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NYU ALSE TEACHER SURVEY

Training Manual

Wave 4, 2017

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_____: This manual belongs to

_____: Interviewer Code

_____: Name of supervisor

Introduction

This training manual is for the teacher survey for Wave 4 of the Assessment of Learning Outcomes and Social Effects of Community-Based Education in Afghanistan (ALSE): A Randomized Field Experiment. Data will be collected from September to November 2017 from villages in 6 provinces: Bamiyan, Daykundi, Ghor, Herat, Kapisa, and Parwan.

This research is being done in partnership with two NGOs—CARE and CRS—who are establishing and supporting community-based schools (CBS) in these six provinces. CARE is supporting schools in Parwan and Kapisa provinces; CRS is supporting schools in Bamiyan, Daykundi, Ghor, and Herat provinces. In early 2014, CARE and CRS established CBS in 131 villages. They also established CBS in other 44 villages in 2016. There are an additional 6 villages in the sample, where a CBS has been established by another NGO. You will conduct the teacher survey in villages where there is an already established CBS.

In contrast to Wave 2 that was conducted in 2015, ALSE/NYU facilitated the transfer of 69 CBS classes in 62 villages to local community institutions (Community Development Councils, Education Subcommittees, and School Management Shuras) in March 2017. While these three institutions are supporting the management and administration of these classes, ALSE/NYU is providing some financial support. This transfer was done in order to test whether local community managed CBS is a sustainable options for the continuation of CBS at the village level.

The village breakdown by organization:

ALSE/ NYU	CARE	CRS	Other NGO
62 Villages	50 Villages	63 Villages	6 Villages

In a few villages, there will be more than one CBE teacher. In these cases, each active CBE teacher must be interviewed. Before visiting each village, you will be given the teachers' names and contact information. If you do not know, you must ask your supervisor. **Please make sure that the teacher knows that you do not work for either ALSE/NYU, CRS or CARE and that the answers that they give to your questions will not affect their job nor the NGO's support for the school in their community.** Each teacher survey will take approximately 30 minutes.

These interviews must be conducted professionally and according to the guidelines outlined in this manual. **Research Officers hired by NYU will randomly accompany teams of surveyors to villages to ensure that all are adhering to these guidelines. These visits will occur randomly so you will not know in advance when the Research Officers will come to observe your work. If it is found that you are not adhering to the guidelines set forth in this manual, you may be withdrawn from working on the survey and barred from future work on the ALSE project.**

Finally, you should try to receive truthful responses from teachers interviewed. To do this, make sure to have a good relationship with those you interview and to make sure that they trust you. They should know that their answers will be anonymous and that there are no right or wrong answers to any

IMPORTANT GUIDELINES

- Know and follow all guidelines in this manual
- Do not represent yourself as working for either CRS or CARE
- Make sure your behaviour reflects well on ACSOR, CRS/CARE, and NYU
- Know how many teachers there are in each village, their names and their contact information
- Make sure respondents feel comfortable and know that you will not share their answers with anyone

question.

Before you begin

Selecting respondents

The village elder will introduce you to the teacher. If the teacher is unavailable you must try to make an appointment to interview him or her later. If you are in the village for just one day, you should call your supervisor to inform him/her that you will have to return another day to complete the teacher survey. There are also some cases where the teacher does not live in the village. If the teacher is not present in the village while interviews are being conducted, you may need to arrange to interview the teacher in another location.

If you are unable to schedule a suitable time to interview the teacher, you should inform your supervisor.

Reading and recording answers

You will complete a survey questionnaire with each teacher. The survey has different types of questions with different instructions for completing the answers. Below are the main types of questions. Each question has a different symbol associated with it throughout this guide. Every time

Important Guidelines





- When reading the questions, you should read all response options out loud unless it specifically says **DO NOT** read responses, in which case you must not, under any circumstance, read the response options out loud.
- For each question, circle only **ONE** response, unless directed to **select all that apply** in which case you must circle all the responses the respondent mentions.
- **DO NOT** read instructions inside parentheses “(...)”.

you see that symbol, you should follow the instructions for that type of question.

Types of Questions





SELECT RESPONSE: Circle the numeric code associated with the response option that the respondent chooses, using the picture below as an example:

	<p>Q10- (از همه بپرسید) شما در کدام سال تدریس را در مکاتب منطقه تان در این قریه آغاز نمودید؟</p> <table border="1"> <tr> <td>1</td><td>1393</td></tr> <tr> <td>2</td><td>1394</td></tr> <tr> <td>3</td><td>1395</td></tr> <tr> <td>4</td><td>1396</td></tr> <tr> <td>98</td><td>انکار</td></tr> <tr> <td>99</td><td>نمیدانم</td></tr> </table> <p>*This is the most common type of question on the survey*</p>	1	1393	2	1394	3	1395	4	1396	98	انکار	99	نمیدانم
1	1393												
2	1394												
3	1395												
4	1396												
98	انکار												
99	نمیدانم												
	<p>OPEN ENDED QUESTION: Write down the respondent's answer.</p> <p>If the respondent refuses to provide an answer, then <u>you should still mark the appropriate code</u> (97, 98 or 99 – see below).</p>												
	<p>OPINION SCALE: Read <u>all</u> answer options (e.g. strongly agree / agree / disagree / strongly disagree). Make sure to capture the respondent's degree of agreement. For example, such as "I sort of disagree," ask for clarification by saying "so, would you say that you strongly agree, agree, disagree, or strongly disagree? Please pick the one that is closest to your own opinion." Do not indicate what your opinion is or whether you think that there is one answer that is better than others.</p> <p>For battery style questions that have this type of opinion scale, make sure to read all response options for each battery portion. Do not just read the scale once at the beginning of the question.</p>												
	<p>STOP AND OBSERVE: Do NOT ask this question to the respondent directly. <u>Observe</u> the answer and circle the appropriate response on the survey.</p>												
	<p>TO BE COMPLETED BY YOUR SUPERVISOR: There are a few questions on your survey that are to be completed by your supervisor, or by ACSOR either before or after the survey is conducted. You do not need to mark a response for these questions.</p>												

Common Instructions


Some questions have instructions about how they should be read. Below are the most common instructions in the survey. Do not read these instructions to the respondent.

	<p>READ ALOUD: Read all questions aloud to respondents. In addition, you should read some passages of text word-for-word.</p>
	<p>SKIP PATTERN: Some questions will be skipped depending on the answer to a previous question. For example,</p> <p>Q47. In the next school year (1397), do you think the CBE class will continue to operate or will it close?</p> <p>Continue to operate (Go to Q48) Not continue but a new CBE class will be started at a lower grade level (Go to Q49)</p>

	<p>It will close (Skip to Q49)</p> <p>98. Refused (vol) (Skip to Q49)</p> <p>99. Don't Know (vol) (Skip to Q49)</p> <p>If the respondent answers “continue to operate” or “not continue but a new CBE class will be started at a lower grade level” then you continue with the next question in the sequence (Q48). However if the respondent answers “It will close” then you will follow the instructions and skip ahead to Q49 but for Q48 you will mark “97 Not asked”.</p>
?	<p>FOLLOW UP ACTION IS REQUIRED: Some questions require additional action on your part. For example, you may need to verify the information provided by the respondent against existing records or previous responses.</p>

Standard Answer choices

Some answer choices are standard throughout the survey and should be used when the respondent does not provide an answer. You should never read these answer choices out loud.

97	Use this code for questions that have not been asked—for example, if you follow a skip pattern, use this code for the questions that you skip.
98	Use this code if the respondent says that they refuse to answer the question. You should use this code rarely. If the respondent refuses to answer a question, you should encourage (but not pressure) the respondent to answer by telling him that his answers will not be shared with anyone and that his answers will have no effect on education in his community. (See also guidance note 2 on asking sensitive questions).
99	Use this code in cases when the respondent does not know the answer to a question. If the respondent is confused about a question, you can re-explain the question using different words. This code should almost never be used in relation to an opinion question.
	‘OTHER’ ANSWER CHOICE: Some questions have an answer choice that allows you to write down the respondent’s answer if it is not included in the numeric list of answer choices. If this happens, you should circle the number associated with “other” and write the respondent’s answer on the blank line.

Enumerators should never suggest to an interview respondent that there is any correct answer. Respondents should feel free to give the answer that they think is most appropriate. If a project monitor finds that an enumerator is suggesting a correct answer to a respondent or pressuring a respondent to answer a certain way, she or he may not be paid for his or her work, and may be removed from working on this project.

GUIDANCE NOTE 1: CONSISTENCY AND OBJECTIVITY

It may be tempting to give respondents your opinion on a topic as you ask questions or try to guess what the respondent would say. However, this reduces the quality of the data collected, since the respondents may want to

say they agree with you even if they do not. Even if you need to explain a question, it is important that you do not provide your opinion.

To get the best quality data, you should:

- Read the questions exactly as worded
- Provide all answer choices every time you ask a question, unless other instructions are given
- If the respondent does not understand a question, reword or rephrase according the guidelines provided in this manual.
- **Never provide your own opinion.** If the respondent is uncertain about a question, ask him or her to estimate his opinion and/or remind him that there is no correct answer.
- Record respondent's answers precisely, even if you do not agree with them.

Informed consent

Informed consent is a very important part of any research. It is an agreement established between you—the surveyor—and the respondents, and it must be respected at all times. Informed consent requires that you discuss the purpose and goals of the research with the respondents and that the respondents **voluntarily** agree to participate in the research. Informed consent is taken at the beginning of the interview, when you read the consent script (Section 1 below) and ask the respondent to participate. Informed consent also means that at any point during the interview, a respondent may decide to end the interview.

If this happens, you should reiterate that no information the respondent gives will be traceable back to her or him. You can also indicate approximately how much time the remaining portion of the interview will take. If the respondent still refuses to continue the interview, you should thank her or him for their time, and leave the home. This guide and the survey include all the information you need to ensure that informed consent is respected (see also Section 1: Greetings and Introductions and Consent, below).

GUIDANCE NOTE 2: ASKING QUESTIONS ABOUT SENSITIVE TOPICS

Certain parts of this survey ask people about their cultural and social context. These questions may touch upon sensitive topics, particularly in the context of insecurity and conflict in Afghanistan. A question that is sensitive may generate an emotional response from respondents. This may occur even in cases where you yourself do not believe a question to be of a sensitive nature since reactions can depend on the personal biographies of respondents and thus cannot be predicted. Emotional responses may include: anger, upset, discomfort, anxiety, or stress. A respondent may have an emotional response to the question even if they do not show that response verbally or physically. These responses may occur for different reasons, including the fact that they feel judged, misrepresented, or endangered. For your safety as well as the safety of the respondent, it is important to be aware of these possibilities and to be able to respond appropriately.

The following advice can minimise problems:

When asking questions

- **Ask questions exactly as worded.** All questions have been designed to avoid emotional responses as much as possible. If you need to re-explain a question using different wording then you should do so in a way that avoids bias or presenting your opinion.
- **At all times, respect a respondent's decision not to answer a question.** You can encourage a respondent to answer but never pressure a respondent to answer a question or give the impression that you are unhappy with their response. Pushing someone to answer questions they do not understand or forcing them to answer in cases where they claim not to have an answer or opinion can generate frustration and undermines the trust between yourself and the respondent.

When observing responses

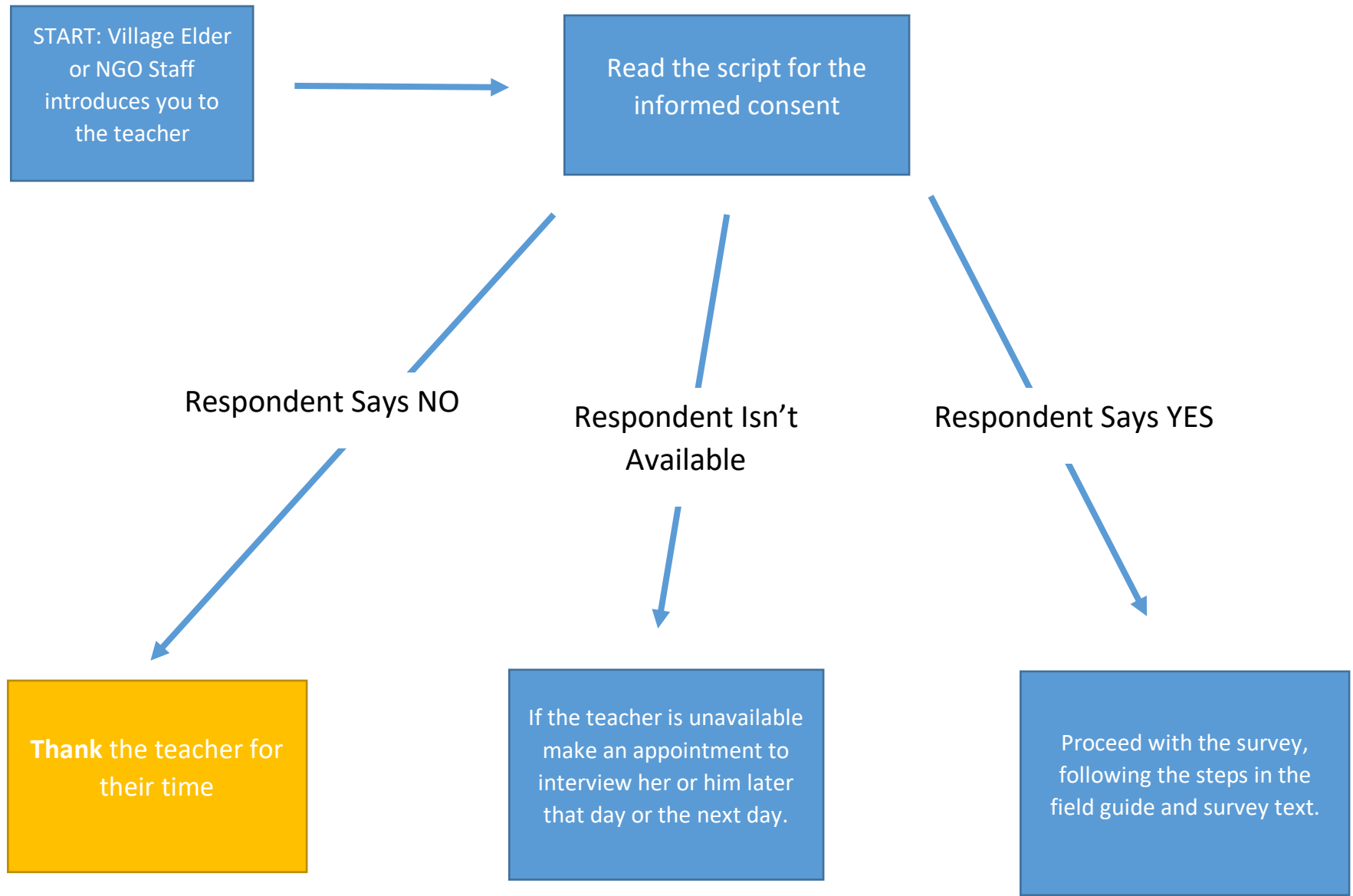
- **Pay attention to how respondents react to questions.** This includes not only verbal frustration but also their body language. If a respondent verbally or physically shows discomfort you should:
 - o Pause and reassure them about the purpose of the question
 - o Tell them that their answers will not be shared with anyone else
 - o Tell them that they do not have to respond if they are uncomfortable doing so.

- **Be careful how you react to the responses provided.** Your behaviour may convey shock or surprise that could offend or upset the respondent. This includes visibly expressing your disagreement (eye rolls, frowning and other expressions of surprise).

Important instructions

The survey consists of twelve sections in total. Each section collects a different type of information. The types of questions used throughout the survey vary. You should be familiar with these different question types (explained above) and able to shift from one type to another comfortably during the survey implementation. Later in the manual we introduce each section and provide an overview of the questions asked. This is followed by more in-depth information on the particular purpose of the question asked, as well as specific instructions on how to ask this question. In each section, space is provided for you to take notes during the training.

Figure one: implementation process for the teacher's survey



Section: Survey Management Information AT A GLANCE...

This section of the survey comprises 23 questions (M.1 to M.23). It collects information on the teacher and community demographics as well as information on the sample.

There is one multi-part question (M.12).

- ⊗ Almost all of the questions in this section should be answered by observation only and may be completed BEFORE you begin the interview with the teacher.**

NOTES	INSTRUCTIONS	QUESTION
	This number will be added after fieldwork is completed.	M1. Respondent ID
	<input type="radio"/> Observation only <i>Write Wave Number 4.</i>	M2. Wave Number
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided	M3. Region
	<input type="radio"/> Observation only. Complete before approaching household. <i>This number will be pre-filled in on your answer sheet.</i>	M4. Sampling Point/ District Where the Interview Was Completed
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided <i>The only geographic code you should use is 1. Villages.</i>	M6. Geographic Code
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided <i>The only provinces you should mark are 2. Kapisa, 3. Parwan, 24. Herat, 31. Ghor, 32. Bamyan, or 34. Daykundi.</i>	M7. Province
	<input type="radio"/> Observation only. Complete before approaching household. <i>Please record the year (2017). Do <u>not</u> record the year according to the Afghan calendar.</i>	M8. Year of interview
	<input type="radio"/> Observation only. Complete before approaching household. <input checked="" type="checkbox"/> Select response from list provided.	M9. Month of interview
	<input type="radio"/> Observation only. Complete before approaching household.	M10. Date of interview

	<div><input type="radio"/> Observation only. Complete before approaching household.</div> <div><input checked="" type="checkbox"/> Select response from list provided.</div>	M11. Day of week of interview
	<div>a. <div><input type="radio"/> Observation only. Complete before approaching household.</div></div> <div>b. <div><input type="radio"/> Observation only. Complete before approaching household.</div></div> <div>c. <div><input type="radio"/> Observation only. Complete before approaching household.</div><div><input checked="" type="checkbox"/> Select response from list provided.</div></div>	M12. (Multipart question – 3 parts) <div>a. Team ID</div> <div>b. Interviewer Code</div> <div>c. Gender of the interviewer</div>
	<div><input type="radio"/> Observation only.</div> <div><input checked="" type="checkbox"/> Select response from list provided.</div> <div>Please select whether you had to visit the household 1, 2 or 3 times in order to complete the interview.</div>	M13. Interview completed on the...
	<div><input type="radio"/> Observation only. Complete before approaching household.</div>	M14. Supervisor code
	<div><input type="radio"/> Observation only.</div> <div>You should record the time starting from when Q1 – the first substantive question - is asked.</div>	M15. Record Time (using 24 hour clock) interview began
	<div><input type="radio"/> Observation only.</div> <div>After you finished the last question asked of the respondent (D7), please record the time. If the respondent ends the interview early, please record the time it is when the respondent stated that s/he no longer wished to continue. You should fill in all four data positions</div>	M16. Record Time (using 24 hour clock) interview ended
	<div><input type="radio"/> Observation only</div>	M17. Record the length of the interview in minutes

	<input type="radio"/> Observation only <i>Use the data format provided on questionnaire. For example <u>AUG 2017</u></i>	M18. Date Formatted Field.
	<input type="radio"/> Observation only <i>M19 should be left blank. It will be filled in during data processing.</i>	M19. Keypuncher code
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	M20. Language of the interview
	<input type="radio"/> Observation only <i>M21 should be left blank. It will be filled in during data processing.</i>	M21. Coder code
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	M22. Language of the Questionnaire
	<input type="text"/> Write in the response provided.	M23. Teacher's name



Section I: Greetings and Introductions / Consent

SECTION I AT A GLANCE...

This section sets the tone for the rest of the interview. It also includes the script you need to read in order to obtain informed consent.



You must read the script provided in “greetings and instructions” and “consent” word for word.

NOTES	INSTRUCTIONS	SECTION
	<p> Read the script below for the greeting and introduction out loud.</p> <p>Notes to interviewer: <u>DO NOT</u> read instructions inside parentheses “(...)”.</p> <p>Assalam o Alakum, my name is _____ (and this is _____). I work for the Afghan Center for Socioeconomic and Opinion Research (ACSOR), an independent research organization working in Afghanistan. We are studying community-based schools, also called CBS, in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] Province. We understand that [CARE/CRS] has established a community-based school around Asad/Sunbula 1393 and that you teach at this school. We do not work for the organization that is managing the school or the Ministry of Education. We work with education organizations to learn about the functioning of community based schools. I would like to interview you to learn more about your experience and more generally, education in this village. We would like to speak to you now and again in Asad/Sunbula 1395. Please understand that your responses to this survey will have no effect on your employment. You may end the survey at any time or refuse to answer any questions that you do not want to answer.</p> <p>Your participation may help us understand the process of delivering better education services in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] province. We very much appreciate your participation. Your participation is purely voluntary; you are being very generous with your time. The survey will take approximately 40 minutes.</p>	<p>Greetings and Introductions</p>
	<p> Read the script below for the consent out loud</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>Notes to interviewer: <u>DO NOT</u> read out the answer choice.</p> <p>Consent : Are you willing to let me talk to you? <i>(Mark only one answer.)</i></p> <p>a. The teacher was available and willing to be interviewed. <i>(Say thank you very much</i></p>	<p>Consent</p> <p>Are you willing to let me talk to you?</p>

	<p><i>for agreeing to participate.)</i></p> <p>b. The teacher was available, but refused to be interviewed <i>(Say thank you and end the interview.)</i></p>	
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Section II: Teacher Demographics

SECTION II AT A GLANCE...

This section of the survey comprises 9 questions (Q1 to Q9). It collects information about the teacher.

There are four multi-part questions (Q3 (a and b), Q4, Q8 and Q9).

 **This section includes skip patterns.**

 **You must read the statement below word for word after Q2 and before Q3.**

“I am going to begin by asking you a few questions about yourself, including your educational and teaching background. First, I will ask questions about the government schooling you have received. Then, I will ask questions about your Islamic studies.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS		QUESTION
	<div><input type="radio"/> Observation only</div> <div><input checked="" type="checkbox"/> Select response from list provided.</div> <div><u>DO NOT</u> ask.</div>		Q1. Indicate gender of the respondent
	<div><input type="radio"/> Observation only</div> <div><input checked="" type="checkbox"/> Write in the estimated age of the respondent.</div> <div><u>DO NOT</u> ask.</div>		Q2. Indicate the approximate age of the respondent
Remember! Read the statement out loud to the interviewee			
	<div>a.<div><input checked="" type="checkbox"/> Write in the response provided.</div></div> <div>b.<div><input checked="" type="checkbox"/> Write in the response provided.</div></div>		Q3. (Multipart question – 2 parts) What is your home district and province?
	<div>a.<div><input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: Community-based school is typically a single class taught by one teacher and is located in a home or mosque. It teaches the government curriculum, but is typically supported by an NGO. Typically, children from only one village attend the class—although sometimes children from villages located very close by also attend.</i></div></div> <div>b.<div><input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: a government primary school is a school that is located in a centralized building and is often attended by children from multiple villages. Classes are taught by government-supported teachers and are managed by the government.</i></div></div> <div>c.<div><input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: a government secondary school is a school that is located in a centralized building and is often attended by children from multiple villages. Classes are taught by government-supported teachers and are managed by the government.</i></div></div>		Q4. (Multipart question – 7 parts) I am going to read to you a list of school types. For each please tell me if you have studied at that type of school. Have you studied at <i>[school type]</i> ?

	<p>d. <input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: a government high school is a school that is located in a centralized building and is often attended by children from multiple villages. Classes are taught by government-supported teachers and are managed by the government.</i></p> <p>e. <input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: Teacher training college offers courses for the training of primary and secondary school teachers. Graduates of this college are officially recognized or authorized to be teachers in government schools.</i></p> <p>f. <input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: University is an educational institution from which students earn a graduate degree like a Bachelors.</i></p> <p>g. <input type="checkbox"/> Write in the response provided.</p>	
	<p><input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern</p> <p>Do NOT read out answer choices.</p> <p>IF RESPONSE 3, 4, 5, 6, 7 ASK Q6 NEXT IF RESPONSE 1, 2, 98 or 99 SKIP TO Q8 AND MARK Q6 AND Q7 ‘97 NOT ASKED’ If response 8 <input type="checkbox"/> write in response given.</p> <p><i>Explanation: Most of the formal education types are explained above except semi-higher education, which means an institution that provides certificates to students who attend their courses. The courses are equivalent to grade 13 and grade 14.</i></p>	Q5. What is the highest level of formal education you have completed?
	<p><input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern</p> <p>IF YES, 98 OR 99 SKIP TO Q8 AND MARK Q7 ‘97 NOT ASKED’ IF NO ASK Q7 NEXT If skipped, mark ‘97 Not asked’</p>	Q6. Have you received shahadat nama of twelfth grade or a diploma for your formal studies, or not?

	<u>Explanation:</u> <i>Shahdat nama is a certificate of completion to show someone has successfully completed 12 grades of formal education.</i> <i>Diploma is a certificate awarded by an educational institution to show someone has successfully completed the institution's course(s).</i>		
	<input checked="" type="checkbox"/> Select response from list provided. DO NOT read out answer choices. If skipped, mark '97 Not asked' <i>Explanation: Below are the explanations for each response.</i> <i>1: An individual did not make an official request from the MoE or the educational institution to obtain the shahadat nama or the diploma.</i> <i>2: The person requested the shahadat nama or the diploma but the institution has not prepared it yet.</i> <i>3: The educational institution is not authorized to provide shahadat nama or the diploma.</i> <i>4: The records may have been displaced or destroyed.</i> <i>5: The teacher could not physically go to the educational institution to pick up the shahdat nama or diploma.</i> <i>6: ✎ Write in the response provided.</i>		Q7. What is the reason that you do not have shahadat nama of twelfth grade or a diploma?
		<input checked="" type="checkbox"/> Select response from list provided.	Q8. (Multipart question – 3 parts) Now I would like to ask you about your Islamic studies...
	a	IF YES ASK Q8B. If NO OR 98 SKIP TO ASKING ABOUT MADRASSA AND MARK 8B FOR MOSQUE '97 Not asked'. <u>Explanation:</u> (a) <i>Mosque: Studies in a mosque, typically with a mullah, focused on religious texts. (b) Madrassa: An institution for religious education. Students may attend from around age 6 until their late teen or early 20s.</i>	Q8a. Have you studied at a <i>[institution type]</i> ?
	b	<input type="text"/> Write in the response provided. Ask only if answer to Q8a is “yes.”	Q8b. How many years have you studied at <i>[institution type]</i> ?

		If skipped, mark '97 Not asked'	
	c	<input checked="" type="checkbox"/> Select response from list provided. Ask only if answer to Q8a is yes. If skipped, mark '97 Not asked' <i>Explanation: This question is only relevant for 'madrassa.'</i>	Q8c. Have you received a certificate of completion issued by the Ministry of Education for your studies at <i>[type]</i> ?
		<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern Ask questions 9a to 9e for school options a-h. If yes to 9a, ask 9b to 9e. If 2 'no' in 9a or 98 'Refused', mark '97 Not asked' for 9b-9e for that school type and go to next school type. <i>Explanation: Refer to explanation for question 4 for the definition for each school type except "courses and other private education institutions" which are courses offered at an institutions that is controlled or managed by a non-governmental organization that is either a non-profit or for-profit company.</i>	Q9. (Multipart question – 5 parts) I am going to read out a list of places where you may or may not have taught in this village or another village. Please tell me if you have taught in each of these places, and if so, what subjects you taught and for how many years. ASK ALL
	a.	<input checked="" type="checkbox"/> Select response from list provided- yes or no.	Q9a. Have you taught before your current position as the CBE teacher at a <i>[school type]</i> , or not?

	b	<input checked="" type="checkbox"/> Select response from list provided. Ask only if answer to Q9a is “yes.”<u>DO NOT</u> read items. Mark all that apply. If skipped, mark ‘97 Not asked’ <u>Explanation:</u> n/a	Q9b. What subjects did you teach at the [school type]? (Do not read out answer choices. Mark all that apply.)
	c	<input type="checkbox"/> Write in the response provided. Ask only if answer to Q9a is “yes.” If skipped, mark ‘97 Not asked’ <u>Explanation:</u> n/a	Q9c. How many total years did you teach at [school type]?
	d	<input checked="" type="checkbox"/> Select response from list provided. Ask only if answer to Q9a is “yes.”<u>DO NOT</u> read out items. If skipped, mark ‘97 Not asked’ <u>Explanation:</u> Mark “inside” if the school type mentioned is Inside the same district as the current CBE class. Mark “outside” if the school type mentioned is in any other district than the CBE class location. You may mark “both” if, for the school type mentioned, the teacher taught in the same district as the CBE class location AND in a different district from the CBE class location.	Q9d. Where was the [school type] located?
	e	<input type="checkbox"/> Write in the response provided. Ask only if answer to Q9b is 2 or 3. If 1 go to next school type. If skipped, mark ‘97 Not asked’ <u>Explanation:</u> n/a	Q9e. In what outside district did you teach?

Section III: Recruitment

SECTION III AT A GLANCE...

This section includes 11 questions (from Q10 to Q20). Question 20 is a multipart question.

 This section includes skip patterns.

 You should begin this section by reading the following script:

“Now I would like to ask you a few questions about your current position, including how you were recruited and your salary.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: The question asks in what year did the teacher start teaching the CBE class in this village. The teacher should have taught in the school continuously since the year he or she started. If there was a break in work, use start date from when the teacher started working again.</i>	Q10. What year did you start teaching the CBE class in this village?
	<input checked="" type="checkbox"/> Select response from list provided. <i>Explanation: The respondent should indicate if they were living in the village or outside the village when they were hired to teach the CBE class. Outside the village means that they moved to the village to teach or currently reside outside the village and travel daily to teach.</i>	Q11. Were you living inside this village or outside this village before you became the teacher of the CBE class?
	<input type="checkbox"/> Write in the response provided. <i>Explanation: The respondent should give a number. If they are having trouble calculating, ask them to give an approximate number. If they say that it ranges throughout the year depending on seasons, ask them to give an average number. This number should represent contact hours with the students; the number of hours the teacher spends actually teaching the students in the class.</i>	Q12. In this school year (1396), on average, how many hours a week do you spend in the classroom teaching?
	<input checked="" type="checkbox"/> Select response from list provided. Mark all that apply. <i>Explanation: This question asks about what subjects the teacher taught during this school year in 1396. The teacher should have taught these regularly during the school year.</i>	Q13. In this school year, 1396, what subjects do you teach the CBE class? Did you teach _____ <i>[ITEM]</i> ?
	<input checked="" type="checkbox"/> Select response from list provided. <u>DO NOT</u> read choices. <input checked="" type="checkbox"/> Response causes skip pattern	Q14. Who pays your teaching salary, if you receive one?

	<p>IF RESPONSES 1, 2, 3, 4, 5, OR 7 GO TO Q15</p> <p>IF RESPONSES 6, 98, OR 99 SKIP TO Q20</p> <p>If skipped, mark Q15 –Q19 ‘97 Not asked’</p> <p><i>Explanation: This question wants to know who pays the teacher salary. If the teacher doesn't know mark 99. Do not say any of the items.</i></p>	
	<p><input type="checkbox"/> Write in the response provided.</p> <p><u>DO NOT</u> Ask if Teacher is a Volunteer, Code 6, in Q14</p> <p>If skipped, mark ‘97 Not asked’</p> <p><i>Explanation: Volunteer means that the teacher does not receive a salary (i.e. money) for his or her teaching services. If the teacher is paid in USD, then multiply that amount by 67 AFN. If the respondent initially gives a salary for a timeframe other than months, please clarify and ask them to estimate their monthly salary.</i></p> <p><i>ALSE/NYU teachers were issued a ‘participant letter’ in lieu of a ‘contract;’ however, it serves the same purpose and indicates the length of the contract and how much the teacher will be paid and how often (usually monthly or quarterly).</i></p>	<p>Q15. What does your contract or participation letter from this current year say that your <i>monthly</i> salary is supposed to be?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>DO NOT</u> ask if Teacher is a Volunteer, Code 6, in Q14</p> <p>If skipped, mark ‘97 Not asked’</p> <p><i>Explanation: This question refers to all the months that the teacher worked during this school year, 1396. They should not account for previous years they have worked as the CBE teacher.</i></p>	<p>Q16. For this year (1396), how much of your salary have you been paid? Would you say that you have been paid all you are owed, more than half, about half, less than half, or none of what you are owed?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>DO NOT</u> ask if Teacher is a Volunteer, Code 6, in Q14</p> <p>If skipped, mark ‘97 Not asked’</p>	<p>Q17. For this year (1396), how often do you receive your salary on time? Always, often rarely, or never on time?</p>

	<p><i><u>Explanation:</u> This question asks only about 1396. The question refers to whether the teacher received his or her salary consistently on time for each pay period. Typically, payments are considered “on time” if they are paid the last day of the pay period or a few days after the pay period. For example, if the teacher should be paid monthly, then she or he should receive a payment within the first few days of the next month. If he or she is paid quarterly, they should receive a payment a few days after the end of the quarter.</i></p>	
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>DO NOT</u> Ask if Teacher is a Volunteer, Code 6, in Q14</p> <p><u>DO NOT</u> read items. Mark all responses that apply.</p> <p>If skipped, mark ‘97 Not asked’</p> <p><i><u>Explanation:</u> Generally, teachers have to show some form of documentation as proof that they have been present and are teaching the class in order to receive their salary. In most cases, this includes identification, a signed attendance sheet, and sometimes the hardcopy of the signed contract/participation letter. This question asks what time of documentation they need to present to receive their salary.</i></p>	<p>Q18. This year (1396), what documentation are you required to show to receive your salary?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>DO NOT</u> Ask if Teacher is a Volunteer, Code 6, in Q14</p> <p>Mark all responses that apply.</p> <p>If skipped, mark ‘97 Not asked’</p> <p><i><u>Explanation:</u> In some cases, teachers are required to get the signatures of individuals to validate that they have been present and teachers. This question asks who needs to sign their documentation so the teachers can get their salaries.</i></p>	<p>Q19. Is it required for you to obtain the signature of _____<i>[name of group/individual]</i> to receive your salary?</p>

	<p><i><u>Explanation:</u> This asks whether the teacher was given any non-monetary items for their teaching services.</i></p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>Read items a-e and mark all that apply</p> <p>For 20e. ✎ Write in the response provided. Record only one additional items the teacher receives as compensation.</p> <p><i><u>Explanation</u> for response choice (b): accommodation is place for the teacher to live inside the village. For response choice (c): transportation can refer to any support received so that the teacher can travel to and from the CBE class. This could include a travel allowance, a ride from another villager, or fuel). For answer choice (d): teaching materials can refer to any items that the teacher would use in the classroom during instruction.</i></p>	<p>Q20. (Multipart question – 7 parts).</p> <p>Now I'm going to read to you a list of items you may or may not have received from the community in compensation for your services as the CBE teacher. For each item, please tell me if you have received it from the community as compensation during this year (1396).</p>
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Section IV: Teacher training

SECTION IV AT A GLANCE...

This section includes one multipart question (Q21).



You should begin this section by reading the following script:

“I’m going to read a list of trainings that you may have received as part of this job as CBE teacher. For each training, I’d like to know whether you received it this year (1396) and, if so, who provided it.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS		QUESTION
		Ask questions 21a and 21b for training topics a-e.	Q21. (Multipart question-2 parts)
	a	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern IF ANSWER TO OPTION CHOICE IS “YES” THEN ASK Q21B FOR THAT OPTION CHOICE. IF ANSWER TO OPTION CHOICE IS “NO” THEN MARK 21B ‘97 NOT ASKED’ FOR THAT OPTION AND GO ON TO NEXT TYPE OF TRAINING. <i>Explanation: We explain only training titles that are not self-explanatory. (a) Orientation to teaching is a general training on how to teach. (d) Subject upgrading is instructing teachers how to teach higher grades’ curriculum. For example, third grade teachers are taught how to instruct the grade four curriculum if they attend this training.</i>	Q21a. Did you receive training on <i>[training topic]</i> in the past year?
	b	<input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Write in the response provided. Mark all responses that apply. If skipped, mark ‘97 Not asked’ <i>Explanation: n/a</i>	Q21b. Did <i>[institution]</i> provide the training?

Section V: CBE teacher's interactions with students' families

SECTION V AT A GLANCE...

This section includes 5 questions (from Q22 to Q24). Questions 22 and 24 are multipart questions.



You should begin this section by reading the following script:

“Next, I’m going to ask you about your interactions with students’ parents. I’m going to start by reading to you a list of topics you may or may not discuss with students’ families. I’d like to know how often you discuss each topic with students’ families and, if you do, which members of the family you most often speak with.”

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p>Ask questions for all items a-e.</p> <hr/> <p>a</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Select response from list provided. <input type="checkbox"/> Write in the response provided. <input type="checkbox"/> Read the script provided out loud for each sub-question. <input checked="" type="checkbox"/> Response causes skip pattern <p>IF RESPONSE IS 1-5 ASK Q22B.</p> <p>IF ‘6 NEVER’, MARK Q22B ‘97, NOT ASKED’ FOR THAT OPTION AND ASK QUESTION Q22A ABOUT NEXT OPTION CHOICE</p> <p><i>Explanation: Students’ family can refer to any family member (e.g. father, mother, uncle, etc.) Here are some additional explanations of the topics that are not self-explanatory: (b) curriculum are the subjects taught at the school; (c) the students’ learning progress is how much and how well the student is learning from when the student began the course to today; (d) the student’s behaviour is how the child acts in the class; (e) security concerns refers to any worries that the family might have about having the child walk to the CBE class or their safety while at the CBE class.</i></p> <hr/> <p>b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Select response from list provided. <p>DO NOT read the choices. Mark one choice. Only ask is if response to Q22A is 1, 2, 3, 4 or 5 If skipped, mark ‘97 Not asked’</p> <p><i>Explanation: Most often means with whom did the teacher meet most frequently. For example, if the teacher met the students’ fathers five out of six meetings, then the teacher most often met ‘male family members.’</i></p>	<p>Q22. (Multipart question – 2 parts).</p> <hr/> <p>22a. How often do you meet with students’ families to discuss [topic]?</p> <hr/> <p>22b. Most often, with whom do you meet?</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Select response from list provided. <p><i>Explanation: This question asks how frequently the students’ families physically come to the CBE classroom.</i></p>	<p>Q23. On average, how often do the students’ families visit the CBE classroom? Daily, weekly, monthly, less than monthly, or never?</p>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Select response from list provided. <p>Ask for items a – j. Record a response for each.</p> <p><i>Explanation: This question asks about community members’ contributions to the CBE class either material or other in-kind contributions. Answers to this question should only apply to the 1396 school year.</i></p>	<p>Q24. During this school year (1396), have students’ parents or other villagers contributed any of the following to the CBE class?</p>

Section VI: CBE Teacher's Interactions with Local Institutions and Government Education Offices

SECTION VI AT A GLANCE...

This section includes 9 questions (Q25 to Q33). Q25 is a multi-part question.



You should begin this section by reading the following script:

“Now, I want to ask a few questions about the interactions you have had with local institutions and education offices.”

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>Ask for item a – c. Mark a response for each.</p> <p>If the respondent doesn't recognize the shura names, they can be read the descriptions of the shuras in Annex 1.</p> <p><i>Explanation: This question asks respondents if they are formally a member of one of the shuras. This means that they are recognized by other villagers to be a part of the shura. The teachers would not be considered a member of the shuras if he or she just attended meetings infrequently.</i></p>	<p>Q25. First, can you please tell me if you are currently a member of the following shura? Are you a member of _____ <i>[institution n]?</i></p>
	<p><input type="checkbox"/> Write in the response provided.</p> <p>If the respondent does not know, instruct to estimate.</p> <p><i>Explanation: The respondent should indicate the number of time the Education Shura/ Education Subcommittee (in CARE areas might be known as the School Management Council (SMC). If the respondent doesn't recognize the shura terms, the description in Annex 1.</i></p>	<p>Q26. On average, how many times per month does the Education Shura (or Education Subcommittee) observe the CBE classroom?</p>
	<p><input type="checkbox"/> Write in the response provided.</p> <p>If the respondent does not know, instruct to estimate.</p> <p>If the respondent doesn't recognize the shura names, they can be read the descriptions of the shuras in Annex 1.</p> <p><i>Explanation: This question asks about the teachers' interaction with the Education Shura/ Education Subcommittee for matters related to the CBE class. This could include discussions about the students, teacher salary, classroom space, materials, teaching and learning materials, etc.</i></p>	<p>Q27. On average, how often do you discuss matters related to the CBE class with the Education Shura (or Education Subcommittee) in a <u>month</u>?</p>
	<p><input type="checkbox"/> Write in the response provided.</p>	<p>Q28. How many times have members of the Community</p>

	<p>If the respondent does not know, instruct to estimate.</p> <p>If the respondent doesn't recognize the shura names, they can be read the descriptions of the shuras in Annex 1</p> <p><i>Explanation: This question asks about the number of times the CDC has visited the CBE class. It may be the case that the CDC has never visited the CBE class. If this is the case, fill in '0.'</i></p>	Development Council (CDC) visited your class during this academic year, 1396?
	<p>✎ Write in the response provided.</p> <p>If the respondent does not know, instruct to estimate.</p> <p>If the respondent doesn't recognize the shura names, they can be read the descriptions of the shuras in Annex 1.</p> <p><i>Explanation: This question intends to find out how many times the teacher has interacted with the CDC about CBE related matters. This could include discussions about the students, teacher salary, classroom space, materials, teaching and learning materials, etc. If the teacher has never spoken to the CDC about the CBE class, mark '0.'</i></p>	Q29. On average, how often do you discuss matters related to the CBE class with members of the Community Development Council (CDC) in a <u>month</u> ?
	<p>✎ Write in the response provided.</p> <p>If the respondent does not know, instruct to estimate.</p> <p>If the respondent doesn't recognize the shura names, they can be read the descriptions of the shuras in Annex 1.</p> <p><i>Explanation: This question asks about the number of times the SMS has visited the CBE class. If never, fill in '0.'</i></p>	Q30. How many times have members of the School Management Shura (SMS) visited your class during this academic year?
	<p>✎ Write in the response provided.</p> <p>If the respondent does not know, instruct to estimate.</p> <p>If the respondent doesn't recognize the shura names, they can be read the descriptions of the shuras in Annex 1.</p>	Q31. On average, how often do you discuss matters related to the CBE class with members of the School Management Shura (SMS) in a <u>month</u> ?

	<p><u>Explanation:</u> This question intends to find out how many times the teacher has interacted with the SMS about CBE related matters. This could include discussions about the students, teacher salary, classroom space, materials, teaching and learning materials, etc. If the teacher has never spoken to the CDC about the CBE class, mark '0.'</p>	
	<p><input type="text"/> Write in the response provided.</p> <p>If the respondent does not know, instruct to estimate.</p> <p><u>Explanation:</u> The question asks about visits by education officials at the hub school or district education office levels. The previous questions ask the number of times per month; this question asks about the entire academic year for 1396.</p>	<p>Q32. How many times has the nearest government school principal or the District Education Official visited your class during this academic year?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>Explanation:</u> n/a</p>	<p>Q33. Has the government school principal or the District Education Director asked you to complete any administrative forms?</p>

Section VII: Class Satisfaction

SECTION VII AT A GLANCE...

This section includes 1 multipart question (Q34).



Read the following statement out loud to the respondent:

“I’d like to get your opinion of how satisfied you are with the following items related to the CBE class.”

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p>a – j</p> <p>☺ Opinion scale</p> <p>☑ Select response from list provided.</p> <p>📖 Read the script provided out loud for each sub-question.</p> <p>Ask each of the statements (a to j) and record the opinion of the teacher.</p> <p><i>DO NOT ask item 'e' if the teacher is a volunteer. Move to next item and mark item 'e', '97 Not asked'</i></p> <p><i><u>Explanation:</u> n/a</i></p>	<p>Q34. (Multipart question – 8 parts). In relation to the CBE class, are you very satisfied, satisfied, unsatisfied, or very unsatisfied with _____</p> <p>[read items]?</p>

Section VIII: Teacher's Job Satisfaction and Motivation

SECTION VIII AT A GLANCE...

This section includes 2 questions: Q35 and Q36.




Read the following statement out loud to the respondent:

“Now I want to ask you a few questions about your level of satisfaction with this job and your career aspirations.”

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p>a – 1</p> <p>☹ Opinion scale</p> <p><input checked="" type="checkbox"/> Select response from list provided.</p> <p> Read the script provided out loud for each sub-question.</p> <p>Ask each of the statements a to l and record the opinion of the teacher.</p> <p><i>DO NOT ask option 'c' if the teacher is a volunteer. Move to next item and mark item 'c', '97 Not asked'</i></p> <p><i>Explanation: n/a</i></p>	<p>Q35. (Multipart question – 12 parts). Do you strongly agree, agree, disagree, or strongly disagree that <i>[read statement]</i>?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i>Explanation: n/a</i></p>	<p>Q36. In the past 12 months, how often have you considered changing jobs? Would you say that you have considered changing jobs very often, often, rarely, or never?</p>

Section IX: Teacher and student attendance

SECTION IX AT A GLANCE...

This section includes 7 questions (from Q37 to Q43).



Read the following statement out loud to the respondent:

“Now I want to ask you a few questions about your own and your students’ attendance.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>DO NOT read responses.</p> <p><i>Explanation: This question should be asked of all respondents.</i></p>	Q37. What is the most common reason you miss a scheduled?
	<p><input type="checkbox"/> Write in the response provided.</p> <p>If don't know instruct to estimate.</p> <p><i>Explanation: Missing a class means not making a physical appearance for a scheduled class.</i></p>	Q38. During a typical month, how many times do you miss class, if any?
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i>Explanation: Registered means that the nearest government school has a document with the list of CBE students' names.</i></p>	Q39. How many students are registered in the CBE class?
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i>Explanation: The teacher should provide the number of boys enrolled in the CBE class. The totals for Q40 and Q41 should equal the total provided in Q39.</i></p>	Q40. Of _____ [total in Q39], how many students are boys?
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i>Explanation: The teacher should provide the number of girls enrolled in the CBE class. The totals for Q40 and Q41 should equal the total provided in Q39.</i></p>	Q41. Of _____ [total in Q39], how many students are girls?
	<p><input type="checkbox"/> Write in the response provided.</p> <p><i>Explanation: Missing a class means not making a physical appearance for a scheduled class. The maximum number of classes that a student might miss during a single month, is 25.</i></p>	Q42. During a typical week, how many students miss a scheduled class?
	<p><input type="checkbox"/> Write in the response provided.</p> <p>Fill in the primary and secondary reason using the code provided for each item.</p>	Q43. What are the two most common reasons students miss class? Illness, housework, working to contribute family income, skipping

	<p><i><u>Explanation:</u> This question asks the teacher to identify the top reasons based on frequency. If the teacher lists many options, ask him or her for the two most frequent reasons. If one of the two most frequent reasons is not included in the coded list, fill in number 6 "Other."</i></p>	<p>class/don't want to come to school, security concerns, or some other reason?</p>
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Section X: Students with Disabilities

SECTION X AT A GLANCE...

This section includes 2 questions (from Q45 to Q46). Q45 and Q46 are multi-part questions.



You should begin this section by reading the following script:

“I’d like to ask you a few questions about the health of your students. I’d like to know about their physical health and their behavior.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS		QUESTION
		<p><i>Explanation: This question asks teachers to identify if there are any students in the CBE class that have physical disabilities based on the characteristics listed in a-e. If they respond 'yes' to part a, then they should be asked how many in part b.</i></p>	<p>Q44. (Multipart question – 2 parts).</p>
	a.	<p> <input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern </p> <p>Repeat the question for all items a-d</p> <p>IF 'YES' ASK Q44B</p> <p>IF 'NO', 98 OR 99, MARK Q44B '97, NOT ASKED' FOR THAT OPTION AND SKIP TO THE NEXT ITEM IN THE LIST FOR Q44.</p>	<p>a. Do you have students who <i>[read item]</i>?</p>
	b.	<p> <input type="text"/> Write in the response provided. </p> <p>IF 'YES' IN 45A ASK 45B. If skipped, mark '97 Not asked</p>	<p>b. How many students?</p>
			<p>Q45. Multipart Question For the following questions, I'd like to know if your students exhibit any</p>

			of the following behaviors frequently and consistently.
		<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern Repeat the question for all items a-e. IF 'YES' ASK Q45B NEXT IF 'NO', 98 OR 99, MARK Q45B '97, NOT ASKED' FOR THAT OPTION AND SKIP TO THE NEXT ITEM IN THE LIST FOR Q45.	a. Do you have students who [read item]
		<input type="checkbox"/> Write in the response provided. ASK ONLY IF ANSWER TO Q45A IS YES. If skipped, mark '97 Not asked' <i>Explanation: This question asks the teacher if there are any students who exhibit these behaviors frequently and consistently. Teachers should not include students who exhibit these behaviors once or twice. The behaviors are indicators of certain health conditions. Therefore, they would be reoccurring.</i>	b. How many students?

Section XI: Sustainability

SECTION XI AT A GLANCE...

This section includes 7 questions (from Q46 to Q52).



You should begin this section by reading the following script:

“Now I am going to ask you a few questions about the future of the CBE class.”

REMEMBER!

97: Use this code for questions that have not been asked.

98: Use this code if the respondent voluntarily refuses to answer the question.

99: Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<input checked="" type="checkbox"/> Select response from list provided. Mark all responses that apply. <u>Explanation:</u> This question should be asked of all respondents.	Q46. With whom have you discussed what is going to happen to the CBE class next year (1397)?
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern IF THE RESPONSE IS '1' OR '2' CONTINUE TO Q48 IF THE RESPONSE IS '3' SKIP TO Q49 AND MARK Q48 '97 NOT ASKED' <u>Explanation:</u> This question asks the teacher to express whether he or she thinks the CBE class will continue in the village next year. Response '1' means that the CBE class would continue to operate and advance to the next grade (grade 5); Response '2' means the current CBE class would not continue but a new CBE class would be started at a lower grade level with a new group of students. All the ALSE CBE classes are currently in grade 4; Response '3' would mean that the class would not continue and no new class would be established. This includes if current students are transferred to the hub school. If the teacher does not know or has no information mark '99 don't know.'	Q47. In the next school year (1397), do you think the CBE class will continue to operate or will it close?
	<input checked="" type="checkbox"/> Select response from list provided. ASK IF RESPONSE IS '1' OR '2' IN Q47. <u>DO NOT</u> read items. If skipped, mark '97 Not asked' <u>Explanation:</u> This asks who will be in charge of the financial and administration responsibilities for the class next year. This includes teacher salary, materials, trainings, management, etc.	Q48. If the class continues to operate, who do you think will administer and support the CBE class in the next school year (1397)?
	<input checked="" type="checkbox"/> Select response from list provided.	Q49. What worries you the most about the CBE class next year?

	<p><u>DO NOT</u> read items.</p> <p><i><u>Explanation:</u> If the teacher cites multiple worries about the CBE class next year, ask him or her to prioritize the biggest worry about the class next year. This question asks about the teacher's concerns for next year that may impact how the class functions or if it functions at all. Response '1' could refer to any type of financial support needed for the CBE class to function: teacher salary, teacher/student materials, classroom materials, teacher and learning materials, etc. Response '2' would refer to lack of support of community members (i.e. the community doesn't want or see the value of the CBE class). Response '3' would refer to a dispute among community members that would prohibit the class from operating. This does not refer to the security situation or internal violence. Response '4' would refer to the lack of management support (i.e. no monitoring or oversight of the class). Response '6' would refer to the security situation in the area. This would relate to violence or the feeling of being unsafe.</i></p>	
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><u>DO NOT</u> read answers.</p> <p><i><u>Explanation:</u> This question aims to see if the teacher will continue working as a teacher either in the CBE or in another school. If the teacher cites any job that is not a teaching job mark '4.'</i></p>	<p>Q50. Where do you plan to be working next year?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p><i><u>Explanation:</u> The questions aims to see if the teacher will continue working in education or seeks economic opportunities elsewhere. This also relates to if the CBE will continue to operate if the teacher feels confident that he or she will be the CBE teacher next year. If the teacher mentions another job in education other than a teacher (this could include working at an education office or for an NGO in education) mark '3.' If the teacher mentions a job not related to education, mark '4.'</i></p>	<p>Q51. What is your long-term professional goal?</p>
	<p><input checked="" type="checkbox"/> Select response from list provided.</p> <p>Mark all responses that apply.</p> <p><i><u>Explanation:</u> The questions wants to know what other opportunities are open to teachers to improve their current skills or learn new skills that are related to their role as the CBE</i></p>	<p>Q52. If any, what professional development opportunities are available to you now?</p>

	<i>teacher. Do not include professional development opportunities that are outside of the field of education.</i>	
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Section XII: Demographics

SECTION XII AT A GLANCE...

This section collects additional important demographic information.

This section includes 7 questions that are asked of the respondent (from D1 to D7).

This section also includes a closing statement that is read to the respondent.

REMEMBER!

- 97:** Use this code for questions that have not been asked.
- 98:** Use this code if the respondent voluntarily refuses to answer the question.
- 99:** Use this code if the respondent does not know the answer to this question (only use once the question has been re-explained to the respondent using more detail or different words).

NOTES	INSTRUCTIONS	QUESTION
	<input type="text"/> Write in the response provided	D1. Please tell me, how old are you?
	<input checked="" type="checkbox"/> Select response from list provided.	D2. What is your marital status? Are you...
	<input checked="" type="checkbox"/> Select response from list provided.	D3. What is your household's total monthly income from all sources, that is all types of income for all the people living in your household? By household I mean the number of people who share the same dastarkhan with you.
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern IF 1 (YES) GO TO D5 IF 2 (NO) SKIP TO D6 AND MARK D5 '97, NOT ASKED'	D4. Have you previously participated in a public opinion survey? ASK ALL
	<input checked="" type="checkbox"/> Select response from list provided. Ask if Answered Yes to D45 If skipped, mark '97 Not asked'	D5. How long ago did you participate in the survey?
	<input checked="" type="checkbox"/> Select response from list provided.	D6. Would you be willing to participate in another of our surveys next year?

<p>RECORD THE TIME (USING 24 HOUR CLOCK) INTERVIEW WAS COMPLETED AND THE LENGTH OF THE INTERVIEW (M-16 AND M-17)</p> <p>READ THE CLOSING STATEMENT TO THE RESPONDENT</p> <p>Read Closing Statement to the Respondent:</p> <p>“Thank you again for participating in this survey. We are extremely grateful for your time. Do you have any questions about this survey? As a reminder, we work for ACSOR-Surveys, a survey company hired by independent researchers conducting a study on education in your village. We are not employed by any of the organizations that are managing the community-based class in your village. But we are studying community based classes with their permission. Your answers will not impact the community based class in your village. Thank you again for your time.”</p> <p>SEE ANNEX 3 FOR ADDITIONAL SCRIPT FOR <u>CRS TEACHERS ONLY</u>. THIS SHOULD NOT BE READ TO CARE, ELSE, OR TEACHERS WORKING FOR OTHER NGOS!</p>		

Respondent Information:	Name: _____ Address: _____ _____ Telephone: _____ [If Female Teacher]: “You can also provide a male relative’s phone number instead of yours if you are more comfortable with that.”	
Respondent Information:	Name: _____ Address: _____ _____ Telephone: _____	
Interviewer Certification:	“I certify that I have completed this interview according to the instructions provided me by the Afghan Center for Socio-economic and Opinion Research. <div style="display: flex; justify-content: space-between; width: 80%; margin-left: auto; margin-right: auto;"> _____ Signed _____ Date </div>	
Interviewer Certification:	“I certify that I have completed this interview according to the instructions provided me by the Afghan Center for Socio-economic and Opinion Research. <div style="display: flex; justify-content: space-between; width: 80%; margin-left: auto; margin-right: auto;"> _____ Signed _____ Date </div>	
NOTES	INSTRUCTIONS	QUESTIONS
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	D7. Try to ask participant about access to water and electricity (<i>for electricity it can be either municipal electricity or a generator</i>). Make your own decision about quality of the road. Select the code that is closest to the appearance and situation of the household. Code 1 represents the highest

		household economic situation and Code 5 the lowest household economic situation.
	<input type="radio"/> Observation only <input checked="" type="radio"/> Write in the response provided	D8. How many people were present for the interview?
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	D9. Which of the following statements do you think best describes the level of comprehension of the survey questionnaire by the respondent?
	<input type="radio"/> Observation only <input checked="" type="checkbox"/> Select response from list provided.	D10. Which of the following statements best describes the level of comfort or unease that the respondent had with the survey questionnaire?
	<input type="radio"/> Observation only <i>Write down no more than three question numbers, in order of mention.</i>	D11. Please indicate which, if any, of the questions caused this respondent any uneasiness or decreased cooperation during the interview.
	<input type="radio"/> Observation only	D12. Has the respondent seemed comfortable with the length of the survey?
	<input checked="" type="checkbox"/> Select response from list provided. <input checked="" type="checkbox"/> Response causes skip pattern <i>Do not complete - to be completed by the supervisor</i>	D13. Was the interview subject to quality control/back-check?
	<input checked="" type="checkbox"/> Select response from list provided. <i>Do not complete - to be completed by the supervisor</i>	D14. Method of quality control/back-check
	<i>Do not complete - to be completed by the supervisor (Complete only if 1 'Yes' in D14)</i>	D15. Back-checker ID

Annex 1: Education Shura Definitions

ACSOR surveyors should review these definitions before entering into the field. The Teacher, Community Leader, and Household surveys use this terminology in questions throughout the surveys. If respondents do not recognize the shura terms used in the questions, the surveyor can describe the shuras using the definitions below. Additionally, the surveyor should be mindful and aware if the interviewees do not refer to these terms correctly in their responses. If this occurs, the surveyor should stop the interviewee and explain the definitions.

1. Community Development Councils (CDCs)
CDC shuras were established during the National Solidarity Program (NSP), which began in 2003 and ended in 2016. CDCs members were elected at the village level and were tasked with carrying out local development projects. Although NSP ended most CDC continue to exist and will continue to operate under the Citizen Charter National Priority Program.
2. Education Shura/ Education Subcommittee (ES) (sometimes referred to as School Shuras or School Management Councils)
These education shuras were often established by the CBE implementing NGO to support the CBE class at the local level.
3. School Management Shuras (SMS)
SMS refers to the shuras that were established at the hub school level and its members consist of parents, teachers, and school administrators of the hub school. They often function at the hub school level and are managed by the Ministry of Education's Directorate of Social Mobilization and Shuras (DSMS).

Annex 2: School Term Definitions

ACSOR surveyors should review these definitions before entering into the field. The Teacher, Community Leader, and Household surveys use these terms in questions throughout the surveys. If needed, the surveyor can read these definitions to the interviewees if they do not recognize the terms. Additionally, the surveyor should be mindful and aware if the interviewees do not refer to these terms correctly in their responses. If this occurs, the surveyor should stop the interviewee and explain the definitions.

1. Community- Based Education (CBE) Classes
This is typically a single class taught by one teacher and is located in a home or mosque. It teaches the government curriculum, but is typically started by an NGO. It may be supported by an NGO, local community shuras, or the Ministry of Education. Generally it only contains one grade level and does not have multiple grades. The students are also registered with the nearest government school.
2. Government School
A school that is located in a centralized building and is often attended by children from multiple villages. Classes are taught by government-supported teachers and are managed by the government. These schools have multiple grades. A government school is also referred to as a hub school.
3. Formal School (Maktab)
When this term is used it refers to both Community Based-Education and government schools. Both of these forms of education are recognized by the Ministry of Education.

Date

NOTES

[illegible]