: I would now like to ask you a few questions regarding your mobile phone usage. Your responses may be shared, in anonymous aggregated form, with mobile providers interested in providing and in improving services in your area.

MO-1. Do you own a mobile phone?

(New in MOE Baseline)

- 1. Yes (**GO TO MO-2**)
- 2. No (**SKIP TO S-1**)

98. Refused (**SKIP TO S-1**)

99. Don't Know (**SKIP TO S-1**)

MO-2. (If code 1 "yes" in MO-1) Do you usually bring your mobile phone to school?

(New in MOE Baseline)

- 1. Yes
- 2. No

97. Not asked

98. Refused

99. Don't know

MO-3. (If code 1 "yes" in MO-1) Do you sometime talk over your mobile phone while you are at school, whether while you are teaching or not?

(New in MOE Baseline)

- 1. Yes
- 2. No

97. Not asked

98. Refused

99. Don't know

MO-4. (If code 1 "yes" in MO-1) Do you sometime text using your mobile phone while you are at school, whether while you are teaching or not? (New in MOE Baseline)

- 1. Yes
- 2. No

- 97. Not asked
98. Refused
99. Don't know

MO-5. (If code 1 "yes" in MO-1) Which mobile operators do you use? (Select all that apply)

(New in MOE Baseline)

1. Roshan
2. MTN
3. Etisalat
4. AWCC
5. Wasel
6. Afghan Telecom

- 96. Other (specify): -----
97. Not asked
98. Refused
99. Don't know

MO-6. (If "more than one" more than one selected in MO-5) Do you have more than one phone or do you switch SIM cards on the same phone?

(New in MOE Baseline)

1. Own more than one phone
2. Switch SIM cards on the same phone

- 97. Not asked
98. Refused
99. Don't know

MO-7. (If code 1 "yes" in MO-1) Which mobile operators SIM cards do you bring with you when you are at school?

(New in MOE Baseline)

1. Roshan
2. MTN
3. Etisalat
4. AWCC
5. Wasel
6. Afghan Telecom

- 96. Other (specify): -----

- 97. Not asked
- 98. Refused
- 99. Don't know

MO-8. (If code 1 "yes" in MO-1) For which mobile networks is there reception at your school? **(Select all that apply)**

(New in MOE Baseline)

- 1. Roshan
- 2. MTN
- 3. Etisalat
- 4. AWCC
- 5. Wasel
- 6. Afghan Telecom

-
- 96. Other (specify): -----
 - 97. Not asked
 - 98. Refused
 - 99. Don't know

MO-9. (If code 1 "yes" in MO-1) For which mobile networks is there reception in or around your house? **(Select all that apply)**

(New in MOE Baseline)

- 1. Roshan
- 2. MTN
- 3. Etisalat
- 4. AWCC
- 5. Wasel
- 6. Afghan Telecom

-
- 96. Other (specify): -----
 - 97. Not asked
 - 98. Refused
 - 99. Don't know

MO-10. (If code 1 "yes" in MO-1) For which mobile networks is there reception somewhere that you pass on your way to work every day? **(Select all that apply)**

(New in MOE Baseline)

- 1. Roshan
- 2. MTN
- 3. Etisalat
- 4. AWCC

- 5. Wasel
- 6. Afghan Telecom

-
- 96. Other (specify): -----
 - 97. Not asked
 - 98. Refused
 - 99. Don't know

MO-11. (If code 1 “yes” in MO-1) Is there a MNO agent in your village that you can buy a phone card from?

New in MOE Baseline)

- 1. Yes
- 2. No

-
- 97. Not asked
 - 98. Refused
 - 99. Don't know

Section 4: Salary Experience

Interviewer Read Out: *I will next ask you some questions about your previous experiences receiving salary payments from the Ministry.*

S-1. (ASK ALL) Do you have a bank account?

New in MOE Baseline)

- 1. Yes (**GO TO S-2**)
- 2. No (**SKIP TO S-3**)

-
- 98. Refused (**SKIP TO S-3**)
 - 99. Don't know (**SKIP TO S-3**)

S-2. (If code 1 “yes” in S-1) If yes, do you receive your salary on this bank account?

New in MOE Baseline)

- 1. Yes
- 2. No

-
- 97. Not asked
 - 98. Refused
 - 99. Don't know

S-3. (ASK ALL) Do you typically have access to your salary slip?

New in MOE Baseline)

- 1. Yes (**GO TO S-4**)

2. No (**SKIP TO S-5**)

98. Refused (**SKIP TO S-5**)

99. Don't know (**SKIP TO S-5**)

S-4. (If code 1 "yes" in S-3) Do you usually read your salary slip? (New in MOE Baseline)

1. Yes

2. No

97. Not asked

98. Refused

99. Don't know

S-5. (ASK ALL) Please tell me if you agree or disagree with the following statement: "I understand how my salary is calculated each month." Is that strongly agree, mostly agree, neither agree nor disagree, mostly disagree, or strongly disagree?

(Was Q-1 in MOL W2 / Endline)

1. Strongly Agree

2. Mostly Agree

3. Neither Agree Nor Disagree

4. Mostly Disagree

5. Strongly Disagree

98. Refused (vol.)

99. Don't Know (vol.)

Interviewer read out: I'm going to ask you a few questions about how your salary is calculated. It's ok if you don't know the answers, but please do your best to tell me what you know. Please remember that we have permission from the Minister to ask you these questions and that all of your information will be kept confidential.

S-6. What is the grade level for the position you currently hold?

(Was Q-2 in MOL W2 / Endline)

Director and head level

1. Grade one

2. Grade two

Manager level

3. Grade three

4. Grade four

Officer and assistant and staff and teachers

5. Grade five

6. Grade six

Cleaning and other supporting staff, driver, mechanic, etc

7. Grade Seven

8. Grade eight

96. Other (specify): -----

98. Refused (vol.)

99. Don't Know (vol.)

S-7a. Do you know your experience scale for this position?

(Was Q-3a in MOL W2 / Endline)

1. Yes (**GO TO S-7b**)

2. No (**SKIP TO S-8**)

98. Refused (vol.) (**SKIP TO S-8**)

99. Don't Know (vol.) (**SKIP TO S-8**)

S-7b. (If code 1 "yes" in S-7a) What is your experience scale for this position?

(Was Q-3b in MOL W2 / Endline)

Numeric response 1-5: ---

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-8a. (ASK ALL) What is the gross monthly salary for this grade and experience level – that is, the total salary that you should receive each month before deducting any taxes or adding any additional benefits? This is not the salary you actually receive, but the salary that you should expect to receive based on your grade and experience. If you aren't sure, please estimate.

(Was Q-4 in MOL W2 / Endline – Information added)

----- Afs

98. Refused (vol.)

99. Don't Know (vol.)

S-8b. What is the tax amount given this gross monthly salary? If you aren't sure, please estimate.(Was Q-5 in MOL W2 / Endline)

----- Afs

98. Refused (vol.)

99. Don't Know (vol.)

S-9. If you are absent from work without approved leave, will you receive less salary, or not?

(Was Q-6 in MOL W2 / Endline)

1. Yes
2. No

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

S-10a. What is the daily reimbursement you get for transportation costs related to coming to school? If you aren't sure, please estimate.

(New in MOE Baseline)

----- Afs

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

S-10b. What is the daily reimbursement you get for lunch? If you aren't sure, please estimate.

(New in MOE Baseline)

----- Afs

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

S-13. Did you have to pay anyone to receive your salary? Please do not consider deductions from your paycheck for benefits or taxes, but only think of money you pay directly to a bank agent, MoE staff, Motamed, or someone else when receiving your salary.

(Was Q-10 in MOL W2 / Endline – MOLSAMD changed to MOE)

1. Yes (**Go to S-14**)
2. No (**Skip to S-16**)

98. Refused (vol.) (**Skip to S-16**)
99. Don't Know (vol.) (**Skip to S-16**)

S-14. (If yes in S-13) Who did you pay? (**Select all that apply**)

(Was Q-10 in MOL W2 / Endline – MOLSAMD changed to MOE in code 3)

1. Bank agent (**Go to S-15**)
2. Motamed (**Go to S-15**)
- 3 Other MoE staff (**Go to S-15**)

96. Other (specify):----- (**Go to S-15**)
97. Not Asked
98. Refused (vol.) (**Skip to S-16**)
99. Don't Know (vol.) (**Skip to S-16**)
- S-15. (If 1 'Yes' in S-13)** And how much did you pay?
 (Was Q-12 in MOL W2 / Endline)
 ----- Afs

97. Not Asked
98. Refused (vol.)
99. Don't Know (vol.)
- S-16. (Ask All)** Did you know beforehand what day you would receive your salary?
 (Was Q-13 in MOL W2 / Endline)
1. Yes (**Go to S-17**)
2. No (**Skip to S-18**)
-
98. Refused (vol.) (**Skip to S-18**)
99. Don't Know (vol.) (**Skip to S-18**)
- S-17. (If yes in S-16)** And how did you know what day you would receive your salary? (**Select all that apply**)(Was Q-14 in MOL W2 / Endline)
1. Always paid on the same day
2. Informed in advance what day I would be paid
-
96. Other (specify):-----
97. Not Asked
98. Refused (vol.)
99. Don't Know (vol.)
- S-18. (Ask All)** Were you notified by a person when your salary was available?
 (Was Q-15 in MOL W2 / Endline)
1. Yes (**Go to S-19a**)
2. No (**Skip to S-20**)
-
98. Refused (vol.) (**Skip to S-20**)
99. Don't Know (vol.) (**Skip to S-20**)
- S-19a. (If yes in S-18)** And who notified you? (**Select all that apply**)
 (Was Q-16a in MOL W2 / Endline – MOLSAMD changed to MOE, code 6 removed)
1. Officials from the Ministry of Education

2. New Kabul Bank
3. Colleagues from the Ministry of Education
4. Colleagues from the Ministry of Finance
5. 1313 Information Hotline

-
96. Other (specify):-----
 97. Not Asked
 98. Refused (vol.)
 99. Don't Know (vol.)

S-19b. (If yes in S-18) Were they correct or incorrect that your salary was available?

- (Was Q-16b in MOL W2 / Endline)
1. Correct
 2. Incorrect

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

S-20. (Ask All) Was your salary on time, or did it arrive later than you expected?

- (Was Q-17 in MOL W2 / Endline)
1. Early/On time (**Skip to S-23**)
 2. Late (**Go to S-21**)

-
98. Refused (vol.) (**Skip to S-23**)
 99. Don't Know (vol.) (**Skip to S-23**)

S-21. (If 2 'Late' in S-20) How many days later did your salary arrive than you expected?

- (Was Q-18 in MOL W2 / Endline)
- --- --- Days

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

S-22a. (If 2 'Late' in S-20) Who was responsible for the delay? (**Select all that apply**)

- (Was Q-19 in MOL W2 / Endline – Items 6-7 removed, MOLSAMMD changed to MOE)
1. MoE

2. Ministry of Finance
3. Da Afghanistan Bank
4. New Kabul Bank
5. Motamed/Cashier

-
96. Other (specify):-----
 97. Not Asked
 98. Refused (vol.)
 99. Don't Know (vol.)

S-22b. (If 2 'Late' in S-20) Has the issue that caused the late salary payment been resolved by now so that you do not expect it to happen again?

(Was Q-20 in MOL W2 / Endline)

1. Yes
2. No

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

S-23. (Ask All) Please think of the most recent salary payment you received from MoE. Was your last salary payment the total amount, more than you expected, or less than you expected?

(Was Q-21 in MOL W2 / Endline)

1. Total Amount (**Skip to S-26**)
2. More than expected (**Skip to S-26**)
3. Less Than Expected (**Go to S-24**)

-
98. Refused (vol.) (**Skip to S-26**)
 99. Don't Know (vol.) (**Skip to S-26**)

S-24. (If 3 'Less than expected' in S-23) How much less was your salary than you expected?

(Was Q-22 in MOL W2 / Endline)

----- Afs

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

S-25a. (If 3 'Less than expected' in S-23) Who was responsible for the reduction? (**Select all that apply**)

(Was Q-23 in MOL W2 / Endline – Items 8-9 removed, MOLSAMD changed to MOE)

1. MoE / Finance Office
2. Ministry of Finance
3. Da Afghanistan Bank
4. New Kabul Bank
5. Motamed/Cashier
6. Self (Absences from Work)
7. Holidays (Not Paid by MoE)

-
96. Other (specify):-----
 97. Not Asked
 98. Refused (vol.)
 99. Don't Know (vol.)

S-25b. (If 3 'Less than expected' in S-23) Has the issue that caused the partial salary payment been resolved by now so that you do not expect it to happen again?

(Was Q-24 in MOL W2 / Endline)

1. Yes
2. No

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

S-26. (Ask All) Was this recent salary payment delivered by electronic financial transfer to a bank account, by cash or Motamed, or another way?

(Was Q-25 in MOL W2 / Endline – Items 8-9 removed, reference to mobile salary payment removed from question text)

1. Electronic financial transfer (EFT) to bank account (**Skip to S-28**)
2. Cash/Motamed (**Go to S-27a**)

-
96. Other (specify):----- (**Skip to S-28**)
 98. Refused (vol.) (**Skip to S-28**)
 99. Don't Know (**Skip to S-28**)

S-27a. (If 2 'Cash/Motamed' to S-26) To visit the Motamed, would you typically come from your school or from home?

(Was Q-25a in MOL W2 / Endline)

1. School
2. Home

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

S-27b. (If 1 or 2 to S-27a) How much time does it take you to travel to the Motamed from [insert answer from S-27a], not including waiting time there?
(Interviewer: If the Motamed visits the school, please enter "0")

(Was Q-25b in MOL W2 / Endline)

--- --- Minutes

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

S-27c. (If 2 'Cash/Motamed' to S-26) How long do you typically wait in line to be served when you visit Motamed?

(Was Q-25c in MOL W2 / Endline)

--- --- Minutes

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

S-27d. (If 2 'Cash/Motamed' to S-26) Do you typically walk to the Motamed or take transportation (personal vehicle, taxi, bus, etc.)?

(Was Q-25d in MOL W2 / Endline)

1. Walk (**Skip to S-28**)
2. Take Transportation (**Go to S-27e**)

- 97. Not Asked
- 98. Refused (vol.) (**Skip to S-28**)
- 99. Don't Know (vol.) (**Skip to S-28**)

S-27e. (If 2 'Transportation' in S-27d) And how much does the transportation typically cost to get to the Motamed?

(Was Q-25e in MOL W2 / Endline)

----- Afs

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

S-27f. (If 1 ‘EFT to S-26) How safe or unsafe do you feel transporting your salary back to your home after visiting the Motamed?

(Was Q-44 in MOL W2 / Endline, reference to Mobile Money Agent removed)

1. Extremely Safe
2. Mostly Safe
3. Neither Safe nor Unsafe
4. Mostly Unsafe
5. Extremely Unsafe

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

S-27g. (If 1 ‘EFT’ to S-26) To visit the bank, would you typically come from your school or from home?

(New in MOE Baseline)

1. School
2. Home

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

S-27h. (If 1 or 2 to S-27g) How much time does it take you to travel to the bank from [insert answer from S-27g], not including waiting time there?

(New in MOE Baseline)

--- --- Minutes

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

S-27i. (If 1 ‘EFT’ to S-26) How long do you typically wait in line to be served when you visit the bank?

(New in MOE Baseline)

--- --- Minutes

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

S-27j. (If 1 ‘EFT’ to S-26) Do you typically walk to the bank or take transportation (personal vehicle, taxi, bus, etc.)?

(New in MOE Baseline)

- 1. Walk (Skip to S-28)
- 2. Take Transportation (Go to S-27k)

-
- 97. Not Asked
 - 98. Refused (vol.) (Skip to S-2k)
 - 99. Don't Know (vol.) (Skip to S-2k)

S-27k. (If 2 'Transportation' in S-27j) And how much does the transportation typically cost to get to the bank?

(New in MOE Baseline)
----- Afs

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

S-27l. (If 1 'EFT' to S-26) How safe or unsafe do you feel transporting your salary back to your home after visiting the bank?

- (New in MOE Baseline)
- 1. Extremely Safe
 - 2. Mostly Safe
 - 3. Neither Safe nor Unsafe
 - 4. Mostly Unsafe
 - 5. Extremely Unsafe

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

Interviewer Read Out: For the following questions, I would like to talk about all of the salary payments you have received in the last 3 months from MoE, not just the most recent salary payment.

S-28. (ASK ALL) Over the past 3 months, for how many months, if any, have these payments have been late?

((Was Q-36 in MOL W2 / Endline)
--- --- (0 to 3 Months)

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

S-29. Over the past 3 months, for how many months, if any, have these payments been less than the full amount?

((Was Q-37 in MOL W2 / Endline)

--- --- (0 to 3 Months)

98. Refused (vol.)

99. Don't Know (vol.)

S-30. If there was a hotline phone number you could call to report problems receiving your salary, would you use it, or not?

((Was Q-38 in MOL W2 / Endline)

1. Yes

2. No

98. Refused (vol.)

99. Don't Know (vol.)

S-31. In the last 3 months, do you know if any of your colleagues received their salary late or less than the full amount?

((Was Q-39 in MOL W2 / Endline)

1. Yes (Go to S-32)

2. No (Skip to S-33)

98. Refused (vol.) (Skip to S-33)

99. Don't Know (vol.) (Skip to S-33)

S-32. (If yes in S-31) How many colleagues have had these types of problems? All of them, more than half, about half, less than half, or none of them?

((Was Q-40 in MOL W2 / Endline)

1. All of them

2. More than half

3. About half

4. Less than half

5. None

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-33. (Ask All) In the last 3 months, did you ever have to pay a portion of your salary to your supervisors at MoE?

((Was Q-41 in MOL W2 / Endline – MOLSAMD changed to MOE)

1. Yes (Go to S-34)

2. No (Skip to S-38)

- 98. Refused (vol.) (Skip to S-38)
99. Don't Know (vol.) (Skip to S-38)

S-34. (If 1 'yes' in S-33) How many times in the last 3 months did this happen?
(Was Q-42 in MOL W2 / Endline)

--- ---

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

S-35. (If 'yes' in S-33) Who did you had to pay a portion of your salary to?
(Select all that apply)

(New in MOE Baseline)

1. Other Teacher
2. Principal
3. Province Director

- 96. Other (specify): -----
97. Not Asked
98. Refused (vol.)
99. Don't Know (vol.)

S-36. (If 'yes' in S-33) Do you know whether this person shared that money with anyone?

(New in MOE Baseline)

1. Yes, they did share this money
2. No, they did not share this money

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

S-37. (If 'yes' in S-33) With whom? (Select all that apply)

(New in MOE Baseline)

1. Other Teacher
2. Principal
3. Province Director

- 96. Other (specify): -----
97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-38. (Ask All) In the last 3 months, did you ever have to pay a portion of your salary to the Motamed?

(New in MOE Baseline)

1. Yes (Go to S-39)

2. No (Skip to S-42)

98. Refused (vol.) (Skip to S-42)

99. Don't Know (vol.) (Skip to S-42)

S-39. (If 1 'yes' in S-38) How many times in the last 3 months did this happen?

(Was Q-42 in MOL W2 / Endline)

--- ---

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-40. (If 'yes' in S-38) Do you know whether the Motamed share that money with anyone?

(New in MOE Baseline)

1. Yes, they did share this money (Go to S-41)

2. No, they did not share this money (Skip to S-42)

97. Not Asked (Skip to S-42)

98. Refused (vol.) (Skip to S-42)

99. Don't Know (vol.) (Skip to S-42)

S-41. (If 'yes' in S-38) With whom? (Select all that apply)

(New in MOE Baseline)

1. Other Teacher

2. Principal

3. Province Director

96. Other (specify): -----

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-42. (ASK ALL) As far as you know, do other teachers have to pay a portion of their salary to their supervisor or the Motamed?

(New in MOE Baseline)

1. Yes (Go to S-43)
2. No (Skip to S-45)

-
98. Refused (Skip to S-45)
 99. Don't Know (Skip to S-45)

S-43. (If 'yes' in S-42) Who do they have to pay? (Select all that apply)

(New in MOE Baseline)

1. Supervisor
2. Motamed

-
96. Other (specify): -----
 97. Not Asked
 98. Refused (vol.)
 99. Don't know

S-44. (If 1 "yes" in S-42) Does this person then keep the money for himself, or do they share it with someone else?

(New in MOE Baseline)

1. Kept it for themselves
2. Shared it with someone else

-
97. Not asked
 98. Refused
 99. Don't Know

[S-45 Intentionally Left Blank]

S-46. (Ask All) In the last 3 months, did you ever have a portion of your salary stolen while you were transporting it home?

(Was Q-45 in MOL W2 / Endline)

1. Yes (Go to S-47)
2. No (Skip to S-48)

-
98. Refused (vol.) (Skip to S-48)
 99. Don't Know (vol.) (Skip to S-48)

S-47. (If 1 'yes' in S-46) How many times in the last 3 months did this happen?

(Was Q-46 in MOL W2 / Endline)

--- --- (1-3 times)

-
97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-48. (Ask All) In the last 3 months, did you ever request overtime payments?

(Was Q-47 in MOL W2 / Endline)

1. Yes (Go to S-49)

2. No (Skip to S-50)

98. Refused (vol.) (Skip to S-50)

99. Don't Know (vol.) (Skip to S-50)

S-49. (If 1 'yes' in S-48) Did you ever receive the requested overtime payment?

(Was Q-48 in MOL W2 / Endline)

1. Yes

2. No

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-50. (Ask All) In a typical month, about how many days are you absent from work (not including weekends and holidays)?(Was Q-49 in MOL W2 / Endline)

--- --- (if 0, skip to S-52)

98. Refused (vol.) (SKIP TO S-52)

99. Don't Know (vol.) (SKIP TO S-52)

S-51. (If more than 0 in S-50) About how many of these days that you are absent would be approved leave? All of them, more than half, about half, less than half, or none of them?

(Was Q-50 in MOL W2 / Endline)

1. All of them

2. More than half

3. About half

4. Less than half

5. None

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-52. (Ask All) Please think of someone who works in the same school as you. In a typical month, how many days is this co-worker usually absent?

(Was Q-51 in MOL W2 / Endline)

--- days per month (if 0, skip to S-54)

98. Refused (vol.) (Skip to S-54)

99. Don't Know (vol.) (Skip to S-54)

S-53a. (If more than 0 in S-52) How many of these days do you think were approved leave? All of them, more than half, about half, less than half, or none of them?

(Was Q-52a in MOL W2 / Endline)

1. All of them (Skip to S-54)

2. More than half (Go to S-53b)

3. About half (Go to S-53b)

4. Less than half (Go to S-53b)

5. None (Go to S-53b)

97. Not Asked (Skip to S-54)

98. Refused (vol.) (Skip to S-54)

99. Don't Know (vol.) (Skip to S-54)

S-53b. (Ask if codes 2-5 in S-53a) Do you think the unapproved absences decreased their salaries?

(Was Q-52b in MOL W2 / Endline)

1. Yes

2. No

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-54. (Ask All) Overall, how satisfied or unsatisfied are you with how your salary is now paid by the Ministry?

(Was Q-53 in MOL W2 / Endline)

1. Extremely Satisfied

2. Mostly Satisfied

3. Neither Satisfied Nor Unsatisfied

4. Mostly Unsatisfied

5. Extremely Unsatisfied

98. Refused (vol.)

99. Don't Know (vol.)

S-55. If you were offered the opportunity to change how your salary is paid to a new system in which you were paid by mobile money, how interested would you be? In this new system, you would receive an SMS message to your phone when your salary had been deposited, and you could then visit a mobile money agent in your home neighborhood or near the Ministry building to withdraw your salary. You could also use mobile money to buy airtime, make transfers to other people, and pay for bills and goods. How interested or disinterested are you?

(Was Q-56 in MOL W1 / Baseline)

1. Extremely Interested (**Go to S-56a**)
2. Mostly Interested (**Go to S-56a**)
3. Neither Interested Nor Disinterested (**Skip to S-56b**)
4. Mostly Disinterested (**Skip to S-56b**)
5. Extremely Disinterested (**Skip to S-56b**)

98. Refused (vol.) (**Skip to S-57a**)

99. Don't Know (vol.) (**Skip to S-57a**)

S-56a. (If 1 or 2 in S-55) Why are you interested? (Select all that apply)

(Was Q-57a in MOL W1 / Baseline)

1. The system would be easier to use
2. We would receive our pay on time
3. It is a modern system / more developed
4. I can access my pay without risk / at any time

96. Other (specify):-----

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-56b. (If 3, 4 or 5 in S-55) Why are you not interested? (Select all that apply)

(Was Q-57b in MOL W1 / Baseline)

1. I do not know how to use the system
2. The system would take a longer time/would be slow
3. The system is not transparent/difficult to oversee

96. Other (specify):-----

97. Not Asked

98. Refused (vol.)

99. Don't Know (vol.)

S-57a. (Ask All) Do you think switching to mobile salary payments like the system I just described would make your salary experience better, the same, or worse than it is now?

(Was Q-58a in MOL W1 / Baseline)

1. Better (**Go to S-57b**)
2. Same (**Go to S-57c**)
3. Worse (**Go to S-57d**)

98. Refused (vol.) (**Skip to S-58**)
99. Don't Know (vol.) (**Skip to S-58**)

S-57b. (Ask if 1 in S-57a) Why do you think so? (**Select all that apply**)

(Was Q-58b in MOL W1 / Baseline)

1. The system would be improved / modernized / easier to use
2. There would not be extra fees
3. It would be faster to receive my pay / access my pay

96. Other (specify):-----
97. Not Asked
98. Refused (vol.)
99. Don't Know (vol.)

S-57c. (Ask if 2 in S-57a) Why do you think so? (**Select all that apply**)

(Was Q-58c in MOL W1 / Baseline)

1. The system is not transparent
2. We will face the same issues as before
3. It requires education to use

96. Other (specify):-----
97. Not Asked
98. Refused (vol.)
99. Don't Know (vol.)

S-57d. (Ask if 3 in S-57a) Why do you think so? (**Select all that apply**)

(Was Q-58d in MOL W1 / Baseline)

1. The system is not transparent
2. We will face the same issues as before
3. It requires education to use
4. It would increase the time and travel costs to pick up the salary

96. Other (specify):-----

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

S-58. (Ask All) If you were asked to vote on whether the entire Ministry should switch to mobile salary payments, would you be in favor or against such a change? Please note this is a hypothetical question and you will not actually be asked to vote on this decision.

(Was Q-59 in MOL W1 / Baseline)

- 1. In Favor
- 2. Against

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

S-59. (Ask All) Would you agree to pay a one-time fee to switch to mobile salaries right now? Please note that this is only a hypothetical question - you will not be asked to pay a fee.

(Was Q-60 in MOL W1 / Baseline)

- 1. Yes (**Go to S-60**)
- 2. No (**Skip to S-61**)

-
- 98. Refused (vol.) (**Skip to S-61**)
 - 99. Don't Know (vol.) (**Skip to S-61**)

S-60. (If 1 'yes' in S-59) How much of a one-time fee would you be willing to pay?

(Was Q-61 in MOL W1 / Baseline)

----- Afs

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

S-61. Do you sometimes receive money from the community, in addition, or in substitution of the salary from MoE?

- 1. Yes
- 2. No

-
- 98. Refused
 - 99. Don't Know

S-62. AWCC is the firm that will process your salary once the transition will be made to mobile salary payments. AWCC can offer an extra layer of security to MoE employees to prevent others from accessing your mobile money account if you lose your phone. In this system, you would need to scan your finger in order to withdraw money from your mobile money account. Someone else would not be able to withdraw your salary since their fingerprint would not match your own.

Would you prefer using your fingerprints to withdraw money, or would you prefer using only your phone and PIN code?

1. Would prefer using fingerprints
2. Would prefer only using phone and PIN

98. Refused
99. Don't Know

S-63. There are reports that anti-government groups are forming agreements about the operation of schools in certain areas of Afghanistan. Have any of the following happened to other teachers in your district?

	Yes	No	Refused	Dont Know
Anti-government groups selecting teachers?	1	2	98	99
Anti-government groups deciding which students can attend school?	1	2	98	99
Anti-government groups providing security for schools?	1	2	98	99
Anti-government groups decided school curriculum?	1	2	98	99
Anti-government groups evaluating teacher performance?	1	2	98	99
Anti-government groups controlling salary payments?	1	2	98	99

Interviewer Section

D-1. (Interviewer Code): How many people were present for the interview?

(Was D-24 in MOL W1 / Baseline)

---- ---- **Number of people**

D-2. (Interviewer Code): Which of the following statements do you think best describes the level of comprehension of the survey questionnaire by the respondent?

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

D-3. (Interviewer Code): Which of the following statements best describes the level of comfort or unease that the respondent had with the survey questionnaire?

1. The respondent was comfortable (at ease) with the entire questionnaire

2. The respondent was comfortable with most of the questions
3. The respondent was comfortable with only some of the questions
4. The respondent was generally uncomfortable with the survey questionnaire

D-4. (Interviewer Code): Please indicate which, if any, of the questions caused this respondent any uneasiness or decreased cooperation during the interview. (Write down no more than three question numbers, in order of mention).

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

D-5. (Interviewer Code): Has the respondent seemed comfortable with the length of the survey?

1. Yes
2. No

D-6. (Interviewer Code): Do colleagues seem to know the respondent?

1. Yes
2. No
3. Could not observe other colleagues

D-7. Do children seem to know the respondent?

1. Yes
2. No
3. Could not observe children

D-8. Did the respondent seem knowledgeable about his/her job?

1. Yes
2. No
3. Could not observe

D-9. Was the respondent confident about his/her answers to the survey?

1. Yes
2. No
3. Could not observe

D-10. Based on your judgment, do you think the respondent actually works at the school?

1. Yes
2. No

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