

CARE's Common Indicator Framework (CIF)

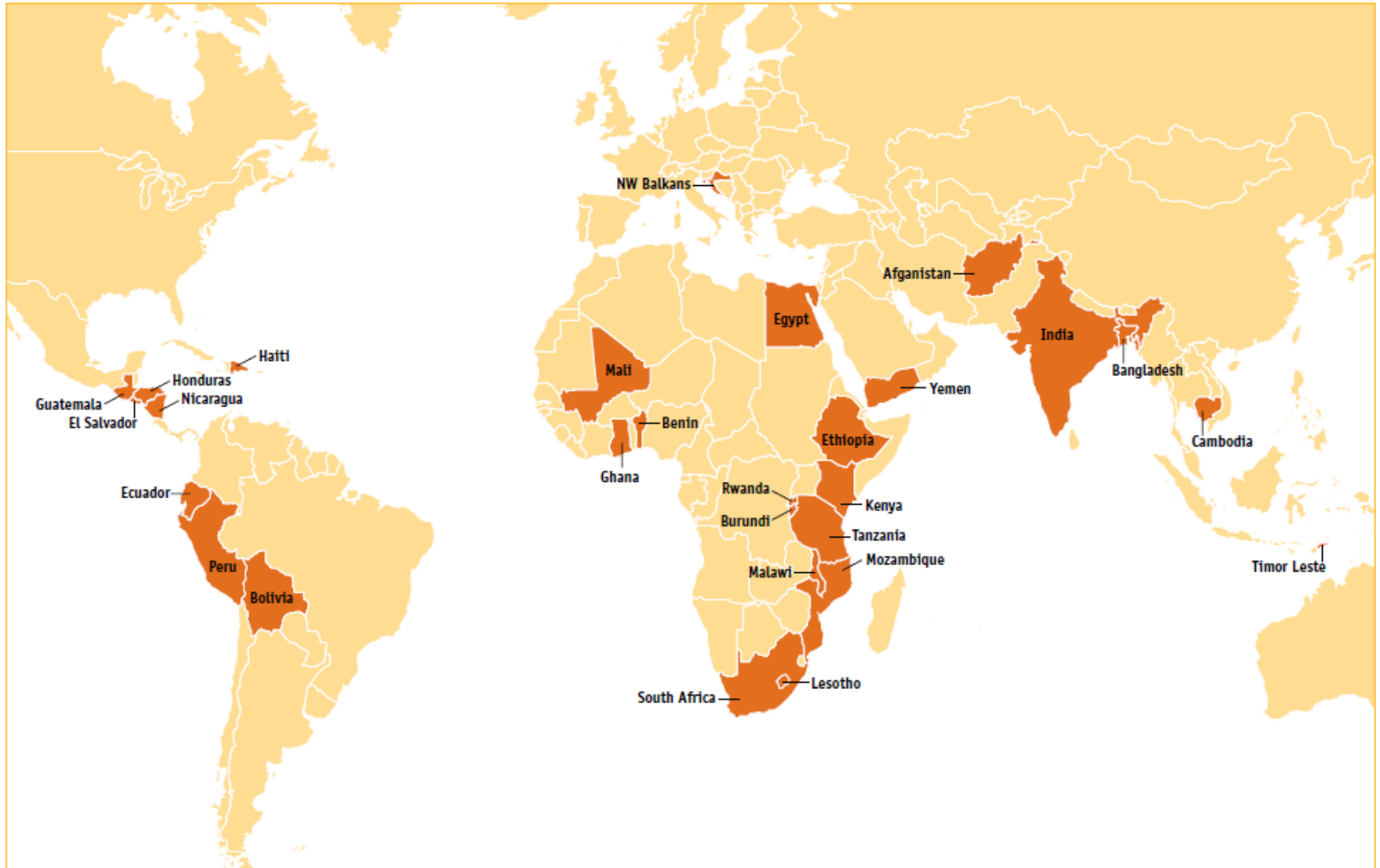
WEIMI – March 2013

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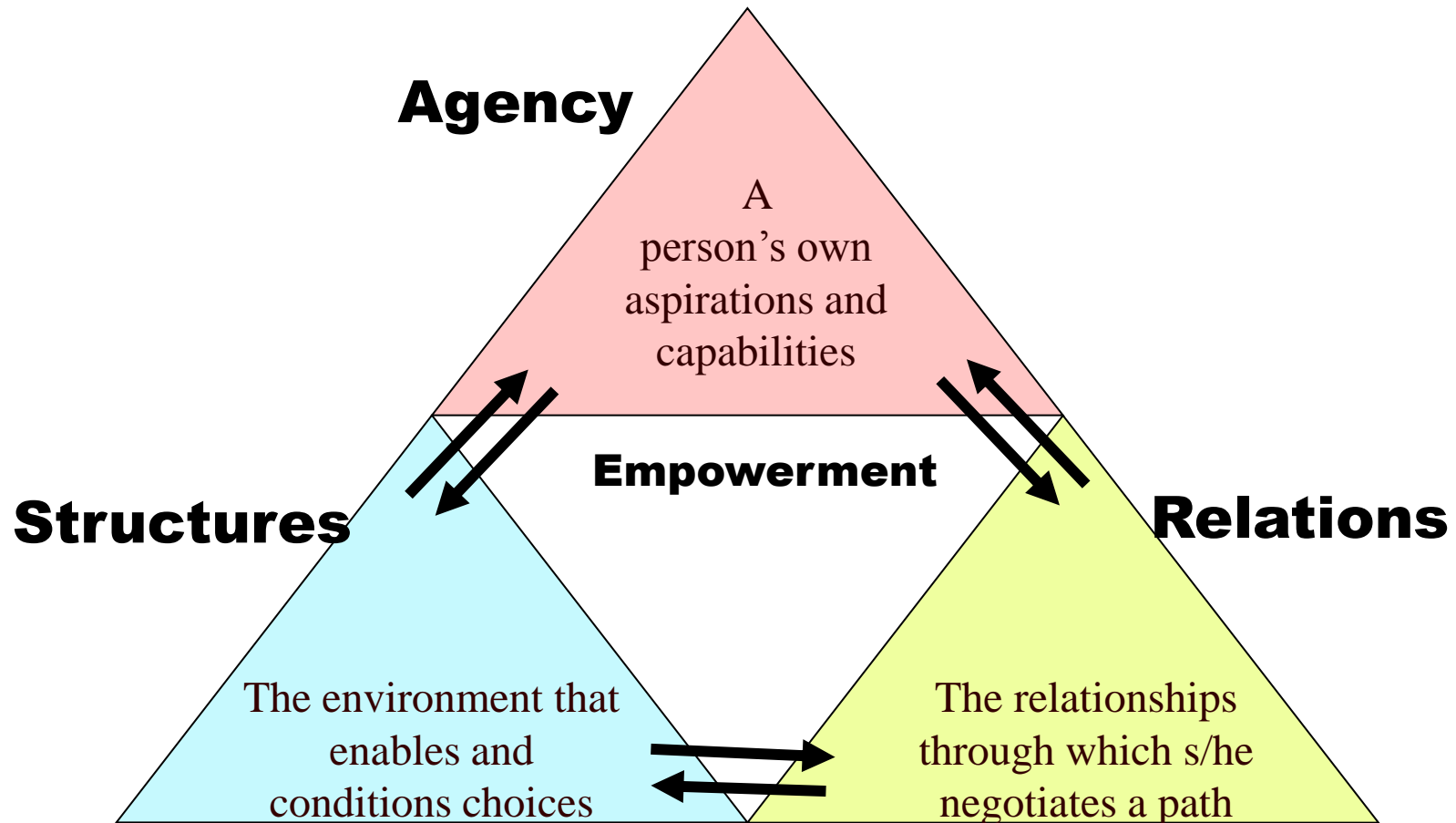
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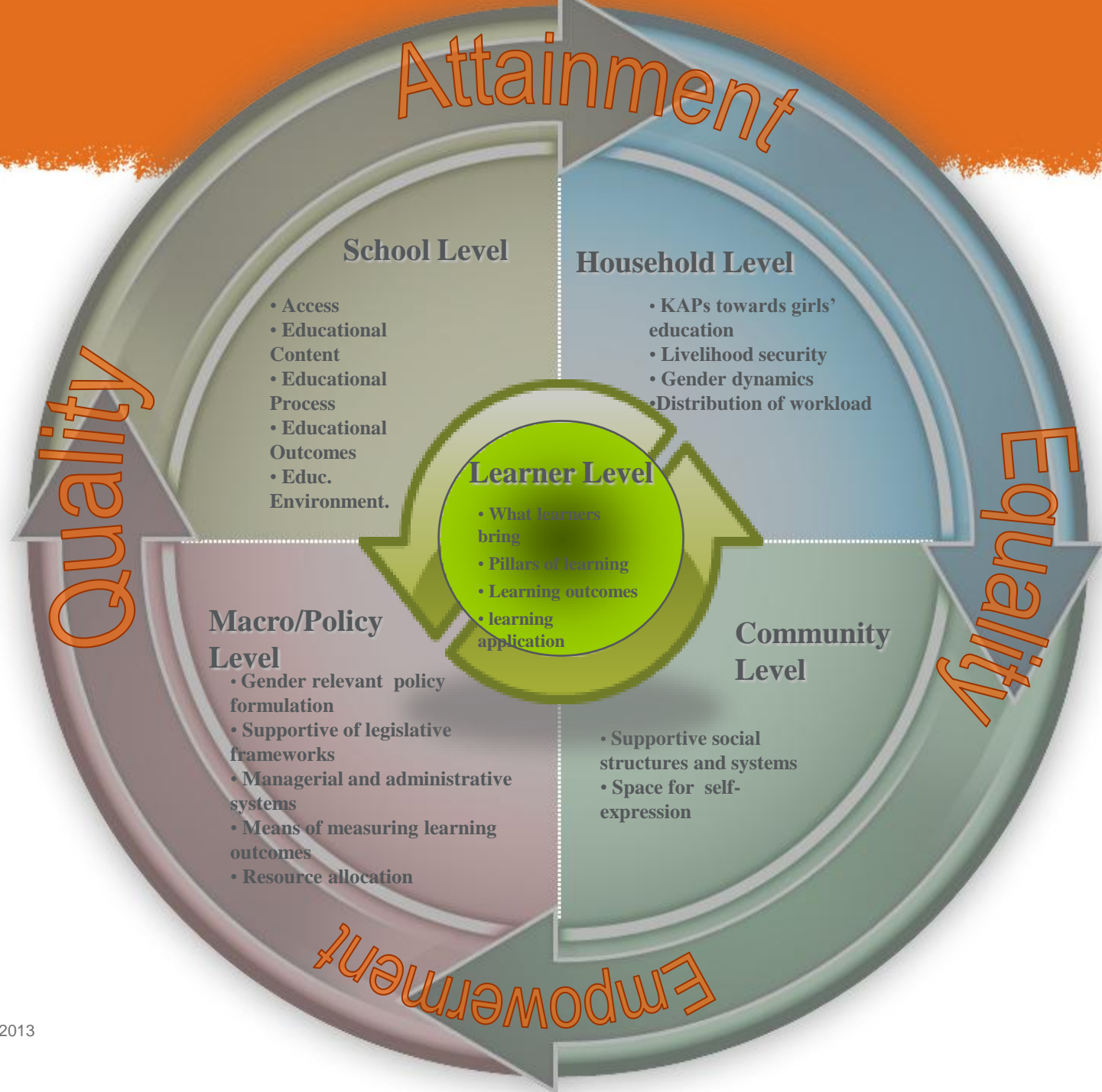
CARE's Work on Girls' Leadership



CARE's Empowerment Framework



ATTAINMENT	EQUALITY	QUALITY	EMPOWERMENT
Completion	Communities' educational opportunity perception	Suitable educational environment	Supportive strategic relations
Persistence/retention	Teachers' gender sensitivity	Relevant educational content	Girls' agency
Achievement	Children's perception of educational equity and equality	Girl/child-centered processes	Structural environment for girls

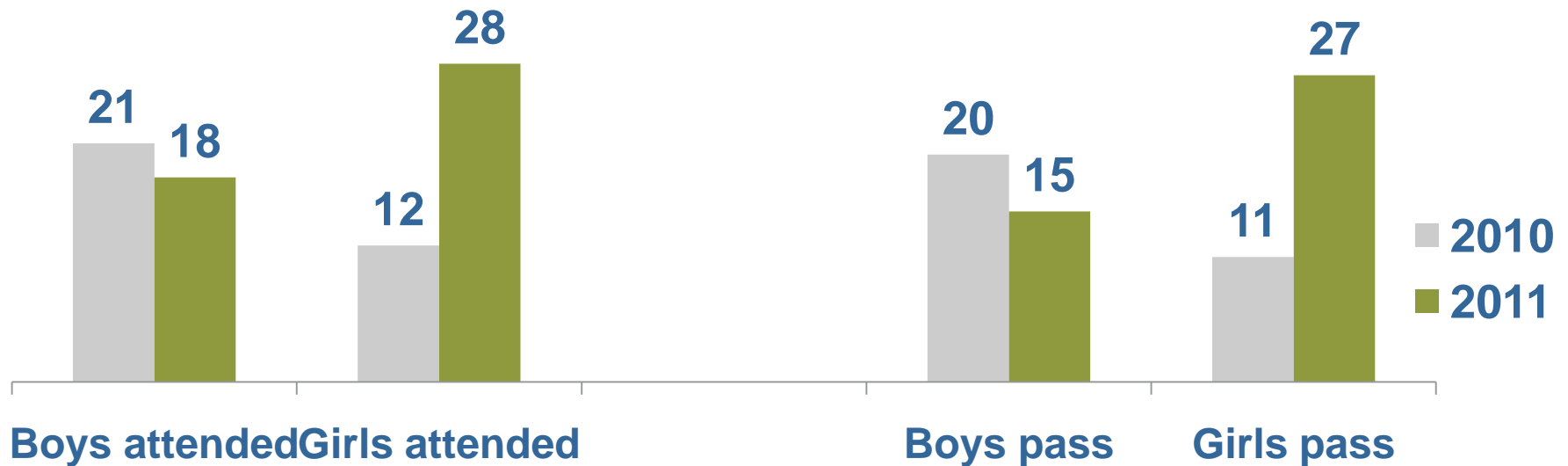


Better performance of girls in primary completion exam. (Bangladesh)



ATTAINMENT

Completion of boys and girls after one year of intervention



Security of girls in school and community (Bangladesh)



EQUALITY

Boys and girls are equally safe in our village	SMC
Intervention	60%
Comparison	40%
Level of significance	0.000
Boys and girls are equally safe in their school	Parents
Intervention	67%
Comparison	33%
Level of significance	0.111

Empowerment (India)

- ❑ Enhanced understanding of teachers on inclusive and gender sensitive pedagogies
- ❑ Expectations from children became more positive
- ❑ Gradual shift towards inclusive methods



Quality (Cambodia)



Increased provision of quality education opportunities for out of school indigenous girls through provision of life skills, early childhood development and bilingual education models.



Question Bank

- A comprehensive collection of 167 primarily quantitative questions sorted by CIF construct and indicator
 - Does not include items for attainment
- Eight demographic questions.

Survey Template

Questions from the CIF Toolkit are entered directly into the empty question cells. The final column in the toolkit table indicates the audience and questionnaire (teacher, student, or community) for which each question is designed.

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

CIF Construct = Equality					CIF Toolkit
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