CARE'S COMMON INDICATOR FRAMEWORK

TOOLKIT 2015

care®

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CARE'S WORK IN EDUCATION

Since its founding in 1945, CARE has implemented education-related activities, beginning with programs to build schools, operate school-feeding initiatives, develop educational materials, and run literacy programs. Education became a programmatic focus area for CARE in 1994, leading to an increase in our understanding of, and focus on, the implementation of holistic education-based approaches to addressing poverty.

CARE has long focused its attention on the most marginalized groups, and attends to the disproportionate disadvantage that girls often face as one of the most marginalized groups in many societies. CARE believes that every child has the right to a quality education, and every government has a responsibility to educate all children — even in the most difficult circumstances and for the most vulnerable groups.

Introduction to CARE's Common Indicator Framework (CIF)

The Common Indicator Framework (CIF) was developed as part of the Patsy Collins Trust Fund Initiative (PCTFI) to assist in CARE's mission of creating lasting and sustainable impact in the lives of marginalized girls across the globe. The Common Indicator Framework maintains that four related indicators of girls' education – attainment, equality, quality, and empowerment – must be assessed in order to measure education and empowerment change across programs and social contexts. The CIF was developed as a guiding tool for design and evaluation of field projects, and is based on an extensive analysis of previous frameworks applied to gender analysis in education and quality of education.[1]

The CIF was originally used by CARE as a tool to design the situational analyses and M&E frameworks for action research projects funded by Patsy Collins Trust Fund.[2] As the CIF was progressively adopted by more projects as a guiding framework, the need for the development of CIF-based monitoring and evaluation tools became evident. The present toolkit provides the elements needed for the development of those tools in a tailored manner, taking into consideration the need for adaptations based on the context and type of respondent.

The Common Indicator Framework Toolkit consists of a comprehensive collection of 167 primarily quantitative questions sorted by CIF construct and indicator, plus an additional eight demographic questions. Questions (items) from the toolkit can be selected to fit specific, localized research requirements related to the CIF. Questionnaires for students, teachers, and community members can be constructed using the CIF Toolkit. The final column in the toolkit table indicates the audience and questionnaire (teacher, student, or community) for which each question is designed.

Results obtained with the final questionnaires developed based on the CIF quantitative questions should be combined with other sources of information, particularly qualitative interviews. The triangulation of findings will allow for better interpretation of the findings, exploring the depth and breadth of the information available to the project/ initiative.

Items to measure the attainment construct are not included in the CIF Toolkit. The completion and persistence/retention indicators come primarily from school or program attendance and completion data. The achievement indicator is measured by program participants' demonstration of attainment or application of skills – something that schools or program offices would have to assess with their graduates.

In its present format, the CIF Toolkit was pilot-tested in late 2012 in Bangladesh, Burundi and India. CARE recognizes and thanks the talented team at Miske Witt & Associates for their work and leadership on the development of items, piloting and assessment of the CIF. The CIF quantitative questions have been used internally by CARE since then. A successful example of their use was the development of baseline tools for a large scale project in Somalia, funded by DFID's Girls' Education Challenge.

CARE intends to continue testing and refining the CIF toolkit. We welcome our partners and colleagues to use the CIF in their work. Should you use, adapt, or reference the CIF, please include the following reference: CARE USA (2014). ***Common Indicator Framework (CIF) Toolkit.*** **CARE USA: Atlanta.**

Please share your results and experiences using the CIF and this Toolkit with CARE (education@care.org) so they may contribute to further enhancements of the tool.

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[1] Miske, Shirley, Meagher, Margaret and DeJaeghere, Joan (2010) 'Gender mainstreaming in education at the level of field operations: the case of CARE USA's indicator framework', Compare: A Journal of Comparative and International Education, 40: 4, 441 — 458.

[2] Cambodia and Mali.

Considerations for Use of CIF Questions and Data Collection

Notes to the Research Lead

- CIF quantitative questions (items) can be selected according to the context and project objectives.

- Questions are designed for specific types of respondents (teachers, students, community).

- Once a questionnaire is designed based on the CIF items, *every questionnaire must be administered the same way every time to every participant. Data entry must be exact.* It is important to keep the response structure as well as the integrity of the questions. This will require extensive training of data collectors and data entry personnel -- at least two days.

- In each setting, the tools developed must be translated and back-translated to ensure effective use of the instrument.

- A participant consent policy must be established or reviewed for this research (i.e. active [signing a form] or passive consent).

- Special considerations should be taken into account for research with children. Suggested guidelines can be found in the **Annex**.

1. The Common Indicator Framework

ATTAINMENT	EQUALITY	QUALITY	EMPOWERMENT
Completion is defined as the degree to which enrollees that start an educational program finish based on a set of pre-determined requirements for the program.	**Communities' educational opportunity perception** is defined as the degree to which community members believe girls and boys have equal opportunities to participate in and benefit from education in the program area.	**Suitable educational environment** is defined as the degree to which schools and classrooms in target areas demonstrate social and physical learning environments that are gender-sensitive, healthy, safe, protective, and include adequate facilities (adapted from UNICEF).	**Supportive strategic relations** is defined as the degree to which formal and informal decision makers exercise their ability to make decisions in favor of girls' right to development.
Persistence/retention is defined as the degree to which beneficiaries that are enrolled in an educational program that continue to subsequent years, periods and/or levels.	**Teachers' gender sensitivity** is defined as the degree to which teachers are observed to be facilitating equal conditions for girls' and boys' learning using a standardized instrument.	**Relevant educational content** is defined as the degree to which innovations are able to promote regular use of curriculum and learning materials that cover basic skills with pertinent, gender-sensitive and contextually appropriate subject matter (adapted from UNICEF).	**Girls' agency** is expressed in the frequency with which girls exercise their rights and/or their rights are recognized in the law.
Achievement is defined as the degree to which direct beneficiaries demonstrate attainment and practical application of new skills as a result of the program.	**Children's perception of educational equity and equality** is defined as the degree to which children in the impact area believe girls and boys have equal opportunities to participate in and benefit from education in the program area.	**Girl/child-centered processes** is defined as the degree to which girl/child centered pedagogies and methodologies are evidenced in practice in the educational environment.	**Structural environment for girls** is expressed in whether girls have equitable access to basic human services.

2. CIF Construct: Equality

CIF CONSTRUCT = EQUALITY				CIF TOOLKIT
CIF Indicator = Communities' Educational Opportunity Perception				
Question	**Response Options**			**Questionnaire**
1. It is important for girls to have the skills to read and write.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
2. It is important for boys to have the skills to read and write.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
3. Girls have a right to go to school.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
4. Boys have a right to go to school.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
5. Boys and girls have an equal opportunity to go to school in my community. +	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
6. Boys should go to primary school.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
7. Girls should go to primary school.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
8. Boys should go to secondary school.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
9. Girls should go to secondary school.*	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
10. In the local school, teachers treat boys and girls equally.+	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
11. It is important for boys to complete school so they can get better jobs.^	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
12. It is important for girls to complete school so they can get better jobs.^	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
13. Families in my community send their school-age girls to school.+	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
14. Families in my community send their school-age boys to school.+	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
15. Who is intelligent?*	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community

CIF CONSTRUCT = EQUALITY					CIF TOOLKIT
CIF Indicator = Communities' Educational Opportunity Perception					
Question	**Response Options**				**Questionnaire**
16. Who is able to solve problems? *	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
17. Who is good at school? *	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
18. Who is skilled at reading and writing? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
19. Who is skilled at mathematics? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
20. Who is able to ask the teacher for help? +	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
21. Who do teachers encourage to participate in classroom activities? +	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
22. Who develops critical thinking skills from attending school? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
23. Who gains self-confidence from attending school? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
24. Who become better problem solvers from attending school? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
25. Who gains knowledge from attending school? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
26. Who has a better chance of getting well-respected jobs after completing school? ^	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF- Community
27. Men and women from my community have equal access to advanced levels of education.+	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
28. In my community it is normal for girls to complete primary school. ^	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
29. In my community it is normal for boys to complete primary school. ^	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community

Note: Questions for the CIF equality indicator, communities' educational opportunity perception, were designed to measure three aspects of the indicator:

(a) * Assumptions that community members hold about the right to education and whether or not children should go to school and learn to read and write. The reference to assumptions is not explicitly stated in the indicator, but in order to measure the degree to which community members believe that boys and girls have equal opportunities to participate in and benefit from education, it seems prudent to assess their support for education for girls and boys in the first place.

(b) + Beliefs about boys' and girls' opportunities to access and participate in education.

(c) ^ Perceptions of how boys and girls benefit from education.

CIF Indicator = Teachers' Gender Sensitivity

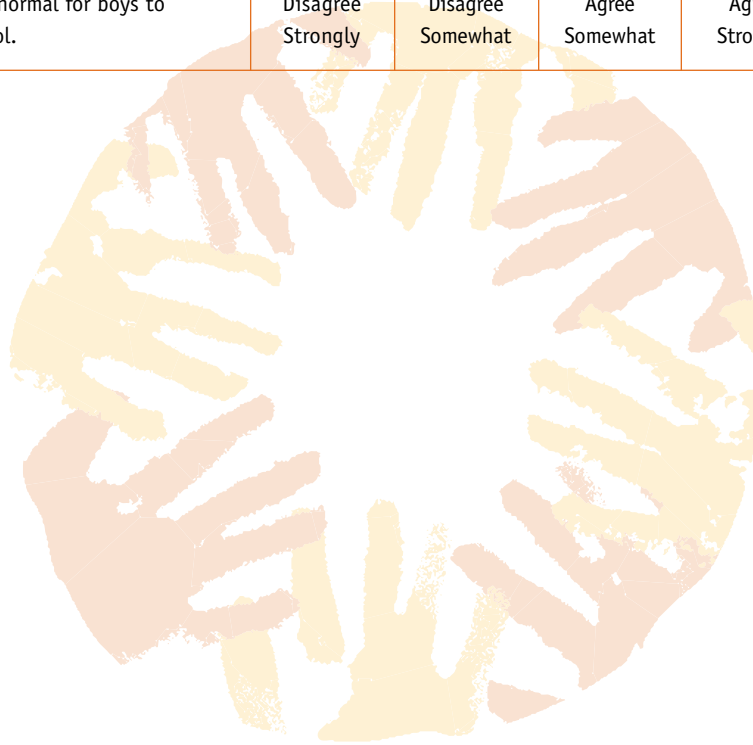| Question	Response Options				Questionnaire
30. When boys tease girls, teachers at my school help resolve the conflict.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
31. When girls tease boys, teachers at my school help resolve the conflict.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
32. Who does your teacher ask questions of?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
33. Who does your teacher encourage to participate in classroom activities?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
34. Who does your teacher assign classroom chores to?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
35. Who does your teacher allow to use the toilet during class?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
36. When they do good work, who does your teacher reward or praise?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
37. Who does your teacher allow to ask questions during class?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
38. Who does your teacher verbally discipline?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
39. Who does your teacher physically discipline?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
40. Girls answer questions requiring simple answers in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
41. Boys answer questions requiring simple answers in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
42. Girls answer questions requiring complex answers in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
43. Boys answer questions requiring complex answers in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
44. Girls act as leaders in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
45. Boys act as leaders in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher

CIF CONSTRUCT = EQUALITY					CIF TOOLKIT
CIF Indicator = Teachers' Gender Sensitivity					
Question	**Response Options**				**Questionnaire**
46. Girls ask questions during class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
47. Boys ask questions during class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
48. Girls' performance is praised in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
49. Boys' performance is praised in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
50. Girls are disciplined verbally in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
51. Boys are disciplined verbally in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
52. Girls are disciplined physically in class.	Never / Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
53. Boys are disciplined physically in class.	Never / Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
54. Girls and boys are best suited for different classroom chores.	I disagree strongly.	I disagree somewhat.	I agree somewhat.	I agree strongly.	CIF-Teacher
55. Who is intelligent?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Teacher
56. Who is able to solve problems?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Teacher
57. Who is good at school?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Teacher
58. Who is able to ask the teacher for help?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Teacher
59. What do you know about gender- sensitive or gender-responsive teaching?	This is an open-ended question.				CIF-Teacher
60. Please give examples of how you have taught or could teach in a gender- sensitive way.	This is an open-ended question.				CIF-Teacher

CIF Indicator = Children's Perception of Educational Equity & Equality

Question	Response Options				Questionnaire
61. When my teacher calls on girls to answer questions they seem confident.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
62. When my teacher calls on boys to answer questions they seem confident.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
63. In my community both boys and girls can go to school.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
64. Girls learn as much at school as boys do.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
65. What I learn in school helps me in my daily life.	What I learn does not help me.	What I learn helps me somewhat.	What I learn helps me quite a bit.	What I learn helps me very much.	CIF-Student
66. If you work in small groups at school, who are usually the leaders?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
67. Who is intelligent?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
68. Who is able to solve problems?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
69. Who is good at school?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
70. Who is able to ask the teacher for help?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
71. Who gains self-confidence from attending school?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
72. Who become good problem solvers from attending school?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
73. Who gains knowledge from attending school?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
74. Who have a better chance of getting well-respected jobs after completing school?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
75. In my community boys and girls have an equal opportunity to attend school.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student

CIF Indicator = Children's Perception of Educational Equity & Equality

Question	Response Options				Questionnaire
76. In my community it is normal for girls to complete primary school.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
77. In my community it is normal for boys to complete primary school.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student

3. CIF Construct: Quality

CIF Indicator = Suitable Educational Environment					
Question	**Response Options**				**Questionnaire**
78. I am allowed to leave the classroom if I need to (for example, to go to the bathroom).	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
79. I feel safe traveling to and from school.	I do not feel safe.	I feel somewhat safe.	I feel quite safe.	I feel very safe.	CIF-Student
80. I feel safe at school.	I do not feel safe.	I feel somewhat safe.	I feel quite safe.	I feel very safe.	CIF-Student
81. There is enough space in my classroom for all students.	There is not enough space.	There is enough space.	There is more than enough space.		CIF-Student
82. There are enough books in my classroom for all students.	There are no books.	There are not enough books.	There are enough books.	There are more than enough books.	CIF-Student
83. My school has separate toilets/latrines for girls and boys.	No	Yes	—		CIF-Student
84. The girls' toilets/latrines in my school are open during the school day.	There are no toilets or latrines.	They are locked.	They are sometimes open	They are always open	CIF-Student
85. The boys' toilets/latrines in my school are open during the school day.	There are no toilets or latrines.	They are locked.	They are sometimes open.	They are always open	CIF-Student
86. The girls' toilets/latrines in my school are clean.	There are no toilets or latrines.	They are dirty.	They are sometimes clean.	They are always clean.	CIF-Student
87. The boys' toilets/latrines in my school are clean.	There are no toilets or latrines.	They are dirty.	They are sometimes clean.	They are always clean	CIF-Student
88. Girls are safe at my school.	Girls are not at all safe.	Girls are safe to some extent	Girls are safe to a large extent	Girls are totally safe	CIF-Teacher

CIF CONSTRUCT = QUALITY					CIF TOOLKIT
CIF Indicator = Suitable Educational Environment					
Question	**Response Options**				**Questionnaire**
89. Boys are safe at my school.	Boys are not at all safe.	Boys are safe to some extent	Boys are safe to a large extent.	Boys are totally safe.	CIF-Teacher
90. Policies at my school protect girls from sexual harassment by teachers.	School does not have such policies.	School has policies but they do not protect girls.	School has policies & they protect girls somewhat	School has policies & they protect girls well.	CIF-Teacher
91. Policies at my school protect boys from sexual harassment by teachers.	School does not have such policies.	School has policies but they do not protect boys.	School has policies & they protect boys somewhat	School has policies & they protect boys well.	CIF-Teacher
92. Policies at my school protect girls from sexual harassment by students.	School does not have such policies.	School has policies but they do not protect girls.	School has policies & they protect girls somewhat	School has policies & they protect girls well.	CIF-Teacher
93. Policies at my school protect boys from sexual harassment by students.	School does not have such policies.	School has policies but they do not protect boys	School has policies & they protect boys somewhat	School has policies & they protect boys well	CIF-Teacher
94. There is enough space in my classroom for all of my students.	There is not enough space.	There is enough space	There is more than enough space.		CIF-Teacher
95. There are enough books for the students in my class.	There are no books.	There are not enough books	There are enough books	There are more than enough books	CIF-Teacher
96. My school accommodates girls when they are menstruating.	School does not accommodate girls.	School accommodates girls somewhat	School accommodates girls well.		CIF-Teacher
97. My school has separate toilets/latrines for girls and boys.	No	Yes	—		CIF-Teacher

CIF CONSTRUCT = QUALITY					CIF TOOLKIT
CIF Indicator = Suitable Educational Environment					
Question	**Response Options**				**Questionnaire**
98. The girls' toilets/latrines in my school are open during the school day.	There are no toilets or latrines.	They are locked.	They are sometimes open.	They are always open.	CIF-Teacher
99. The boys' toilets/latrines in my school are open during the school day.	There are no toilets or latrines.	They are locked.	They are sometimes open.	They are always open.	CIF-Teacher
100. The girls' toilets/latrines in my school are clean.	There are no toilets or latrines.	They are dirty.	They are sometimes clean.	They are always clean.	CIF-Teacher
101. The boys' toilets/latrines in my school are clean.	There are no toilets or latrines.	They are dirty.	They are sometimes clean.	They are always clean.	CIF-Teacher
102. Girls are safe at school.	Girls are not at all safe.	Girls are safe to some extent.	Girls are safe to a large extent.	Girls are totally safe.	CIF- Community
103. Boys are safe at school.	Boys are not at all safe.	Boys are safe to some extent.	Boys are safe to a large extent.	Boys are totally safe.	CIF- Community
104. There is enough space for all of the students in the local school.	There is not enough space.	There is enough space.	There is more than enough space.		CIF- Community
105. The local school has the books it needs.	There are no books.	There are not enough books.	There are enough books.	There are more than enough books.	CIF- Community

CIF CONSTRUCT = QUALITY					CIF TOOLKIT
CIF Indicator = Relevant Educational Content					
Question	**Response Options**				**Questionnaire**
106. My teacher tells positive stories about girls.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
107. My teacher tells positive stories about boys.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
108. What I learn in school helps me in my daily life.	What I learn does not help me.	What I learn helps me somewhat.	What I learn helps me quite a bit.	What I learn helps me very much.	CIF-Student
109. My lessons include examples to help students understand concepts.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
110. My lessons include positive examples about girls or women as decision makers.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
111. My lessons include the subject of gender or gender roles.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
112. The curriculum used in my school is effective for teaching basic skills.	Curriculum is not effective.	Curriculum is somewhat effective.	Curriculum is quite effective.	Curriculum is very effective.	CIF-Teacher

CIF CONSTRUCT = QUALITY					CIF TOOLKIT
CIF Indicator = Girl/Child-Centered Processes					
Question	**Response Options**				**Questionnaire**
113. My parents or caregivers ask me about my schoolwork.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
114. We work in small groups or pairs during class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
115. My teachers allow me to ask questions at school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
116. Girls answer questions requiring complex answers in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
117. Boys answer questions requiring complex answers in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher

CIF CONSTRUCT = QUALITY					CIF TOOLKIT
CIF Indicator = Girl/Child-Centered Processes					
Question	**Response Options**				**Questionnaire**
118. Girls act as leaders in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
119. Boys act as leaders in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
120. My lessons include examples to help students understand concepts.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
121. Students work in small groups or with partners during class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
122. Girls' performance is praised in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
123. Boys' performance is praised in class.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
124. My lessons match the different ability levels of all students.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
125. I walk around the classroom to check on individual students' progress.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Teacher
125a. When I am absent from school, my teacher asks me why I was away.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student

4. CIF Construct: Empowerment

CIF CONSTRUCT = EMPOWERMENT					CIF TOOLKIT
CIF Indicator = Supportive Strategic Relations					
Question	**Response Options**				**Questionnaire**
126. My parents or caregivers ask me about my schoolwork.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
127. Someone in my family helps me with my schoolwork.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
128. Someone helps me at home with my chores when I need to study for an exam.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
129. My parents or family members consider my opinions when they make decisions about my schooling.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
130. The teachers at my school encourage me.	Teachers do not encourage me.	Teachers encourage me some of the time.	Teachers encourage me most of the time.	Teachers encourage me all of the time.	CIF-Student
131. Parents listen to boys and girls equally.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
132. Teachers at my school pay attention to the needs of girls.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
133. There are people in my family who help me if I have a problem.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
134. In my community adults listen to girls and boys equally.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
135. When making decisions about the local school, community leaders consider the needs of girls.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student, CIF-Community
136. In my community adults make decisions that help girls become leaders.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Student
137. In my community adults make decisions that help boys become leaders.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student

CIF CONSTRUCT = EMPOWERMENT					CIF TOOLKIT
CIF Indicator = Supportive Strategic Relations					
Question	**Response Options**				**Questionnaire**
138. Teachers at my school support girls to succeed academically.	Teachers do not support girls.	Teachers support girls somewhat.	Teachers support girls quite a bit.	Teachers support girls a great deal.	CIF-Teacher
139. Teachers at my school support boys to succeed academically.	Teachers do not support boys.	Teachers support boys somewhat.	Teachers support boys quite a bit.	Teachers support boys a great deal.	CIF-Teacher
140. I mentor girls in my family or community.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Community
141. I encourage girls in my family to work hard in school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
142. I encourage boys in my family to work hard in school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
143. I encourage girls in my community to work hard in school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
144. I encourage boys in my community to work hard in school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
145. I support community efforts to help girls succeed in school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
146. I support community efforts to help boys succeed in school.	Rarely	Sometimes	Most of the Time	Almost Always	CIF- Community
147. I have friends who advocate for my rights.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community

CIF Indicator = Girls' Agency[3]

Question	Response Options				Questionnaire
148. I feel confident when my teacher calls on me to answer a question.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
149. I like to share my ideas in small groups.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
150. I will be able to decide how many years I go to school.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
151. In my community it is normal for girls to influence the decision of when they will marry.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
152. What skills do you have that help you work with other people? Please answer in your own words.	This is an open-ended question.				CIF-Student

CIF Indicator = Structural Environment for Girls

Question	Response Options				Questionnaire
153. In your community, who are sports programs available for?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
154. In your community, who are club activities available for?	Boys and Girls Equally	Girls more than Boys	Boys more than Girls	Neither Boys nor Girls	CIF-Student
155. In my community it is normal for girls to play outside the home.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
156. In my community it is normal for boys and girls to play together.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
157. Both boys and girls in my family get care in a health clinic when they are sick.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
158. In my community it is normal for girls to play sports.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student

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[3] Since the Youth Leadership Index (please refer to CARE's YLI Toolkit) measures agency almost exclusively, fewer agency questions were added to the CIF toolkit.

CIF CONSTRUCT = EMPOWERMENT					CIF TOOLKIT
CIF Indicator = Structural Environment for Girls					
Question	**Response Options**				**Questionnaire**
159. In my community, both girls and boys are taught about family planning.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF-Student
160. I have opportunities to participate in organized sports or clubs.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
161. I have access to transportation to get where I need to go.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
162. I have access to a doctor or nurse when I am sick.	Rarely	Sometimes	Most of the Time	Almost Always	CIF-Student
163. In my community it is normal for women to join clubs or social groups.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
164. In my community husbands and wives are expected to share the responsibility for family planning.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
165. In my community men and women have equal access to health care.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community
166. Men and women are equally influential in making community decisions.	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly	CIF- Community

5. Demographic Variables

Question	Response Options				Questionnaire
167. Are you currently enrolled in school? Please circle one.	Yes		No		CIF-Student
168. If you are enrolled in school, in what class (grade) are you currently enrolled?	This is an open-ended question.				CIF-Student
169. If you are *not* enrolled in school, what was the last year (grade) of school you completed?	This is an open-ended question.				CIF-Student
170. Who attends your school? Please circle one.	Both Boys & Girls	Boys Only		Girls Only	CIF-Student
171. Who lives in your household with you? Please list all members of your household (e.g., father, mother, number of brothers, number of sisters, grandfathers, grandmothers, aunts, uncles, etc.). Do not list names, just relationships (e.g., father).	This is an open-ended question.				CIF-Student
172. Describe the community in which you live.	Rural	Semi-Urban		Urban	CIF-Student
173. What is the highest level of schooling your *father* has completed?	No Schooling	Finished Primary	Some Vocational or Technical	Finished Post-Secondary or College	CIF-Student
	Literacy Training	Some Secondary	Finished Vocational or Technical	Don't Know	
	Some Primary	Finished Secondary	Some Post-Secondary or College	—	
174. What is the highest level of schooling your *mother* has completed?	No Schooling	Finished Primary	Some Vocational or Technical	Finished Post-Secondary or College	CIF-Student
	Literacy Training	Some Secondary	Finished Vocational or Technical	Don't Know	
	Some Primary	Finished Secondary	Some Post-Secondary or College	—	

6. Annex

SUGGESTED GUIDANCE FOR INTERVIEWING CHILDREN

The stakeholder interviews are an exciting opportunity to gather information relating to innovative approaches to education for marginalized girls. The following guidelines must be followed when interviewing children and adolescents under age 18 in order to ensure that the interviews are a positive experience for all involved. They would be relevant in any information collection activity involving children or adolescents under age 18. **Please read these guidelines in advance of conducting any interviews or data collections with children and youth, and bring them with you to the field for reference.**

1. Children's participation[4]

> Children must have the opportunity to express their views about activities that affect their welfare, and these views should be respected.

In order to adhere to the basic ethical principle of respect for persons, children and adolescents must be treated with honesty and integrity. Their opinions provide a valuable perspective that should be respected and responded to in an age-appropriate way. Investigators have a responsibility to identify appropriate opportunities and roles for young people to express their views about the information-gathering activity in ways that are appropriate to their age.

Children and adolescents can provide crucial information about their needs and how to respond to them. For example, they can review questionnaires and advise investigators if the proposed techniques for gathering information are appropriate or likely to be reliable or if any questions might cause distress and should be changed. They can also help to collect information from other children and assist with the interpretation and communication of the results.

Children's participation helps improve methods for gathering information, thus enhancing the accuracy and usefulness of the findings. Involving children in age-appropriate decision-making may also have other benefits, including providing opportunities to improve their self-esteem and support of each other. Promoting the participation of children and adolescents recognizes their potential to enrich decision-making processes, to share their perspectives, and to participate as active citizens.

In addition, it is unethical to prevent children and adolescents from participating in decision-making about things that affect their lives. The principle of children's participation affirms that children and adolescents have the right to express their views in all matters affecting them. It requires that their views be heard and given due weight according to their age and maturity, in accordance with human rights conventions. Participatory approaches must also be designed to ensure that information gathering supports inclusion of minority voices, such as those with disabilities, is nondiscriminatory, and is age-appropriate.

Investigators must pay careful attention to balancing the two distinct roles that children and adolescents may play in the information-gathering activity:

A. Children and adolescents as participants in the information-gathering activity.

Participatory approaches that promote the inclusion of input from children and adolescents in the design, development and/or collection of information-gathering activities are an important way to recognize young people's views and should be used to the maximum extent possible.

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[4] The guidance and text in this section is taken from: Horizons Population Council, IMPACT, and Family Health International. *Ethical Approaches to Gathering Information for Children and Adolescents in International Settings: Guidelines and Resources.* Section 2.

B. Children and adolescents as respondents in the information-gathering activity.

Information gathering on sensitive topics can be upsetting and should be regarded as intrusive. To protect children from harm, the use of information-gathering methods should be kept to the strict minimum required to gain appropriate information on sensitive issues, in accordance with the basic ethical principle of beneficence.

Giving children and adolescents the maximum opportunity to express their views must be balanced with protecting their best interests and safeguarding them from potential harm by minimizing intrusion. Children and adolescents must have the opportunity to express their opinions without compromising their safety and wellbeing.

2. Considerations for especially vulnerable children[5]

Children who are in especially vulnerable situations require additional safeguards to protect their welfare.

Maintaining ethical standards is particularly important for children and adolescents without a parent or guardian, or those who are not protected by an effective legal system because of displacement, refugee status, or social marginalization. Approval from a child's parent or guardian is required whenever possible, but many vulnerable children and adolescents may not have a legally responsible adult to look after their interests.

Orphaned, separated, and unaccompanied children and adolescents require special considerations to avoid being exploited. For example, in the United States, children and adolescents who have been separated from their parents and close family members, including those in the care of agencies, may be included in a study only if it is:

- Specifically related to their status as separated children; or
- Conducted in schools, camps, hospitals, institutions, or similar settings in which all children are included as participants.

Children and adolescents living in circumstances of armed conflict, severe poverty, famine, or other destabilizing events face increased risks with no guarantee of safety. Adults working with children and adolescents in these particularly insecure settings, where infrastructures are weak or populations are mobile, face many challenges when collecting accurate information. For example, it is often harder to provide follow-up services to meet children's needs and the information revealed may be particularly sensitive.

Program managers struggling to meet the basic needs of war-affected populations may be unable to perform even routine monitoring and evaluation of their services. In such circumstances, investigation teams must be extremely sensitive to the nature of their activities and question whether it is appropriate to contact children. When it is ¬possible to enter such communities, investigators face the difficult task of anticipating consequences that threaten the safety of children, their families, and their communities. This requirement extends throughout the activity, including attention to collecting data anonymously or keeping records of disclosed personal information confidential long after the activity is complete.

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[5] The guidance and text in this section is taken from: Horizons Population Council, IMPACT, and Family Health International. *Ethical Approaches to Gathering Information for Children and Adolescents in International Settings: Guidelines and Resources.* Section 5.

3. Ethical Standards for Research with Children[6]

The following principles would entail a minimum set of standards for research with children.[7]

Principle 1. NON-HARMFUL PROCEDURES: The investigator should use no research procedure that may harm the child either physically or psychologically. The investigator is also obligated at all times to use the least stressful research procedure whenever possible. Psychological harm in particular instances may be difficult to define; nevertheless, its definition and means for reducing or eliminating it remain the responsibility of the investigator. When the investigator is in doubt about the possible harmful effects of the research procedures, consultation should be sought from others. When harm seems inevitable, the investigator is obligated to find other means of obtaining the information or to abandon the research. Instances may, nevertheless, rise in which exposing the child to stressful conditions may be necessary if diagnostic or therapeutic benefits to the child are associated with the research. In such instances careful deliberation with relevant research governing body should be sought.

Principle 2. PARENTAL CONSENT: The informed consent of parents, legal guardians or those who act *in loco parentis* (e.g., teachers, superintendents of institutions) similarly should be obtained, preferably in writing. Informed consent requires that parents or other responsible adults be informed of all the features of the research that may affect their willingness to allow the child to participate. This information should include the profession and institution affiliation of the investigator. Not only should the right of the responsible adults to refuse consent be respected, but also they should be informed that they may refuse to participate without incurring any penalty to them or to the child.

Principle 3. INFORMED CONSENT: Before seeking consent or assent from the child, the investigator should inform the child of all features of the research that may affect his or her willingness to participate and should answer the child's questions in terms appropriate to the child's comprehension. The investigator should respect the child's freedom to choose to participate in the research or not by giving the child the opportunity to give or not give assent to participation as well as to choose to discontinue participation at any time. Assent means that the child shows some form of agreement to participate without necessarily comprehending the full significance of the research necessary to give informed consent. Investigators working with infants should take special effort to explain the research procedures to the parents and be especially sensitive to any indicators of discomfort in the infant. In spite of the paramount importance of obtaining consent, instances can arise in which consent or any kind of contact with the participant would make the research impossible to carry out. Non-intrusive field research is a common example. Conceivably, such research can be carried out ethically if it is conducted in public places, participants' anonymity is totally protected, and there are no foreseeable negative consequences to the participant. However, judgments on whether such research is ethical in particular circumstances should be made in consultation with a relevant research governing body.

Principle 4. ADDITIONAL CONSENT: The informed consent of any persons, such as schoolteachers for example, whose interaction with the child is the subject of the study should also be obtained. As with the child and parents or guardians informed consent requires that the persons interacting with the child during the study be informed of all features of the research which may affect their willingness to participate. All questions posed by such persons should be answered and the persons should be free to choose to participate or not, and to discontinue participation at any time.

Principle 6. DECEPTION: Although full disclosure of information during the procedure of obtaining consent is the ethical ideal, a particular study may necessitate withholding certain information or deception. Whenever withholding

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6   The guidance and text in this section is taken from: Society for Research in Child Development. (2012). *Ethical Standards in Research*. Retrieved November 5, 2014 from http://www.srcd.org/about-us/ethical-standards-research.

7   Note: two sections from the original guidelines have been excluded here.

information or deception is judged to be essential to the conduct of the study, the investigator should satisfy research colleagues that such judgment is correct. If withholding information or deception is practiced, and there is reason to believe that the research participants will be negatively affected by it, adequate measures should be taken after the study to ensure the participant's understanding of the reasons for the deception. Investigators whose research is dependent upon deception should make an effort to employ deception methods that have no known negative effects on the child or the child's family.

Principle 7. ANONYMITY: To gain access to institutional records, the investigator should obtain permission from responsible authorities in charge of records. Anonymity of the information should be preserved and no information used other than that for which permission was obtained. It is the investigator's responsibility to ensure that responsible authorities do, in fact, have the confidence of the participant and that they bear some degree of responsibility in giving such permission.

Principle 8. MUTUAL RESPONSIBILITIES: From the beginning of each research investigation, there should be clear agreement between the investigator and the parents, guardians or those who act in loco parentis, and the child, when appropriate, that defines the responsibilities of each. The investigator has the obligation to honor all promises and commitments of the agreement.

Principle 9: JEOPARDY: When, in the course of research, information comes to the investigator's attention that may jeopardize the child's well-being, the investigator has a responsibility to discuss the information with the parents or guardians and with those expert in the field in order that they may arrange the necessary assistance for the child. Researchers need to be aware that they may obtain findings suggesting that a child's health and well-being might be in jeopardy, that these findings may include false positives, and they should be knowledgeable about current human subjects procedures and regulations for informing families of incidental findings.

Principle 10. UNFORESEEN CONSEQUENCES: When research procedures result in undesirable consequences for the participant that were previously unforeseen, the investigator should immediately employ appropriate measures to correct these consequences, and should redesign the procedures if they are to be included in subsequent studies.

Principle 11. CONFIDENTIALITY: The investigator should keep in confidence all information obtained about research participants. The participants' identity should be concealed in written and verbal reports of the results, as well as in informal discussion with students and colleagues. When a possibility exists that others may gain access to such information, this possibility, together with the plans for protecting confidentiality, should be explained to the participants as part of the procedure of obtaining informed consent.

Principle 12. INFORMING PARTICIPANTS: Immediately after the data are collected, the investigator should clarify for the research participant any misconceptions that may have arisen. The investigator also recognizes a duty to report general findings to participants in terms appropriate to their understanding. Where scientific or humane values justify withholding information, every effort should be made so that withholding the information has no damaging consequences for the participant.

Principle 13. REPORTING RESULTS: Because the investigator's words may carry unintended weight with parents and children, caution should be exercised in reporting results, making evaluative statements, or giving advice.

Principle 14. IMPLICATIONS OF FINDINGS: Investigators should be mindful of the social, political and human implications of their research and should be especially careful in the presentation of findings from the research. This principle, however, in no way denies investigators the right to pursue any area of research or the right to observe proper standards of scientific reporting.

Principle 15. SCIENTIFIC MISCONDUCT: Misconduct is defined as the fabrication or falsification of data, plagiarism, misrepresentation, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, analyzing, or reporting research. It does not include unintentional errors or honest differences in interpretation of data. Vigorous leadership will be provided in the pursuit of scientific investigation that is based on the integrity of the investigator and the honesty of research. The presence of scientific misconduct will not be tolerated.

4. Interviewing[8]

A. The questionnaire

1. The questionnaire content and language should be sensitive to the language, needs and feelings of the age group to be interviewed and their capabilities.

2. The questionnaire language should be kept as simple as possible and not be patronizing.

3. The research should avoid questions which might result in a child or young person making unreasonable demands on a parent or guardian.

4. The questionnaire must also avoid classification questions that are unnecessarily intrusive or are difficult for the child or young person to answer. Where consent is being sought, it may be preferable for some classification questions to be asked of the parent or responsible adult, rather than the child or young person.

B. The interview

1. It is not normally necessary for the responsible adult to be present during the interview. Where their presence would be undesirable for technical reasons - e.g. if it could introduce bias - this must be explained and consent sought to interview the child alone.

2. The child/young person must be reminded of their right to withhold answers to particular questions.

3. Any disclosure of a confidential nature which may be potentially harmful to the child or young person must be dealt with in a sensitive and responsible manner.

4. Care must be taken to avoid any physical contact with the child/young person.

C. Research venues

1. Research should only be conducted in safe and appropriate environments.

2. If the research is conducted in the clients' domain, the client must share equal responsibility with the researcher for providing a safe and appropriate venue.

3. If a child is recruited in the street and taken into a central (hall test) location, there must always be another adult present in the same room throughout the interview.

4. It is advisable for research carried out in the home of the child/young person, either in person or by telephone, that an adult remains on the premises - though not necessarily in the same room - throughout the interview.

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[8] The guidance and text in this section is taken from: MRS, Conducting Research with Children and Young People, March 2006.

5. Checklist for operationalization

The following tables operationalize the principles in these guidelines into a checklist format for ease of reference during research and information collection.

PRINCIPLE	OBSERVED	COMMENTS
Principle 1. Non-Harmful Procedures		
Principle 2. Parental, Legal Guardian or *in loco parentis* Consent		
Principle 3. Informed Consent Child		
Principle 4. Additional Consent		
Principle 6. Necessary Use of Deception Methods Reviewed		
Principle 7. Anonymity of Information in Institutional Records		
Principle 8. Mutual Responsibilities between Investigator, Parents, Guardians, those acting *in loco parentis,* Children		
Principle 9: Disclosure of Research or Information Uncovered Jeopardizing to the Child (if applicable)		
Principle 10. Unforeseen Consequences Mediated		
Principle 11. Confidentiality of Information		
Principle 12. Duly Informing Participants of Information		
Principle 13. Reporting Results Judgment Exercised		
Principle 14. Use and Presentations of Findings Mindful of Potential Implications		
Principle 15. Scientific Misconduct Prevented		

Questionnaire

PRINCIPLE	OBSERVED	COMMENTS
Content and language sensitive to language, needs and feelings of age group interviewed		
Language simple and not patronizing		
Avoid questions that might make unreasonable demands on parent/guardian		
Avoid classification questions unnecessarily intrusive or difficult for child/youth to answer		

The interview

PRINCIPLE	OBSERVED	COMMENTS
If responsible adult present undesirable for technical reasons, this is explained and consent sought		
Child/young person reminded of their right to withhold answers to particular questions		
Disclosure of confidential nature potentially harmful to the child or young person dealt with in a sensitive and responsible manner		
Care take to avoid any physical contact with child or young person		

Research venue(s)

PRINCIPLE	OBSERVED	COMMENTS
Research conducted in safe and appropriate environment		
If conducted in clients' domain, the client shares equal responsibility with the researcher for providing a safe and appropriate venue		
If child recruited in the street and taken into a central location, another adult present in the same room throughout the interview		
If carried out in the home of the child/young person (in person or telephone), an adult remains on the premises throughout the interview		

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