

Quantitative Research Manual Series

GAGE BANGLADESH-CHITTAGONG AND SYLHET 2018 CROSS SECTION BASIC INFORMATION DOCUMENT

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1 Introduction

1.1 Gender and Adolescence: Global Evidence

Adolescence is a time of rapid physical, mental, and social change as individuals transition through puberty and into early adulthood. In scope and speed, these transformations are considered second only to those experienced in infancy and early childhood (Bundy et al., 2017).

Research focused on poverty alleviation and wellbeing improvements to date has largely focused on interventions to improve the outcomes of infants and young children, or the outcomes of adults, while comparatively little work has focused on adolescents (individuals aged 10-19). Yet, as a ‘critical period’ of development, adolescence is also a key window of opportunity for intervention (Bundy et al., 2017; Sheehan et al., 2017; Steinberg, 2015; UNFPA, 2014). Moreover, at 1.2 billion, the global adolescent population accounts for 16% of the world’s population, and much higher proportions in the Global South – especially in sub-Saharan Africa (23%), South Asia (19%), and the Middle East and North Africa (18%) (UNICEF 2016).

Gender and Adolescence: Global Evidence (GAGE) is a nine-year (2015-2024) research programme, funded by UK Aid from the UK Department for International Development (DFID), that seeks to combine longitudinal data collection and a mixed-methods approach to fill this information gap in sub-Saharan Africa, South Asia, and the Middle East and North Africa. In particular, GAGE seeks to understand the lives of adolescents in these particularly marginalized regions of the Global South, and to uncover ‘what works’ to support the development of their capabilities over the course of the second decade of life, when many of these individuals will go through key transitions such as finishing their education, starting to work, getting married and starting to have children.

GAGE’s starting point is that adolescent transitions shape girls’ and boys’ lives, but often in highly gendered ways, due to the prevailing norms in their socio-cultural environments. These norms – especially around sexuality – start to become more rigidly enforced and more consequential in early adolescence, forcing girls’ and boys’ trajectories to diverge as they approach adulthood. To fast-track social change, understanding and tailoring programme interventions that are informed by this divergence is key.

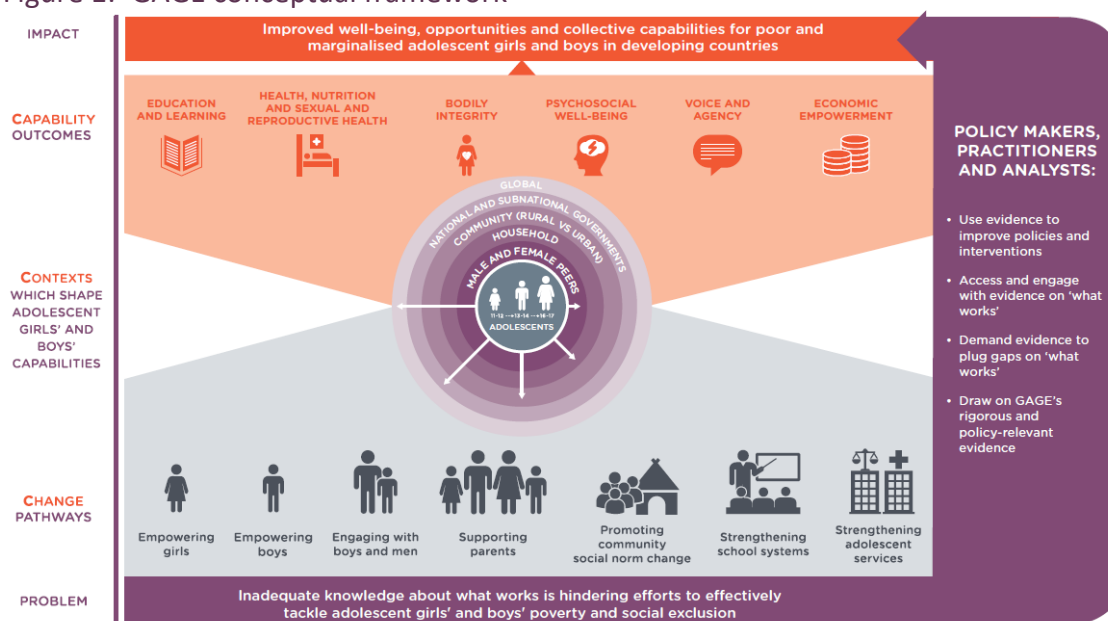
GAGE’s conceptual framework takes a holistic approach that pays careful attention to the interconnectedness of what we call ‘the 3 Cs’ – capabilities, change strategies and contexts – in order to understand what works to support adolescent girls’ and boys’ development and empowerment, now and in the future (see Figure 1). This framing draws on the three components of Pawson and Tilley’s (1997) approach to evaluation, which highlight the importance of outcomes, causal mechanisms and contexts – but we tailor it to the specific challenges of understanding what works in improving adolescent girls’ and boys’ capabilities.

The first building block of GAGE’s conceptual framework are capability outcomes. Championed originally by Amartya Sen (1984; 2004), and nuanced to better capture complex gender dynamics at intra-household and societal levels by Martha Nussbaum (2011) and Naila Kabeer (2003), the capabilities approach has evolved as a broad normative framework exploring the kinds of assets (economic, human, political, emotional and social) that expand the capacity of individuals to achieve valued ways of ‘doing and being’. Importantly, the approach can encompass relevant investments in girls and boys with diverse trajectories, including the most marginalised and ‘hardest to reach’ such as those who are disabled or are already mothers.

The second building block of GAGE’s conceptual framework is context dependency. The 3 Cs framework situates girls and boys ecologically, and that their capability outcomes are highly dependent on family or household, community, state and global contexts.

The third and final building block of GAGE’s conceptual framework acknowledges that girls’ and boys’ contextual realities can be mediated by a range of change strategies including: empowering individual adolescents, supporting parents, engaging with men and boys, sensitizing community leader, enhancing adolescent-responsive services and addressing system level deficits.

Figure 1: GAGE conceptual framework



Stemming from this conceptual framework, there are three sets of questions that are central to GAGE's research. They focus on: (1) adolescent experiences and the ways in which these are gendered and also differ according to adolescents' economic, social and geographical positioning; (2) the ways in which programmes and services address adolescent vulnerabilities and support the development of their full capabilities; and (3) the strengths and weaknesses of programme design and implementation in terms of ensuring programme efficacy, scale and sustainability. GAGE baseline research focuses primarily on the first two questions, while the third question will be explored in more detail in later years of the programme. The extent to and manner in which these questions will be answered across GAGE countries will vary. This document will focus on the GAGE Bangladesh-Dhaka research.

1.2 GAGE Bangladesh-Chittagong and Sylhet 2018 Cross Section

1.3 Background to this document

The GAGE Quantitative Research Manual Series introduces the GAGE quantitative research programme in each GAGE country, provides details on how the GAGE sample was chosen and how data collection proceeded, and describes the quantitative data available for prospective data users. The current document describes the GAGE research programme in Bangladesh-Chittagong and Sylhet 2018 Cross Section, including detailed information on the selection of research sites and the research sample. Companion manuals for Bangladesh- Chittagong and Sylhet 2018 Cross Section will provide detailed notes for usage of data.

2 GAGE Bangladesh-Chittagong and Sylhet 2018 research sites

The GAGE Bangladesh-Chittagong and Sylhet 2018 study took place in nine districts across Chittagong (Brahmanbaria, Chandpur, Chittagong, Cox's Bazar, and Rangamati districts) and Sylhet (Habiganj, Maulvibazar, Sunamganj, and Sylhet districts) divisions.

Quantitative research sites in Chittagong and Sylhet were based on the locations of 62 government schools that were selected for inclusion in the approved World Bank/government of Bangladesh Health Support Project. In Chittagong division, Chittagong, Cox's Bazar, and Rangamati districts were selected for the conduct of surveys at private schools and madrasas nearby the targeted government schools, to enable a comparative study of school types. For each government school in Chittagong, Cox's Bazar, and Rangamati districts, one high quality private school, one low quality private school, and one Madrasa nearby a government school were selected (where available), for a total of 25 high quality private schools, 24 low quality private schools, and 18 madrasas. Quality of private schools were based on JSC pass rates.

In addition, three sites were chosen for the qualitative research: one in Cox's Bazar district (Community A), one in Chittagong district (Community B, in the district capital) and the other in Rangamati Hill district (Community C, also in the district capital). These were chosen to capture different kinds of locations (urban/peri-urban), school types and access to services and NGO programming.

3 GAGE Bangladesh-Chittagong and Sylhet 2018 research sample

The GAGE Bangladesh-Chittagong and Sylhet 2018 Cross Section quantitative sample includes 1,769 adolescent boys and girls, along with their caregivers and communities. The sample includes 1,559 randomly sampled adolescents attending grade 6 across 130 schools (62 government, 25 high quality and 25 low quality private schools, and 18 madrasas), 133 purposely sampled out of school adolescents, and 77 purposely sampled adolescents with disabilities. In-school adolescents are aged 8-19 (mostly 10-13) years, out of school adolescents are aged 10-14 years, and adolescents with disabilities are aged 10-15 years. In addition to adolescents, interviews were conducted with adult female caregiver (1,747 surveys) and, for about a third of the adolescents, an adult male caregiver (549 surveys).

Sample recruitment, along with quantitative data collection, took place from March to June 2018. Recruitment is described in more detail below. Table 1 provides a summary of the GAGE-Bangladesh Chittagong and Sylhet 2018 quantitative research sample across districts, by school type, and disability status.

Table 1: GAGE Bangladesh-Chittagong and Sylhet 2018 quantitative research sample

	Full Sample	Government School	Private School	Madrasa	Out of school adolescents	Adolescents with Disabilities
Chittagong	1,521	393	694	237	133	77
Sylhet	248	248	--	--	--	--
Totals	1,769	641	694	237	133	77

3.1 Quantitative random sample

Across all GAGE research sites, adolescents eligible to be included in the quantitative random sample were identified through school rosters during a school visit by enumeration teams. During fieldwork, enumerators spent three days at each school. On the first day, the enumeration team obtained rosters of all currently enrolled sixth grade students from the school administration. The enumerators recorded the names of enrolled students on slips of paper separately for males and females, and randomly selected adolescents for survey. More detail on the selection procedure is provided in Appendix A. The final sample and selected replacement adolescents were recorded on paper rosters for record keeping. These forms were sent back to the research office and digitalized. See Appendix B for the roster form.

In school adolescents were surveyed at school. Enumerators gathered contact information for the household from the adolescent at the school and later visited the adolescent's home to interview the adult female primary caregiver. For the first two randomly selected adolescents of each sex at each school, an adult male primary caregiver was interviewed. The adult female and male primary caregivers are the adults in the household most responsible for decisions regarding the selected adolescent.

3.2 Purposely selected individuals

Given GAGE's strong focus on vulnerable adolescents, in line with the 'leave no one behind' agenda, the GAGE quantitative research sample additionally includes adolescents who are especially disadvantaged, such as those with disabilities, those who are married, and those who are out of school. These individuals were purposely identified in partnership with qualitative researchers in the target communities. Youth with disabilities can be marginalized in their communities, and adolescents who married or had children young may be hidden from outsiders. In an effort to overcome the stigma, discrimination and/or invisibility that such

young people often face in their communities, we utilized assistance of key community stakeholders who work with marginalized youth in order to locate these individuals. Table 1 provides numbers adolescents from each of these marginalized groups that are included in the GAGE Bangladesh-Chittagong and Sylhet 2018 sample.

Purposely sampled adolescents were interviewed at their home, along with an adult female primary caregiver.

4 Overview of dataset

The GAGE Bangladesh-Chittagong and Sylhet 2018 Cross Section dataset comprises three data files available through this repository, each in STATA .dta format:

Table 2: Data files

Dataset	Codebook File Name
Adult female primary caregiver	GAGE_Bangladesh-ChySyl2018_CrossSection_AF.dta
Adolescent (Core respondent)	GAGE_Bangladesh-ChySyl2018_CrossSection_CR.dta
Adult male primary caregiver	GAGE_Bangladesh-ChySyl2018_CrossSection_AM.dta



The Adult female (AF) dataset contains a number of variables that contains information on the household, including the household roster, household assets, sources of income, and household construction, among other household information. In addition, the AF survey contains a number of variables about the AF herself. The Core Respondent (CR) dataset contains data from the survey administered to the CR, and the Adult Male (AM) dataset contains information on the adult male in the subset of households where surveys were conducted with adult males.

There are number of identifying variables that are common to all three datasets, which will be discussed in the following subsections.

4.1 Household Identifiers

Households are uniquely identified by the variable **hh_cs_hhid**. This variable allows the user to link the AF, CR, and AM datasets using the merge command. The household identifiers contain information related to the location of the household and the cohort of the core respondent.

The structure of the Household IDs is as follows:

1. Division: 2 digits
2. GAGE School ID: 3 digits
 - a. Chittagong: 010-392
 - i. School codes with the same first two digits are in the same “group”
 1. Codes ending in 0 are government schools
 2. Codes ending in 1 are high quality private
 3. Codes ending in 2 are low quality private
 4. Codes ending in 3 are madrasas
 - ii. Codes 096 are for adolescents with disabilities and 098 for out of school adolescents
 - b. Sylhet: 400-620
3. Gender: 1 digit
 - a. 1 is male
 - b. 2 is female
4. Adolescent: 2 digits
 - a. 01-08 original randomly selected adolescents
 - b. 09-24 randomly selected replacements

4.2 Location Identifiers

The data identifies locations to the Division level within Chittagong and Sylhet, but there are four additional anonymized sub-location identifiers: **upazilaid**, **wardid**, **villageid**, **schoolid** to identify adolescents living in the same upazilas, wards, villages, and attending the same schools, respectively.

4.3 Sampling Weights

The dataset contains several variables to adjust for the sampling design of the study and to make the data representative of their parent populations. Table 1 lists these variables below.

The variable **weight** is an inverse probability weight that adjusts for the probability that an adolescent was selected within the school-gender roster list he or she was sampled from. For purposely sampled adolescents, this weight is equal to 1. In addition to the inverse probability weight, indicators for being a purposely sampled adolescent (out of school or with disability) should be included: the **sample_pdropout_final** and **sample_pdisabled_final** variables.

Table 3: Sample Design Variables

Variable	Description
weight	Adolescent sample weight
sample_random	=1 if in the random sample
sample_pdropout_final	=1 if purposely sampled out of school adolescent
sample_pdisabled_final	=1 if purposely sampled adolescent with disabilities

References

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Appendix A: GAGE Bangladesh-Chittagong and Sylhet Listing and Randomization Protocol

Selecting CRs for Survey

In-School Sample

In total there are 129 schools in our sample. 70 of these schools are co-ed, 36 are girls only, and 23 are boys only.

In each co-ed school, we will survey 8 girls and 8 boys. In girls schools, we will survey 8 girls. In boys schools we will survey 8 boys.

Draw the random sample using the following steps:

1. Write all the names of enrolled students on slips of paper
2. Put the girls names and boys names in separate hats
3. Draw the names one by one for each sex separately. Draw 24 names. Record the order in which the names are drawn.
4. The first 8 names drawn for each sex are the random sample
5. The remaining names are the replacement samples
6. The first 2 names drawn for each sex will be in the AM sample
 - a. If a CR chosen for an AM survey needs to be replaced, then do an AM for the CR selected for replacement
7. If a girl/boy is not in-school when surveys are taking place, please do the following:
 - a. If they do not have a contact phone, record that they were replaced, ask the headmaster why he/she thinks the child is not there on that day, ask when the child was last in school, and ask if he/she thinks that the child will return. Then list the replacement ID and survey the replacement.
 - b. If they do have a contact phone then record that they were replaced and call the household to find information on why they are not there. Record why the child is not there on that day, ask when the child was last in school, and ask if the child will return and when. If unable to reach household, then record the information from the headmaster. Then list the replacement ID and survey the replacement.

Disability sample

The disability sample will be in the 3 districts in Chittagong where we are also surveying private schools and Madrasas. The target will be 80-90 total CRs.

In School Sample

1. If the CR is in one of the schools in the study sample, record his/her survey under that school ID. Select “Disability Sample” on the first Surveybe Screen.
2. In this case, the CR could be part of the random sample or be purposely sampled. It will be important to record in the tracking sheet which is the case.

Not in School Sample

1. If the CR is not at one of the schools in the sample, select the 96 – Disability Sample Code within the relevant village to survey the CR under.

Out of School Sample

These CRs will only be purposely sampled in 3 districts in Chittagong where we are also surveying private schools and Madrasas. The target is 125 out of school adolescents.

Survey out of school students under the 98 – Out of School CR code within the relevant village.

Back check procedure

In school sample

We will conduct back check surveys with approximately 10% of the sample.

To reduce travel time and costs associated with backcheck, we have randomly selected 52 schools in which to perform the back check surveys.

To select the back check schools, the full list of 129 schools were first blocked by Division and institution type (government, good private, bad private, and madrasa) before schools were randomly selected to be in the backcheck sample.

At each school, three CRs will be surveyed.

Coed Schools

- Each coed school has either been designated as having 2 boys/1 girl survey or 1 boy/2 girls survey.
- **Schools designated 2 boys/1 girl:**
 - o Survey male ID ending in 102 and 104 [or their replacements]
 - o Survey female ID ending in 206 [or her replacement]
- **Schools designated 1 boy/2 girls:**
 - o Survey male ID ending in 106 [or his replacement]
 - o Survey female ID ending in 202 and 204 [or their replacements]

Boys schools:

- Survey 3 boys with ID: 102, 104, 106 (or their replacements)

Girls schools:

- Survey 3 girls with ID: 202, 204, 206 (or their replacements)

Disability and Out of School Sample

IPA will provide a list of IDs used for disability and out of school surveys and backcheck IDs will be selected from these.

Appendix B: GAGE Bangladesh-Chittagong and Sylhet Student Information Sheet and Absence Sheet

Grade-6 Students Information Sheet

EIIN: _____ School Name: _____ Date: _____

Sex: Boy**TOTAL BOY SURVEY DONE:****TOTAL SURVEY DONE:****Class-6 students at a glance**

	Boy	Girl	Total
Total #			
Present on survey day			

S N.	Student Full Name	Father's Name	Roll #	Section	ID	Date of Birth	Enum. Name	Para/village (with Landmark) name	Phone #	Reason of replacement
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										

Replacement reason codes: 1 – Absent today only; 2 – Absent often; 3 – Absent, discontinued class; 4 – Refused to get surveyed; 5 – Ineligible by age; Disable Identification Code: 9 – Disabled sample

GAGE — Rural Survey 2018

S N.	Student Full Name	Father's Name	Roll #	Section	ID	Date of Birth	Enum. Name	Para/village (with Landmark) name	Phone #	Reason of replacement
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										

Replacement reason codes: 1 – Absent today only; 2 – Absent often; 3 – Absent, discontinued class; 4 – Refused to get surveyed; 5 – Ineligible by age; Disable Identification Code: 9 – Disabled sample

Sex: Girl

TOTAL GIRL SURVEY DONE:

S N.	Student Full Name	Father's Name	Roll #	Section	ID	Date of Birth	Enum. Name	Para/village (with Landmark) name	Phone #	Reason of replacement
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Replacement reason codes: 1 – Absent today only; 2 – Absent often; 3 – Absent, discontinued class; 4 – Refused to get surveyed; 5 – Ineligible by age; Disable Identification Code: 9 – Disabled sample

GAGE — Rural Survey 2018

S N.	Student Full Name	Father's Name	Roll #	Section	ID	Date of Birth	Enum. Name	Para/village (with Landmark) name	Phone #	Reason of replacement
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										

Replacement reason codes: 1 – Absent today only; 2 – Absent often; 3 – Absent, discontinued class; 4 – Refused to get surveyed; 5 – Ineligible by age; Disable Identification Code: 9 – Disabled sample

Absent Students Information Sheet

EIIN: _____ School Name: _____ Date: _____

S N.	Student Full Name	ID	Enum. Name	Reason for Absence	Source of information
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

GAGE — Rural Survey 2018

S N.	Student Full Name	ID	Enum. Name	Reason for Absence	Source of information
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

Source of Information codes: 1 – School Administrator; 2 – Teacher; 3 – Parent/Guardian; 4 – Other HH member

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme building knowledge on good-practice programmes and policies that support adolescent girls in the Global South to reach their full potential.

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